

SUNYOUNG KIM, PhD., BCBA-D

Associate Professor
Department of Special Education
University of Illinois at Chicago
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EDUCATION

- Ph.D. Special Education, University of Wisconsin-Madison, 2015
Minor: Research Methodology
Focus on Culturally and Linguistically Responsive Interventions for Children with Autism Spectrum Disorder
Dissertation Title: Implementing a Pivotal Response Social Skills Intervention with Korean American Children with Autism
- M.Ed. Special Education, University of Texas at Austin, 2009
Focus on Early Childhood
- B.A. Child-Care Education, Seoul Theological University, Korea, 2005

Certifications

Board Certified Behavior Analyst- Doctoral (BCBA-D) # 1-20-43236
Early Childhood Education and Care, Teacher Licensure, 2005, Korea
After School Instruction, Teacher Licensure, 2005, Korea
Korean Traditional Music, Teacher Certificate, 2004, Korea

PROFESSIONAL EXPERIENCE

- 2022-Present Associate Professor, Tenured
Department of Special Education
University of Illinois at Chicago (UIC)
- 2017-2022 Assistant Professor
Department of Special Education
University of Illinois at Chicago (UIC)
- 2015- 2017 Assistant Professor, Program Co-Coordinator
Early Childhood Special Education
Department of Special Education and Multiple Abilities (SPEMA)
The University of Alabama (UA)

2015	Student Teacher Supervisor Department of Rehabilitation Psychology & Special Education University of Wisconsin-Madison (UW-Madison)
2010-2015	Teaching Assistant, University of Wisconsin-Madison
2009-2010	Teacher, The First Nursery School, Palisades Park, NJ
2008-2009	Intern/Assistant Teacher, University of Texas Child Care Center, Austin, TX
2007	Teacher, Yesarang Nursery School, Korea
2005-2006	Teacher, Angela Preschool, Korea

PUBLICATIONS

Journal Articles

**denotes a student's involvement.*

1. Kang, V. Y., **Kim, S.**, Gregori, E. V., Maggin, D. M., Chow, J. C., & Zhao, H. (Accepted). Systematic Review and Meta-analysis of Enhanced Milieu Teaching. *Journal of Speech, Language, and Hearing Research*.
2. Kulkarni, S.S., **Kim, S.** (Corresponding Author), Kim, N., Fernandez, S., Wang, J., & Kothai, E. V. (2024). Understanding Early Childhood Stakeholders' Beliefs and Experiences with Discipline Using Virtual Learning Labs, *Multicultural Education Review*. 16(2), 155–175.
3. Kim, H., Baker, D., **Kim, S.**, Liu, C., & Cook, K. L. (In Press). The impact of educational and medical systems on autistic children from multilingual American homes: A systematic review. *Autism*.
4. Kulkarni, S., **Kim, S.**, & Holdman, N. (In Press). Using Virtual Learning Labs to (Re)Mediate Exclusionary Discipline Policies for Young Children of Color with Disabilities.
5. **Kim, S.**, Kang, V., Kim, N. & Kim, K. (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.
6. **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 and Training in Autism and Developmental Disabilities*. 59(2), 200–216.
7. *Kim, N., **Kim, S.**, Kang, V. Y., & Cushing, L. (2024). Examining Acculturative Stress and Coping Strategies among Korean Immigrant Parents of Children with Developmental Disabilities, *International Journal of Disability, Development and Education*.
8. **Kim, S.**, Choi, Y-J., Kang, V.Y., Wang, J., Kim, N., & Kim, K-M. (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.
9. Kang, V. Y., **Kim, S.**, & Kim, H. (2024). First-generation Korean immigrant parents' experience and perception of English literacy curriculum for their young

children. *Literacy Research and Instruction*.

