

# Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature

*Veronica Kang*

Date. March 26, 2025

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## I. PERSONAL INFORMATION

### Last Name, First Name, Middle Name, Contact Information

Kang, Veronica  
3214 BENJAMIN BUILDING  
Personal Website: <https://education.umd.edu/directory/veronica-kang>

### Academic Appointments at UMD

(2022, August – Present). Assistant Professor. EDUC-Counseling, Higher Education and Special Education.

(2022, June – 2022, July). Visiting Assistant Professor. EDUC-Counseling, Higher Education and Special Education.

### Other Appointments

(2023 – Present). Faculty Affiliate, Research Equity and Access in Communication and Hearing. BSOS-Hearing & Speech Sciences.

(2022 – Present). Faculty Affiliate, University of Maryland Autism Research Consortium. BSOS-Hearing & Speech Sciences.

### Educational Background

(2022). PhD, Special Education. University of Illinois Chicago.

(2021). MEd, Measurement, Evaluation, Statistics & Assessment. University of Illinois Chicago.

(2021). Illinois Leadership Education in Neurodevelopmental & related Disabilities. Association of University Centers on Disabilities.

(2020). MEd, Special Education. University of Illinois Chicago.

(2015). BS, Psychology. University of Washington Seattle.

### Continuing Education

(2022, August – 2023, May). Keeping Our Faculties. UMD ADVANCE.

(2022). Cluster-Randomized Trials. National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.

(2022). Single Case Research Design Conference. Spencer Foundation.

(2022). Single-Case Intervention Research Design and Analysis. National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.

## **Professional Certifications, Licenses, and Memberships**

(2021 - Present). Board Certified Behavior Analyst. Behavior Analyst Certification Board.

(2019 - Present). Association of Behavior Analysis International.

(2019 - Present). International Society for Autism Research.

(2018 - Present). American Educational Research Association.

(2018 - Present). Council for Exceptional Children.

(2018 - Present). Division for Early Childhood.

(2018 - Present). Division on Autism and Developmental Disabilities.

(2018 - Present). International Society on Early Intervention.

(2022 - 2023). Society for Research on Educational Effectiveness.

(2021). Certificate in the Foundations of College Instruction. University of Illinois Chicago.

(2020). Autism Diagnostic Observation Schedule, Second Edition. University of Missouri.

(2015 - 2018). Certified Behavior Technician. Washington Department of Health.

## **II. RESEARCH, SCHOLARLY, CREATIVE AND/OR PROFESSIONAL ACTIVITIES**

In citations below, # indicates the corresponding author, ‡ marks the senior author, and † marks student collaborators who were mentored by this faculty member.

### **Chapters**

#### **Books**

Yakubova, G., Pirone, J., **Kang, V. Y.**, Kalpit, D., Williams, J. (2024). Disability Culture. in *Incorporating intersectional needs of students: Disability, culture and inclusivity in schools*. Rowman and Littlefield, Inc..

Yan, M.-C., Kim, S., **Kang, V.** (2022). Cultural Competence in Special Education Instruction. in *Multicultural Special Education for Inclusive Classrooms*. Routledge.

[https://www.taylorfrancis.com/books/edit/10.4324/9781003127833/multicultural-special-education-inclusive-classrooms-aaron-perzigian-nahrin-aziz\\_10.4324/9781003127833](https://www.taylorfrancis.com/books/edit/10.4324/9781003127833/multicultural-special-education-inclusive-classrooms-aaron-perzigian-nahrin-aziz_10.4324/9781003127833)

**Kang, V.**, Kim, S. (2022). Cultural Competence in Special Education Assessment. in *Multicultural Special Education for Inclusive Classrooms* (pp. 76-94). Routledge.

[https://doi.org/10.4324/9781003127833-5\\_10.4324/9781003127833-5](https://doi.org/10.4324/9781003127833-5_10.4324/9781003127833-5)

