SUNYOUNG KIM, PhD., BCBA-D

Associate Professor
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EDUCATION

Ph.D.	Special Education, University of Wisconsin-Madison, 2015 ***Minor**:* Qualitative 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

ACADEMIC APPOINTMENTS

2022–Present
Associate Professor (Tenured)
Department of Special Education
University of Illinois Chicago

2017–2022
Assistant Professor
Department of Special Education
University of Illinois Chicago

2015–2017
Assistant Professor, Program Co-Coordinator
Early Childhood Special Education
Department of Special Education and Multiple Abilities
The University of Alabama

HONORS & AWARDS

2024
Early Career Award
Division for Culturally and Linguistically Diverse Exceptional Children (DDEL)
Council for Exceptional Children (CEC)

2013–2014
James B. and Susan Solie Patterson Graduate Student Scholarship
School of Education, University of Wisconsin–Madison

2001–2004
Academic Scholarships for Outstanding Students
Seoul Theological University

EXTERNAL FUNDING

Project Flying Kite
U.S. Department of Education, Office of Special Education Programs
Principal Investigator
2024–2029
Total Award: $740,226

Project ABC
U.S. Department of Education, Office of Special Education Programs
Principal Investigator
2024–2029
Total Award: $1,099,755

Project CHIME
U.S. Department of Education, Office of Special Education Programs
Principal Investigator
2023–2028
Total Award: $1,011,563

Project PRIDE: Preparing Responsive Interventionists in Disability, Early Childhood Special Education and Applied Behavior Analysis
U.S. Department of Education, Office of Special Education Programs
Co-Principal Investigator
2023–2028
Total Award: $1,035,514

Project SOAR: Supporting teachers with Online modules in the Archdiocese
Society for the Advancement of Behavior Analysis
Co-Principal Investigator
2025-2026
Total Award:$3,900

Project PATH: Training Parents of Adolescents and Young Adults with Disabilities Using TeleHealth
National Institute on Disability, Independent Living, and Rehabilitation Research
Co-Principal Investigator
2023–2026
Total Award: $596,414

Online Learning and Modules for South Korean Early Childhood Educators
Society for the Advancement of Behavior Analysis
Principal Investigator
2023–2024
Total Award: $3,096

Early Childhood Future Faculty Preparation Program
Illinois Board of Higher Education
Principal Investigator
2022–2024
Total Award: $1,027,998

Online Training Modules for Korean American Parents of Children with Autism
Society for the Advancement of Behavior Analysis
Principal Investigator
2021–2022
Total Award: $2,500

Playing Together: Using Learning Labs to Reduce Exclusionary Disciplinary Practices for Young Children of Color with Disabilities
Spencer Foundation (Racial Equity Special Grants Program)
Co-Principal Investigator
2021–2024
Total Award: $75,000

INTERNAL FUNDING

Project Impact
UIC Awards for Creative Activity Program
Principal Investigator

2020
Total Award: $16,094

Collaborative Community Engagement Grants
College of Education, University of Illinois Chicago
2019. *Virtual Literacy Program for Korean American Preschoolers.* Total Award: $5,000.
2018. *Summer Literacy Intervention for Children with Autism.* Total Award: $5,000.
2017. *Improving Quality of Life for Korean Americans with Disabilities.* Total Award: $5,000.

Vilas Conference Presentation Fund
University of Wisconsin–Madison
2014
Total Award: $600

Doctoral Research Support – 6th Annual Autism Intervention
University of Wisconsin–Madison
2012
Total Award: $400

PUBLICATIONS

Journal Articles

**denotes a student's involvement.*
Impact Factors from Clarivate Journal Citation Reports 2024.

46. **Kim, S.,** Kim, S. Y., Kim, C. K., Kang, J., Kim, N., & Kim, S.-A. (Accepted). Exploration of English literacy readiness among Korean immigrant families with pre-K children. *Multicultural Education Review.* (Impact Factor: 1.1)