<https://doi.org/10.1080/19388071.2024.2302587>

10. *Kang, V. Y., 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, 55-66.
11. *Wang, J., Lopez-Reyna, N., & Kim, S. (2023). Word Problem Solving Interventions for English Learners at Elementary Grade Levels: A Review of the Literature, *Learning Disabilities: A Contemporary Journal*.
12. *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), 30–52. <https://doi.org/10.18251/ijme.v25i1.3395>.
13. Kim, S., Kim, H., & Kang, V. Y. (2022). Voices of Community-Based Program Volunteers for Korean Americans with Severe Disabilities. *International Journal of Disability, Development and Education*, 1-21.
14. * Kang, V. Y., Kim, S., & Thomas, M. K. (2022). Experiences of Korean Fathers of Children With Autism in the United States. *Inclusion*, 10(3), 183-200.
15. *Kang, V. Y & 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*, 45(2) 122–144.
16. Kim, S., *Kang, V., *Kim, H., *Wang, J., & Gregori, E. (2022). Online Literacy Instruction for Young Korean Dual Language Learners in General Education. *Journal of Behavioral Education*, 1-25.
17. Kim, S. & Kang, V.K. (2021). The effect of Enhanced Milieu Teaching on Vocabulary Acquisition for Korean American Children with Down Syndrome, *Journal of Special Education*, 55(2), 113-126.
18. Kim, S., Yan, M. C., *Wang, J., & Lequia, J. (2021). School Outcomes of Students with and At Risk for Disabilities in Poverty: An Evaluation of School-Based Interventions in the US. *Journal of International Special Needs Education*, 24(2), 50-65.
19. Kulkarni, S. Kim, S., & Powell, T. (2021). Playing Together: A Call for Multiple Stakeholders to Reduce Exclusionary and Harsh Discipline for Young Children of Color with Disabilities (Special issue: Surveillance, Policing, & Social Control: Decolonizing Classroom Management for Democratic Possibility). *Perspectives in Early Childhood Psychology and Education*.
20. Kim, S., Kim, H., Kim, J., Nichols, S. C., & *Kang, V. Y. (2021). Experiences and Impact of Having Children with Autism Spectrum Disorder on the Lives of their Korean-American Mothers. *Exceptionality*. (IF by SCIJournal.org = 2.030).
21. Kim, H., Ruppard, A., Baker, D., Kim, S., & Yu, B. (2020). Intersectionality of ableism, racism, and linguicism: College enrollment process among Korean American students with autism. *Race Ethnicity & Education*, 1-22. (2-year Impact Factor [IF] by SCIJournal.org= 2.706)
22. Kim, S. & Kang, V. Y. (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), 131-145. <https://doi.org/10.1177/2165143420908286> . (IF by the publisher =1.94)
23. Kim, S., Kim, J., Yan, M. C., & Kang, V. Y. (2020). Korean-American Mothers'

- Perceptions of Self-Determination of Primary School Children with Autism Spectrum Disorder. *International Journal of Disability, Development and Education*, 69(5), 1601–1616. <https://doi.org/10.1080/1034912X.2020.1821873>
24. **Kim, S.**, Cambray-Engstrom, E., Wang, J., Kang, V. Y., Choi, Y., & 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>
 25. *Kang, V. Y & **Kim, S.** (2020). Social Story Interventions for Social Play Behaviors of Young Korean American Children with Autism. *Child & Family Behavior Therapy*. (IF by the publisher = 0.75)
 26. **Kim, S.**, Kang, V. Y., & McLeod, R. H. (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), 451-465. (IF by SCIJournal.org= 0.948)
 27. **Kim, S.** & Trainor, A. A. (2020). Applicability and Feasibility of Pivotal Response Treatment with Korean American Children with Autism. *Education and Training in Autism and Developmental Disabilities*. (IF by SCIJournal.org = 0.948)
 28. **Kim, S.** (2019). Implementing a pivotal response social skills intervention with Korean- American children with autism. *Exceptionality*. 45(1), 47-64. (IF by SCIJournal.org =2.030).
 29. McDaniel, S. C., & **Kim, S.**, *Kwan, D., & Choi, Y-J. (2018). Stakeholder perceptions of contextual factors related to PBIS Implementation in high need schools, *Journal of Children and Poverty*. 24(2), 109-122. (IF by Scimago Journal & Country Rank = 0.431).
 30. McLeod, R., **Kim, S.**, & *Resua, K. (2018). Effects of video and email feedback on pre- service teachers' use of recommended practices. *Topics in Early Childhood Special Education*. 38(4), 192-203. (IF by SCIJournal.org = 1.842).
 31. McLeod, R., **Kim, S.**, Tomek, T., & McDaniel, S. (2017). Effects of a summer school-readiness programme on measures of literacy and behaviour growth. *Early Child Development and Care*. 189(8), 1284-1291. (IF by Scimago Journal & Country Rank = 0.427).
 32. Kim, J. & **Kim, S.** (2017). Self-positioning of Korean immigrant mothers of children with disabilities. *International Journal of Multicultural Education*. 19(3), 41-64 (IF by Scimago Journal & Country Rank = 0.252).
 33. McDaniel, S. C., **Kim, S.**, & Guyotte, K. W. (2017). Perceptions of implementing positive behavior interventions and supports in high-need school contexts: Through the voice of local stakeholders. *Journal of At-Risk Issues*, 20(2), 35-44.
 34. Jung, S. E., Shin, Y. H., **Kim, S.** Hermann, J., & Bice, C. (2017). Identifying underlying beliefs about F & V consumption among low-income older adults: An elicitation study based on the Theory of Planned Behavior. *Journal of Nutrition Education and Behavior*, 49(9), 77-723. (Contribution to Method; IF by SCIJournal.org = 2.276).
 35. **Kim, S.**, Kim, H., & Saffo, R. W. (2017). Culturally and linguistically responsive social skills interventions for children with autism. *International Journal of Special Education*, 32(2), 413-438.
 36. **Kim, S.**, Lyons, G., Lequia, J., & Kulkarni, S. S. (2017). Preliminary study of

