

Gospel Y. Kim, Ph.D., BCBA-D

Curriculum Vitae

August 2026

Current Appointment and Contact Information

Assistant Professor, Department of Educational Psychology, Baylor University

Faculty Affiliate, Baylor Center for Developmental Disabilities

Email: gospel_kim@baylor.edu

Address: One Bear Place #97301, Waco, TX 76798 (Office: MMSCI Room #162)

Areas of Specialization

- Autism and other developmental disabilities
- Social-communication development
- Social-emotional development and behavior support
- Family-centered practices
- Naturalistic developmental behavioral intervention (NDBI)
- Implementation science
- Community-based participatory research (CBPR)

Education

Post-Doc	2024	Autism Research Postdoctoral Training Program (ARTP) University of California Davis, MIND Institute, Sacramento, CA Primary Mentor: Aubyn Stahmer, Ph.D., BCBA-D Secondary Mentor: Meghan Miller, Ph.D. Leadership Education in Neurodevelopmental and Related Disabilities (LEND) University of California Davis, MIND Institute, Sacramento, CA Mentors: Drs. Aubyn Stahmer, Jean Gonsier-Gerdin
Ph.D.	2023	University of Kansas, Lawrence, KS Special Education Specialization: Early Childhood Unified Minor: Applied Behavior Analysis Advisor: Kathleen Tuck, Ph.D., BCBA-D Committee: Drs. Kathryn Bigelow, Judith Carta, Jennifer Kurth, Alana Schnitz, Sean Joo Graduate Certificate in Applied Behavior Analysis Program University of Kansas, Lawrence, KS Applied Behavioral Science (Dr. Claudia Dozier's Lab) Supervisor: Kelley Harrison, Ph.D., BCBA-D
M.A.	2019	Ewha Womans University, Seoul, South Korea Special Education Advisor: SoHyun Lee, Ph.D.
B.A.	2015	Ewha Womans University, Seoul, South Korea Special Education Minor: Early Childhood Education Advisor: SoHyun Lee, Ph.D.

Grants and Research Projects

External Grants:

Preparing Educators with Autism Knowledge and Skills Plus (PEAKS+). Texas Higher Education Coordinating Board. May 2026. Funded. \$399,367.

Role: PI (Co-Is: Drs. Tonya Davis, Jessica Akers, Jennifer Robins, Baylor University)

Blended NDBIs for Social Communication and Social-Emotional Development for Young Children. *Organization for Autism Research*. January 2026. Funded. \$48,244.

Role: PI (Co-Is: Dr. Lisa Sanchez, BU; Dr. Lauren Fischbacher, UMass Global)

ADVANCE: Assessing Disparities and Voices in Access, Needs, and healthCare Equity. *Texas Higher Education Coordinating Board*. August 2025. Funded. \$400,000.

Role: Co-I (PI: Dr. Tracey Jones, Baylor University)

MENU: A Novel Family-Driven Approach to Support Families Awaiting Autism Diagnostic Evaluation. *Texas Higher Education Coordinating Board*. August 2025. Funded. \$400,000.

Role: Co-PI (PI: Dr. James Lee, UT Austin)

Project ¡LEER!: Literacy, Language, and Social-Emotional Support for English Learners With and Without Disabilities in Inclusive Settings to Improve Reading Outcomes. *Office of English Language Acquisition*. Funded. \$2,999,257.

Role: Key Personnel (PI: Dr. Mack Burke, Baylor University)

Multi-Tiered System of Supports for Promoting Social-Emotional Development and Preventing Challenging Behaviors for Young Children. *The Korean Society for Early Childhood Special Education*. June 2024. Funded. \$1,000.

Role: PI

MENU: A Novel Family-Driven Approach to Support Families Awaiting Autism Diagnostic Evaluation. *Organization for Autism Research*. Unfunded. \$50,000.

Role: Co-I (PI: Dr. James Lee, UT Austin; Co-PI: Dr. Veronica Kang, UMD)

Family Perceptions of Implementation of the Promoting Communication Tools for Advancing Language in Kids (PC TALK) for Infants and Toddlers with or at a High Likelihood for Disabilities. *Bridging the Word Gap Emerging Scholar Program*. March 2023. Funded. \$3,000.

Role: PI

Early Intervention Service System for Young Children with or at-risk for Delays and Disabilities in South Korea: A Mixed-Methods Approach Exploring Experiences and Practices. *Child Fund Korea*. February 2022. Funded. \$2,000.

Role: PI

Caregivers' Perceptions of Caregiver-Implemented Early Interventions and Coaching. *Kansas Division for Early Childhood (KDEC)*. February 2021. Funded. \$1,000.

