

Kara Hume, Ph.D.

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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

Associate Professor- *School of Education, University of North Carolina at Chapel Hill* (2019-)
Faculty Fellow- *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2019-)
Advanced Research Scientist- *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2012-2019)
Director- *National Clearinghouse on Autism Evidence and Practice (NCAEP), Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2017-)
Research Associate Professor & Regular Membership on Graduate Faculty- *School of Education, University of North Carolina at Chapel Hill* (2015- 2019)
Investigator - *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill* (2008-2012)
Research Assistant Professor- *School of Education, University of North Carolina at Chapel Hill* (2011- 2015)
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

WCHL Hometown Hero Award (2018)

Recipient of the Abecedarian Award, Early Career Award from Frank Porter Graham Child Development Institute (2017)

Co-author of the most cited article in the *Journal on Autism and Developmental Disorders* (2017)

Recipient of the James J. Gallagher Award for exemplary attitude and commitment from Frank Porter Graham Child Development Institute (2016)

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, *Indiana University School of Education* (2003)

Recipient of Special Education Leadership Grant, *Indiana University & U.S. Department of Education* (2004-2007)

PUBLICATIONS

Books

R. Jordan, J. Roberts, & **K. Hume** (Eds) (2019). *Autism and Education: An International Handbook*. Sage Publishers, London.

Peer-Reviewed Articles

h-index =30; i-10 index=43

* indicates with graduate students

1. *Zheng, S., **Hume, A.**, Able, H., Bishop, S., & Boyd, B. (*in press*). Exploring developmental and behavioral heterogeneity among preschoolers with ASD: A cluster analysis on principal components. *Autism Research*. doi:[10.1002/aur.2263](https://doi.org/10.1002/aur.2263)
2. Kraemer, B., Odom, S., Hall, L., Tomaszewski, B., **Hume, K.**, DeWalt, L., Steinbrenner, J. (*in press*). Quality of secondary school programs for students with autism spectrum disorder in the United States. *Autism: International Journal of Research and Practice*.
3. Smith, M., Pinto R., Dawalt, L., Smith, JD, Sherwood, K., Miles, R., Taylor, J., **Hume, K.** Dawkins, T., Baker-Ericzen, M., Frazier, T., Humm, L., & Steacy, C. (*in press*). Using community-engaged methods to adapt virtual reality job-interview training for transition-age youth on the autism spectrum. *Research in Autism Spectrum Disorders*, 71.
4. Steinbrenner, J., Odom, S., Hall, L., & **Hume, K.** (2020). Moving beyond fidelity: Assessing implementation of a comprehensive treatment program for adolescents with autism spectrum disorder. *Exceptional Children*, 86, 137-154.
5. **Hume, K.**, Campbell, J. M., & Reschly, A. (2019). Peer interventions for students with autism spectrum disorder in school settings. *School Psychology Review*, 48, 115-122.
6. **Hume, K.**, Sam, A., Mokrova, I., Reszka, S., & Boyd, B. (2019). Facilitating social interactions with peers in early childhood settings for young children with ASD. *School Psychology Review*, 48, 123-132.

7. Turner-Brown, L., **Hume, K.**, Boyd, B. A., & Kainz, K. (2019). Preliminary efficacy of family implemented TEACCH for toddlers: effects on parents and their toddlers with autism spectrum disorder. *Journal of autism and developmental disorders*, 49(7), 2685-2698.
8. *Hedges, S., Odom, S., **Hume, K.**, & Sam, A. (2018). Technology use as a support tool by secondary students with autism. *Autism: International Journal of Research and Practice*, 22,70 –79.
9. **Hume, K.**, Dykstra Steinbrenner, J. Smith, L., Sideris, J., Kuckarczyk, S., & Szidon, K. (2018). Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder. *Autism: International Journal of Research and Practice*, 20, 40-50.
10. Reichow, B., **Hume, K.**, Barton, EE., Boyd, BA. (2018). Early intensive behavioral intervention (EIBI) for young children with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews*, Issue 5. Art. No.: CD009260.
DOI:10.1002/14651858.CD009260.pub3
Among the top 10% most downloaded papers in 2018-2019
11. Odom, S., Cox, A., Sideris, J., **Hume, K.**, Hedges, S., Kucharczyk, S., Shaw, E., Boyd, B., Reszka, S. & Neitzel, J. (2018). Assessing quality of program environments for children and youth with autism: Autism Program Environment Rating Scale (APERS). *Journal of Autism and Developmental Disorders*, 48, 913–924.
12. *Serkovic, M., **Hume, K.**, & Able, H. (2017). Examining the efficacy of peer network interventions on the social interactions of high school students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47, 2556–2574.
13. *Sam, A., Reszka, S., Boyd, B., Yi, P., **Hume, K.** & Odom, S. (2016). The association between adult participation and the engagement of preschoolers with ASD. *Autism Research and Treatment*, 2016.
14. ***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.
15. 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.
Most Cited Article in the Journal of Autism and Developmental Disorders in 2017
16. 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.

