

Kara Hume, Ph.D.

Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill
CB 8180, Chapel Hill, NC 27599-8180
(919) 843-2291

kara.hume@unc.edu

EDUCATION

Ph.D. in Special Education- *Indiana University, Bloomington* (2007)
M.Ed. in Educational Psychology- *Arizona State University* (2002)
B.S. in Special Education- *University of Evansville* (1995)

PROFESSIONAL APPOINTMENTS

Scientist- *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2012-)
Research Associate Professor- *School of Education, University of North Carolina at Chapel Hill* (2015-)
Research Assistant Professor- *School of Education, University of North Carolina at Chapel Hill* (2011- 2015)
Investigator - *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2008-2012)
Adjunct Professor/Associate Instructor-*Department of Special Education, Indiana University-Bloomington* (2004- 2008)
Research Associate/Interdisciplinary Trainee- *Indiana Resource Center for Autism at Indiana Institute on Disability and Community (A University Center on Disability)* (2003-2008)

RESEARCH SPECIALIZATIONS

Classroom and home-based intervention strategies for young children, school-age children, and adolescents with developmental disabilities; use of structured teaching strategies with individuals with autism spectrum disorders (ASD); professional development and implementation support for special education service providers; identification, review, and evaluation of evidence based practices for individuals with ASD

LICENSURE & CERTIFICATION

Licensed Special Education Teacher in Arizona and Indiana (K-12, Mild Disabilities --ED, LD, Mental Retardation, Severe Disabilities, and Multiple Disabilities) (1995-)
Certified Reviewer for What Works Clearinghouse- Single Case Design Studies (2011-)

HONORS & AWARDS

Co-author of article recognized as one of the top 20 scientific advances in ASD research in 2010, 2013, *Interagency Autism Coordinating Committee Summary of Advances in ASD Research*
Textbook Excellence Award for Quality Literacy Instruction for Students with Autism Spectrum Disorders, *Text and Academic Authors Association* (Chapter Author) (2011)
Recipient of Chancellor's Fellowship (\$17,000), *Indiana University School of Education* (2003)
Recipient of Special Education Leadership Grant (\$17,000+ tuition), *Indiana University & U.S. Department of Education* (2004-2007)

PUBLICATIONS

Peer-Reviewed Articles

* indicates with graduate students

1. *Sam, A., Reszka, S., Boyd, B., Yi, P., **Hume, K.** & Odom, S. (*in press*). The association between adult participation and the engagement of preschoolers with ASD. *Autism Research and Treatment*.
2. ***Hume, K.**, Regan, T., Megronigle, L., & Rhinehalt, C. (2016). Supporting students with autism spectrum disorder through grief and loss. *Teaching Exceptional Children, 48*, 128-136.
3. Wong, C., Odom, S. L., **Hume, K. A.**, Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of autism and developmental disorders, 1-16*.
4. Sam, A., Reszka, S., Odom, S., **Hume, K.**, & Boyd, B. (2015). The estimation of low incidence behaviors of young children with ASD across observational coding methods. *Behavioral Disorders, 40*, 91-101.
5. ***Hume, K.**, Serkovic, M., Snyder, K., & Carnahan, C. (2014). Smooth transitions: Helping students with autism navigate through the school day. *Teaching Exceptional Children, 47*, 35-45.
6. *Hedges, S. H., Kirby, A. V., Sreckovic, M. A., Kucharczyk, S., **Hume, K.**, & Pace, S. (2014). "Falling through the cracks": Challenges for high school students with autism spectrum disorder. *The High School Journal, 98*, 64-82.
7. Reszka, S., **Hume, K.**, Sperry, L., Boyd, B., & McBee, M. (2014). The Classroom Practice Inventory: Psychometric evaluation of a rating scale of intervention practices for children with autism spectrum disorder. *Research in Autism Spectrum Disorders, 8*, 633-643.
8. **Hume, K.**, Boyd, B., Hamm, J., & Kucharczyk, S. (2014). Supporting independence in adolescents on the autism spectrum. *Remedial and Special Education, 35*, 38-49. doi: 10.1177/0741932513514617
9. *Fleury, V., Hedges, S., **Hume, K.**, Browder, D., Thompson, J., Fallin, K., El Zein, F., Reutebuch, C., & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. *Remedial and Special Education, 35*, 68-79.
10. *Carter, E., Common, E., Srekovic, M., Huber, H., Bottema-Beutel, K., Redding Gustafson, J., Dykstra, J., & **Hume, K.** (2014). Promoting social competence and peer relationships for adolescents with autism spectrum disorders. *Remedial and Special Education, 35*, 91-101. doi: 10.1177/0741932513514618