45. Kang, V. Y., Choi, Y., **Kim, S.,** Wang, J., Kim, N., & Kim, K. (In press). Early childhood educators' perception and attitude towards inclusion in South Korea: Analysis of the survey data. *International Journal of Inclusive Education.* (Impact Factor: 1.7)

44. Fernandez, S., **Kim, S.,** & Wang, J. (In press). Early childhood educators' experiences with social-emotional support strategies. *Journal of Research in Childhood Education.* (Impact Factor: 1.3)

43. **Kim, S.,** Fernandez, S., Cambray-Engstrom, E., Kim, N., & Wang, J. (In press). Latine caregivers' experiences with early childhood inclusion. *International Journal of Multicultural Education.*

42. **Kim, S.,** Kim, H., Kim, S. Y., Gregori, E., Kim, N., Kim, K.-H. C., Kang, V. Y., Kim, K. H., Kwon, H.-S., & Kim, K.-M. (2025). Korean teachers' experiences with challenging behaviors and applied behavior analysis in early childhood inclusive classrooms. *Journal of Early Childhood Teacher Education,* 1-20. (Impact Factor: 1.3)

41. 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. (Impact Factor: 2.2)

40. Kang, V. Y., **Kim, S.,** & Kim, H. (2025). 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, 64*(3), 275–298. (Impact Factor: 1.9)

39. *Kim, N., **Kim, S.,** Kang, V. Y., & Cushing, L. (2025). Examining acculturative stress and coping strategies among Korean immigrant parents of children with developmental disabilities. *International Journal of Disability, Development and Education, 72*(5), 934-949. (Impact Factor: 2.1)

38. 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. (Impact Factor: 1.1)

37. Kim, H., Baker, D., **Kim, S.,** Liu, C., & Cook, K. L. (2024). The impact of educational and medical systems on autistic children from multilingual American homes: A systematic review. *Autism, 28*(11), 2707–2721. (Impact Factor: 5.6)

36. Kulkarni, S., **Kim, S.,** & Holdman, N. (2024). Using virtual learning labs to (re)mediate exclusionary discipline practices for young children of color with disabilities. *Critical Education, 15*(4), 110–131.

35. **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. (Impact Factor: 0.9)

34. **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.

33**. 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. (Impact Factor: 0.9)

32. *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. (Impact Factor: 3.1)

31. **Kim, S.,** Kim, H., & *Kang, V. Y. (2024). Voices of community-based program volunteers for Korean Americans with severe disabilities. *International Journal of Disability, Development and Education*, *71*(4), 552-572. (Impact Factor: 2.1).

30. *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, 21*(2), 111-131.

29. *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.

28. **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), 743-767. (Impact Factor: 2.6)

27. Kim, H., Ruppar, A., Baker, D., **Kim, S.,** & Yu, B. (2023). Intersectionality of ableism, racism, and linguicism: College enrollment process among Korean American students with autism. *Race Ethnicity and Education, 26*(7), 892-913. (Impact Factor: 3.2)

26. *Kang, V. Y., & **Kim, S.** (2023). 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. (Impact Factor: 2.0)

25. *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.

24. Kulkarni, S. S., **Kim, S.,** & Powell, T. (2022). Playing together: A call for multiple stakeholders to reduce exclusionary and harsh discipline for young BICOC with disabilities. *Perspectives on Early Childhood Psychology and Education*, *6*(1), 251-268.

23, **Kim, S.,** Kim, J., Yan, M. C., & Kang, V. Y. (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), 1601-1616. (Impact Factor: 2.1)

22. **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 United States. *Journal of International Special Needs Education, 24*(2), 50–65.

21. **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. (Impact Factor: 3.0)

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, 29*(5), 327-343. (Impact Factor: 1.8)

19**. 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. (Impact Factor: 1.4)

18. **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.

17. *Kang, V. Y., & **Kim, S**. (2020). Social story interventions for social play behaviors of young Korean American children with autism. *Child & Family Behavior Therapy, 42*(2), 73-97. (Impact Factor: 0.8)

16. **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.

