

Hyejung Kim, PhD

Department of Teaching Learning and Educational Leadership
College of Community and Public Affairs
Binghamton University
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AutismEquityLab.org

Research Interest

Intersections of Race, Language, and Dis/ability; Autism and Neurodevelopmental Dis/abilities;
Transition from High School to College

Education

PhD in Special Education

University of Wisconsin-Madison, May 2017

Dissertation Title: *Intersectionality in the Transition to Postsecondary Education among Korean American Students with Autism*

MA in Elementary Moral Education

Gyeong-In National University of Education, South Korea, 2009

BA in Elementary Education

Gyeong-In National University of Education, South Korea, 2003

Postdoctoral Experience

Associate Professor, Department of Teaching Learning and Educational Leadership, Binghamton University, Fall 2025 – Present

Assistant Professor, Department of Teaching Learning and Educational Leadership, Binghamton University, Fall 2020 – Spring 2025

Assistant Professor, Department of Psychology and Special Education, Texas A&M University-Commerce, Fall 2018 – Spring 2020

Publications

Peer-Reviewed Publications

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*.

Aragon-Guevara, D.A., Mattson, J.M.G. & **Kim, H.** (2025) Prevalence of anxiety and depression in autistic and non-autistic college students: A brief report. *Journal of Autism and Developmental Disorders*. <https://doi-org.proxy.binghamton.edu/10.1007/s10803-025-06876-y>

Kim, H., Ottens, M., Jacob, M., & Qiao, X. (2025). Examining STEM preferences in autistic students: The role of contextual support, self-efficacy, and outcome expectations. *Exceptional Children*. 91(3), 303-320. <https://doi.org/10.1177/00144029241312777>

Kim, H., Reinartz, J., & Fabrizio, J. (2024). Racial disproportionality in autism over 20 years: What it means for special education disability classifications. *Journal of Autism and*

- Developmental Disorders*. <https://doi.org/10.1007/s10803-024-06671-1>. Download the article here: <https://rdcu.be/d4rKi>
- Nachman, B. R., **Kim, H.**, Liu, C., Ottens, M., Cook, K., & Cates, G. (2024). A current state of the knowledge regarding STEM career pathways for students with autism: A systematic literature review. *Journal of Postsecondary Education and Disability*.
- Baker, D., **Kim, H.**, Saperstein, J., & Mast, K. (2024). Autistic students on liberal arts campuses: Successes, challenges, & questions. *Education and Training in Autism and Developmental Disabilities*.
- Baker, D., Leider, C. M., **Kim, H.**, Rinaldi, C., & Garcia, P. (2024). All over the map: State-level guidance for English learners with disabilities. *Journal of Disability Policy Studies*.
- 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. <https://doi.org/10.1177/13623613241242839>
- Kim, H.**, Karakaya, M. F., Skinner, M., Baker, D. (2024). A systematic literature review of racial disproportionality in autism in the U.S. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-024-06247-z>. Download the article here: <https://rdcu.be/dzVps>
- Kim, H.**, Ruppard, A., Baker, D., Kim, S., & Yu, B. (2023). Interweaving disentangled: Korean American students with autism go to college. *Race Ethnicity and Education*. 26(7), 892-913. <https://doi.org/10.1080/13613324.2020.1842349>
- 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*. <https://doi.org/10.1080/1034912X.2022.2150752>
- Baker, D. **Kim, H.**, Hardee, E., Percoski, K., Ritter, S. & Carrero, K. M. (2021). Inclusion of students with autism in a dual immersion program: A case study. *Multiple Voices*. 21(2): 4–21. <https://doi.org/10.5555/2158-396X-21.2.4>
- Afacan, K., Bal, A., Artiles, A., Cakir, H. I., Ko, D, Mawene, D., & **Kim, H.** (2021). Inclusive knowledge production at an elementary school through family-school-university partnerships: A formative intervention study. *Learning, Culture and Social Interaction*. 31, <https://doi.org/10.1016/j.lcsi.2021.100569>
- Kim, H.**, & Baker, D. (2021). Dreaming of college vs. going to college: Expectations and enrollment among autistic students. *Remedial and Special Education*. 43(4), 222–236. <https://doi.org/10.1177/07419325211046050>
- Ko, D., Bal, A., Cakir, H., & **Kim, H.** (2021). Expanding transformative agency: Learning lab as a social change intervention for racial equity in school discipline. *Teachers College Record*, 123(2), 1-42.
- Kim, S., **Kim, H.**, Kim, J., Nichols, S. C. & Kang, V. Y. (2020). Experiences and impact of having children with autism spectrum disorder on the lives of their Korean American mothers. *Exceptionality*. 2(5), 327-343, <https://doi.org/10.1080/09362835.2020.1727325>
- Baker, D., Ackerman, L., Pohl, P., & **Kim, H.** (2020). Somali American boys with autism: Examining three educational transitions through capital theory. *Journal of International Special Needs Education*. 23(2), 57-68.
- Baker, D., Roberson, A. & **Kim, H.** (2018). Autism and dual immersion: Sorting through the questions. *Advances in Autism*, 4(4), 174-183. <https://doi.org/10.1108/AIA-05-2018-0019>
- Baker, D., & **Kim, H.** (2018). Unsettling the resettled: An intersectional analysis of autism in the Somali diaspora. *Review of Disability Studies: An International Journal*, 14, 1-28.