11. Plavnick, J. & **Hume, K.** (2014). Observational learning by individuals with autism: A review of teaching strategies. *Autism: International Journal of Research and Practice*, *18*, 458-466.
12. Boyd, B., **Hume, K.**, McBee, M., Alessandri, M., Gutierrez, A., Johnson, L., Sperry, L. & Odom, S. (2014). Comparative efficacy of LEAP, TEACCH and non-model-specific special education programs for preschoolers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *44*, 366–380.
Recognized by IACC as one of the top 20 scientific advances in ASD research in 2013
13. Rezska, S., Boyd, B., McBee, M., **Hume, K.**, & Odom, S. (2014). Brief Report: Concurrent validity of autism symptoms measures. *Journal of Autism and Developmental Disorders*, *44*, 466–470
14. *Irvin, D., **Hume, K.**, Boyd, B., McBee, M., & Odom, S. (2103). Child and classroom characteristics associated with the adult language provided to preschoolers with autism spectrum disorder. *Research in Autism Spectrum Disorders*, *7*, 947-955.
15. Plavnick, J., Sam, A., **Hume, K.**, & Odom, S. (2013). Effects of video-based group instruction on the acquisition of complex social skills by adolescents with autism. *Exceptional Children*, *80*, 67-83.
16. *Dykstra, J., Sabatos-DeVito, M. G., Irvin, D. W., Boyd, B. A., **Hume, K.**, & Odom, S. L. (2013). Using the language environment analysis (LENA) system in preschool classrooms with children with autism spectrum disorders. *Autism*, *17*, 582-594.
17. Coman, D., Alessandri, M., Gutierrez, A., Novotny, S., Boyd, B., **Hume, K.**, et al. (2013). Commitment to classroom model philosophy and burnout symptoms among high fidelity teachers implementing preschool programs for children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *43*, 345-360.
18. *Reszka, S., Odom, S., & **Hume, K.** (2012). Ecological features of preschool environments and the peer social engagement of children with autism spectrum disorder. *Journal of Early Intervention*, *34*, 40-56.
19. Reichow, B., Barton, E. E., Boyd, B. A., & **Hume, K.** (2012). Early intensive behavioral intervention for increasing functional behaviors and skills for young children with autism spectrum disorders. *Cochrane Database of Systematic Reviews 2012*, Issue 10, Art. No.: CD009260. DOI:10.1002/14651858.CD009260.pub2
20. **Hume, K.**, Plavnick, J., & Odom, S. (2012). Promoting task accuracy and independence in students with autism across educational setting through the use of individual work systems. *Journal of Autism and Developmental Disorders*, *42*, 2084-2099.

21. Odom, S., **Hume, K.**, Boyd, B., & Stabel, A. (2012). Moving beyond the intensive behavioral treatment (IBT) vs. eclectic dichotomy: Evidence-based and individualized programs for learners with ASD. *Behavior Modification*, 36, 270-297. DOI 10.1177/0145445512444595
22. Boutot, A. & **Hume, K.** (2012). Beyond time out and table time: Today's Applied Behavior Analysis for students with autism. *Education and Training in Autism and Developmental Disabilities*, 47, 23-38.
23. *Irvin, D., Boyd, B., McBee, M., **Hume, K.**, & Odom, S. (2012). Child and family factors associated with the use of services for preschoolers with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 5, 565-572.
24. **Hume, K.**, Boyd, B., McBee, M., Coman, D., Gutierrez, A. et al. (2011). Assessing implementation of comprehensive treatment models for young children with ASD: Reliability and validity of two measures. *Research in Autism Spectrum Disorders*, 11, 1430-1440.
25. Carnahan, C., Harte, H., Schumacher-Dyke, K., **Hume, K.**, & Borders, C. (2011). Structured work systems: Supporting meaningful engagement in preschool settings for children with autism spectrum disorders. *Young Exceptional Children*, 14, 2-16
26. **Hume, K.** & Reynolds, B. (2010). Implementing work systems across the school day: Increasing engagement in students with ASD. *Preventing School Failure*, 54, 228-227.
27. Odom, S. L., Boyd, B., Hall, L. J., & **Hume, K.** (2010). Evaluation of comprehensive treatment models for individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 40, 425-436.
Recognized by IACC as one of the top 20 scientific advances in ASD research in 2010
28. **Hume, K.**, Loftin, R., & Lantz, J. (2009). Increasing independence in autism spectrum disorders: A review of three focused interventions. *Journal of Autism and Developmental Disorders*, 39, 1329-1338.
29. Carnahan, C., **Hume, K.**, Clarke, L., & Borders, C. (2009). Using structured work systems to promote independence and engagement throughout the school day for students with autism spectrum disorders. *Teaching Exceptional Children*, 41, 6-14.
30. **Hume, K.** & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders*, 37, 1166-1180.
31. **Hume, K.**, Bellini, S., & Pratt, C. (2005). The usage patterns and perceived outcomes of early intervention and early childhood programs for young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 25, 194-207.

