

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. May 16, 2025

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 – Present). Assistant Professor, Counseling, Higher Education and Special Education.

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

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

(2025 – Present). Faculty Affiliate, Artificial Intelligence Interdisciplinary Institute at Maryland (AIM).

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, 2024, 2025). Morningside Academy Wing Institute Single Case Conference (WISCC).

(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

Chapters

Books

4. Lim, N., **Kang, V. Y.** (In press). Navigating Cultural Diversity in the Practice of Applied Behavior Analysis. in *The Handbook of Applied Behavior Analysis in the Classroom*.

3. 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. <https://textbooks.rowman.com/intersectionality-special-ed>

2. 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

1. **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

Refereed Journals

Refereed Journal Articles

29. Lee, J. D., **Kang, V. Y.**, Terol, A. K., & Joo, S. (2025). Examining the efficacy of culturally responsive interventions for autistic children and their families: a meta-analysis. *Journal of Autism and Developmental Disorders*, 55(2), 706-726. [10.1007/s10803-023-06212-2](https://doi.org/10.1007/s10803-023-06212-2)

28. **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)
27. 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)
26. 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)
25. 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)
24. 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.
23. 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)
22. **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)
21. **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)
20. 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/iy.0000000000000277> [10.1097/iy.0000000000000277](https://doi.org/10.1097/iy.0000000000000277)
19. 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)
18. 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)
17. 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)
16. 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)
15. **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.

14. 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)
13. 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)
12. 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)
11. **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>
10. **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>
9. 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>
8. 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>
7. 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)
6. 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)
5. 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)
4. 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.
3. 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>
2. **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)
1. 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

11. Kang, V. (2025). *Culturally Sustaining Practices for Autistic Children & Families*. Prince George's County Public Schools Infants and Toddlers Program Professional Development for Early Intervention Providers.
10. Kang, V. (2025). *Teaching Strategies & Individualized Education Program*. Autism Awareness Training for Teachers in Lahore, Pakistan.
9. Kang, V. (2024). *Family Centered & Culturally Adapted Practices Informed by the Voices and Lived Experiences of Immigrant Families of Autistic Individuals*. Autism Consortium of Texas Spring Series. University of Texas Austin.
8. Kang, V. (2024). *Strength-based and Naturalistic Parenting Strategies to Implement at Home*. National Association of Korean Parents of Disabled Persons.
7. Kang, V. (2024). *Child-centered Practice to Positively Support Play, Behavior, and Language Development*. Maryland Family Network Professional Development for Early Head Start and Family Support Centers Staff.
6. Kang, V. (2024). *Child-led Activities to Promote Social Communication and Language*. Prince George's County Public Schools Infants and Toddlers Program Professional Development for Early Intervention Providers.
5. Kang, V. (2024). *Positive & Compassionate Behavior Support Strategies*. Prince George's County Public Schools Infants and Toddlers Program Professional Development for Early Intervention Providers.
4. Kang, V. (2024). *Collaboration with Autistic Children and their Families*. Prince George's County Public Schools Infants and Toddlers Program Professional Development for Early Intervention Providers.
3. Kang, V. (2023). *Teaching Strategies & Individualized Education Program*. Autism Awareness Training for Teachers in Karachi, Pakistan.
2. 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.
1. Kang, V. (2022). *Applied Behavior Analysis*. University of Maryland College Park Maryland Mentor Corps.

Refereed Presentations

† marks student collaborators who were mentored by the faculty member.

11. **Kang, V. Y.**, Mann, M. †, Awasi, S. †, Lee, J., Kwak, D., Joo, S., Chow, J., Sam, A. (2025). Culturally Adapted Online Module and Coaching of Naturalistic Developmental Behavioral Interventions (NDBI) Strategies for Parents of Korean Autistic Children. Association for Behavior Analysis International.
10. **Kang, V. Y.**, Vyas, T. †, Yakubova, G., Awasi, S. †, Mann, M. † (2025). Collaboration of Korean Immigrant Autistic Youth and their Siblings for Daily Living Skills Instruction, American Educational Research Association.
9. **Kang, V. Y.**, 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.

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

7. 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.

6. Wessel, J., Williams, A., 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.

5. **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.

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

3. **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.

2. 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.

1. 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

† marks student collaborators who were mentored by the faculty member.

15. Acar, S., Chen, C.-I., **Kang, V.** (2025). Important Role of NGOs in Early Childhood Intervention: Cross-Cultural Perspectives. Advancing Comprehensive Early Childhood Intervention Conference, International Society on Early Intervention (ISEI) and the European Association on Early Childhood Intervention (Eurlayid).