17. ***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.
Top 5 most-read TEC articles in 2015-2016
18. *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.
19. 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.
20. **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
21. *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.
22. *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
23. 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.
24. 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
25. 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.
26. *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.

27. 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.
28. * 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.
29. 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.
30. *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.
31. 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
32. **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.
33. 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
34. 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.
35. *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.
36. **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.
37. 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

38. **Hume, K.** & Reynolds, B. (2010). Implementing work systems across the school day: Increasing engagement in students with ASD. *Preventing School Failure, 54*, 228-227.
39. 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
40. **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.
41. 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.
42. **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.
43. **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

- DaWalt, L., Lounds Tylor, J., Bisop, S., Hal, L.J., Steinbrenner, J., Kraemer, B., **Hume, K.**, & Odom, S. (*under review*) Sex differences in social participation of high school students with autism spectrum disorder.
- Serkovic, M., **Hume, K.**, & Regan, T. (*under revision*). Use of work systems to increase the independence of adolescents with autism spectrum disorder.
- Tomaszewski, B., Savage, M., & **Hume, K.** (*under review*). Examining physical activity and quality of life in adults with autism spectrum disorder.
- Tomaszewski, B., DeWalt, L., Kraemer, B., Odom, S., Hall, L., **Hume, K.**, Steinbrenner, J. (*under revision*). Student, educator, and parent perspectives of self-determination in high school students with autism spectrum disorder.

Book Chapters

1. Nowell, S. & **Hume, K.** (*in press*). Structured Teaching and Environmental Supports in *Learners on the Autism Spectrum: Preparing Highly Qualified Educators and Related Practitioners*. K. Dunn and P. Wolfberg (Eds.)

2. Turner-Brown, L. & **Hume, K.** (2020). The TEACCH approach and other visually based approaches for young children with ASD. In G. Vivanti, K. Bottema-Beutel, & L. Turner-Brown, (Eds.), *Clinical Guide to Early Interventions for Children with Autism*. Springer.
3. Griffen, W., Sam, A., & **Hume, K.** (2019). Curriculum balance: access to academic learning and the therapeutic curriculum. In R. Jordan, J. Roberts, & K. Hume (Eds), *Autism and Education: An International Handbook*. Sage Publishers, London.
4. Sam, A., & **Hume, K.** (2019). Learning supports for students on the autism spectrum. In R. Jordan, J. Roberts, & K. Hume (Eds), *Autism and Education: An International Handbook*. Sage Publishers, London.
5. **Hume, K.** & Turner-Brown, L. (2018). Family Implemented TEACCH for Toddlers. In M. Siller & L. Morgan (Eds), *Handbook of parent-implemented interventions for very young children with autism*. Springer.
6. **Hume, K.,** & Turner-Brown, L., & Boutot, A. (2016). Play focused interventions for young children with autism. In Boutot, E.A. (Ed). *Autism spectrum disorders: Foundations, characteristics, and effective strategies* (2nd ed.). Boston: Pearson.
7. **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.
8. 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.
9. **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.
10. **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.
11. **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
12. 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.

RESEARCH GRANTS

Current Funding

R324B160038 Hume, Odom, & Steinbrenner 7/01/2018 – 6/30/2021

Institute of Education Sciences (\$1,100,000)

Efficacy Follow-Up Study of the CSESA Model

The purpose of this project is to determine in-school and out-of-school outcomes for high school students who participated in a cluster (CRCT) of the efficacy of a comprehensive treatment program developed by the Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA).