Role: PI

Internal Grants:

Towards Equitable Autism Services in Texas: Understanding Family Experiences, Gaps, and Impact. *Baylor University ONE-URC*. June 2025. Funded. \$47,000

Role: Co-PI

Developing and Testing a Blended Social-Communication and Social-Emotional Intervention for Autistic Toddlers. *Baylor University ONE-URC*. January 2025. Funded. \$33,340.

Role: PI

Caregiver Coaching on Responding to Joint Attention Training for Toddlers with Autism: A Single-Case Design. *KU School of Education & Human Sciences Student Research Support Grant*. August 2022. Funded. \$500.

Role: PI

Research Projects:

Examining the Effectiveness of the Early Start Denver Model in Community Programs Serving Young Autistic Children. *National Institutes of Mental Health*. Funded (PI: Dr. Aubyn Stahmer, UC Davis MIND Institute)

Role: Postdoctoral Research Fellow (2023-2024)

Examining the Efficacy of Project ImPACT for Toddlers. *Institute of Education Sciences*. Funded (PI: Dr. Sarah Rieth, San Diego State University; Dr. Aubyn Stahmer, UC Davis MIND Institute)

Role: Postdoctoral Research Fellow (2023-2024)

Professional Development to Support Intervention Implementation of the Promoting Communication Tools for Advancing Language in Kids (PC TALK) for Infants and Toddlers at Risk for or with Disabilities. *Institute of Education Sciences*. Funded (PI: Kathryn Bigelow, Juniper Gardens Children's Project)

Role: Research Assistant (2021-2023)

Professional Development to Support Teachers' Implementation of a Tiered Model for Promoting Social Development of Infants and Toddlers. *Institute of Education Sciences*. Funded. (PI: Kathryn Bigelow, Juniper Gardens Children's Project)

Role: Research Assistant (2021-2023)

Peer-Reviewed Journal Articles (* denotes student author)

Published:

21. Bigelow, K. M., Walker, D., Seven, Y., **Kim, G. Y.**, Whaley, A., *Eddy, M., & *Martinez, A. P. (accepted). Examining the relationship between professional development and provider implementation of a language-promotion intervention. *Monographs of the Society for Research in Child Development*.
20. Gilley, D., *Backer, C., & **Kim, G. Y.** (accepted). Family member's perceptions of individuals with developmental disabilities' use of augmentative and alternative communication. *Education and Training in Autism and Developmental Disabilities*.
19. **Kim, G. Y.**, Bigelow, K. M., Seven, Y., & Walker, D. (2026). Early intervention providers' perceptions of implementing language promotion intervention for infants and toddlers with or at a high likelihood of disabilities. *Early Childhood Education Journal*, Online First, <https://doi.org/10.1007/s10643-026-02139-2>
18. **Kim, G. Y.**, Yun, Y. K., Chang, K. R., & Kim, H. H. (2026). A brief report: Caregivers of Autistic individuals and nonautistic peers' perceptions of a community-based inclusive basketball program. *Research in Autism*, Online First, <https://doi.org/10.1016/j.reia.2025.202778>
17. **Kim, G. Y.**, Sanchez, L., *Murphy, A., *Johns, H., & *Malone, K. (2025). A community-research partnership to support young children with Autism or other developmental delays and their families. *Korean Journal of Early Childhood Special Education*, 25(3), 207-231. <http://dx.doi.org/10.21214/kecse.2025.25.3.207>
16. *Bayoumi, S. C., **Kim, G. Y.**, Dwyer, P., Srinivasan, H., & Smith, K. H. (2025). Promoting classroom engagement of autistic students using focused interests. *Teaching Exceptional*