15. **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. 55*(1), 75-88.

14. **Kim, S.** (2019). Implementing a pivotal response social skills intervention with Korean-American children with autism. *Exceptionality, 27*(1), 47–64. (Impact Factor: 0.9)

13. 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.

12. 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. (Impact Factor: 1.4)

11. 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.

10. Kim, J., & **Kim, S.** (2017). Self-positioning of Korean immigrant mothers of children with disabilities. *International Journal of Multicultural Education, 19*(3), 41–64.

9. McDaniel, S. C., **Kim, S.,** & Guyotte, K. W. (2017). Perceptions of implementing positive behavior interventions and supports in high-need school contexts. *Journal of At-Risk Issues, 20*(2), 35–44.

8. Jung, S. E., Shin, Y. H., **Kim, S.,** Hermann, J., & Bice, C. (2017). Identifying underlying beliefs about fruit and vegetable consumption among low-income older adults: An elicitation study based on the theory of planned behavior. *Journal of Nutrition Education and Behavior, 49*(9), 717–723. (Impact Factor: 2.3)

7. **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.

6. **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.

5. **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.

4. 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.

3. **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. (Impact Factor: 3.7)

2. 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. (Impact Factor: 2.2)

1. 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. (Impact Factor: 0.8)

Under Review

7. **Kim, S.,** Kim, S. Y., Kim, C., Kim, N., Kang, J., Lei, Q., Wang, J., & Kim, S-A., Effects of Synchronous Online English Literacy Instruction on Vocabulary and Reading

Comprehension in Korean-American Dual Language Preschoolers. *Education and Treatment of Children.*

6. **Kim, S.,** Kim, C., & Kim,S.Y . Belonging in faith communities: Experiences of Korean American families of children with disabilities. *Journal of Disability & Religion*.
5. Kim, S.-A., Kim, S., & **Kim, S.**. Navigating bilingual worlds: Intergenerational perspectives on family language policies and (trans)languaging choice within multilingual Korean families. *Literacy*.
4. 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. *Education and Training in Autism and Developmental Disabilities.*
3. Wang, J., **Kim, S.,** Wei, Q., Lei, Q., Shanahan Bazis, P., Kim, C. K., & Kim, N. An examination of social validity assessment on mathematics interventions for English language learners: A review of literature. *Learning Disability Quarterly*.
2. Yang, H.-W., **Kim, S.,** Gregori, E. V., Wang, J., & Aragon, V. Perceptions and experiences of integrating telehealth in early intervention: A review and synthesis of studies. *Journal of Early Intervention*.
1. Gregori. E., **Kim, S.,** Locatti, B., DeAngelo, S. & Drew, C. “I don’t know what I don’t know”: Needs of Parents of Adolescents and Young Adults with Intellectual and Developmental Disabilities. *International Journal of Developmental Disability.*

Books

1. Kim, K., & **Kim, S.** (Eds.). (2025). *Unheard voices: Korean American students with disabilities and their families.* Seoul, South Korea: Woomulhouse.

Book Chapters

3. 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.

1. 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

3. 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
1. Trainor, A. A., Smith, S. A., **Kim, S.,** & Kim, H. (2014). Diversity, multiculturalism, and equity. In G. Willliams, J. Seabrooks-Blackmore, L. Robertson, & C. Thomas (Eds.), Individualizing Special Education: One Student at a Time (pp. 23-42). Kendall-Hunt.

INVITED TALKS

Kim, S. (2026). Supporting English literacy readiness for Korean-American dual language preschoolers: Findings from a mixed-methods study. University of Hawaiʻi at Mānoa. *(Brown Bag Talk)*

Gregori, E., Kim, S., & Drew, C. (2026). Project PATH. Purdue Autism Research Conference. Purdue University.

Kim, S. (2025). Inclusive early childhood education in Korea. Seoul Theological University, South Korea.

Kim, S. (2025). Application process for faculty positions in the U.S. Korean-SPED, Korean-American Educational Research Association (K-AERA).