### **Refereed Journals**

#### **Refereed Journal Articles**

- Kang, V. Y.**, Kim, S., Gregori, E. V., Maggin, D. M., Chow, J. C., Zhao, H. (2025). Systematic Review and Meta-analysis of Enhanced Milieu Teaching. *Journal of Speech, Language, and Hearing Research*, 68(1), 259-281. [10.1044/2024\\_JSLHR-24-00260](https://doi.org/10.1044/2024_JSLHR-24-00260)
- Yakubova, G., Gupta, S., Intepe-Tingir, S., **Kang, V. Y.**, Vyas, T., Shashikiran, S. (2024). Family-Mediated Interventions When Teaching Daily Living Skills to Autistic Individuals: A Systematic Review. *Review Journal of Autism and Developmental Disorders*. [10.1007/s40489-024-00489-4](https://doi.org/10.1007/s40489-024-00489-4)
- Lee, J., **Kang, V. Y.**, Kim, G., Jung, S., Joo, S., Kim, H., Son, J., Bearss, K. (2024). Cultural Adaptation of RUBI Intervention with Korean Families (K-RUBI): A Mixed Method Study. *Journal of Autism and Developmental Disorders*, 1-16. [10.1007/s10803-024-06599-6](https://doi.org/10.1007/s10803-024-06599-6)
- Lee, J., **Kang, V.**, Terol, A., Joo, S. (2024). Examining the Efficacy of Culturally Responsive Interventions for Autistic Children and Their Families: A Meta-Analysis. *JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS*, 21. [10.1007/s10803-023-06212-2](https://doi.org/10.1007/s10803-023-06212-2)
- Kim, S., **Kang, V. Y.**, Kim, N., Gregori, E. (2024). Feasibility and Cultural Relevance of Evidence-based Strategies in Korean Online Modules for Caregivers of Children with Autism. *Education & Training in Autism & Developmental Disabilities*, 59(2), 200.
- Kim, S., Choi, Y., **Kang, V. Y.**, Wang, J., Kim, N., Kim, K. (2024). Validation of the Inclusion Scale: Early Childhood Educators' Perceptions and Attitudes Toward Inclusion in South Korea. *Infants and Young Children*, 37(3), 142-153. [10.1097/IYC.0000000000000264](https://doi.org/10.1097/IYC.0000000000000264)
- Kim, S., Choi, Y., **Kang, V. Y.**, Wang, J., Kim, N., Kim, K. (in press). Early Childhood Educators' Perceptions and Attitudes Towards Inclusion in South Korea. *Infants and Young Children*.
- Kang, V.**, Coba-Rodriguez, S., Kim, S. (2024). "We need to prepare and adjust": The school readiness beliefs and practices of Korean families with preschool-aged children. *Early Childhood Research Quarterly*, 67, 12. [10.1016/j.ecresq.2023.11.005](https://doi.org/10.1016/j.ecresq.2023.11.005)
- Kang, V.**, Kim, S., Kim, H. (2024). First-Generation Korean Immigrant Parents' Experience and Perception of Dual Language English Literacy Intervention for their Young Children in the United States. *LITERACY RESEARCH AND INSTRUCTION*, 24. [10.1080/19388071.2024.2302587](https://doi.org/10.1080/19388071.2024.2302587)
- Kim, S., Kim, N., Kim, K.-M., **Kang, V.** (2024). "It Is Natural for Children With and Without Disabilities to Get Along Together": Early Childhood Teachers' Experiences With Inclusion in South Korea. *Infants and Young Children*, 37(4), 351–367. <http://dx.doi.org/10.1097/iyc.0000000000000277> [10.1097/iyc.0000000000000277](https://doi.org/10.1097/iyc.0000000000000277)
- Zarate, K., **Kang, V.**, Maggin, D. (2024). Training paraprofessionals to collect reading fluency data with accuracy. *Preventing School Failure: Alternative Education for Children and Youth*, 1–10. <http://dx.doi.org/10.1080/1045988x.2024.2353021> [10.1080/1045988x.2024.2353021](https://doi.org/10.1080/1045988x.2024.2353021)
- Kim, N., Kim, S., **Kang, V.**, Cushing, L. (2024). Examining Acculturative Stress and Copings Among Korean Immigrant Parents of Children with Developmental Disabilities. *International Journal of Disability, Development and Education*, 1–16. <http://dx.doi.org/10.1080/1034912x.2024.2361252> [10.1080/1034912x.2024.2361252](https://doi.org/10.1080/1034912x.2024.2361252)
- Lee, J., Meadan, H., **Kang, V.**, Terol, A. (2023). Balancing Fidelity and Flexibility of Manualized Interventions in Cultural Adaptation: Issues to Consider. *EDUCATION AND TREATMENT OF CHILDREN*, 46(3), 11. [10.1007/s43494-023-00102-z](https://doi.org/10.1007/s43494-023-00102-z)
- Kim, S., **Kang, V.**, Kim, H., Wang, J., Gregori, E. (2023). Online Literacy Instruction for Young Korean Dual Language Learners in General Education. *JOURNAL OF BEHAVIORAL EDUCATION*, 32(4), 25. [10.1007/s10864-022-09470-9](https://doi.org/10.1007/s10864-022-09470-9)
- Kang, V.**, Kim, S., Wang, J. (2023). Experiences of Family Collaboration in Early Intervention among Korean and Chinese Caregivers. *INTERNATIONAL JOURNAL OF MULTICULTURAL EDUCATION*, 25(1), 23.