- Kim, S., **Kim, H.**, & Saffo, R. W. (2017). Culturally and linguistically responsive social skills interventions for children with autism spectrum disorders. *International Journal of Special Education*, 32, 413-438.
- Trainor, A. A., Murray, A., & **Kim, H.** (2016). English learners with disabilities in high school: Population characteristics, transition programs, and postschool outcomes. *Remedial and Special Education*, 37, 146-158. <https://doi.org/10.1177/0741932515626797>
- Trainor, A. A., Morningstar, M. E., Murray, A., & **Kim, H.** (2013). Social capital during the postsecondary transition for young adults with high incidence disabilities. *The Prevention Researcher*, 20, 7-10.

Book Chapters

- Kim, H.** (2021). Internationalization at-home strategies examined through the intersections of ableism, racism, and linguisticism. In N. Smith-Isabell, P. Witkowsky, & M. Cuyjet (Eds.). *New Directions for Higher Education edited volume, Faculty Perspectives on Internationalization Strategies in Higher Education*. Wiley. DOI: 10.1002/he.20389
- Baker, D. Jiang, T., **Kim, H.**, McCabe, H., & Stanley, C. (2021). Working with diverse languages and disability. In E. A. H. Monaco, M. C. Fuller, & L. L. S. Brusnahan (Eds.). *PRISM book, Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Sustaining Educator*. Council for Exceptional Children. Division on Autism and Developmental Disabilities.
- Trainor, A. A., **Kim, H.**, & Skelton, S. (2020). Addressing equity and providing transition education to a diverse student population. In M. L. Wehmeyer & K. Shogren (Eds.), *Handbook of Adolescent Transition Education for Youth with Disabilities* (2nd ed.). Routledge.
- 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* (23-42). Kendall-Hunt.

Non-Peer-Reviewed Publications

- Kim, H.** (2013). Planning for the successful transition from school to adulthood for ELLs with disabilities. *Impact*. 29. (Invited Article)

In the News

- Liu, K. (Dec 16, 2025). The top 10 Binghamton University research stories of 2025. *Binghamton News*. <https://www.binghamton.edu/news/blog/story/5976/the-top-10-binghamton-university-research-stories-of-2025/>
- Stager, J. (Oct 21, 2025). WATCH: From the ring to the MSU classroom: How VR technology is helping with autism spectrum disorder. *WKAR Public Media*. <https://www.wkar.org/wkar-news/2025-10-21/watch-from-the-ring-to-the-msu-classroom-how-vr-technology-is-helping-with-autism-spectrum-disorder>
- Fried, A. (Aug 19, 2025). Binghamton University study shows higher anxiety rates in students with autism. *WBNG-TV*. <https://www.wbng.com/2025/08/19/binghamton-university-study-shows-higher-anxiety-rates-students-with-autism/>
- Thompson, D. (Aug 18, 2025). College students with autism have much greater rates of anxiety, depression. *U.S. News & World Report*. <https://www.usnews.com/news/health->