Kim, S. (2024). Application process for faculty positions in the U.S. Korean-SPED, Korean-American Educational Research Association (K-AERA).

Kim, S. (2023). Understanding and supporting developmental disabilities and autism for community volunteers. Chicago Milal Mission.

Kim, S. (2023). Conducting research with Korean American stakeholders. Konkuk University and Sejong University, South Korea.

Kim, S. (2020). How to work with families during IEP meetings. Konkuk University, South Korea.

Kim, S. (2020). Getting a degree abroad. Seoul Theological University, South Korea.

Kim, S. (2015). Professional job search process: Preparing for academic positions. SPEMA, The University of Alabama.

Kim, S. (2012). Single-case research design. RPSE 330: Behavior Analysis: Applications for Persons with Disabilities, University of Wisconsin–Madison.

Kim, S. (2012). How to increase functional skills. RPSE 330: Behavior Analysis: Applications for Persons with Disabilities, University of Wisconsin–Madison.

RESEARCH PRESENTATIONS

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53. Kim, S., & Kim, C. (2026, April). Exploration of English literacy readiness among Korean immigrant families with pre-K children [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

52. Kim, S., & Parker-Katz, M. (2025, March). Preparing diverse early childhood educators for inclusive higher education roles [Poster presentation]. CEC 2025 Convention and Expo, Baltimore, MD.

51. *Kim, N., Kim, S., & *Kim, C. (2024, November). Predictors of acculturative stress among Korean immigrant parents raising children with developmental disabilities [Paper presentation]. Illinois Council for Exceptional Children, Naperville, IL.

50. *Kim, N., Kim, S., Choi, Y., Wang, J., & Kang, V. Y. (2024, July). Inclusion scale validation: Early childhood educators' perceptions and attitudes toward inclusion in South Korea [Paper presentation]. International Conference on Educational Research, Seoul, South Korea.

49. *Kim, N., Kim, S., Choi, Y., Kang, V. Y., & Wang, J. (2024, July). The inclusion-related attitudes and perceptions of early childhood educators in South Korea: A survey study [Paper presentation]. International Conference on Educational Research, Seoul, South Korea.

48. *Kim, N., & Kim, S. (2024, July). Korean parents' challenges and benefits with inclusion from early childhood teachers' perspectives [Paper presentation]. International Conference on Educational Research, Seoul, South Korea.

47. Kim, S., Kang, V., & Kim, N. (2024, April). Korean caregivers' use of evidence-based strategies for their children with autism [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

46. Kim, N., & Kim, S. (2024, April). Collaboration between Korean immigrant parents of children with autism spectrum disorder and teachers [Paper presentation].

American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

45. Kim, S. (2024). Latinx and Korean parents' experiences and perceptions with social and communication curriculum [Paper presentation]. Division on Autism and Developmental Disabilities (DADD) Annual Conference.

44. Kim, S. (2024). Examining acculturative stress and coping strategies among Korean immigrant parents of children with developmental disabilities [Paper presentation]. Division on Autism and Developmental Disabilities (DADD) Annual Conference.

43. Kim, S. (2024). Trends in demographics, topical foci, and interventions in behaviorally based interventions for students with autism from 1975 to 2020 [Paper presentation]. Division on Autism and Developmental Disabilities (DADD) Annual Conference.

42. Kim, S. (2024). Feasibility and cultural relevance of evidence-based strategies in Korean online modules for caregivers of children with autism [Paper presentation]. Division on Autism and Developmental Disabilities (DADD) Annual Conference.

41. Kim, H., Baker, D., Kim, S., & Liu, C. (2023, April). A systematic review on autistic students from multilingual homes in the United States [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

40. Kang, V. Y., Kim, S., & Kim, H. (2023, April). Examining social validity and cultural relevance of dual language literacy instruction for Korean immigrant preschoolers [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

39. Kang, V., & Kim, S. (2023, March). Siblings-implemented enhanced milieu teaching: Implementation fidelity and social validity [Poster presentation]. CEC Convention and Expo, Louisville, KY.