- Neuhaus, E., **Kang, V.**, Kresse, A., Corrigan, S., Aylward, E., Bernier, R., Bookheimer, S., Dapretto, M., Jack, A., Jeste, S., McPartland, J., Van Horn, JD, Pelphrey, K., Webb, S. (2022). Language and Aggressive Behaviors in Male and Female Youth with Autism Spectrum Disorder. *JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS*, 52(1), 9. [10.1007/s10803-020-04773-0](https://doi.org/10.1007/s10803-020-04773-0)
- Kim, S., Kim, H., **Kang, V.** (2022). Voices of Community-Based Program Volunteers for Korean Americans with Severe Disabilities. *International Journal of Disability, Development and Education*, 21. [10.1080/1034912X.2022.2150752](https://doi.org/10.1080/1034912X.2022.2150752)
- Kim, S., Kim, J., Yan, M., **Kang, V.** (2022). Korean-American Mothers' Perceptions of Self-Determination of Primary School Children with Autism Spectrum Disorder. *International Journal of Disability, Development and Education*, 69(5), 16. [10.1080/1034912X.2020.1821873](https://doi.org/10.1080/1034912X.2020.1821873)
- Kang, V.**, Kim, S. (2022). Effects of Enhanced Milieu Teaching and Book Reading on the Target Word Approximations of Young Children With Language Delay. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151221092406>
- Kang, V.**, Kim, S., Thomas, M. (2022). Experiences of Korean fathers of children with autism in the United States. *Inclusion*, 10(3), 183-200. <https://doi.org/10.1352/2326-6988-10.3.183>
- Neuhaus, E., Lowry, S., Santhosh, M., Kresse, A., Edwards, L., Keller, J., Libsack, E., **Kang, V.**, Naples, A., Jackson, A., Jeste, S., McPartland, J., Aylward, E., Bernier, R., Bookheimer, S., Dapretto, M., Van Horn, J., Pelphrey, K., Webb, S., A. G. N. (2021). Resting state EEG in youth with ASD: age, sex, and relation to phenotype. *Journal of Neurodevelopmental Disorders*. <https://doi.org/10.1186/s11689-021-09390-1>
- Waitoller, F., Woodard, R., Rao, A., **Kang, V.** (2021). Untangling ideologies of disablement: the perils of the (in)visibility of dis/ability in urban teacher education programs. *International Journal of Qualitative Studies in Education*.. <https://doi.org/10.1080/09518398.2021.1956630>
- Kim, S., Kim, H., Kim, J., Nichols, S., **Kang, V.** (2021). Experiences and Impact of Having Children with Autism Spectrum Disorder on the Lives of Their Korean-American Mothers. *EXCEPTIONALITY*, 29(5), 17. [10.1080/09362835.2020.1727325](https://doi.org/10.1080/09362835.2020.1727325)
- Kim, S., **Kang, V.** (2021). The Effect of Enhanced Milieu Teaching on Vocabulary Acquisition for Korean American Children With Down Syndrome. *The Journal of Special Education*, 55(2), 14. [10.1177/0022466920973452](https://doi.org/10.1177/0022466920973452)
- Kim, S., **Kang, V.** (2020). iPad® Video Prompting to Teach Cooking Tasks to Korean American Adolescents With Autism Spectrum Disorder. *CAREER DEVELOPMENT AND TRANSITION FOR EXCEPTIONAL INDIVIDUALS*, 43(3), 15. [10.1177/2165143420908286](https://doi.org/10.1177/2165143420908286)
- Kim, S., **Kang, V.**, McLeod, R. (2020). Effects of Enhanced Milieu Teaching with Book Reading for Children with Autism Spectrum Disorder. *EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES*, 55(4), 15.
- Kim, S., Cambray-Engstrom, E., Wang, J., **Kang, V.**, Choi, Y.-J., Coba-Rodriguez, S. (2020). Teachers' Experiences, Attitudes, and Perceptions Towards Early Inclusion in Urban Settings. *Inclusion*, 8(2), 222-240. <https://doi.org/10.1352/2326-6988-8.3.222>
- Kang, V.**, Kim, S. (2020). Social Stories™ with Self-Modeling to Teach Social Play Behaviors to Korean American Children with Autism. *Child & Family Behavior Therapy*, 42(2), 25. [10.1080/07317107.2020.1738709](https://doi.org/10.1080/07317107.2020.1738709)
- Waitoller, F., Beasley, L., Gorham, A., **Kang, V.** (2019). Towards an inclusive intersectional education: The case of African-American and Latino students with disabilities in Chicago. *PUBLICACIONES*, 49(3), 19. [10.30827/publicaciones.v49i3.11403](https://doi.org/10.30827/publicaciones.v49i3.11403)

## Conferences, Workshops, and Talks

### *Invited Talks*

Kang, V. (2022). Applied Behavior Analysis. University of Maryland College Park Maryland Mentor Corps.

### *Refereed Presentations*

† denotes mentored graduate students

**Kang, V.**, Vyas, T. †, Yakubova, G., Awasi, S. †, Mann, M. † (2025). Sibling Implementation of Video Prompting to Support Independent Living Skills of Korean American Autistic Adolescents. 26th International Conference on Autism, Intellectual Disability & Developmental Disabilities.

**Kang, V.**, Tejero-Hughes, M., Passmore, A. (2024). Exploration of Teacher Leadership Among Early Childhood Special Education Providers. American Educational Research Association Annual Meeting.