In Progress

Hume, K., Dykstra Steinbrenner, J., Sideris, J., & Kuckarczyk, S. (2016). Development and Validation of the Secondary School Success Checklist: A Transition Planning Tool for Adolescents on the Autism Spectrum. Manuscript submitted for publication.

Turner-Brown, L., **Hume, K.**, Boyd, B., & Kainz, K. (2016). Preliminary Efficacy of Family Implemented TEACCH for Toddlers: Effects on Parents and their Toddlers with Autism Spectrum Disorder. Manuscript submitted for publication.

R. Jordan, J, Roberts, & **K. Hume** (Eds). *Autism and Education: An International Handbook* . Sage Publishers, London. Book in progress, delivery March 2017.

Book Chapters

1. **Hume, K.** & Turner-Brown, L. (*in press*). Family Implemented TEACCH for Toddlers. In M. Siller & L. Morgan (Eds), *Handbook of family-centered practice for very young children with autism*.
2. **Hume, K.** & Turner-Brown, L. (*in press*). Structured TEACCHing with toddlers. In G. Mesibov, L. Klinger, V. Shea, & **K. Hume** (Eds.), *Applying the TEACCH approach: Evidence-based strategies for teaching children and youth on the autism spectrum in homes and schools*.
3. Boutot, A., **Hume, K.**, & Turner-Brown, L. (*in press*). Play skills in autism. In Boutot, E.A. (Ed). *Autism spectrum disorders: Foundations, characteristics, and effective strategies* (2nd ed.). Boston: Pearson.
4. **Hume, K.**, Wong, C., Plavnick, J., & Schultz, T. (2014). Visual supports for young children with ASD. In P. Sturmey, J. Tarbox, D. Dixon, & J. L. Matson (Eds.), *Handbook of early intervention and autism spectrum disorders*. New York: Springer.
5. Odom, S., Boyd, B., Hall, L., & **Hume, K.** (2014). Comprehensive treatment models for children and youth with autism spectrum disorders. In F. Volkmar, S. Rogers, Pelphrey, K., & R. Paul (Eds.), *Handbook of Autism and Pervasive Developmental Disorders, 4th Edition*. Hoboken: Wiley Press.
6. **Hume, K.** (2013). Systematic instruction. In D. Perner & M. Delano (Eds.), *A Guide to Teaching Students with Autism*. Division on Autism and other Developmental Disabilities, Prism Series 7.
7. **Hume, K.** & Odom, S. (2011). Best practice, policy, and future directions: Behavioral and psychosocial interventions. In D. Amaral, G. Dawson, & D. Geschwind, (Eds), *Autism Spectrum Disorders*. New York: Oxford University Press.

8. **Hume, K.** (2010). Effective instructional strategies for students with ASD: Keys to enhancing literacy instruction. In C Carnahan & P. Williamson (Eds.), *Quality literacy instruction for students with autism spectrum disorders*. Shawnee Mission, KS: Autism Asperger Publishing Company.
Book received 2011 Textbook Excellence Award, college-level Communication/Education/Performing Arts/Visual Art
9. Odom, S., Rogers, S., McDougle, C., **Hume, K.**, & McGee, G. (2007). Early intervention for children with autism spectrum disorder. In S.Odom, R Horner, M. Snell, & J. Blacher (Eds.), *Handbook of developmental disabilities*. New York: Guilford Press.