14. **Kang, V.**, Mann, M. †, Awasi, S. †, Lee, J., Kwak, D., Joo, S., Chow, J., Sam, A. (2025). Cultural Adaptation of Korean Autism Focused Intervention Resources and Modules: Report of Child Characteristics, Social Validity, and Vineland Scores. Advancing Comprehensive Early Childhood Intervention Conference, International Society on Early Intervention (ISEI) and the European Association on Early Childhood Intervention (Eurlayid).

13. **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.

12. **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.
11. 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.
10. 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.
9. 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.
8. 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.
7. 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.
6. Yakubova, G., Intepe Tingir, S., **Kang, V.** (2024). A Systematic review of family-mediated interventions when teaching autistic children. International Society for Autism Research.
5. **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.
4. 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.
3. 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.
2. 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.
1. **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.

Works in Progress

† marks student collaborators who were mentored by the faculty member.

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

15. **Kang, V. (Lead Investigator).** (2025 - 2026). Enhancing Marylanders' Sense of Belonging, Knowledge of Rights, and Involvement in Advocacy for Communities of Educators, UMD Students, and Individuals with Disabilities (EMBRACE-MD). Institute for Public Leadership Seed Grant Program. \$10,000.00.

14. Wexler, J. (Lead Investigator), **Kang, V. (Co-Investigator).** (2024 - 2029). 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.

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

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

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

10. 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.

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

8. **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.

7. 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.

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

5. 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.

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

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

2. 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.

1. **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

(2025). Outreach and Community Impact Award. University of Maryland College of Education.

(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

UMD Do Good Impact Internship

(March 2024 – Present). Sydney Scanlon, Psychology

UMD Gemstone Honors Program

(May 2023 – Present). Abigail Serrano, Chemistry/Pre-PA

(May 2023 – Present). Olutobi Adefisan, Neurobiology and Physiology

(May 2023 – Present). Darsana Alagarsamy, Neuroscience/Pre-Med

(May 2023 – Present). Raquel Bowman, Animal Sciences

(May 2023 – Present). Amanda Esteves Correia, Psychology and Criminology

(May 2023 – Present). Nell O'Hara, Psychology and Human Development

(May 2023 – Present). Melannie Valenzuela, Biology/Pre-Med

(May 2023 – Present). Kalkidan Yonas, Psychology/Pre-Med

(May 2023 – January 2025). Sam Thompson, Psychology

Lab Interns

(June 2023 – Present). Raina Saraiya, Neuroscience/Pre-Med

(April 2023 – Present). Lakshmi Latchi, Neurobiology and Physiology

(April 2023 – Present). Hadiza Moulaye, Biological Sciences

(April 2023 – August 2024). Leslie Kim, Biological Sciences: Physiology and Neurobiology/Pre-Dental

(June 2023 – June 2024). Fiona Persaud, Social Data Science

(June – July 2023). Jhennifer Alva, Public Health Science

EDSP 498 Special Problems in Special Education

(September 2022 – May 2024). Emily Bamberger

UMD-REACH (Research, Equity, and Access in Communication and Hearing)

(May – August 2024). Saintania Myrtill, Hearing and Speech Sciences

PROMISE Summer Camp Staff

(May 2023 – Present). Vrisha Sookraj, Psychology

(May – August 2024). Emerson Heaton, Hearing and Speech Sciences

(May – August 2024). Ketsia Mandjila, Hearing and Speech Sciences

(May – August 2024). Denilson Mejia-Rivera, Hearing and Speech Sciences

(May – August 2024). Rebecca Scheerer, Hearing and Speech Sciences

(May – August 2024). Lizzie Hall, National Institute of Health

Master's

Lab Intern

(April 2023 – November 2024). Dhara Bharkatkar Patel, Clinical Psychology

PROMISE Summer Camp Staff

(May – August 2024). Sarah Keshavarz, Clinical Psychology

(May – August 2024). Dionne Ramsey-Redhead, International Education Policy

(May – August 2024). Fransiska Silitonga, International Education Policy

(May – August 2024). Rory Sullivan, School Counseling

(May – August 2024). Nay Thura, Master's, International Education Policy

(May – August 2024). Kaiyi Zhang, Occupational Therapy, George Washington University

(May – December 2023). Isabel Ruiz Quintanilla, School Counseling

(May – August 2023). Jasmine Stephens, International Education Policy

(May – August 2023). Emmanuel Wanjala, International Education Policy

(May 2023 – August 2024). Shizhan Yuan, Curriculum and Instruction

UMD School of Public Policy. Capstone Project Mentor

(September 2024 – Present). Ryan Gaines

Doctoral - Advisor

(November 2024 – Present). Lynette Carruth, Advisee, Special Education Leadership, University of Maryland.