- Children*. Online First. <https://doi.org/10.1177/00400599251346719>
15. Bhattashali, A., Cheatham, G. A., Lickvar-Armstrong, C., Oh, J. R., & **Kim, G. Y.** (2025). Overcoming bias in early childhood special education by incorporating funds of knowledge in teacher preparation. *Early Childhood Education Journal*. Online First. <https://doi.org/10.1007/s10643-025-01886-y>
 14. *Shim, S., *Choi, E., & **Kim, G. Y.** (2025). A systematic review on multi-tiered systems of support for young children. *Korean Journal of Early Childhood Special Education*, 25(1), 99-126. <http://dx.doi.org/10.21214/kecse.2025.25.1.99>
 13. *Choi, J., & **Kim, G. Y.** (2025). A systematic literature review of parental involvement in language intervention for autistic students. *Korean Journal of Emotional & Behavioral Disorders*, 41(1), 43-69. <https://doi.org/10.33770/JEBD.41.1.3>
 12. **Kim, G. Y.**, Tuck, K. N., *Eddy, M. M., Bhattashali, A., & Bigelow, K. M. (2025). Caregivers' perceptions on caregiver-implemented intervention and coaching. *Early Childhood Research Quarterly*, 70(1), 264-273. <https://doi.org/10.1016/j.ecresq.2024.10.009>
 11. **Kim, G. Y.**, Tuck, K. N., J. *Malone, E., & Bigelow, K. M. (2025). Coaching caregivers to teach responding to joint attention for toddlers with autism. *Topics in Early Childhood Special Education*, 44(4), 263-276. <https://doi.org/10.1177/02711214241255045>
 10. **Kim, G. Y.**, Tuck, K. N. & Kurth, J. A. (2024). Collaborative partnerships during fieldwork experiences to promote evidence-based practices. *Early Childhood Education Journal*. Online First. <https://doi.org/10.1007/s10643-024-01692-y>
 9. **Kim, G. Y.**, Lee, S., Tuck, K. N., & Martinez, J. R. (2024). The effects of embedding special interest area in activities on the engagement and out-of-seat behaviors of children with autism. *Focus on Autism and Other Developmental Disabilities*, 39(4), 203-215. <https://doi.org/10.1177/10883576241232894>
 8. **Kim, G. Y.** (2024). Early intervention providers' perspectives on early intervention service delivery for young children with developmental delays and disabilities. *Korean Journal of Special Education*, 58(4), 201-223. <http://dx.doi.org/10.15861/kjse.2024.58.4.201>
 7. **Kim, G. Y.**, Stahmer, A. C., & Rieth, S. R. (2024). A case study of parent coaching in autism early intervention. *Journal of the Korean Association for Persons with Autism*, 24(1), 1-28. <https://doi.org/10.33729/kapa.2024.1.7>
 6. **Kim, G. Y.**, Zimmerman, K. N., Cheatham, G. A., & Smith, K. (2024). Visual cues using mobile technology to support in-class transition for all children. *Young Exceptional Children*, 27(1), 42-54. <https://doi.org/10.1177/10962506231195900>
 5. Tuck, K. N., Chow, J. C., **Kim, G. Y.**, Malone, E. J., & Smith, K. H. (2024). Implementing visual activity schedules to support elementary student engagement. *Beyond Behavior*, OnlineFirst. <https://doi.org/10.1177/10742956241287093>
 4. Lee, J. D., Kang, V. Y., **Kim, G. Y.**, Jung, S., Joo, S., Kim, H., Son, J., & Bearss, K. (2024). Cultural adaptation of RUBI intervention with Korean families: A mixed method study. *Journal of Autism and Developmental Disorders*. OnlineFirst. <https://doi.org/10.1007/s10803-024-06599-6>
 3. **Kim, G. Y.**, & Park, K. (2023). Functional assessments for young children with delays and disabilities: A systematic review. *Journal of Behavior Analysis and Support*, 10(1), 1-21.

2. Malone, E. J., Zimmerman, K. N., Joo, S., **Kim, G. Y.**, & Smith, K. (2023). Noncompliance interventions for young children: A best evidence synthesis and meta-analysis. *Topics in Early Childhood Special Education*, <https://doi.org/10.1177/02711214231210563>
1. **Kim, G. Y.**, Zimmerman, K. N., Kim, H. H., & Lee, S. (2021). A review on using behavioral skills training to coach caregivers of young children with developmental delays or disabilities. *Korean Journal of Early Childhood Special Education*, 21(4), 99-119.

Under Review:

- Kim, G. Y.**, *Martinez Cueto, A. P., Padilla, K., *Lozano, I., Montenegro, M. C., Jones, T. R., *Afolabi, F., *Eisenhut, A., & *Schumm, I. (under review). Cultural adaptation of RUBI parent training for Spanish-speaking families of autistic children: A study protocol for parallel pilot trials in the United States and Mexico. *Contemporary Clinical Trials Communications*.
- Kim, G. Y.**, *Lozano, I., Padilla, K., *Eisenhut, A., & Jones, T. (under review). Community-engaged adaptation of an autism needs assessment using the FRAME: Enhancing cultural and contextual fit in Texas. *Journal of Community Psychology*.
- Kim, G. Y.**, Na, J., Lee, U., & Eom, J. (under review). Stakeholder perspectives on artificial intelligence-enabled social robots to support social communication in students with autism and other developmental disabilities. *International Journal of Developmental Disabilities*.
- Kim, G. Y.**, Jean Gonsier-Gerdin, *Hollinger, C., & *Porchia, B. (under review). Supporting students with developmental disabilities from culturally and linguistically diverse backgrounds in inclusive education: Perspectives of interdisciplinary professionals. *International Journal of Inclusive Education*.
- Kim, G. Y.**, *Eddy, M. M., Whaley, A., *Martinez, A. P., & *Mangalampalli, S. (under review). A systematic review of trial-based functional analysis on young children's challenging behavior. *Journal of Early Intervention*.
- Kim, G. Y.** (under review). Effects of a telehealth-based Project ImPACT parent-implemented intervention for toddlers with a high likelihood of autism and their mothers. *Korean Journal of Special Education*.
- Eddy, M. M., **Kim, G. Y.**, & Bigelow, K. M. (under review). Professional development and coaching for family child care providers: A pilot study of support for the social-emotional development of infants and toddlers. *Early Childhood Research Quarterly*.
- Lee, J. D., **Kim, G. Y.**, Kang, V., Garza, A., *Jung, S., *Eisenhut, A., *Miller, L., *Luo, H., *Banerjee, A., Terol, A. K., *Saraiya, R., & Hodges, T. (under review). A study protocol: Development and pilot randomized controlled trial of the Modular Approach to Evidence-Based Practices for Newly Referred Underserved Families (MENU). *BMC Health Services Research*.
- Fischbacher, L., **Kim, G. Y.**, & *Lee, D.-E. (under review). Preparing preservice special educators for learner variability: Integrating Universal Design for Learning and differentiated instruction in coursework. *Journal of Special Education Preparation*.
- Korean American Special Education Center [KASEC], Yun, Y. K., Chang, R., **Kim, G. Y.**, & Kim, H. H. (under review). Promoting social participation, belonging, and peer interaction through inclusive basketball programs for autistic and nonautistic youth. *Intervention in School and Clinic*.

- Nelson, G., Boedeker, P., Lesner, T., Clarke, B., Sutherland, M., Shanley, L., Park, S., **Kim, G. Y.**, Quinn, S., Ehrman, P., Brafford, T., Fainstein, D., & Drake, K. (under review). What works in early mathematics intervention? Findings from a meta-analysis of 112 preschool through grade 1 studies. *Review of Educational Research*.
- Langlais, M. R., *Hammett, E., *Bouscayrol, E., *Clute, R., & **Kim, G. Y.** (under review). Cell phone bans in schools: Teachers' and parents' perspectives on benefits, risks, and balance. *Leadership and Policy in Schools*.
- Escobar, M. V., McMullen, E., **Kim, G. Y.**, Carter, E. W., Snow-Gould, M., Reed, A., & Yancey, G. (under review). "I'm figuring things out": Spirituality and identity among young adults with disabilities and health challenges. *Journal of Spiritual Formation and Soul Care*.
- McGuire, S. N., **Kim, G. Y.**, *Beckman, L., & Lee, J. D. (under review). Determinants of the inclusion of autistic children and children with other neurodevelopmental disabilities in faith-based settings. *Journal of Autism and Developmental Disorders*.
- Seven, Y., Patrona, E., Haring, C., **Kim, G. Y.**, & Carta, J. (under review). Parent-implemented Decontextualized Language Intervention Programs for Preschoolers: A Scoping Review. *Journal of Early Intervention*.
- Nam, H., **Kim, G. Y.**, & Lee, S. (under review). The effectiveness of implementing tier 1 practices in early childhood settings on self-regulation skills and preschool climate. *Journal of Early Childhood Research*.

Book Chapters and Reports

- Schnitz, A., **Kim, G. Y.**, Feldmiller, S., & Bigelow, K. M. (2024). Understanding Behavior. In A. Hunter, M. L. Hemmeter, K. M. Bigelow, & N. M. Horen (Eds), *Unpacking the Infant-Toddler Pyramid Model: A Practical Guide for Teachers and Providers*. Brookes Publishing.
- Kim, G. Y.**, Kim, Y., & Choi, J. (2023). Early Support and Identification for Young Children with or at-risk for Disability in Child Care and Preschool: Early Identification Tool for Families. In E. Kim (Eds), *Supports for Young Children with or at-risk for Disability*, Korean Institute of Child Care and Education.

Non-Refereed Publications

- Kim, G. Y.** (2023). *Empowering caregivers to implement social communication interventions to children with or at risk for Autism* (Publication No. 30492098) [Doctoral dissertation, University of Kansas]. ProQuest Dissertations & Theses Global.
- Kim, G. Y.**, Park, K., Lee, D., Lee, S., & Choi, Y. (2015). Music activity program to promote typically developing peers' perception of disability [Unpublished thesis]. Ewha Womans University.