Encyclopedia Entries

- Hume, K.** (2013). Academic supports. In Volkmar, F. (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York: NY: Springer Publishing.
- Hume, K.** (2013). Homework modifications. In Volkmar, F. (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York: NY: Springer Publishing.
- Snyder, K., **Hume, K.**, & Carnahan, C. (2013). 504 Plan. In Volkmar, F. (Ed) *Encyclopedia of Autism Spectrum Disorders*. New York: NY: Springer Publishing.
- Hume, K.** (2008). Zero reject. In Russo, C. (Ed) *Encyclopedia of Education Law*. Thousand Oaks, CA: Sage Publications

PRESENTATIONS

Invited Addresses

* indicates with graduate students

- Hume, K.** (March 2016). *Promoting Student Independence Across the School Day*. University of Arkansas Symposium on Autism Spectrum Disorders and Other Developmental Disabilities, Fayetteville, AR.
- Turner-Brown, L. & **Hume, K.** (September 2014). *Family Implemented TEACCH for Toddlers* 35th Annual TEACCH Autism Program Conference, Chapel Hill, NC.
- Hume, K.** (May 2014). *Innovative research programs and practices to support post-secondary outcomes*. Panel discussion at pre-conference session at the Inclusion Institute, Chapel Hill, NC.
- Boutot, A., Umbarger, G., Davis, T., Travers, J., Tincani, M., & **Hume, K.** (April 2014). *Separating fact from fiction: a critical analysis*. Council for Exceptional Children, DADD Division Showcase Session, Philadelphia, PA.
- Turner-Brown, L. & **Hume, K.** (May 2012). *Home TEACCHing Program for Toddlers*. TEACCH International Inservice, Chapel Hill, NC.
- Hume, K.**, Johnson, K., & Thomas, K. (April 2012) *Division of Research INVITED: Developing independence in students with autism: Developing relationships between researchers and practitioners*. Council for Exceptional Children, Denver, CO.

Hume, K. (October 2010). *Featured Session: Transition time: Helping individuals on the autism spectrum move successfully from one activity to another.* Center for Autism and Related Disabilities University of Albany. Albany, NY.

Hume, K. (August 2009). *Keynote Presentation: Evidence Based Practices for Students with ASD.* Regional Autism Advisory Council, Cincinnati, Ohio.

Reynolds, B. & **Hume, K.** (May 2009). *Using structured teaching to enhance joint attention in young children with ASD.* TEACCH International Inservice, Chapel Hill, NC.

Hume, K. & Boyd, B. (May 2008). *Indicators of high quality implementation of TEACCH: An early look at current TEACCH research.* TEACCH International Inservice, Chapel Hill, NC.

Selected Peer-Reviewed Presentations

Turner-Brown, L., **Hume, K.**, Boyd, B., Kainz, K., Jennings, S., Zheng, S., & Arnold, C. (May 2015). *Family Implemented TEACCH for Toddlers (FITT) mitigates parent stress and improves toddler social-communication skills: Results from a small, randomized controlled trial.* International Meeting for Autism Research, Salt lake City, UT.

Hume, K., Dykstra, J., Smith, L., & Odom, S. (May 2015). *Examining treatment implementation in secondary education settings for students with ASD.* International Meeting for Autism Research, Salt lake City, UT.

Hume, K. & Odom, S. (April 2015). Stand Leaders for *Educational Strategies and Interventions for High School Students With Autism Spectrum Disorder* Strand. Council for Exceptional Children, San Diego, CA.

Hume, K., Hall, L., Cox, A., & Boyd, B. (April 2015). *Strengthening independence in adolescents with ASD.* Council for Exceptional Children, San Diego, CA.

Hume, K., Jennings, S., Turner-Brown, L., & Boyd, B. (October 2014). *Supporting rural families with toddlers on the autism spectrum.* Division for Early Childhood, St. Louis, MO.

Hume, K., Turner-Brown, L., Boyd, B., & Arnold, C. (May 2014). *Supporting rural families with toddlers with ASD: Understanding family and child characteristics in an effort to develop accessible and effective intervention.* International Meeting for Autism Research, Atlanta, GA.

Odom, S., **Hume, K.**, Gustafson, J., Reutebuch, C., Szidon, K., & Test, D. (April 2014). *A comprehensive approach to supporting students with ASD in high school.* Council for Exceptional Children, Philadelphia, PA.

Hume, K. & Kucharczyk, S. (April 2014). *Supporting independence and self-management in adolescents with ASD.* Council for Exceptional Children, Philadelphia, PA.