[news/articles/2025-08-18/college-students-with-autism-have-much-greater-rates-of-anxiety-depression](https://www.diverseeducation.com/news/articles/2025-08-18/college-students-with-autism-have-much-greater-rates-of-anxiety-depression)

Hudson, W. (Aug 15, 2025). Autistic College Students Face Dramatically Higher Rates of Mental Health Challenges, New Research Shows. *The EDU Ledger*.

<https://www.diverseeducation.com/students/article/15753156/autistic-college-students-face-dramatically-higher-rates-of-mental-health-challenges-new-research-shows>

Najarro, I. (Jul 3, 2024). English learners with disabilities lack consistent state support.

Education Week. <https://www.edweek.org/teaching-learning/english-learners-with-disabilities-lack-consistent-state-support/2024/07>

Grants and Awards

Funded

Kim, H. The intersectionality of autism and race across the lifespan. *Institute for Justice and Well-Being Grant, Binghamton University*. April 2022 (\$4,000).

Kim, H., Zilvinskis, J. D., & Nachman, B. R., Pathway to science, technology, engineering, and mathematics (STEM) employment for autistic students. *CCPA Research Excellence Awards, Binghamton University*. March 2022. (\$15,000)

Kim, H. Leveraging Malleable Practices to Reduce Inequality in College Enrollment: Longitudinal Effects of Disability Labels. *Presidential GAR Grant, Texas A&M University-Commerce*, 2019. (\$22,340)

Kim, H. Faculty Development Grant, *Texas A&M University-Commerce*, 2019. (\$1,100)

Kim, H. Outstanding Dissertation Award, *American Educational Research Association (AERA), Special Education Research SIG*, 2018. (\$1,000)

Kim, H. Graduate Student Research Scholarship, *Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT)*, 2017. (\$1,000)

Not Funded

Zilvinskis, J., Kinzie, J., **Kim, H.** (2023). *Collaborative research: Engaging STEM students with disabilities*. National Science Foundation, Directorate for STEM Education. Workplace Equity for Persons with Disabilities in STEM and STEM Education (NSF 23-593). CO-PI. Award amount \$590,483.

Kim, H. (2023). *Pathway to science, technology, engineering, and mathematics (STEM) employment for autistic students*. Analytics for Equity Initiative Broad Agency Announcement (NSFODBAA-23-01). Award amount \$75,000.

Kim, H., Zilvinskis, J. D., & Nachman, B. R., Identifying malleable practices for science, technology, engineering, and mathematics (STEM) employment for autistic students. *Interdisciplinary Collaborations Grants (ICG) Program, Binghamton University*. February 2022.

Kim, H., Nachman, B. R., & Zilvinskis, J. D., Pathway to science, technology, engineering, and mathematics (STEM) employment: Malleable practices for autistic students. *AERA Research Grant*, January 2022.