Conference Presentations (* denotes student author)

38. Backer, C., Gilley, D., & **Kim, G. Y.** (2026, January). *From Barriers to Breakthroughs: What Families Say About Successful AAC Implementation*. Presented at 27th Annual DADD Education Conference on Autism, Intellectual Disability, and Other Developmental Disabilities, Long Beach, CA.
37. **Kim, G. Y.**, *Eisenhut, A., Padilla, K., Afolabi, F., & Schumm, I. (2026, January). *Cultural Adaptation of RUBI for Spanish-Speaking Families of Autistic Children*. Presented at 27th

- Annual DADD Education Conference on Autism, Intellectual Disability, and Other Developmental Disabilities, Long Beach, CA.
36. **Kim, G. Y.**, *Johns, H., & *Malone, K. (2026, January). *Blending Social-Communication and Social-Emotional Interventions for Autistic Toddlers and Their Caregivers Through Community*. Presented at 27th Annual DADD Education Conference on Autism, Intellectual Disability, and Other Developmental Disabilities, Long Beach, CA.
 35. *Jennings, S., Walker, V. L., *Douglas, H., & **Kim, G. Y.** (2025, December). *Scoping Review of Research on Young Children with Extensive Support Needs*. Presented at TASH, Denver, CO.
 34. **Kim, G. Y.**, Gonsier-Gerdin, J., *Hollinger, C., & *Porchia, B. (2025, December). Preparing Professionals for Interdisciplinary Collaboration Supporting Inclusion and Intersecting Needs. Presented at TASH, Denver, CO.
 33. **Kim, G. Y.**, Lee, U., Kim, H., Eom, J., Jeong, H., Lee, S., Byun, G., Lee, Y., Kang, M., Na, J., & Moon, J. (2025, July). *Key stakeholder voices: LLM-embedded social robots for autistic students*. International Conference on Education Research (ICER), Seoul, South Korea.
 32. **Kim, G. Y.**, *Shim, S., & *Choi, E. (2025, June). A Systematic Review on Multi-Tiered Systems of Support for Young Children. Presented at Korean Society for Early Childhood Special Education, Seoul, South Korea.
 31. **Kim, G. Y.**, Lee, U., Kim, H., Eom, J., Jeong, H., Lee, S., Byun, G., Lee, Y., Kang, M., Na, J., & Moon, J. (2025, May). *Key stakeholder voices on designing and developing social robots for autistic students*. INSAR, Seattle, WA.
 30. Choi, J., & **Kim, G. Y.** (2025, May). *Parent involvement in language interventions for Autistic students: A systematic review*. Presented at the INSAR, Seattle, WA.
 29. Gonsier-Gerdin, J., **Kim, G. Y.**, & *Hollinger, C. (2025, March). *Empowering diverse families and students through interdisciplinary collaboration for inclusion*. Presented at CalTASH, Burbank, CA.
 28. **Kim, G. Y.**, & Gonsier-Gerdin, J. (2024, December). *Empowering Diverse Families and Students Through Interdisciplinary Collaboration for Inclusion*. Presented at TASH, New Orleans, LA
 27. **Kim, G. Y.**, Tuck, K. N., Joo, S., Smith, K., Bigelow, K. M., & Carta, J. J. (2024, May). *Caregiver-Implemented Social Communication Interventions in Home Settings for Infants and Toddlers with or at High Likelihood for Autism: A Meta-Analysis*. Presented at the International Society for Autism Research Annual Meeting (INSAR), Melbourne, Australia.
 26. Lee, J. D., Kang, V. Y., **Kim, G. Y.**, Jung, S., Kim, H., Son, J., & Bearss, K. (2024, May). *Culturally Adapting RUBI for Korean Families: A Mixed Method Study*. Presented at the International Society for Autism Research Annual Meeting (INSAR), Melbourne, Australia.
 25. McGuire, S, **Kim, G. Y.**, & Lee, J. D. (2024, March). *Including Autistic Children in Faith-Based Settings: Perceptions of Caregivers and Teachers*. Presented at the International Conference on Positive Behavior Support (APBS), Chicago, IL.
 24. **Kim, G. Y.**, Stahmer, A. C., Rieth, S., Dufek, S., & Vejnoska, S. (2024, February). *Fidelity Features of Caregiver-Mediated Intervention in Community Settings*. Presentation at the Bi-Annual Conference on Research Innovations in Early Intervention. San Diego, CA.