- Hume, K.** & Kucharczyk, S. (October 2013). *Supporting independence and self-management in adolescents with ASD*. "Possibilities and Potential" Autism/Asperger Conference, Greensboro, NC.
- Boyd, B., Turner-Brown, L., & **Hume, K.** (October 2013). *Early analysis of the feasibility and acceptability of Family Implemented TEACCH for Toddlers (FITT)*. Division for Early Childhood, San Francisco, CA.
- Odom, S., Kucharczyk, S., **Hume, K.** & Hedges, S. (July 2013). *Rethinking high school: gathering our voices to create a national vision for adolescents with ASD*. Preconference presentation at the Autism Society of America Conference. Pittsburgh, PA.
- Hume, K.**, Turner-Brown, L., & Boyd, B. (May 2013). *Early findings of a family focused intervention for toddlers with ASD & their caregivers*. Combating Autism Act Initiative, Crystal City, VA.
- Turner-Brown, L., **Hume, K.**, Boyd, B., (May 2013). *Early analysis of the feasibility and acceptability of Family Implemented TEACCH for Toddlers (FITT)*. International Meeting for Autism Research, San Sebastian, Spain.
- Turner-Brown, L., Sasson, N., Moses, L., **Hume, K.**, Boyd, B., (May 2013). *The potential of eyetracking tasks in early intervention studies: Examination of the Visual Exploration Task*. International Meeting for Autism Research, Toddler Treatment Network, San Sebastian, Spain.
- Cox, A., **Hume, K.**, Test, D., & Fowler, C. (May 2013). *Center on secondary education for students with ASD: Building evidence based programs implemented by school and community-based teams*. Capacity Building Institute, Charlotte, NC.
- Boyd, B., Odom, S., & **Hume, K.** (April 2013). *Relative effects of two comprehensive treatment models on the development of preschool children with autism spectrum disorders*. Society for Research in Child Development, Seattle, WA.
- *Fox, L. & **Hume, K.** (April 2013). *On their own: Supporting independence in adolescents with ASD using work systems*. Council for Exceptional Children, San Antonio, TX.
- Odom, S., **Hume, K.**, Browder, D., Carter, E., Reutubuch, C., Rogers, S., Smith, L., Test, D., Tuchman, L., & Vaughn, S. (April 2013). *Coming of age: High school programs for students with autism spectrum disorders*. Council for Exceptional Children, San Antonio, TX.
- ***Hume, K.**, Loftin, R., & Fox, L. (January 2013). *Increasing task initiation and completion in adolescents with autism through the use of parent-implemented work systems*. . ABAI Autism Conference, Portland, OR.

- Hume, K.,** Turner-Brown, L., Boyd, B., & Odom, S. (May 2012). *Family-implemented TEACCH for toddlers: Early status of an emerging intervention*. International Meeting for Autism Research, Toddler Treatment Network, Toronto, ON.
- Hume, K.,** Boyd, B., McBee, M., Gutierrez, A., Sperry, L., Alessandri, M., & Odom, S. (May 2012). *Examining the implementation of comprehensive treatment models for preschoolers with ASD*. International Meeting for Autism Research, Toronto, ON.
- Hume, K.** (April, 2012). *Transition time: Helping individuals with ASD move successfully from activity to activity*. Council for Exceptional Children, Denver, CO.
- Reichow, B., Barton, E., Boyd, B., & **Hume, K.** (February 2012). *Systematic Review: Early intensive behavioral intervention for children with autism spectrum disorders*. Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hume, K.,** Boyd, B., & Odom, S. (August 2011). *Incorporating implementation measures from study outset: Assessing implementation of comprehensive treatment models for young children with ASD*. Global Implementation Conference, Washington DC.
- Boyd, B., **Hume, K.,** McBee, M., & Odom, S. (May 2011). *Concurrent validity and stability of diagnosis using three measures of symptom severity*. The International Meeting for Autism Research, San Diego, CA.
- ***Hume, K.,** Boyd, B., Sabatos-DeVito, M., Dykstra, J., Irvin, D., & Odom, S. (May 2011). *Using natural language samples (LENA) as a treatment outcome measure for preschool children with autism*. International Society on Early Intervention, New York, NY.
- ***Hume, K.,** Boyd, B., Sabatos-DeVito, M., Dykstra, J., Irvin, D., & Odom, S. (April 2011). *An analysis of adult language in classrooms serving young children with autism spectrum disorders*. LENA Users Conference, Denver, CO.
- Sperry, L., **Hume, K.,** McBee, M., Boyd, B., Gutierrez, A., Odom, S. & Alessandri, M. (May 2010). *The Classroom Practice Inventory: Psychometric evaluation of a rating scale of early intervention practices for children with autism spectrum disorders*. International Meeting for Autism Research, Philadelphia, PA.
- *Boyd, B., **Hume, K.,** Dykstra, J., Irvin, D., Sabatos-DeVito, M., & Odom, S. (April 2010). *Examining the feasibility and outcomes of using LENA in preschool classrooms for children with autism*. LENA Users Conference, Denver, CO.
- *Boyd, B., **Hume, K.** Dykstra, J., Irvin, D., Sabatos-DeVito, M., & Odom, S. *Using LENA as a treatment outcome measure for preschool children with autism: Initial findings and limitations*. Gatlinburg Conference, Annapolis, MD.
- Boutot, A. & **Hume, K.** *Beyond table time and time-out: Today's applied behavior analysis for students with autism*. (January 2010). Division on Autism and Developmental Disabilities, Council for Exceptional Children. Maui, HI.