- generalization of social skills with pivotal response treatment. *International Journal of Special Education*. 32(1), 55-87.
37. **Kim, S.**, Yan, M., & Kulkarni, S. S. (2017). Social skill interventions for culturally and linguistically diverse students with disabilities: A comprehensive review. *Exceptional Education International*, 27(1), 85-98.
 38. Yan, M-C., **Kim, S.**, Kang, H. J., & Wilkerson, K. L. (2017). Perceptions of disability and special education among East Asian parents: U.S. immigrants and non-immigrants. *Journal of International Special Needs Education*, 20(1), 41-55.
 39. **Kim, S.** (2016). Implementing a video modeling intervention for social play skills of Korean- American children with autism. *Research and Practice for Persons with Severe Disabilities*, 41, 158-172.
 40. Lequia, J., Wilkerson, K. L., **Kim, S.**, & Lyons, G. L. (2015). Improving transition behaviors in students with autism spectrum disorders: A comprehensive evaluation of interventions in educational settings. *Journal of Positive Behavior Interventions*, 17, 146-158.
 41. Trainor, A. A., Smith, S. A., & **Kim, S.** (2012). Four supportive pillars in career exploration and development for adolescents with LD and EBD. *Intervention in School and Clinic*, 48(1), 15-21.

Under Review

1. Gregori, E., Kim, S. Y., **Kim, S.**, Locatti Mascareno, B., Boateng, E.*, & Deangelo, S. Effects of a multicomponent telehealth intervention on reading and behavioral outcomes for an adolescent with autism.
2. *Kang, V.Y., Choi, Y., **Kim, S.**, Wang, J., Kim, N., & Kim, K. Early Childhood Educators' Perception and Attitude towards Inclusion in South Korea: Analysis of the Survey Data. *Asia Pacific*
3. *Kang, V.Y., **Kim, S.**, Kim, N., & Yakubova, G. Online literacy instruction for children with autism.
4. **Kim** et al., Latine Caregiver's experiences with early childhood inclusion
5. **Kim, S.**, Kim, S. Y., Kim, C., Kim, N., Kang, J., Lei, Q., Wang, J., & Kim, S-A., Online English Literacy Instruction for Korean American Preschoolers
6. Fernandez, S., **Kim, S.**, & Wang, J. Early Childhood Educators' Experiences with Social Emotional Support Strategies.
7. Kim, S-A., Kang, S., & **Kim, S.** Emergent Korean Bilinguals.

Book Chapters

1. Kulkarni, S., **Kim, S.**, & *Holdman, N. (2023). Humanizing and restorative practices for young children of color with disabilities. In Eds. E. Hoffman. National Association of the Education of Young Children (NAEYC) Developmentally Appropriate Practices Casebook, pp. 95-98.
2. Nichols, S. C., & **Kim, S.** (2020). Streamlined partnership development: Transitioning to inclusive pre-kindergarten. In U. Thomas (Eds.), *Cases on strategic partnerships for resilient communities and schools*, IGI Global.

3. Trainor, A. A. & **Kim, S.** (2012). Embracing diversity in transition planning and education. In P. Wehman (5th ed.), *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*. Baltimore: Paul H. Brookes Publishing CO.

Invited Book Chapters

1. Yan, M., **Kim, S.**, & *Kang, V.Y. (2022). Cultural Competence in Special Education Instruction. In A. Perzigian & N. Azi (Ed), *Multicultural Special Education for Inclusive Classrooms: Intersectional Teaching and Learning*, Taylor & Francis Routledge, <https://doi.org/10.4324/9781003127833>
2. *Kang, V. & **Kim, S.** (2022). Cultural Competence in Special Education Assessment. In A. Perzigian & N. Azi (Ed), *Multicultural Special Education for Inclusive Classrooms: Intersectional Teaching and Learning*, Taylor & Francis Routledge, <https://doi.org/10.4324/9781003127833>
3. Trainor, A. A., Smith, S. A., **Kim, S.**, & Kim, H. (2014). Diversity, multiculturalism, and equity. In G. Williams, J. Seabrooks-Blackmore, L. Robertson, & C. Thomas (Eds.), *Individualizing Special Education: One Student at a Time* (pp. 23-42). Kendall-Hunt.