Kim, S., Kim, N., Gregori, E., **Kang, V.** (2024). Korean Caregivers' Use of Evidence-based Strategies for Their Children with Autism. American Educational Research Association Annual Meeting.

Wessel, J. (Presenter), Williams, A. (Presenter), Culpepper, D., Daley, G., Dow-Burger, K., Forsythe, A. N., **Kang, V.**, Lewis, S., McQuade, P., Redcay, E. (2024). Promoting Autism Inclusion and Representation in STEM: A Faculty Training. Neurodiversity at Work Research Conference.

**Kang, V.**, Kim, S., Kim, H. (2023). Examining social validity and cultural relevance of dual language literacy instruction for Korean immigrant preschoolers. American Educational Research Association Annual Meeting.

**Kang, V.**, Kim, S., Coba-Rodriguez, S. (2022). Promoting engagement of Korean immigrant families in early childhood education. American Educational Research Association Annual Meeting.

**Kang, V.**, Kim, S., Wang, J. (2021). Experiences of family collaboration in early intervention among Korean and Chinese American caregivers. American Educational Research Association Annual Meeting.

Kim, S., **Kang, V.** (2021). The effects of enhanced milieu teaching on vocabulary acquisition for Korean American children with Down syndrome. American Educational Research Association Annual Meeting.

Webb, S., Kresse, A., **Kang, V.**, Neuhaus, E., Bernier, R. (2019). Sex differences in youth with autism spectrum disorder: Language phenotype and relation to autism behaviors from the Autism Center for Excellence Gender Exploration of Neurogenetics and Development to Advanced Autism Research Network, Clinical presentation of autism spectrum disorder and access to care among girls. International Society for Autism Research Annual Meeting.

### *Refereed Posters*

† denotes mentored graduate students

**Kang, V.**, Awasi, S. †, Mann, M. †, Harrison, A., Yu, L., Joo, S., Lee, J., Naqvi, N., Intepe Tingir, S. (2025). Parents of Autistic Individuals and their Autism Knowledge, Advocacy, Involvement,

Awareness of Neurodiversity, and Attitudes towards Inclusion. International Society for Autism Research.

**Kang, V.**, Safarha, E. †, Kim, J.-E. †, Mann, M. †, Lu, H., La, A., Awasi, S. †, Joo, S. (2025). Summer Program for Asian Autistic Youth: Program Development and Examination of Social Validity. International Society for Autism Research.

Lee, J., **Kang, V.**, Kim, G., Son, J., Kim, H., Jung, S., Joo, S., Bearss, K. (2024). Mixed Method Approach to Increase Access to Behavior Parent Training with Korean Caregivers of Young Autistic Children. American Academy of Child and Adolescent Psychiatry.

Kim, N., Kim, S., **Kang, V.**, Wang, J., Choi, Y. (2024). The Inclusion-Related Attitudes and Perceptions of Early Childhood Educators in South Korea: A Survey Study. International Conference on Educational Research.

Kim, I., Lee, J., **Kang, V.**, Magana, S., Kim, C. (2024). Cultural Adaptation of a Peer-Led Psychoeducational Program for Korean Immigrant Caregivers of Autistic Children. Annual Meeting of the International Society for Autism Research.

Lee, J., **Kang, V.**, Kim, G., Son, J., Kim, H., Jung, S., Joo, S., Bearss, K. (2024). Cultural Adaptation and Pilot RCT of Rubi with Korean Families of Young Children. International Society for Autism Research.

Yakubova, G., Gupta, S., Intepe-Tingir, S., **Kang, V.**, Vyas, T., Shashikiran, S. (2024). A systematic review of family-mediated interventions when teaching autistic children. International Society for Autism Research.

Yakubova, G., Intepe Tingir, S., **Kang, V.** (2024). A Systematic review of family-mediated interventions when teaching autistic children. International Society for Autism Research.

**Kang, V.**, Kim, S. (2023). Virtual Implementation of Pre-K Early Literacy Intervention for Korean American and Autistic Dual Language Learners. International Society for Autism Research.

Yakubova, G., Al-Dubayan, M., Gupta, S., **Kang, V.**, Chen, B., Defayette, M., Proulx, A. (2023). A systematic review of interventions to teach functional skills to autistic children in LMIC contexts. Annual Meeting of the International Society for Autism Research.

Kim, S., Kim, H., **Kang, V.** (2021). Voices of community-based program volunteers for Korean American individuals with severe disabilities. American Educational Research Association Annual Meeting.

Kim, S., **Kang, V.**, McLeod, R. (2019). The effects of enhanced milieu teaching for young English language learners with autism. Association of Behavior Analysis International Annual Convention.

**Kang, V.**, Levesque, K., Anderson, A., Kresse, A., Faja, S., Neuhaus, E., Bernier, R., Webb, S. (2014). Heritability of pragmatic language in autism spectrum disorder: A study of twins. International Society for Autism Research.