Research Presentations

- Kim, H.** (2025, April). *Disparities in autism classifications: Racial and ethnic differences in special education designation over two decades*. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Seattle, WA. Selected as a Top-Rated Abstract at INSAR 2025.
- Kim, H.,** & Reinartz, J. (2024, April). *Exploring racial disparities in autism over the last twenty years: A brief report*. Paper presentation at the annual meeting of AERA, Philadelphia.
- Kim, H.,** Caruana, D., Fairweather, E., Fabrizio, J., & Baker, D., (2024, April). *Beyond the diagnosis: A systematic review of racial disparities in autism services*. Paper presentation at the annual meeting of AERA, Philadelphia.
- Nachman, B. R., **Kim, H.,** Liu, C., Ottens, M., Cook, K., & Cates, G. (2023, May). *STEM employment pathways for autistic individuals: A systematic literature review*. Paper presentation at the annual meeting of AERA, Chicago.
- Kim, H.,** Karakaya, M. F., & Skinner, M. (2023, April). *Systematic literature review on racial disproportionality in autism in the U.S.* Paper presentation at the annual meeting of AERA, Chicago.
- Kim, H.,** Baker, D., Kim, S., & Liu, C. (2023, April). *A systematic review on autistic students from multilingual homes in the U.S.* Paper presentation at the annual meeting of AERA, Chicago.
- Baker, D., **Kim, H.,** Saperstein, J., & Mast, K. (2023, April). *Students with autism on liberal arts campus: Successes, challenges & questions*. Paper presentation at the annual meeting of AERA, Chicago.
- Leider, C. M., **Kim, H.,** Baker, D., Rinaldi, C., & Garcia, P. (2022, April). *A content analysis of publicly available information about English learners with disabilities: Patterns, policies, omissions*. Paper presentation at the annual meeting of AERA, San Diego.
- Kim, H.** (2021, October). *College matriculation at the intersection of autism, language, and race*. Presentation at CANVAS Meeting, Virtual. YouTube Meeting Record: <https://youtu.be/892BkVCCPyY>
- Kim, H.** & Hightower, H. (2021, April). *Trends in medication use among transition-age youths with autism spectrum disorders and other neurodevelopmental disabilities*. Paper presentation at the annual meeting of AERA, Virtual.
- Afacan, K., Bal, A., Cakir, H. I., Ko, D, Mawene, D., **Kim, H.** (2021, April). *Toward the fourth generation cultural-historical activity theory: A formative intervention at an elementary school*. Roundtable presentation at the annual meeting of AERA, Virtual.
- Kim, S, **Kim, H.,** & Kang, V. Y. (2021, April). *Voices of community-based Program volunteers for Korean-American individuals with severe disabilities*. Poster presentation at the annual meeting of AERA, Virtual.
- Ko, D., Bal, A., Cakir, H., & **Kim, H.** (2021, April). *Promoting transformative agency: Learning Lab as a social change intervention for racial equity in school discipline*. Paper presentation at the annual meeting of AERA, Virtual.
- Kim, H.** & Baker, D. (2020, April, Annual Meeting Canceled). *A predictive model of college enrollment for students with autism: Insights from a national survey*. Paper presentation at the annual meeting of AERA, San Francisco.
- Kim, J. & **Kim, H.** (2019, December). *Issues and insights from the Texas corrective action plan*. Paper presentation at the annual conference of the Korean Society of Special Education (KSSE), Seoul, Korea.