HONORS, GRANTS & FELLOWSHIPS

Awarded

- Kim, S.** (Sept, 2024). Early Career Award, The Division for Culturally and Linguistically Diverse Exceptional Children (DDEL) of the Council for Exceptional Children (CEC)
- Kim, S.** & Main C. (June, 2024). Project Flying Kite, OSERS' Office of Special Education Program, PI, 5 years
- Kim, S.** & Gregori, E. (May, 2024). Project ABC, OSERS' Office of Special Education Program, PI, 5 years
- Kim, S.** & Parker-Katz, M. (Sept, 2023). Project CHIME, OSERS' Office of Special Education Program, PI, 5 years
- Gregori, E. & **Kim, S.** (Sept, 2023). Project PRIDE, OSERS' Office of Special Education Program, Co-PI, 5 years.
- Gregori, E., **Kim, S.**, & Drew, C. (Sept, 2023). National Institute on Disability Independent Living and Rehabilitation Research. *Project PATH: training Parents of Adolescents and young adults with disabilities using TeleHealth* (\$596,414). Co-PI. 3 years
- Kim, S.**, Gregori, E., & Kim, S. (June, 2023). Online Learning and Modules for South Korean Early Childhood Educators, International Development Grant, Society for the Advancement of Behavior Analysis (\$3,096), PI, June 2023- May, 2024.
- Kim, S.**, Parker-Katz, M., Main, C., & Rosario-Moore, A. (Dec, 2022). Early Childhood Future Faculty Preparation, IBHE (\$1.1M), PI, Dec 2022-Aug 2024.

- Kim, S.**, Gregori, E., & Kang, V. (May, 2021). Online Training Modules for Korean American Parents of Children with Autism, Public Awareness Grant, Society for the Advancement of Behavior Analysis (\$2,500), PI, May 2021- Dec 2022
- Kulkarni, S. & **Kim, S.** Playing Together: Using Learning Labs to Reduce Exclusionary Disciplinary Practices for Young Children of Color with Disabilities, Spencer Foundation, Racial Equity Special Grants program (\$75,000), Co-PI, July, 2021- Jan, 2024
- Kim, S.**, Gregori, E., & Hughes, M. T. (Jan, 2020). Project Impact. UIC Awards for Creative Activity Program (\$ 16,094), PI.
- Kim, S.**, Kang, Y. Wang, J. Kim, H. & Lim, C-H. (Oct, 2019). Collaborative Community Engagement Grants. College of Education, University of Illinois at Chicago (\$5,000).
- Kang, V. & **Kim, S.** (Oct, 2018). Collaborative Community Engagement Grants. College of Education, University of Illinois at Chicago (\$5,000).
- Kim, S.**, & Wang, J. (Oct, 2017). Collaborative Community Engagement Grants. College of Education, University of Illinois at Chicago (\$5,000).
- Kim, S.** (2014). Vilas Conference Presentation Funds, University of Wisconsin-Madison (\$600).
- Kim, S.** (2013-2014). James B. and Susan Solie Patterson Graduate Student Fund (AS-GD), School of Education, University of Wisconsin-Madison (\$7,500).
- Kim, S.** (2012). 6th Annual Autism Intervention, Applied Behavior International Association, Doctoral Research Support, University of Wisconsin-Madison (\$400).
- Kim, S.** (2001-2004). Academic Scholarships for Outstanding Students, Seoul Theological University.

Unfunded

- Gregori, E., Cushing, L., & **Kim, S.** Project PRIDE: Preparing Responsive Interventionists in Disability, early childhood special Education and applied behavior analysis. U.S. Department of Special Education: Office of Special Education Programs. Co-PI.
- Gregori, E. & **Kim, S.** Project PATH: training Parents of Adolescents and young adults with disabilities using TeleHealth, National Institute on Disability Independent Living and Rehabilitation Research. Co-PI.
- Kim, S.**, Gregori, E., & Kang, V. Y. Online Training Modules for Korean American Parents of Children with Autism Spectrum Disorders, Applied Research Competition, Organization for Autism Research, PI.
- Lequia, J. (Aug, 2019). Improving Family Capacity Together (IFaCT), *Institute of Education Sciences (IES)*, Consultant.
- Kim, S., Kang, Y. & Gregori, E. (2019). Public Awareness Grant, Society of the Advancement of Behavior Analysis. PI.

- Kim, S.** (Nov, 2019). Parent-mediated social skill intervention for Korean-American children with autism spectrum disorder. *IRRPP- Faculty Fellowship*, UIC, PI.
- Kulkarni, S., **Kim, S.**, Powell, T., & Bal, A. (Aug, 2019). Playing Together: Using Learning Labs to Reduce Exclusionary Disciplinary Practices for Young Children of Color with Disabilities. Spencer Small Grants: Teaching and Learning. Co-PI.
- Lequia, J. (Aug, 2018). Improving Family Capacity Together (IFaCT), Institute of Education Sciences (IES), Consultant.
- Kim, S.** (Nov, 2018). Social Skill Interventions for Korean-American Children with Autism and the Families. IRRPP- Faculty Fellowship. PI.
- Kulkarni, S., **Kim, S.**, Powell, T., & Bal, A. (Aug, 2017). Playing together: Using learning labs to support equity based early childhood special education. Spencer Small Grants: Teaching and Learning. Co-PI.
- Kim, S.** (Dec, 2016). Research Grants Committee, The University of Alabama. PI.
- Lu, Y. & Scott, M. A., & **Kim, S.** (Aug, 2016). A Statistical Inferential Framework for Single Case Design with Applications to Special Education. Institute of Education Sciences (IES). Co-PI.
- McWilliam, R.A., **Kim, S.**, Tomeny, T., & Resua, K. (Oct, 2016). Consulting with caregivers on the use of incidental teaching to provide contextually relevant intensive intervention to young children with autism. Eunice Kennedy Shriver National Institute of Child Health and Development (NIH). Co-PI.