### **Workshops**

Naqvi, N., **Kang, V.** (2025). Autism Awareness Training for Teachers in Lahore, Pakistan. Iona University.

Naqvi, N., **Kang, V.** (2023). Autism Awareness Training for Teachers in Karachi, Pakistan. Iona University.

### **Colloquia**

**Kang, V.** (2023). Promoting Meaningful Interaction & Social Engagement for Asian American Autistic Youth. Human Development Colloquium, Human Development and Quantitative Methodology, University of Maryland College Park.

## Works in Progress

† denotes mentored graduate students

Wessel, J., Williams, A., McQuade, P., Robinson, E., Culpepper, D., Daley, G., Dow-Burger, K., Forsythe, A., **Kang, V. Y.**, Lewis, S., Redcay, E. (Submitted: 2025). Identifying Learning Needs for Autism Inclusion in STEM Research Labs.

**Kang, V. Y.**, Kim, S., Kim, N., Yakubova, G. (Submitted: 2025). Virtual literacy instruction using behavioral strategies with Korean autistic children.

**Kang, V. Y.**, Safarha, E.†, Kim, J.-E.†, Mann, M.†, Lu, H., La, A., Awasi, S.†, Joo, S. Promoting Meaning Interaction and Social Engagement (PROMISE) Summer Program for Asian Autistic Youth: Program Development and Examination of Social Validity.

**Kang, V. Y.**, Mann, M.†, Awasi, S.†, Lee, J., Kwak, D., Joo, S., Chow, J., Sam, A. Culturally Adapted Online Module and Coaching of Naturalistic Developmental Behavioral Interventions Strategies for Parents of Korean Autistic Children.

**Kang, V. Y.**, Vyas, T.†, Yakubova, G., Awasi, S.†, Mann, M.†, Joo, S. Sibling Collaborative Learning of Daily Living Skills using Video Modeling with Korean American Autistic Adolescents.

## Sponsored Research and Programs - Administered by the Office of Research Administration (ORA)

### *Grants*

**Kang, V. (Co-Investigator).** (2024 - 2025). Project SUSTAIN: Preparing Leaders with Expertise Promoting the Uptake and Sustainability of Evidence-Based Practices in Special Education. Vanderbilt University, US Department of Education-OSERS. \$2,494,119.00.

**Kang, V. (Lead Investigator),** La, A. (Co-Investigator). (2024 - 2025). Do Good Campus Fund. University of Maryland Do Good Institute, \$50,000.00.

**Kang, V. (Lead Investigator).** (2024 - 2025). Do Good Impact Digital Equity Internship Grant. University of Maryland School of Public Policy, \$3,300.00.

**Kang, V. (Lead Investigator).** (2024 - 2025). Research Practice Partnership Grant. University of Maryland College of Education Office of the Dean, \$20,000.00.

Wessel, J. (Lead Investigator), Redcay, E. (Co-Investigator), Dow-Burger, K. (Co-Investigator), **Kang, V. (Co-Investigator),** Lewis, S. (Co-Investigator). (2023 - 2024). Promoting Autistic Inclusion and Representation (PAIR) in STEM. Dean's Research Initiative, College of Behavioral and Social Sciences, UMD, \$9,731.00.

**Kang, V. (Lead Investigator).** (2023 - 2024). Faculty-Student Research Award. University of Maryland College Park, \$10,000.00.

**Kang, V. (Lead Investigator).** (2023 - 2024). Support Program for Advancing Research and Collaboration (SPARC). College of Education, University of Maryland College Park, \$15,000.00.

Bolger, D. (Lead Investigator), Martin-Beltran, M. (Co-Investigator), Phillips, C. (Co-Investigator), Wexler, J. (Co-Investigator), Shockley, E. (Co-Investigator), Turner, J. (Co-Investigator), Ortiz, J.

(Co-Investigator), Peterson, M. (Co-Investigator), Bonsignore, E. (Co-Investigator), Newman, R. (Co-Investigator), Uriagereka, J. (Co-Investigator), Gor, K. (Co-Investigator), Pearson, S. (Co-Investigator), Slaughter, B. (Co-Investigator), Fagan, D. (Co-Investigator), Thompson, E. (Co-Investigator), Baccus, A. (Co-Investigator), Ratner, N. (Co-Investigator), Tirrell-Corbin, C. (Co-Investigator), De La Paz, S. (Co-Investigator), Chow, J. (Co-Investigator), MacSwan, J. (Co-Investigator), Rolstad, K. (Co-Investigator), Romeo, R. (Co-Investigator), Taboada Barber, A. (Co-Investigator), **Kang, V. (Co-Investigator)**, Lewis, S. (Co-Investigator). (2023 - 2026). Maryland Initiative for Literacy and Equity. Grand Challenge Maryland Institutional Grant, \$3,000,000.00.