- Boyd, B., Odom, S., **Hume, K.**, Gutierrez, A., Sperry, L., & Alessandri, M., (June 2009). *Discriminant analysis & reliability evaluation of fidelity measures for comprehensive treatment models serving young children with ASD*. Institute of Education Sciences, Washington DC.
- Reynolds, B. & **Hume, K.** (May 2009). *An emerging technology: Using structured teaching to enhance joint attention in young children with ASD*. Association for Behavior Analysis, Phoenix, AZ.
- Hume, K.**, Boyd, B., Coman, D., Gutierrez, A., Shaw, E., Sperry, L., Alessandri, M., & Odom, S. (May 2009). *Discriminant analysis & reliability evaluation of fidelity measures for comprehensive treatment models serving young children with ASD*. International Meeting for Autism Research, Chicago, IL.
- Hume, K.**, Carnahan, C., & Borders, C. (April 2009). *"I'll do it myself!" Using work systems to promote independence for students with ASD*. Council for Exceptional Children, Seattle, WA.
- Hume, K.** (May 2008). *Using work systems to promote engagement and independence for students with autism and other disabilities*. Association for Behavior Analysis, Chicago, IL.
- Hume, K.** (July 2007). *Get engaged! Designing instructional activities to increase involvement, skill development, & generalization*. Autism Society of America, Phoenix, AZ.
- Swiezy, N., Grothe, M., Maynard, M., Korzekwa, P., Anderson, P., **Hume, K.**, Fairbanks, J., & Miller, G. (May 2006). *Helping answer needs by developing specialists (HANDS) in autism: Program development*. Association for Behavior Analysis, Atlanta, GA.
- Hume, K.** (April 2006). *Effects of individual work systems on the independent work and play skills of students with autism*. Council for Exceptional Children, Salt Lake City, UT.
- Hume, K.** (July 2005). *An ounce of prevention: Using empirically based strategies to avoid challenging behavior*. Autism Society of America, Nashville, TN.
- Hume, K.** (May 2005). *Effects of individual work systems on the independent work and play skills of students with autism*. The International Meeting for Autism Research, Boston, MA.
- Hume, K.** (April 2005). *Decision making patterns of parents of children with autism across socio-economic status*. American Educational Research Association, Montreal, Canada.
- Hume, K.** (July 2004). *Emerging from their shells: Teacher research exploring autism and social skill development*. Autism Society of America, Seattle, WA.

Odom, S., Tsao, L., & **Hume, K.** (May 2004). *Ecobehavioral assessment of inclusive preschool classes involving children with autism*. The International Meeting for Autism Research, Sacramento, CA.