38. Kim, N., & Kim, S. (2023, February). Acculturation and gender difference: Korean immigrant parents of children with developmental disabilities [Paper presentation]. Pacific Coast Research Conference, Coronado, CA.

37. Baek, S., Kim, J., Lee, H., Choi, Y., & Kim, S. (2022, October). The differences and similarities of competencies between teacher preparation programs and field expectations [Paper presentation]. International Conference on Educational Research (ICER), Seoul, South Korea.

36. Kang, V., Rodriguez, S., & Kim, S. (2022, April). Promoting engagement of Korean immigrant families in early childhood education [Paper presentation]. American Educational Research Association (AERA) Annual Meeting.

35. Kim, S., Kang, V. Y., Kim, H., Wang, J., & Gregori, E. (2021, May). Online literacy instruction to promote school readiness of Korean dual-language learners [Symposium]. Association for Behavior Analysis International (ABAI) Annual Convention.

34. Kim, S., Kim, H., & Kang, V. Y. (2021, April). Voices of community-based program volunteers for Korean American individuals with severe disabilities [Poster presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.

33. Yan, M., Wang, J., & Kim, S. (2021, April). School outcomes of students with and at risk for disabilities in poverty: An evaluation of school-based interventions in the United States [Poster presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.

32. *Kang, V. Y., Kim, S., & Wang, J. (2021, April). Experiences of family collaboration in early intervention among Korean and Chinese American caregivers [Poster presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.

31. Kim, S., & Kang, V. Y. (2021, April). The effect of enhanced milieu teaching on vocabulary acquisition for Korean American children with Down syndrome [Symposium]. American Educational Research Association (AERA) Virtual Annual Meeting.

30. *Kang, V. Y., Kim, S., & Thomas, M. K. (2020). Understanding the experiences of Korean American fathers of children with autism spectrum disorder [Roundtable]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. *(Conference canceled).*

29. *Cambray, E., Kim, S., Wang, J., Kang, V. Y., Choi, Y., & Coba-Rodriguez, S. (2020). “In defining inclusion…”: Inclusion experiences and beliefs of early childhood teachers working in urban settings [Symposium]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. *(Conference canceled).*

28. Kim, S., Kang, V. Y., & McLeod, R. (2020). The effects of enhanced milieu teaching with book reading for English language learners with autism [Symposium]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. *(Conference canceled).*

27. Kim, S., Kim, J., Yan, M., & Kang, V. Y. (2020). Korean American mothers’ perceptions of self-determination of primary school children with autism [Roundtable]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. *(Conference canceled).*

26. Kim, S., *Kang, V. Y., & McLeod, R. H. (2019, May). The effects of enhanced milieu teaching for young English language learners with autism [Poster presentation]. Association for Behavior Analysis International (ABAI) Annual Convention, Chicago, IL.

25. *Kang, V. Y., & Kim, S. (2019, May). Parent-mediated social story intervention for social interaction of Korean American children with autism [Poster presentation]. Association for Behavior Analysis International (ABAI) Annual Convention, Chicago, IL.

24. Kim, S., & *Kang, V. Y. (2019, May). Video prompting to teach cooking tasks to Korean American adolescents with autism [Poster presentation]. Association for Behavior Analysis International (ABAI) Annual Convention, Chicago, IL.

23. *Kang, V. Y., & Kim, S. (2019, February). Educational experiences of Korean American fathers of children with autism spectrum disorder [Poster presentation]. COE Research Day, University of Illinois at Chicago.

22. *Cambray-Engstrom, E., & Kim, S. (2019, February). Reflecting on inclusion: Exploring early childhood teachers' attitudes [Poster presentation]. CEC Convention and Expo, Indianapolis, IN.

21. Kim, H., Ruppar, A., Baker, D., & Kim, S. (2018, April). Intersectional experiences among Korean American students with autism enrolling in college [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.