- Kim, H.** & Baker, D. (2019, October). *Predictive relationships between college expectations and enrollment among students with autism*. Paper presentation at the annual conference of the College Inclusion Summit, Nashville, TN.
- Baker, D., & **Kim, H.** (2019, October). *Malleable predictors of college enrollment for students with autism*. Poster presentation at the annual conference of the Division on Career Development and Transition (DCDT), Seattle, WA.
- Kim, H.**, Trainor, A. A., Kirkland, D. (2019, April). *Erased: A critical analysis of the racialized discourse of research on exclusionary discipline in special education*. Paper presentation at the annual meeting of AERA, Toronto.
- Kim, H.**, Ruppard, A., Baker, D., & Kim, S. (2018, April). *Intersectional experiences among Korean American students with autism enrolling in college*. Paper presentation at the annual meeting of AERA, New York.
- Kim, H.**, & Kim, S. (2018, April). *Korean American immigrant mothers' Christian perspectives on educating their children with autism*. Round table session at the annual meeting of AERA, New York.
- Kim, S., **Kim, H.**, Kim, J., & Nichols, S. C. (2018, April). *Impact of childhood autism on Korean American mothers*. Paper presentation at the annual meeting of AERA, New York.
- Kim, H.** (2017, October). *Transition to postsecondary education among Korean American students with autism: Examining the intersectionality of ableism, racism, and linguicism*. Poster presentation at the annual conference of the DCDT, Milwaukee, WI.
- Kim, H.** (2016, December). *Racial gaps in postsecondary education enrollment for adolescents with autism*. Breakout session at the annual meeting of TASH, St. Louis, MO.
- Baker, D., & **Kim, H.** (2016, December). *Unsettling the resettled: Autism, race, religion, and socioeconomic status intersect in the Somali diaspora*. Symposium at the annual meeting of TASH, St. Louis, MO.
- Kim, S., **Kim, H.**, & Saffo, R. (2016, December). *Culturally and linguistically responsive social skills interventions for children with autism*. Symposium at the annual meeting of TASH, St. Louis, MO.
- Kim, H.** (2016, April). *Race differences in predictors of postsecondary education enrollment among adolescents with autism*. Poster presentation at the annual conference of CEC, St. Louis, MO.
- Trainor, A. A., Murray, A., & **Kim, H.** (2015, April). *English learners with disabilities in high school: Population characteristics, transition programs, and postschool outcomes*. Poster presentation at the annual conference of AERA, Chicago, IL.
- Kim, H.** (2013, April). *Disproportionate representation of Asian students in special education*. Round table at the annual conference of AERA, San Francisco, CA.
- Bal, A., King-Thorius, K., Kozleski, E. B., Fish, R., Rodriguez, E., **Kim, H.**, Schrader, E., & Pelton, S. (2013, April). *An equity-oriented systemic transformation inquiry: Wisconsin culturally responsive positive behavioral interventions and supports*. Paper presentation at the annual meeting of AERA, San Francisco, CA.
- Kim, H.**, & Baker, D. (2013, April). *Families of Asian children with autism*. Lecture at the annual conference of CEC, San Antonio, TX.
- Kim, H.** (2012, April). *Asian American children with autism*. Poster presentation at the annual Doctoral Research Program conference, Madison, WI.

Kim, H. (2012, April). *The Overrepresentation of Asian students with autism spectrum disorders*. Poster presentation at the annual conference of CEC, Denver, CO.

Kim, H. (2008). *Inclusive classroom curriculum*. Panel presentation at the teacher training of Ansung School District. Gyeonggi, Korea

Teaching Experience

Binghamton University

Graduate Courses

SPED 500 Special Education for Content Area Teachers, Spring 2021

SPED 520 Special Education Research Methods and Analysis, Fall 2022

SPED 521 Positive Approaches to Behavior Management in Special Education, Fall 2021; Fall 2022; Fall 2023; Fall 2024; Fall 2025

SPED 523 Assessment in Special Education, Spring 2021; Spring 2022; Spring 2023; Spring 2024; Spring 2025; Spring 2026

SPED 564 Educating Students with Severe Disabilities, Fall 2021; Fall 2023

SPED 590/595 Seminar in Special Education, Spring 2022; Spring 2023; Spring 2024

EDUC 621 Seminar on Quantitative Research, Fall 2025

Dissertation Committee Member

Mack Ottens (Fall 2023 – Present)

Cong Liu (Fall 2021 – Present)

Mandy Skinner (Spring 2022 – Spring 2023)

Gabriella Casey (Summer 2021 – Fall 2022)

Doctoral Students Advisor

Nadar Ali (Spring 2026 – Present)

Dara Caruana (Fall 2023 – Present)

Jami K Wassel (Spring 2022 – Spring 2025)

Jessica M Reinartz (Summer 2022 – Spring 2025)

Texas A&M University-Commerce

SPED346 Survey of Exceptionalities, Spring 2019

SPED449 Assessment and Evaluation, Fall 2018, Fall 2019, Spring 2020

SPED463 Effective Classroom Management and Positive Behavioral Interventions and Supports, Spring 2020

SPED464 Transition, Fall 2018

SPED475 Collaboration, Accommodation, and Modification, Spring 2020

SPED480 Issues for Inclusion, Fall 2019

SPED540 Assessment and Interventions for Social Communication Impairments, Fall 2019

University of California-Berkeley

X366.17 Specially Designed Academic Instruction in English/Special Needs for Career Technical Education, Curriculum Developer, Summer 2018