PRODUCTS

Technical Report

Wong, C., Odom, S. L., **Hume, K.**, Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. Available online at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Curricula

Kucharczyk, S., **Hume, K.**, Kaufman, B., Hedges, S., & Sreckovic, M. (2014). *Understanding autism professional development curriculum: Characteristics and practices for challenging behavior*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center on Secondary Education for Students with Autism Spectrum Disorder. Available online at: <http://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Kucharczyk, S., **Hume, K.**, Kaufman, B., Hedges, S., & Sreckovic, M. (2014). *Understanding autism professional development curriculum: Strategies for classroom success and effective use of teacher supports*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center on Secondary Education for Students with Autism Spectrum Disorder. Available online at: <http://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Video

Burrello, L., Producer; **Hume, K.** Assistant Producer. (2006). *Catching a moving train: The inclusion of students with disabilities in high school reform models*. The Forum on Education at Indiana University. (Available from The Forum on Education, www.forumoneducation.org)

Burrello, L., Producer; **Hume, K.**, Editor. (2004). *Lou Brown unplugged: Stories of a lifetime of teaching and advocating for students with disabilities and their families*. The Forum on Education at Indiana University. (Available from The Forum on Education, www.forumoneducation.org)

Internet Module

Hume, K. (2008). *Transitioning between activities*. Autism Internet Module for the National Professional Development Center on ASD and the Ohio Center for Autism and Low Incidence, http://www.autisminternetmodules.org/mod_intro.php?mod_id=12

RESEARCH GRANTS

Current Funding

Institute of Education Sciences (\$9,994,452) (7/01/2012–06/30/2017)
Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)
 CSESA is a multi-site research and development center that will develop/study a school and community-based comprehensive treatment model (CTM) for high school students with ASD
 Role: Co-Principal Investigator (Odom & Hume)

Health Resources and Services Administration, Maternal and Child Health Bureau R40
 Multiyear (\$899,967) (9/1/11-8/31/15)
Efficacy of the Home TEACCHing Program for Toddlers with ASD
 An RCT (N=60) investigating the impact of Division TEACCH's home teaching program for toddlers on developmental skills, adaptive behavior, and maternal well-being
 Role: Co-Principal Investigator (Turner-Brown & Hume)

Frank Porter Graham Child Development Institute Internal Grant, University of North Carolina, Chapel Hill (\$100,000) (7/1/14-6/30/16).
Training Community-based Developmental Therapists to Provide High-quality Early Intervention for Toddlers with ASD in Rural North Carolina
 An iterative study developing and studying the feasibility, acceptability, and efficacy of a training and coaching model for early intervention providers serving young children with ASD and their families
 Role: Co-Principal Investigator (Hume & Turner-Brown)

Completed Funding

Organization for Autism Research (\$26,400) (7/1/11-9/30/12)
Increasing independence and task completion in adolescents and adults with autism using independent work systems
 Two SCD studies examining the efficacy of work systems in adolescent and adult populations with ASD
 Role: Principal Investigator

Institute of Education Sciences (\$3,019,247) (7/1/07-6/30/12)
Comparison of two treatment models for preschool children with autism
 A quasi-experimental design study (N=205 students) establishing the relative efficacy of two existing comprehensive preschool models, TEACCH model and the LEAP model
 Role: Project Coordinator (Odom & Boyd, Co-PIs)

Organization for Autism Research (\$2000, Graduate Research Grant) (2005)
Effects of individual work systems on the independent work and play skills of students with autism.
 Role: Principal Investigator

TEACHING EXPERIENCE

Associate Research Professor, University of North Carolina

Single Case Design in Special Education Research Graduate Seminar (Spring 2015)

Adjunct Professor, Indiana University

Teaching the Exceptional Learner in the Elementary School (Fall 2007)

Associate Instructor, Indiana University

Education of the Socially and Emotionally Disturbed II (Fall 2006)

Teaching All Learners Practicum and Seminar (Fall 2006, 2004)

Teaching All Learners Practicum and Seminar (Spring 2006)

Family, Schools, and Society (Fall 2005)* *Graduate class with on-line format*

Introduction to Human Exceptionality (Spring 2005)

Student Committees

Susan Hedges, UNC doctoral student & FPG research assistant (2012-) (Program committee, Dissertation co-chair)

Tara Regan, UNC doctoral student & FPG research assistant (2012-) (Program committee)

Shuting Zheng, UNC doctoral student & FPG research assistant (2014-) (Program committee)

Melissa Serkovic, (2012-2015) (Dissertation Co-chair)

Leslie Fox, UNC doctoral student & FPG research assistant (2011-2014) (Dissertation committee)

PROFESSIONAL & CLINICAL EXPERIENCE

Scientist- *Frank Porter Graham Child Development Institute* (2012-)

Co-Principal Investigator: Lead the Center on Secondary Education for Students with Autism (CSESA), a five-year, IES-funded research and development center and Family Implemented TEACCH for Toddlers (FITT), a three year randomized controlled trial of an in-home intervention for toddlers with ASD and their families.