20. Kim, H., & Kim, S. (2018, April). Korean American immigrant mothers' Christian perspectives on educating their children with autism [Roundtable]. American Educational Research Association (AERA) Annual Meeting, New York, NY.

19. Kim, S., Kim, H., Kim, J., & Nichols, S. C. (2018, April). Impact of childhood autism on Korean American mothers [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.

18. Kim, S., McDaniel, S., & Guyotte, K. W. (2018, April). Perceptions of implementing positive behavior interventions and supports in high-need school contexts [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.

17. Lequia, J., & Kim, S. (2017, October). A meta-synthesis of educators' attitudes toward inclusive education [Paper presentation]. New York State CEC Conference, Binghamton, NY.

16. Kim, S., Yan, M., & Kulkarni, S. S. (2017, April). Social skill interventions for culturally and linguistically diverse students with disabilities: A comprehensive

review [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

15. Kim, S., & Trainor, A. A. (2017, April). The ecological and social validity of pivotal response treatment among Korean American children with autism [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

14. Kim, S., & Kim, H. (2016, December). Culturally and linguistically responsive social skills interventions for children with autism [Symposium]. TASH Annual Conference, St. Louis, MO.

13. Kim, S. (2016, May). Peer-mediated pivotal response treatment for Korean children with autism and the community [Poster presentation]. Association for Behavior Analysis International (ABAI) Annual Convention, Chicago, IL.

12. Kim, S. (2016, April). Implementing a pivotal response social skills intervention with Korean American children with autism [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Washington, DC.

11. Kim, S. (2016, January). Video modeling for social behaviors of Korean-American children with autism [Poster presentation]. ABAI Annual Autism Conference, New Orleans, LA.

10. Kim, S. (2014, December). Culturally responsive social skills intervention for Korean American children with autism [Paper presentation]. TASH Conference, Washington, DC. *(Accepted but unable to attend).*

9. Kim, S. (2014, April). Peer-mediated pivotal response treatment [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

8. Yan, M., Kang, H., Kim, S., & Wilkerson, K. (2013, December). Perceptions of disability and special education among East Asian parents: Immigrants and non-immigrants [Paper presentation]. TASH Conference, Chicago, IL.

7. Kim, S., & Yan, M. (2012, November). Culturally responsive interventions to improve social skills of students with ASD and/or EBD in school settings [Paper presentation]. TASH Conference, Long Beach, CA.

6. Kim, S., & Lyons, G. (2012, May). Peer-mediated pivotal response treatment: Generalization from unstructured to structured inclusive school contexts [Symposium]. Association for Behavior Analysis International (ABAI) Annual Convention, Seattle, WA.

5. Kim, S. (2012, May). Video modeling intervention to improve social behaviors of children with autism in school settings [Poster presentation]. School of Education Doctoral Research Program Conference, Madison, WI.

4. Kim, S., & Yan, M. (2012, March). Evidence-based behavioral interventions for K-12 students with ASD and EBD [Paper presentation]. Planting the Seeds of Inclusion Conference, University of Wisconsin–Oshkosh, WI.

3. Kim, S. (2012, January). Video modeling intervention to improve play skills of children with ASD [Poster presentation]. ABAI Autism Conference, Philadelphia, PA.

2. Kim, S. (2011, April). A social behavioral learning strategy intervention for a child with Asperger's syndrome [Paper presentation]. Recent Advances in Autism Research (RADAR), University of Wisconsin–Madison, WI.

1. Kim, S., & Lyons, G. (2011, March). Evidence-based socialization intervention for children with ASD [Paper presentation]. Planting the Seeds of Inclusion Conference, University of Wisconsin–Oshkosh, WI.