Submitted

- Gregori, E. & **Kim, S.** Society for the Advancement of Behavior Analysis. *Project SOAR: Supporting teachers with Online modules in the ARchdiocese*. Co- PI. Requested funding: 1 year/\$3,900.

RESEARCH PRESENTATIONS

1. *Kim, N., **Kim, S.**, Choi, Y., Wang, J., & Kang, V. Y. Inclusion Scale Validation: Early Childhood Educators' Perceptions and Attitudes Towards Inclusion in South Korea, International Conference on Educational Research, Seoul, South Korea (July, 2024)
2. *Kim, N., **Kim, S.**, Choi, Y., Kang, V. Y., & Wang, J. The Inclusion-Related Attitudes and Perceptions of Early Childhood Educators in South Korea: A Survey Study, International Conference on Educational Research, Seoul, South Korea (July, 2024)
3. *Kim, N., & **Kim, S.** Korean Parents' Challenges and Benefits with Inclusion from Early Childhood Teachers' Perspectives, International Conference on Educational Research, Seoul, South Korea (July, 2024)
4. **Kim, S.**, Kang, V., & Kim, N. Korean Caregivers' Use of Evidence-Based Strategies for Their Children With Autism, AERA, Philadelphia (April, 2024)
5. Kim, N., & **Kim, S.**, Collaboration Between Korean Immigrant Parents of Children With Autism Spectrum Disorder and Teachers, AERA, Philadelphia (April, 2024)
6. Latinx and Korean Parents' Experiences and Perceptions with Social and Communication Curriculum, Annual International Conference on Autism, Intellectual

Disability and Developmental Disabilities (DADD)

7. Examining Acculturative Stress and Coping Strategies among Korean Immigrant Parents of Children with Developmental Disabilities, DADD
8. Trends in Demographics, Topical Foci, and Interventions in Behaviorally Based Interventions for Students with Autism from 1975 to 2020, DADD
9. Feasibility and Cultural Relevance of Evidence-based Strategies in Korean Online Modules for Caregivers of Children with Autism, DADD
10. Kim, H., Baker, D., **Kim, S.**, & Liu, C. A Systematic Review on Autistic Students From Multilingual Homes in the United States, Presented at the American Educational Research Association [AERA] Annual Meeting, Chicago, IL (April, 2023).
11. Kang, V. Y., **Kim, S.**, & Kim, H. Examining social validity and cultural relevance of dual language literacy instruction for Korean immigrant preschoolers. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL (April, 2023).
12. Kang, V. & **Kim, S.** Siblings-Implemented Enhanced Milieu Teaching: Implementation Fidelity and Social Validity, CEC 2023 Convention and Expo, Louisville, KY (March, 2023)
13. Kim, N., & **Kim, S.** Acculturation and Gender Difference: Korean Immigration Parents of Children with Developmental Disabilities. Pacific Coast Research Conference, Coronado, CA (February, 2023).
14. Baek, S., Kim, J., Lee, H., Choi, Y., & **Kim, S.** The Differences and Similarities of Competencies between What Teacher Preparation Programs Prepare and What Fields Require, International Conference on Education Research (ICER), Seoul, Korea (Oct, 2022).
15. Kang, V., Rodriguez, S., & **Kim, S.** Promoting Engagement of Korean Immigrant Families in Early Childhood Education, AERA (April, 2022).
16. **Kim, S.**, Kang, V.Y., Kim, H., Wang, J. & Gregori, E. Online Literacy Instruction to Promote School Readiness of Korean Dual-Language Learners, Symposium at 47th Virtual Annual Convention, Association of Behavior Analysis International (ABA); May, 2021)
17. **Kim, S.**, Kim, H., & Kang, V. Y. Voices of Community-Based Program Volunteers for Korean American Individuals With Severe Disabilities [Poster Session]. AERA American Educational Research Association) Virtual Annual Meeting. (April, 2021)
18. Yan, M., Wang, J., & **Kim, S.** School Outcomes of Students With and at Risk for Disabilities in Poverty: An Evaluation of School-Based Interventions in the United States [Poster Session]. AERA Virtual Annual Meeting. (April, 2021)
19. *Kang, V. Y., **Kim, S.**, & Wang, J. Experiences of Family Collaboration in Early Intervention Among Korean and Chinese American Caregivers [Poster Session]. AERA Virtual Annual Meeting. (April, 2021)
20. **Kim, S.** & Kang, V.Y. The Effect of Enhanced Milieu Teaching on Vocabulary Acquisition for Korean American Children With Down Syndrome [Symposium]. AERA Virtual Annual Meeting. (April, 2021)
21. *Kang, V. Y., **Kim, S.** & Thomas, M. K. *Understanding the Experiences of Korean*