New York University

The Embedded Master of Arts in Teaching (EMAT) program: What is Special Education?
Instructor, Spring 2018

University of Wisconsin-Madison

RPSE401 Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities, Instructor, Summer 2013

RPSE401 Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities, Teaching Intern, Spring 2013

RPSE473 Classroom and Behavior Management, Teaching Assistant, Spring 2013

RPSE466 Diversity in Special Education, Teaching Assistant, Fall 2012

RPSE300 Individuals with Disabilities, Teaching Assistant, Fall 2011 - Spring 2012

Professional Service

Journal Reviewer

Journal of Autism and Developmental Disorders, **Reviewer**, March 2024 – Present.

Educational Researcher, **Reviewer**, January 2024 – Present.

Mind, Culture, and Activity: An International Journal, **Reviewer**, October 2023 – Present.

Advances in Autism, **Reviewer**, August 2023 – Present.

Multiple Voices, **Reviewer**, March 2021 – Present.

Remedial and Special Education, **Reviewer**, January 2018 – Present.

Exceptional Children, **Reviewer**, July 2017 – Present.

Career Development and Transition for Exceptional Individuals, **Reviewer**, December 2012 – Present.

American Journal on Intellectual and Developmental Disabilities, **Guest Reviewer**, July 2020.

Peter Lang Publishing. **Guest Reviewer**, September 2017.

Other Inter/National Services

Korean Behavioral Intervention E-Module, **Content Developer**, October 2023 – Present.

<https://koreanabalearning.com>

Autism Research Committee, **Member**, AERA, July 2018 – May 2020.

Policy and Advocacy Committee, **Member**, DCDT, October 2017 – May 2020.

Korean American Network for Children with Diverse Needs, **Board Member**, April 2016 – August 2018.

Finance Committee, **Member**, Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), April 2016 - May 2017.

Predicting student outcomes in transition. **Session Chair**, Annual meeting of AERA, San Francisco, CA, April 2013.

University/College/Department-Wide Committee and Services

Edd Program Director, **Director**, Binghamton University, January 2025 – Present.

Doctoral Advisory Committee, **Member**, Binghamton University, September 2022 – December 2024.

CCPA Curriculum Committee, **TLEL Representative**, Binghamton University, August 2025 – Present.

CCPA Graduate Director, **TLEL Representative**, Binghamton University, August 2025 – Present.

Library Committee, **Member**, Binghamton University, August 2023 – Present.

CCPA Wellness Committee, **Member**, Binghamton University, Spring 2023 – Fall 2024.

Doctoral Advisory Committee, **Member**, Binghamton University, September 2022 – Present.

TLEL Equity Committee, **Member**, Binghamton University, Spring 2022 – Fall 2022.

Search Committee for an Assistant Director of Clinical Experiences, **Member**, Binghamton University, October 2021 – December 2021.

Student Council for Exceptional Children, **Faculty Advisor**, Texas A&M University-Commerce, September 2019 – May 2020.

2019 Inclusion Works at The Arc of Texas, **Recruiter**, Texas A&M University-Commerce, February 2019.

Scholarship & Excellence Committee, **Member**, Texas A&M University-Commerce, September 2018 – May 2020.

Community Services

Needs Assessments Focus Group, Mattson, J. G., McGinley, J. & **Kim, H.**, February 2022 – December 2023.

Professional Memberships

American Educational Research Association (AERA)

Council for Exceptional Children (CEC)

TASH

College Autism Network (CAN)

Korean Society of Special Education (KSSE)

Consulting Activities

Addressing Issues of Significant Disproportionality, Texas Education Agency project and American Institutes for Research, **Consultant**, March 2022 – Present.

Professional Development

Entering Mentoring, Binghamton University, January – Present.

Mental Health First Aid Certification, National Council for Mental Wellbeing, October 2022.

Center for Civic Engagement 2022-2023 Community-Engaged Teaching Fellows Program, Binghamton University. September 2022 – April 2023.

The 2021-22 Extramural Funding Proposal Writing Course, SUNY. September 2021 – May 2022.