UNIVERSITY TEACHING

University of Illinois 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
SPED 538: Internship in University Teaching
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: Assessment of Young Children (Graduate Level)
SPE 506-900: Working with Families

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

STUDENT ADVISING, MENTORING & SUPERVISION

Dissertation Chair – Completed

Kang, V. (2022). *Sibling-Implemented Enhanced Milieu Teaching for Language Development of Children with Autism*

Kim, N. (2025). *The Experience of Korean Immigrant Parents of Children with Autism: Partnership and Inclusion.*

Fernandez, S. (2026). *Mexican and Mexican American Mothers' and Fathers' Experiences of Social Emotional Support for Children*

Dissertation Chair – In Progress

Lynott, C. (2024–Present)

Doctoral Committees

Abarca, J.
Saadeh, J.
Wang, J.
Walton, B.
Southall, T. A.
Cambray, E.
Passmore, A.
Tobon, G.
Olivares, E.
Brown, C.
Braun, G.
Mucha, L.
Kumm, S.

Awards Received by Advisees

Kang, V. (doctoral advisee)
Dean's Merit Award, UIC, 2022
Graduate Student Excellence in Teaching and Mentoring Award, UIC, 2022
Chancellor's Student Service Award, UIC, 2022

Kim, N. (doctoral advisee)
Outstanding Research Award (Kwon Award), UI Korean Alumni Association, 2025

Outstanding Research Award, Korean-AERA, 2025
Dissertation/Thesis/Major Research Award, College of Education, UIC, 2024
Chicago Consular Corps Award, UIC Office of Global Engagement, 2024
President's Research in Diversity Travel Assistance Program, UI system, 2024
Chancellor's Student Service Award, UIC, 2024

Fernandez, S. (doctoral advisee)
Dean's Merit Award, UIC, 2026
Chancellor's Student Service Award, UIC, 2026
J. David Sexton Doctoral Student Award, Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), 2025
DDEL Excellence in Professional Practice Award, Division for Culturally and Linguistically Diverse Exceptional Children (DDEL) of CEC, 2025
First Place, AERA Division C Shark Tank Competition, 2025
CEC Emerging Special Educators of Color Travel Award, 2024

Arroyo, B. (master's advisee, grant program)
Outstanding General Educator Award, Illinois Council for Exceptional Children (ICEC), 2025

Giannakopoulos, K. (master's advisee, grant program)
Outstanding General Educator Award, ICEC, 2025

Master's Advising

University of Illinois Chicago*: (n=27)*
University of Alabama: (*n*=8)

Supervision of Practicum / Internship Courses

University of Illinois Chicago
SPED 538: Internship in University Teaching (Apprenticeship) *(n = 4 doctoral students)*

University of Alabama
SPE 575: Early Childhood Special Education (ECSE) Practicum

University of Wisconsin–Madison
RPSE 475: Special Education Practicum—Early Childhood and Elementary

LEADERSHIP ROLES

Program Coordinator and Program Co-Developer
Undergraduate Program in Special Education (SPED), UIC (2024–Present)

Program Co-Developer
Master's in Applied Behavior Analysis, UIC (2017–2023)

Program Co-Coordinator
Early Childhood and Early Childhood Special Education Dual Certificate Program, UA (2015–2017)

EDITORIAL AND REVIEW SERVICE

Editorial Boards

2025–Present
Korean Journal of Physical, Multiple, & Health Disabilities

2020–Present
Inclusive Practices (TASH)

Ad Hoc Reviewer

2024–Present
Education and Training in Autism and Developmental Disabilities

2020–Present
International Journal of Disability, Development, and Education

2019–Present
Inclusion

2018–Present
Journal of Positive Behavior Interventions

2017–Present
Journal of Autism and Developmental Disorders

2016–Present
Journal of Special Education
Remedial and Special Education
Exceptional Children

2026
Intellectual and Developmental Disabilities

2025
Journal of Human Behavior in the Social Environment
Psychology in the Schools

2024
Review Journal of Autism and Developmental Disorders

2022
International Journal of Qualitative Studies in Education

2021
Teaching Exceptional Children

2020
Review of Education, Pedagogy, and Cultural Studies

External Reviewer for Promotion and Tenure Case

2025
External reviewer for a promotion and tenure evaluation (confidential)

CONFERENCE SERVICE

Conference Session Chair

2018, 2021, 2024
Paper Session Chair, Special Education Special Interest Group (SIG), American Educational Research Association (AERA)