**Kang, V. (Lead Investigator)**. (2021 - 2022). Award for Graduate Research. Graduate College, University of Illinois Chicago, \$900.00.

Kim, S. (Lead Investigator), **Kang, V. (Co-Lead Investigator)**, Gregori, E. (Co-Lead Investigator). (2021 - 2022). Public Awareness Grant. Society of the Advancement of Behavior Analysis, \$2,500.00.

**Kang, V.** (Lead Investigator). (2020 - 2022). Dissertation and Thesis Award. College of Education, University of Illinois Chicago, \$500.00.

**Kang, V.** (Lead Investigator). (2020 - 2021). Albin & Young Award. College of Education, University of Illinois Chicago, \$1,000.00.

Kim, S. (Lead Investigator), **Kang, V.** (Co-Lead Investigator). (2019 - 2020). Dean's Office Collaborative Community Grant Award. College of Education, University of Illinois Chicago, \$5,000.00.

**Kang, V.** (Lead Investigator), Kim, S. (Co-Lead Investigator). (2018 - 2019). Dean's Office Collaborative Community Grant Award. College of Education, University of Illinois Chicago, \$5,000.00.

## Research Fellowships, Prizes, and Awards

(2023). Emerging Special Educators of Color Leadership Travel Award for Career Professionals. Council for Exceptional Children.

## III. TEACHING, EXTENSION, AND ADVISING

### Courses Taught

(2024, Fall). EDSP899 3101 Doctoral Dissertation Research, 1 enrolled.

(2024, Fall). GEMS396 0109 Team Project Seminar III, 9 enrolled.

(2024, Spring). EDSP211 0101 Introduction to Special Education, 12 enrolled.

(2024, Spring). EDSP416 0101 Reading and Writing Instruction in Special Education I, 13 enrolled.

(2024, Spring). EDSP888A 3101 Apprenticeship in Special Education - Apprenticeship in College Teaching, 1 enrolled.

(2024, Spring). EDSP899 3101 Doctoral Dissertation Research, 2 enrolled.

(2024, Spring). GEMS297 0109 Team Project Seminar II, 9 enrolled.



(2023, Fall). EDSP443 0101 Language and Literacy Acquisition in Children with Disabilities, 13 enrolled.

(2023, Fall). EDSP498 3101 Special Problems in Special Education, 1 enrolled.

(2023, Fall). EDSP888 3101 Apprenticeship in Special Education, 1 enrolled.

(2023, Fall). EDSP898 3101 Pre-Candidacy Research, 1 enrolled.

(2023, Fall). GEMS296 0109 Team Project Seminar I, 9 enrolled.

(2023, Spring). EDSP416 0101 Reading and Writing Instruction in Special Education I, 11 enrolled.

(2023, Spring). EDSP498 3101 Special Problems in Special Education, 1 enrolled.

## **Advising: Research or Clinical**

### ***Undergraduate***

(2024 – Present). Advisor for Sydney Scanlon, Undergraduate, Do Good Impact Internship.

(2023 – Present). Advisor for Hadiza Moulaye, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2023 – Present). Mentor for Abigail Serrano, Undergraduate, Gemstone Honors Program.

(2022 – Present). Mentor for Olutobi Adefisan, Undergraduate, Gemstone Honors Program.

(2022 – Present). Mentor for Darsana Alagarsamy, Undergraduate, Gemstone Honors Program.

(2022 – Present). Mentor for Raquel Bowman, Undergraduate, Gemstone Honors Program.

(2022 – Present). Mentor for Amanda Esteves Correia, Undergraduate, Gemstone Honors Program.

(2022 – Present). Advisor for Lakshmi Latchi, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2022 – Present). Mentor for Nell O'Hara, Undergraduate, Gemstone Honors Program.

(2022 – Present). Advisor for Raina Saraiya, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2022 – Present). Mentor for Melannie Valenzuela, Undergraduate, Gemstone Honors Program.

(2022 – Present). Mentor for Kalkidan Yonas, Undergraduate, Gemstone Honors Program.

(2022 – 2025). Mentor for Sam Thompson, Undergraduate, Gemstone Honors Program.

(2024 – 2024). Advisor for Emerson Heaton, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Ketsia Mandjila, Undergraduate, UMD-REACH - Research, Equity, and Access in Communication and Hearing.

(2024 – 2024). Advisor for Denilson Mejia-Rivera, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Saintania Myrtil, Undergraduate, UMD-REACH - Research, Equity, and Access in Communication and Hearing.

(2024 – 2024). Advisor for Rebecca Scheerer, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2024). Advisor for Vrisha Sookraj, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2022 – 2024). Advisor for Leslie Kim, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2022 – 2024). Advisor for Emily Bamberger, Undergraduate, EDSP 498 Special Problems in Special Education, Autism, Family, Culture, and Communication Education Lab.

(2022 – 2024). Advisor for Fiona Persaud, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2023). Advisor for Jhennifer Alva, Undergraduate, Autism, Family, Culture, and Communication Education Lab.