23. Bigelow, K. M., **Kim, G. Y.**, Eddy, M., Seven, Y., Whaley, A. M., Martinez Cueto, A. P., & Walker, D. (2024, February). *Supporting Provider Implementation of a Language Promoting Intervention in Early Intervention*. Presentation at the Bi-Annual Conference on Research Innovations in Early Intervention. San Diego, CA.
22. **Kim, G. Y.**, Bigelow, K. M., Walker, D., & Seven, Y. (2024, January). *Early Intervention Providers' Perceptions of Coaching Families to Improve Child Language and Communication Outcomes*. Presented at the 18th Annual Conference University of California Center for Research on Special Education, Disabilities, and Developmental Risk (SPEDDR), Sacramento, CA.
21. **Kim, G. Y.**, Zimmerman, K. N., & Eddy, M. (2023, November). *Caregiver Coaching on Joint Attention Intervention for Autistic Toddlers*. Presented at the Division for the Early Childhood (DEC) 39th Annual International Conference.
20. Bigelow, K. M., **Kim, G. Y.**, Eddy, M., & Behrens, S. (2023, April). *Promoting Communication Tools for Advancing Language in Kids* [Conference presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, FL.
19. Bigelow, K. M., Schnitz, A., Taylor, A., **Kim, G. Y.**, & Eddy, M. (2023, April). *Practice Based Coaching to Support Practice Implementation in Infant and Toddler Settings*. [Conference presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, FL.
18. **Kim, G. Y.**, & Park, K. (2023, March). *Barriers and Facilitators to Early Intervention in Korea: Mixed Methods Research*. Presented at 2023 Council for Exceptional Children (CEC).
17. Mosher, M., Smith, S., Rowland, A., Williams, A., **Kim, G. Y.**, & Carren, A. (2023, March). *Social-emotional Skills, Interventions, Assessments and Progress Monitoring Tools for Adolescents*. Presented at 2023 Council for Exceptional Children (CEC).
16. **Kim, G. Y.**, & Zimmerman, K. N. (2023, February). *Caregivers' Perceptions of Caregiver-Implemented Early Intervention and Coaching*. Presented at the Kansas Division for Early Childhood (KDEC) Conference, Wichita, KS.
15. Eddy, M., Bigelow, K. M., **Kim, G. Y.**, & Behrens, S. (2023, February). *Professional Development and Coaching for Family Child Care Providers: Supporting the Social-Emotional Development of Infants and Toddlers*. Presented at the Kansas Division for Early Childhood (KDEC) Conference, Wichita, KS.
14. **Kim, G. Y.**, Eddy, M. M., Behrens, S. A., Irvin, D. W., Bigelow, K. M., Grasley-Boy, N. M., & Schnitz, A. G. (2022, September). *Validating Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)*. Presented at a Joint Conference from the International Society on Early Intervention (ISEI) and the 38th Division for the Early Childhood (DEC).
13. Zimmerman, K. N., **Kim, G. Y.**, & Johnson, E. A. (2022, April). *Adapting Visual Supports to Engage Diverse Learners in Early Childhood Classrooms*. Presented at 2022 National Training Institute on Effective Practices (NTI).
12. Bigelow, K. M., Schnitz, A. G., & **Kim, G. Y.** (2022, April). *Coaching to Support Teacher Implementation of Pyramid Model Practices in Infant and Toddler Care*. Presented at 2022 National Training Institute on Effective Practices (NTI).