- American Fathers of Children with Autism Spectrum Disorder* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/v6agg6n> (Conference Canceled, April, 2020)
22. *Cambray, E., **Kim, S.**, Wang, J., Kang, V. Y., Choi, Y. & Coba Rodriguez, S. "*In Defining Inclusion...": Inclusion Experiences and Beliefs of Early Childhood Teachers Working in Urban Settings* [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/rjouohy> (Conference Canceled, April, 2020)
 23. **Kim, S.**, Kang, V. Y. & McLeod, R. *The Effects of Enhanced Milieu Teaching With Book Reading for English Language Learners With Autism* [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/tq24b42> (Conference Canceled, April, 2020)
 24. **Kim, S.**, Kim, J., Yan, M. & Kang, V. Y. *Korean American Mothers' Perceptions of Self-Determination of Primary School Children With Autism* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/taxhhtg> (Conference Canceled, April, 2020)
 25. **Kim, S.**, *Kang, V. Y. & McLeod, R. H. The Effects of Enhanced Milieu Teaching for Young English Language Learners with Autism, Poster session at 45th Annual Convention, ABAI, Chicago, IL (May, 2019)
 26. *Kang, V. Y. & **Kim, S.** Use of Parent-Mediated Social Story Intervention for Social Interaction of Korean American Children with Autism, Poster session at 45th Annual Convention, ABAI, Chicago, IL (May, 2019)
 27. **Kim, S.** & *Kang, V. Y. Use of Video Prompting to Teach Cooking Tasks to Korean American Adolescents with Autism, Poster session at 45th Annual Convention, ABAI, Chicago, IL (May, 2019)
 28. *Kang, V. Y. & **Kim, S.** Educational Experiences of Korean American Fathers of Children with Autism Spectrum Disorder, The 10th Annual COE Research Day, University of Illinois at Chicago. (February, 2019)
 29. *Cambray-Engstrom, E. & **Kim, S.** Reflecting on Inclusion: Exploring and Including Early Childhood Teachers' Attitudes, Poster session at CEC 2019 Convention and Expo, Indianapolis, IN (February, 2019)
 30. Kim, H., Ruppert, A., Baker, D., & **Kim, S.** Intersectional experiences among Korean-American students with autism enrolling in college. Paper presented at the annual meeting of AERA, New York. (April, 2018)
 31. Kim, H., & **Kim, S.** Korean American immigrant mothers' Christian perspectives on educating their children with autism. Round table session at the annual meeting of AERA, New York. (April, 2018)
 32. **Kim, S.**, Kim, H., Kim, J., & Nichols, S. C. Impact of childhood autism on Korean American mothers. Paper presentation at the annual meeting of AERA, New York. (April, 2018)
 33. **Kim, S.**, McDaniel, S., & Guyotte, K.W. Perceptions of Implementing Positive Behavior Interventions and Supports in High-Need School Contexts. Poster presentation at the annual meeting of AERA, New York. (April, 2018)
 34. Lequia, J. & **Kim, S.** A meta-synthesis of educators' attitudes towards inclusive education. Presented at New York State CEC Conference. Binghamton, NY

- (October, 2017).
35. **Kim, S.** Yan, M. & Kulkarni, S. S. Social skill interventions for culturally and linguistically diverse students with disabilities: A comprehensive review. Poster session at AERA, San Antonio, TX (April, 2017).
 36. **Kim, S.** & Trainor, A. A. The ecological and social validity of pivotal response treatment among Korean American children with autism. Presented at AERA, San Antonio, TX (April, 2017).
 37. **Kim, S.** & Kim, H. Culturally and linguistically responsive social skills interventions for children with autism (Symposium). The Association for Persons with Severe Handicaps (TASH) annual conference, St. Louis, MO (December, 2016)
 38. **Kim, S.** Peer mediated pivotal response treatment for Korean children with autism and the community, Poster session at 42nd Annual Convention, ABAI, Chicago, IL (May, 2016)
 39. **Kim, S.** Implementing a pivotal response social skills intervention with Korean American children with autism, Presented at AERA, Washington, D.C. (April, 2016)
 40. **Kim, S.** Video modeling for social behaviors of Korean-American children with autism, Poster session at 10th Annual Autism Conference, ABAI, New Orleans, LA (January, 2016)
 41. **Kim, S.** (Accepted, unable to attend). Culturally responsive social skills intervention for Korean American children with autism, Presented at TASH, Washington, D.C. (December, 2014)
 42. **Kim, S.** Peer-mediated pivotal response treatment. Presented at AERA, Philadelphia, PA (April, 2014)
 43. Yan, M, Kang, H., **Kim, S.**, & Wilkerson, K. Perceptions of disability and special education Among East Asian parents: Immigrants and non-immigrants, Presented at TASH, Chicago, IL (December, 2013)
 44. **Kim, S.** & Yan, M. Culturally responsive interventions to improve social skills of students with ASD and/or EBD in school settings. Presented at TASH, Long Beach, CA (November, 2012)
 45. **Kim, S.** & Lyons, G. Peer-mediated pivotal response treatment: Generalization unstructured to structured inclusive school context (Symposium). Presented at 38th Annual Convention, ABAI, Seattle, WA (May, 2012)
 46. **Kim, S.** Video modeling intervention to improve social behaviors of children with autism in school settings. Poster session at School of Education Doctoral Research Program Conference, Madison, WI (May, 2012)
 47. **Kim, S.** & Yan, M. Evidence-based behavioral interventions for K-12 students with ASD and EBD. Presented at the Planting the Seeds of Inclusion, University of Wisconsin, Oshkosh, WI (March, 2012)
 48. **Kim, S.** Video modeling intervention to improve play skills of children with ASD. Poster session at ABAI 6th Annual Autism Conference, Philadelphia, PA (January, 2012)
 49. **Kim, S.** A social behavioral learning strategy intervention for a child with Asperger's