### ***Master's***

(2024 – Present). Capstone Project Committee for Ryan Gaines, Master's, School of Public Policy.

(2024 – 2024). Advisor for Sarah Keshavarz, Master's, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Dionne Ramsey-Redhead, Master's, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Fransiska Silitonga, Master's, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Rory Sullivan, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Nay Thura, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Kaiyi Zhang, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2024). Advisor for Dhara Bharatkumar Patel, Master's, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2024). Advisor for Shizhan Yuan, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2023). Advisor for Isabel Ruiz Quintanilla, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2023). Advisor for Jasmine Stephens, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2023 – 2023). Advisor for Emmanuel Wanjala, Master's, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

### ***Doctoral***

(2025 – Present). Dissertation Committee for Dajia Waugh, Doctoral, Special Education, University of Maryland at College Park.

(2024 – Present). Advisor for Sylvia Lynette Carruth, Doctoral, Special Education Leadership Ed.D.

(2024 – Present). Dissertation Committee for Elnaz Safarha, Doctoral.

(2024 – Present). Dissertation Committee for Anjali Manojkumar Sheth, Doctoral.

(2024 – Present). Dissertation Committee for Tvisha Vyas, Doctoral.

(2023 – Present). Dissertation Committee for Monerah Al-Dubayan, Doctoral.

(2023 – Present). Dissertation Committee for Stuti Gupta, Doctoral.

(2022 – Present). Dissertation Committee for Jeannine Saadeh, Doctoral.

(2021 – Present). Advisor for Yang Fu, Doctoral, Special Education.

(2023 – 2025). Advisor for Melody Mann, Doctoral, Special Education.

(2024 – 2024). Advisor for Stuti Gupta, Doctoral, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Youngsun Lee, Doctoral, PROMISE Summer Camp, Autism, Family, Culture, and Communication Education Lab.

(2024 – 2024). Advisor for Sara Pepkin, Doctoral, Special Education.

(2022 – 2024). Dissertation Committee for Julianna Kim, Doctoral.

(2022 – 2024). Advisor for Jung-Eun Kim, Doctoral, Graduate Assistantship, Autism, Family, Culture, and Communication Education Lab.

(2022 – 2024). Advisor for Elnaz Safarha, Doctoral, Graduate Assistantship, Autism, Family, Culture, and Communication Education Lab.

(2022 – 2022). Mentor for Claire Winchester, Doctoral, Division for Early Childhood Consortium for Innovations in Doctoral Excellence.

(2025). Committee Member for Stuti Gupta. Ph.D., Special Education.

(2024). Committee Chair for Sara Anne Pepkin. Ph.D., Special Education.

(2024). Committee Member for Kim, Julianna H. Ph.D., Special Education.

(2024). Committee Chair for Pepkin Dataram, Sara Anne. Ph.D., Special Education.

(2022). Committee Member for Jeannine Saddeh. Ph.D., Special Education, University of Illinois Chicago.

(2022). Committee Member for Julianna Kim. Ph.D., Special Education, University of Maryland at College Park.

### ***Other Directed Research***

(2024 – Present). Mentor for Lizzie Hall, Other, NIH.

## **Teaching Awards**

(2022). Graduate Student Excellence in Teaching and Mentoring Award. Center for the Advancement of Teaching Excellence, Honors College, & Graduate College, University of Illinois Chicago.

## IV. SERVICE AND OUTREACH

### Editorships, Editorial Boards, and Reviewing Activities

#### ***Editorial Boards***

(2025 - Present). Journal of Autism and Developmental Disabilities. Editorial Board Member, Editorial Board.

(2024 - Present). Journal of Developmental and Physical Disabilities. Editorial Board Member, Editorial Board.

(2024 - Present). Journal of Early Intervention. Editorial Board Member, Editorial Board.

(2023 - Present). Single Case in the Social Sciences. Editorial Board Member, Editorial Board.

#### ***Reviewing Activities for Journals and Presses***

(2021 - Present). BioMed Central Public Health. Reviewer, Reviewing Activity for Journal and Presses.

(2023 - Present). Developmental Medicine and Child Neurology. Reviewer, Reviewing Activity for Journal and Presses.

(2024 - Present). Education and Training in Autism and Developmental Disabilities. Reviewer, Reviewing Activity for Journal and Presses.

(2022 - Present). Exceptional Children. Reviewer, Reviewing Activity for Journal and Presses.

(2023 - Present). International Journal of Inclusive Education. Reviewer, Reviewing Activity for Journal and Presses.

(2022 - Present). Journal of Disability Policy Studies. Reviewer, Reviewing Activity for Journal and Presses.

(2022 - Present). Multiple Voices. Reviewer, Reviewing Activity for Journal and Presses.

(2022 - Present). National Council of Teachers of English Language Arts. Reviewer, Reviewing Activity for Journal and Presses.