11. Eddy M. M., & **Kim, G. Y.** (2022, April). *A Systematic Review of Trial-Based Functional Analysis on Young Children's Challenging Behavior*. Presented at 2022 Kansas Association for Behavior Analysis Annual Conference (KansABA)
10. **Kim, G. Y.**, & Zimmerman, K. N. (2022, February). *Using Behavioral Skills Training on Caregiver's Implementation of Response to Joint Attention Intervention for Children with or At-risk for ASD*. Presented at 40th Midwest Symposium for Leadership in Behavior Disorders (MSLBD).
9. **Kim, G. Y.**, Zimmerman, K. N., & Johnson, E. A. (2022, February). *Caregiver-Implemented Social Communication Interventions for Infants and Toddlers with or At-risk for ASD*. Presented at 13th Biennial Conference on Research Innovations in Early Intervention (CRIEI).
8. Zimmerman, K. N., Fettig, A., McManus, M., **Kim, G. Y.**, Johnson, E. A., & Horbanczuk, S. (2022, February). *Comparing Systems for Measuring Challenging Behavior in Home-Based Contexts*. Presented at 13th Biennial Conference on Research Innovations in Early Intervention (CRIEI).
7. Zimmerman, K. N., Forbes, H., Scheibel, G. M., **Kim, G. Y.**, & Travers, J. (2022, February). *A Meta-Synthesis of Published Methods of Single Case Design Syntheses in Early Childhood*. Presented at the 13th Biennial Conference on Research Innovations in Early Intervention (CRIEI).
6. **Kim, G. Y.** (2021, September). *Family-Centered Early Intervention on Social Relationships Via Telepractice*. Presented at the Division for the Early Childhood (DEC) 37th Annual International Conference.
5. **Kim, G. Y.**, & Zimmerman, K. N. (2021, March). *Ethical Issues in Procedural Fidelity of Evidence-Based Practices for Students with Autism*. Presented at the Association for Behavior Analysis International (ABAI) 15th Annual Autism Conference.
4. **Kim, G. Y.**, Zimmerman, K. N., & Martinez, J. R. (2021, January). *Caregiver-Implemented Interventions on Social Skills for Children with Autism*. Presented at the Division for the Early Childhood (DEC) 36th Annual International Conference.
3. **Kim, G. Y.**, Lee, S., & Martinez, J. R. (2020, May 6-9). *The Effects of Embedding Circumscribed Interest in Activities on the Engagement and Out-of-Seat Behaviors of Children with Autism Spectrum Disorder* [Conference session]. International Society for Autism Research Annual Meeting (INSAR).
2. **Kim, G. Y.**, & Martinez, J. R. (2020, February). *The effects of embedding special interest areas in activities on the engagement and out-of-seat behaviors of children with autism spectrum disorder*. Presented at the KU Professionals for Inclusion and Social Justice (ISJ) Conference, Lawrence, KS.
1. **Kim, G. Y.**, & Martinez, J. R. (2020, February). *Supporting Transition Behavior for Young Children with Autism Spectrum Disorder Using Video Priming Strategy*. Presented at the Kansas Division for Early Childhood (KDEC) Conference, Wichita, KS.

Invited Seminars, Lectures, and Workshops

- Kim, G. Y.** (2025, December). *Project BALANCED: Integrating social communication and social-emotional learning in early intervention*. Invited seminar at UT Austin, University of Kansas, and CUNY Hunter.

- Kim, G. Y.** (2025, October). *Increasing student connection with interactive slides*. Invited seminar at Baylor University Academy for Teaching and Learning.
- Kim, G. Y.** (2025, September). *Toolbox for positive classroom behaviors*. Invited seminar at Baylor University Department of Curriculum and Instruction.
- Kim, G. Y.** (2025, August). *Supporting students with behavioral needs*. Invited to a seminar at Baylor University's Professional Workshop for Student Interns.
- Kim, G. Y., & Fischbacher, L.** (2025, July). *Learning for all: Building inclusive classrooms that work*. Invited professional development at Piper Center for Family Studies and Child Development.
- Kim, G. Y.** (2025, May). *Understanding "challenging" behavior*. Invited lecture at the UC Davis Medical Center Psychiatry Residency Program.
- Kim, G. Y., & Fleming, J.** (2025, March). *Project EPIC Seminar: Navigating academic job market and life*. Invited panel sessions at Arizona State University and the University of Kansas.
- Stahmer, A. C., Josol, C. K., & Kim, G. Y.** (2024, April). *Clinical research in autism*. Invited seminar at the University of California, Davis.
- Stahmer, A. C., & Kim, G. Y.** (2023, November). *Ethics in research*. Invited seminar at the University of California, Davis MIND Institute LEND Leadership Seminar.
- Stahmer, A. C., & Kim, G. Y.** (2023, September). *Developing and designing a leadership research project*. Invited seminar at the University of California, Davis MIND Institute LEND Leadership Seminar.
- Kim, G. Y.** (2023, September). *Supports for young children with disabilities or delays and their families*. Invited seminar at the Korean Institute of Child Care and Education.
- Kim, G. Y.** (2021, October). *Empowering parents of a child with autism spectrum disorder on behavior management skills at home environment*. Invited webinar for the University of San Francisco and Yonsei Severance Hospital Joint Webinar Series.

University Teaching

Baylor University

- EDP 5V95 Special Education Law and Systems: Applications for Behavior Analysis
- EDP 4351 Differentiated Instruction

University of Kansas

- SPED 439 Early Childhood Unified Student Teaching
- SPED 506 Advanced Practices for Children with Disabilities in Elementary General Education Classroom,
- SPED 667 Field Experience in Preschool
- SPED 734 Inclusive Strategies and Intervention for Infants and Toddlers (Co-taught with Dr. Eva Horn)
- SPED 739 Special Education Early Childhood Unified Practicum
- SPED 752 Overview of Early Childhood and Early Childhood Special Education (Co-taught with Dr. Gregory Cheatham)

Advising and Supervising

Graduate Program Dissertation Committee (††Chair; †Co-chair)