(August 2023 – Present). Yang Fu, Advisee, Special Education, University of Maryland.

(February – May 2024). Sara Anne Pepkin, Advisee, Special Education, University of Maryland.

(July 2023 – January 2025). Melody Mann, Advisee, Special Education, University of Maryland.

Doctoral – Dissertation Committee Member

Dissertation Committee

(March 2025 – Present). Michelle Choi, Speech and Hearing Sciences, Arizona State University.

(March 2025 – Present). Dajia Waugh, Special Education, University of Maryland.

(December 2024 – Present). Anjali Sheth, School Psychology, University of Maryland.

(October 2024 – Present). Tvisha Vyas, Special Education, University of Maryland.

(May 2024 – Present). Elnaz Safarha, International Education Policy, University of Maryland.

(September 2023 – Present). Stuti Gupta, Special Education, University of Maryland.

(May 2023 – Present). Monerah Al-Dubayan, Special Education, University of Maryland.

(April 2023 – February 2024). Sara Anne Pepkin, Special Education, University of Maryland.

(August 2022 – February 2025). Jeannine Saadeh, Special Education, University of Illinois Chicago.

(August 2022 – April 2024). Julianna Kim, Special Education, University of Maryland.

Doctoral – Mentor

PROMISE Summer Camp Staff

(May – August 2024) Stuti Gupta, Special Education

(May 2023 – August 2024) Youngsun Lee, International Education Policy

(May 2023 – August 2024) Jung-Eun Kim, International Education Policy

Graduate Assistantship/Lab Managers

(January 2025 – Present). Imdad Baloch, International Education Policy

(July 2023 – January 2025). Shehzad Awasi, International Education Policy

(July 2022 – August 2023). Elnaz Safarha, International Education Policy

Council for Exceptional Children's Division for Early Childhood Consortium for Innovations in Doctoral Excellence Mentoring Initiative

(November 2022 – December 2023). Claire Winchester, Vanderbilt University

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.

(2025). Civic Engagement Across the Curriculum Summer Seminar Stipend. \$750.

IV. SERVICE AND OUTREACH

Editorships, Editorial Boards, and Reviewing Activities

Editorial Boards

(2025 - Present). Topics in Early Childhood Special Education. Editorial Board Member.

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

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

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

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

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 – Present).

Division for Early Childhood. (2022 – 2023).

Committees, Professional & Campus Service

Campus Service - Department

(2024). Tenure Track Faculty Merit Review Committee. University of Maryland. Member.

(2022 - Present). Graduate Committee. University of Maryland. Member.

(2022). Search Committee. University of Maryland. Member.

Campus Service - College

(2023 - 2025). College Senate, University of Maryland. Member.

(2019 - 2022). Equity & Diversity Committee, University of Illinois Chicago. 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. Member.

(2024 - Present). Maryland Equity Coalition for People with Disabilities. Advocacy Committee. Member.

(2023 - Present). AERA Family, School, Community Partnerships Special Interest Group. Member at Large.

(2022 - Present). Chinese Culture and Community Service Center Promoting Meaningful Interaction and Social Engagement (PROMISE) Parent Support Group and Summer Camp. Director.

(2021 - Present). Inter-agency Network for Education in Emergencies Inclusive Education Working Group. Member.

(2024). Gatlinburg Conference Early Stage Investigator and Diversity, Equity, Inclusion and Accessibility Committee. Member.

(2022 - 2024). Council for Exceptional Children Division for Early Childhood Racial Equity Point of View Working Group. Member.

Leadership Roles in Meetings and Conferences

(2024 - 2026). AERA Special Interest Group - Family, School, Community Partnerships. Program Chair.

(2022 - 2024). Division for Early Childhood Consortium for Innovations in Doctoral Excellence. Chair.

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

(2025). Developmental Disabilities Day at the Legislature. Participant.

(2022). Special Education Legislative Summit Team Maryland. Participant.

(2021 - 2022). Special Education Legislative Summit Team Illinois. Participant.

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.

Service Awards and Honors

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