(2024 - Present). Neuroscience and Biobehavioral Reviews. Reviewer, Reviewing Activity for Journal and Presses.

(2024 - Present). Remedial and Special Education. Reviewer, Reviewing Activity for Journal and Presses.

(2024 - Present). Research in Autism Spectrum Disorder. Reviewer, Reviewing Activity for Journal and Presses.

(2021 - 2025). Journal of Autism and Developmental Disorders. Reviewer, Reviewing Activity for Journal and Presses.

#### ***Reviewing Activities for Conferences***

American Educational Research Association. (2022 - Present).

Society of Research on Educational Effectiveness. (2024).

Division for Early Childhood. (2022 - 2023).

## **Committees, Professional & Campus Service**

### ***Campus Service - Department***

(2024). Tenure Track Faculty Merit Review Committee. Member.

(2022 - Present). Graduate Committee. Member.

(2022). Search Committee. Member.

### ***Campus Service - College***

(2023 - 2025). College Senate. Member.

(2019 - 2022). Equity & Diversity Committee. Member.

### ***Campus Service - University***

(2020 - 2022). Senate Educational Policy Committee, University of Illinois Chicago. Member.

### ***Offices and Committee Memberships***

(2024 - Present). AERA Division C Graduate Student Research Excellence Award Committee. External Examiner, Committee Member.

(2024 - Present). Maryland Equity Coalition for People with Disabilities. Service to Public and Private Organizations, Member.

(2023 - Present). AERA Family, School, Community Partnerships Special Interest Group. Organizing Conferences and Service on Conference Committees, Committee Member.

(2022 - Present). Chinese Culture and Community Service Center (CCACC) Promoting Meaningful Interaction and Social Engagement (PROMISE) Monthly Parent Groups and Summer Camp. Administrative Support Work, Program Coordinator/Organizer.

(2021 - Present). Inter-agency Network for Education in Emergencies Inclusive Education Working Group. Service to Public and Private Organizations, Committee Member.

(2024). Early Stage Investigator and Diversity, Equity, Inclusion and Accessibility Committee Gatlinburg Conference. Organizing Conferences and Service on Conference Committees, Committee Member.

(2025). Developmental Disabilities Day at the Legislature. Participation in Community Affairs, Member.

(2022 - 2024). Division for Early Childhood Racial Equity Point of View Working Group. Participation in or Service to Professional and Learned Societies, Committee Member.

(2022). Special Education Legislative Summit Team Maryland. Participation in Community Affairs, Member.

(2021 - 2022). Special Education Legislative Summit Team Illinois. Participation in Community Affairs, Member.

### ***Leadership Roles in Meetings and Conferences***

(2024 - 2026). AERA Special Interest Group - Family, School, Community Partnerships. Organizing Conferences and Service on Conference Committees, Program Committee Chair.

(2022 - 2024). Division for Early Childhood Consortium for Innovations in Doctoral Excellence. Administrative Support Work, Committee Chair.

### ***Other Non-University Committees, Memberships, Panels, etc.***

(2024 - Present). Maryland Equity Coalition for People with Disabilities. Service to Public and Private Organizations, Member.

(2025). Developmental Disabilities Day at the Legislature. Participation in Community Affairs, Member.

(2022). Special Education Legislative Summit Team Maryland. Participation in Community Affairs, Member.

(2021 - 2022). Special Education Legislative Summit Team Illinois. Participation in Community Affairs, Member.

## **External Service and Consulting**

### ***Community Engagements, Local, State, National, International***

(2025 - Present). Office of Special Education Program 325X. Flying KITEs (Knowledge in Transformational Early Childhood Special Education) at the University of Illinois Chicago. Curriculum Development and Implementation Committee. Member.

(2025 - Present). Office of Special Education Program 325K. Project CHIME at the University of Illinois Chicago. Board Certified Behavior Analyst Master's Grant Program Committee. Member.

(2025 - Present). Office of Special Education Program. Undergraduate Program in ABA and Culturally Responsive Intervention at the University of Illinois Chicago. Board Member.

(2023). Autism Awareness Training for Teachers in Karachi, Pakistan. Guest Speaker.

(2023). Professional Development for Early Head Start and Family Support Centers Staff, Maryland Family Network. Guest Speaker.

(2023). Professional Development for Early Intervention Providers, Prince George's County Public Schools Infants and Toddlers Program. Guest Speaker.

## **Non-Research Presentations**

### ***Outreach Presentations***

Kang, V. (2024). Autism Consortium of Texas Spring Series. University of Texas Austin.

Kang, V. (2024). Autism, Behavior, and Social and Communication Development. Maryland Department of Special Education Prince George's County Infants and Toddlers Program.

Kang, V. (2024). Strength-based and Naturalistic Parenting Strategies to Implement at Home. National Association of Korean Parents of Disabled Persons.

## **Service Awards and Honors**

(2022). Chancellor's Student Service Award. Student Leadership & Civic Engagement, University of Illinois Chicago.