Conference Proposal Reviewer

2025
Asian Americans and Pacific Islanders in Education and Research SIG, American Educational Research Association (AERA)

2019,2021, 2022, 2023
Special Education Research SIG, American Educational Research Association (AERA)

2018
Disability Studies in Education SIG; Special Education Research SIG, American Educational Research Association (AERA)

2017
Division H—Research, Evaluation, and Assessment in Schools, Section 1: Applied Research in Schools, American Educational Research Association (AERA)

2016
Special Education Research SIG, American Educational Research Association (AERA)

PROFESSIONAL ORGANIZATION SERVICE

2026–Present
Member-at-Large, Illinois Division for Culturally and Linguistically Diverse Exceptional Children (DDEL) of Council for Exceptional Children (CEC)

2026–Present
Academic Affairs Committee Member, Illinois Association for Behavior Analysis (ILABA)

2026–Present
Diversity, Equity, and Inclusion Committee Member, Illinois Association for Behavior Analysis (ILABA)

UNIVERSITY SERVICE

University Level

2026-
Honors College Faculty Fellow

College Level

2025–Present
COE Educational Programs and Policies Committee

2024
COE Clinical Faculty Promotion Committee

2024
COE Early Childhood (EPSY) Search Committee (Associate/Full Professor in Early Childhood Education)

2022–2023
COE Open Rank Position Search Committee

2022–2023
COE Tuition and Fee Waivers Committee

2021–2023
COE Educational Programs and Policies Committee

2019–2024
COE Equity and Diversity Committee

2019–2021
COE Educational Programs and Policies Committee (SPED Alternate)

2019–2024
COE Scholarship Committee

Department Level

2023–Present
Mentoring Committee Chair, Dr. Qingli Lei (Bridge to Faculty Program)

2022–2023
Bridge to Faculty (SPED) Search Committee

2020–2022
Special Education Department Executive Committee

2020
Faculty Search Committee (Associate/Full Professor in Special Education)

2018
Faculty Search Committee (Assistant Professor in Applied Behavior Analysis)

Previous Institutional Service at the University of Alabama (UA)

2015-2017
Alabama Autism Conference Committee (University Level)

2016
Faculty Search Committee (open rank in Gifted Education, Department level)

PUBLIC SERVICE AND COMMUNITY ENGAGEMENT

2022–Present
Founder, www.koreanabalearning.com
Online platform providing Korean-language resources on evidence-based practices (ABA) for educators supporting children with autism

2021-Present
SPED and ABA Training Mentor, Illinois's Leadership Education in Neurodevelopmental and related Disabilities (LEND, Stipended)

2021–2024
Founder, www.koreanautismlearning.com
Online platform providing Korean-language resources on evidence-based autism interventions for Korean-speaking parents and caregivers

2017–2019
Consultant, Korean American Network for Children with Diverse Needs

2011
Research Group Presentation Organizer, Recent Advances in Autism Research (RADAR), UW–Madison Multidisciplinary Research Discussion Group

2011
Student Implementer, Instructional Behavior Support Videos for Fragile X Syndrome (FXS) Pilot Study, Waisman Center, University of Wisconsin–Madison
Role: Recorded educational videos for caregivers and therapists

2010–2011
Student Representative, Educational and Psychological Training Center (EPTC), University of Wisconsin–Madison

2010–2011
Secretary, Coalition for International Special Education (CISE), University of Wisconsin–Madison

ADDITIONAL ACADEMIC APPOINTMENTS

2015
Student Teacher Supervisor
Department of Rehabilitation Psychology & Special Education
University of Wisconsin–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, South Korea

2005–2006
Teacher
Angela Preschool, South Korea

PROFESSIONAL CREDENTIALS

Illinois Licensed Behavioral Analyst, 2025
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 MEMBERSHIPS

American Educational Research Association (AERA)
Association for Behavior Analysis International (ABAI)
Council of Exceptional Children (CEC)