syndrome. Presented at the Recent Advances in Autism Research (RADAR), University of Wisconsin- Madison, WI (April, 2011)

50. **Kim, S.** & Lyons, G. Evidence based socialization intervention for children with ASD. Presented at the Planting the Seeds of Inclusion Conference, University of Wisconsin, Oshkosh, WI (March, 2011)

UNIVERSITY TEACHING

University of Illinois at Chicago (2017-Present)

SPED 410. Exceptional Learners.
 SPED 506. Characteristics and Assessment of Young Children with Disabilities.
 SPED 508. Methods of Instruction and Assessment of Young Children with Disabilities.
 SPED 517. Analysis of Behavior in Applied Contexts.
 SPED 514. Principles of ABA and Experimental Analysis of Behavior.
 SPED/EPsy 482. Collaborating with Families, Community, and Professionals.
 SPED 596. Independent Study.
 EDPS 529. Internship in Urban Higher Education.

University of Alabama (2015-2017)

SPE 435-002. Behavior Management.
 SPE 476-001. Assessment of Young Children.
 SPE 576-320 (GR). Assessment of Young Children.
 SPE 506-900. Working with Families.

Webinar

Spring, 2015 Professional Job Search Process, SPEMA, The University of Alabama
 -Discussion of searching academia positions and preparations

University of Wisconsin-Madison (2012-2015)

RP & SE 330. Behavior Analysis: Applications for Persons with Disabilities.
 RP & SE 402. Methods in Teaching Functional Skills.
 RP & SE 405. Evidence-Based Practices for Students with Autism Spectrum Disorders.

Guest Lectures

Spring, 2023 Conducting Research with Korean American Stakeholders, Kunkook University and Sejong University, South Korea
 Fall, 2020 How to Work with Family During IEP meetings, Kunkook University, South Korea
 Fall, 2020 Getting a degree abroad, Seoul Theoretical University, South Korea

- Spring, 2012 RPSE 330: Behavior Analysis: Applications for Persons with Disabilities, University of Wisconsin-Madison. Single-Case Research Design.
- Spring, 2012 RPSE 330: Behavior Analysis: Applications for Persons with Disabilities, University of Wisconsin-Madison. How to Increase Functional Skills.

UNIVERSITY SUPERVISION

University of Illinois at Chicago

- SPED 538. Internship in University Teaching (Apprenticeship).
 -Quinlan Ogrady (Fall, 2019)
 -Veronica Kang (Spring, 2020)
 -Namhee Kim (Fall, 2022)
 -Stephanie Fernandez (Fall, 2022)

University of Alabama

- SPE 575-001. Early Childhood Special Education (ECSE) Practicum.

University of Wisconsin-Madison

- RP& SE 475. Special Education MC-EA Practicum.

CURRICULUM DEVELOPMENT & COORDINATION

- 2022-Present *Program Coordinator, Early Childhood Future Faculty Program
Master's in Instructional Leadership Policy Studies*
- 2017-2022 *Program Developer
Master's in Applied Behavior Analysis, UIC
Role: Assisting Dr. Gregori and Dr. Cushing to develop the new program in ABA*
- 2015- 2017 *Program Co-Coordinator
Early Childhood Special Education Program (ECSE), UA*

STUDENT ADVISING

- 2018-Present *Advisor
Masters' Level Advisees
Allison Zanders, Ewelina Dybaczewski, Ian Nifoussi, Brooke Ohnmeis*

Janet Choo (Heinz), Stephine Olson, Hannah Streicher, Rosa Castro,
 Kristy Pinedo-Pimentel, Delia Godoy, Breanne Peacock, Ana
 Mihajlovic, Juliana Cabrera

Doctoral Level Advisee

Veronica Kang (Fall, 2018-Spring, 2022)
 Namhee Kim (Fall, 2020-Present)
 Stephanie Fernandez (Fall, 2022- Present)