1. Byram, Lloyd, *Centralized Leadership for Lasting Impact: A Mixed Methods Study on the Role of District SEL Coordinators in Advancing Systemic, Equitable, and High-Fidelity Implementation*
2. Monse, Austin, *Foreign Language Acquisition and Heritage Language Use in Behavior Analysis for Individuals with Developmental Disabilities*

Undergraduate Honors Program Thesis Committee (††Chair; †Co-chair)

1. †Backer, Claire, *Family Members' Perceptions of Individuals with IDD's Use of Augmentative Alternative Communication*, 2025
2. Allen, Camille, *STEM Undergraduates' 21st Century Skills in Learning by Teaching Experiences*, 2025

Service

Journal Editorial Board:

Journal of Developmental and Physical Disabilities
Special Education Research (South Korea Journal)

Journal Reviews:

Autism Research
Evidence-based Practice in Child and Adolescent Mental Health
Focus on Autism and Other Developmental Disabilities
International Journal of School & Educational Psychology
Journal of Autism and Developmental Disorders
Journal of Developmental and Physical Disabilities
Journal of Early Intervention
Journal of Speech, Language, and Hearing Research
Journal of Special Education and Rehabilitation
Perspectives of the ASHA Special Interest Group
Teaching Exceptional Children

Conference Proposal Review:

Council for Exceptional Children (CEC)
CEC Division for Early Childhood (DEC)
International Society for Autism Research (INSAR)

State and Local Service:

2025	Korean American Special Education Center - Research Partnership (Serving as a consultant on their 2025 OAR Community Grant Competition)
2022 – 2023	Behavior Consultant at The Kids Place
2021	The Mission Project Conversation Trio Peer Model
2018	Early Childhood Inclusion Model Development Consultant Korean National Institute of Special Education

Professional Memberships

CEC Division for Early Childhood (DEC)
 Association for Behavior Analysis International (ABAI)
 International Society for Autism Research (INSAR)
 Society for Research in Child Development (SRCD)

Professional Experience

2022 – 2023	Graduate Research Assistant, Juniper Gardens Children's Project, University of Kansas (PI: Drs. Kathryn Bigelow, Dale Walker)
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2019 – 2023 Graduate Teaching Assistant, Special Education, University of Kansas
 2021 – 2023 Behavior Consultant, Integrated Behavioral Technologies, Basehor, KS
 2020 – 2021 Behavior Therapist, Edna A. Hill Child Dev Center, University of Kansas
 2018 – 2023 Special Education Teacher, Public school in Dongbu District, Seoul, South Korea
 2018 – 2019 Clinical Supervisor, Ewha Womans University, Seoul, South Korea
 2016 – 2018 Special Education Teacher, Public school in Guri-Namyangju District, Gyeonggido, South Korea
 2015 – 2016 Graduate Assistant, Ewha Womans University, Seoul, South Korea

Certifications and Licensure

Board Certified Behavior Analyst-Doctoral (BCBA-D) #1-22-57766
 Texas Educator Certificate (Early Childhood: Grades PK-3)
 Kansas State Teachers License (Early Childhood Education Teacher)
 Texas License Behavior Analyst (LBA) #6598
 Kansas License Behavior Analyst (LBA) #00574
 South Korea Special Education Teacher Licensure (Early Childhood Special Education, Birth-K)

Professional Training

Project ImPACT (Improving Parents As Communication Teachers) for Toddlers Training at UC Davis MIND Institute
 Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) Research Training at UC Davis MIND Institute
 Autism Diagnostic Interview-Revised (ADI-R) Research and Clinical Training at UCSF Center for ASD and NDDs
 Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) Observer Training at Juniper Gardens Children's Project, University of Kansas
 Certified Infant Classroom Assessment Scoring System (CLASS) Observer Training
 Certified Toddler Classroom Assessment Scoring System (CLASS) Observer Training

Honors/Awards/Fellowships

Baylor University

2026 Baylor Outstanding Faculty Award – Tenure Track Teaching (\$3,750)
 2025 Summer Faculty Institute (\$10,000)

UC Davis MIND Institute

2024 Barry Wolfe and Jacqueline Crawley Travel Award (\$2,000)
 2024 NIH Ruth L. Kirschstein National Research Service Award (NRSA)
 Institutional Research Training Grant (T32) Postdoctoral Fellowship

University of Kansas

2023 Judy Tate Outstanding Doctoral Student Medallion Award (\$1,500)
 2020 – 2023 Office of Special Education Programs (OSEP) Doctoral Fellowship
 2022 Floyd & Ruth Fassnacht Memorial Special Education Scholarship
 2021 Student Member Registration Award
 2019 – 2020 Grace M. Phinney Scholarship

Ewha Womans University

2014 – 2015 Ewha Womans University Alumnae Association Scholarship