Investigator - *Frank Porter Graham Child Development Institute* (2008-2012)

Principal/Co-Principal Investigator: Lead research projects investigating interventions for individuals with autism spectrum disorders. Develop research protocols, implementation measures, and participant databases; train staff to become reliable on behavioral observation methods as well as standardized assessments (i.e., ADOS, Mullen, CSBS); collaborate with multiple agencies around recruitment of participants

Project Coordinator: Coordinated the *Treatment Comparison Project*, a four-year, multi-site study of preschool programs with 200+ participants with ASD and their families as well as 75 teachers across 10+ school districts in 4 states. Developed, refined, and psychometrically validated study implementation measures. Co-author of publications and presentations with site investigators around early findings related to language development (using LENA data), use of school-based and private services, implementation measures, classroom ecology (using CASPER data), and participant demographics.

Other Roles/Contributions: Serve as a Co-Investigator on the National Professional Development Center (NPDC) on ASD; mentor doctoral students involved in current projects; guest lecturer in a number of courses at UNC; collaborate with colleagues on grant writing; serve on FPG committees, including a large scale updated review of evidence based practices for students with ASD

Research Associate-Indiana Resource Center for Autism, Bloomington IN (2003-2008). Responsibilities included designing and distributing state-wide needs assessments, analyzing data, preparing manuscripts for publication, and offering technical support to classroom personnel through training, ongoing consulting, and dissemination of information

Autism Educational Liaison- Christian Sarkine Autism Treatment Center, Riley Hospital for Children, Indianapolis IN (2004-2006). Responsibilities included collaborating with clinic staff, Centers for Disease Control (funding agency), and empirically-validated autism programs across the country to develop and deliver a hands-on training model for professionals

Special Education Teacher- Evansville IN (1996-1998), Phoenix AZ (1998-2003). Responsibilities included classroom instruction and behavior modification for students with ASD/DD/ED/ID in self-contained and inclusive settings, curriculum development, assessment of student learning, coordination of professional staff, collaboration with family members, and providing technical assistance and professional development for program and district staff through training and ongoing consultation

PROFESSIONAL SERVICE

Editorial Activities

Editorial Board

Remedial and Special Education (2012-)

Associate Editor

Remedial and Special Education, Special Issue on Autism, Adolescence, and High School (March-April Issue, 2014)

Preventing School Failure, Special Issue on ASD (2010)

Ad-hoc Reviewer of Journals

Journal of Early Intervention

Journal of Autism and Developmental Disorders

Autism: The International Journal of Research and Practice

Research and Practice for Persons with Severe Disabilities

Journal for Positive Behavior Intervention

Remedial and Special Education

Conference Committee Reviewer

Council for Exceptional Children, Division of Autism and Developmental Disabilities (2006-2009, 2011, 2013, 2014)

Autism Society of America (2003, 2004, 2007)

International Meeting for Autism Research (2004)

Professional Leadership

Member, Organization for Autism Research Scientific Council (2013-)
Reviewer, OAR Graduate Student Grant and Applied Research Grant Competition (2013, 2014)
Reviewer, New Jersey Autism Center of Excellence (NJ ACE) Grant Program (2013-)
Membership Committee, *Council for Exceptional Children, Division of Research* (2013-)
Reviewer, National Professional Development Center on ASD Updated EBP Report (2011-2013)
Pilot Project Staff & Reviewer- *National Standards Project, National Autism Center* (2007-2009, 2011-2014)
Co-chair of Membership Committee- *Council for Exceptional Children, Division of Autism and Developmental Disabilities* (2007-2009)
Student Governor- *Council for Exceptional Children, Division of Autism and Developmental Disabilities* (2005-2007)

SELECTED PROFESSIONAL DEVELOPMENT

Summer Teaching and Pedagogy Series- *UNC Center for Faculty Excellence* (2011)
Training in Pivotal Response Training (met fidelity of implementation criteria), *UCSD Autism Center* (2005)
ADOS Clinical Training Program (2004)

MEMBERSHIP IN PROFESSIONAL ORGANIZAITONS

International Society for Autism Research
Council for Exceptional Children

- Division on Autism and Developmental Disabilities
- Research Division