- 2024 Comps committee for Juana Abarca, Special Education
- 2023 Dissertation committee for Jing Wang, Special Education
 Dissertation committee for Brandi Walton, Special Education
- 2022 Dissertation committee Chair for Veronica Kang, Special Education
 Dissertation committee for Tanginia A. Southall, Educational Psychology
 Dissertation committee for Elizabeth Cambray, Special Education
- 2021 Dissertation committee for Amy Passmore, Special Education
 Dissertation committee for Geraldo Tobon, Special Education
- 2020 Written exam committee for Amy Passmore, Special Education
 Written exam committee for Geraldo Tobon, Special Education
 Dissertation committee for Elia Olivares, Special Education
 Dissertation committee for Chrissy Brown, Special Education
- 2018-2019 Dissertation committee for Gina Braun, Special Education
 Dissertation committee for Lauren Mucha, Special Education
 Dissertation committee for Skip Kumm, Special Education
- 2018 Comps committee for Chrissy Brown, Special Education
- 2015- 2017 *Graduate Program Advisor*, ECSE Program, University of Alabama

Masters Advisees

Chelsea Morton, Jacqueline Holder, Katie O'Dell, Katie Bandy,
 Katherine Carter, Shannah Mathews, Jakora Hamilton, Jennifer
 Mesman, Amanda Floyd

PROFESSIONAL SERVICE & RESEARCH

Editorial Boards

2020-Present Inclusive Practices (TASH)

Guest Reviewer for Editorial Boards

2024	Review journal of autism and developmental disorders
2024	Education and Training in Autism and Developmental Disabilities (ETADD)
2022	International Journal of Qualitative Studies in Education
2021-present	Teaching Exceptional Children
2020-present	Review of Education, Pedagogy, and Cultural Studies
2020-present	International Journal of Disability, Development, and Education
2019-Present	Inclusion
2018-Present	Journal of Positive Behavior Interventions (JPBI)
2017-Present	Journal of Autism and Developmental Disorders (JADD)
2016-Present	Journal of Special Education (JSE)
2016-Present	Remedial and Special Education (RASE)
2016-Present	Exceptional Children (EC)

Conference Chair

2018, 2021	Paper Session, AERA Special Education Special Interest Group
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Conference Proposal Reviewer

2019-2021	AERA, SIG-Special Education Research
2018	AERA, SIG-Disability Studies in Education, SIG-Special Education Research
2017	AERA, Division H - Research, Evaluation and Assessment in Schools, Section 1: Applied Research in Schools
2016	AERA, SIG-Special Education Research

Memberships in Professional Organizations

Society for Research in Child Development (SRCD)
 American Educational Research Association (AERA)
 Association for Behavior Analysis International (ABAI)
 The Association for Persons with Severe Handicaps (TASH)
 Council of Exceptional Children (CEC)

University Service

University of Illinois at Chicago (UIC)

2024	COE Clinical Faculty Promotion Committee
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2024	COE Early Childhood (EPSY) Search Committee (Associate/Full Professor in Early Childhood Education)
2023-Present	Mentoring Committee Chair for Dr. Qingli Lei (Bridge to Faculty)
2022-2023	COE Open Rank Position Search Committee
2022-2023	Bridge to Faculty (SPED) Search Committee
2022-present	COE Tuition & Fee Waivers Committee
2021-2023	COE Educational Programs and Policies Committee
2020-2022	Special Education Department Executive Committee
2020	Faculty Search Committee (Associate/Full Professor in Special Education)
2019-present	COE Equity and Diversity Committee
2019-2021	COE Educational Programs and Policies Committee- SPED Alternate
2019-present	COE Scholarship Committee
2018	Faculty Search Committee (Assistant Professor in Applied Behavioral Analysis)

University of Alabama (UA)

2015- 2017	Alabama Autism Conference Committee
2016	Faculty Search Committee (open rank in Gifted Education)

Public Service & Community Outreach Achievements

2022-Present	<i>Consultant</i> , www.koreanabalearning.com
2021-Present	<i>SPED and ABA Training Mentor</i> , Illinois's Leadership Education in Neurodevelopmental and related Disabilities (LEND)
2021-Present	<i>Consultant</i> , www.koreanautismlearning.com
2018-2019	<i>Consultant</i> , Chicago Milal Mission
2017-2019	<i>Consultant</i> , Korean American Network for Children with Diverse Needs
2011	<i>Research Group Presentation Organizer</i> Recent Advances in Autism Research (RADAR), UW-Madison Multidisciplinary-Research Discussion Group
2011	<i>Student Implementer</i> , Instructional Behavior Support Videos for NFXS Pilot Study Waisman Center, UW-Madison <i>Role:</i> recording educational videos for caregivers and therapists.
2010-2011	<i>Student Representative</i> , Educational and Psychological Training Center (EPTC), UW-Madison

2010-2011 *Secretary*, Coalition for International Special Education (CISE), UW-Madison