Role: Principal Investigator

R324B160038 Hume, Odom & Boyd 07/1/2017- 6/30/2021

Institute of Education Sciences (\$693,415)

Post-doctoral Training in Special Education and Autism Research

Role: Principal Investigator

Institute of Education Sciences, Goal 2 7/01/2018- 6/30/2022

Awarded to Leanne Tamm at Cincinnati Children's Hospital Medical Center

Teaching academic success skills to middle school students with autism spectrum disorders (ASD) and executive functioning deficits.

Role: Consultant

Institute of Education Sciences, Goal 2 7/01/2017- 6/30/2021

Awarded to Lisa Ruble at University of Kentucky

BREATHE: A Burnout intervention for special education teachers

Role: Consultant

National Institutes of Health, R34 7/01/2017- 6/30/2020

Awarded to Matthew Smith

Virtual job interview training for transition Age youth with ASD

Role: Consultant

Funding Under Review

Institute of Education Sciences, Goal 2

Project REACH: Reaching Educators of students with ASD through AFIRM and CoacHing

Role: Co-Principal Investigator, \$1,400,000

Institute of Education Sciences, Goal 3

Combining the Self-Determined Learning Model of Instruction and Peer Supports: Examining the impact on academic and social outcomes for students with autism spectrum disorders in inclusive secondary classrooms.

Role: Principal Investigator of UNC subcontract with Drs. Shogren & Boyd at University of Kansas, \$1,3000,000

Institute of Education Sciences, Early Career Grant

Refining and developing a parent training to improve outcomes for African American children with autism

Role: Primary mentor for Jaime Pearson, faculty at NC State University

Completed Funding

Organization for Autism Research Hume & Savage
(\$30,000)

1/01/2018 - 12/31/2019

Step It Up: Increasing Physical Activity for Adults with ASD and ID through Self-Management

The study will use a RCT to evaluate the effectiveness of a self-managed exercise program on daily step counts, health measures, and perceived quality of life for adults with ASD and ID.

Role: Principal Investigator

R324C120006 Odom & Hume

07/01/2012 – 12/30/2018

Institute of Education Sciences (\$9,994,452)

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

Frank Porter Graham Child Development Institute Internal Grant

07/1/2014-12/30/2018

University of North Carolina, Chapel Hill (\$100,000)

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)

Health Resources and Services Administration, Maternal and Child Health Bureau R40

Multiyear (\$899,967)

09/1/11-08/31/15

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)

Organization for Autism Research (\$26,400) 07/1/11-9/30/12
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) 07/1/07-06/30/12
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

PRESENTATIONS

Invited Addresses

* indicates with graduate students

Klinger, L. & **Hume, K.** (April 2020). *Supporting individuals with autism during COVID*. Webinar for UNC Autism Research Center. <http://news.unchealthcare.org/som-vital-signs/2020/april-30/supporting-individuals-with-asd-during-covid-19-webinar>

Hume, K. (February 2020). *Seamless transitions and consistent support across the lifespan for individuals on the autism spectrum*. TEACCH Society, Japan. Koyoto, Japan.

Hume, K. (November 2019). *Preparing students with ASD for life in and after high school*. American Speech and Hearing Conference, Orlando, FL.

Hume, K. (August 2019). *Preparing students with ASD for life in and after high school: Lessons from the field*. National Autism Conference, State College, PA.

Hume, K. (October 2018). *Preparing students with ASD for life after high school: Lessons from the field*. 38th University of North Carolina TEACCH Autism Program Conference, Chapel Hill, NC.

Hume, K. (October 2018). *Academic Strategies for Youth with ASD*. Webinar for the National Technical Assistance Center on Transition.

Hume, K. (October 2018). *Preparing students with ASD for life after high school*. Thompson Center Autism Conference, St. Louis, MO.

Hume, K. (March 2017). *Keynote Speaker: Implementing Best Practices*. Autism Society of North Carolina Annual Conference, Charlotte, NC.

- Hume, K.** (October 2016). *Featured Session: Preparing high school students with ASD for life after high school.* Center for Autism and Related Disabilities University of Albany, Albany, NY.
- Hume, K.** (October 2016). *Featured Session: Smooth Transitions: 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.** (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 (from 150+ presentations)**
- *Nowell, S., Steinbrenner, J., & **Hume, K.** (Feb 2020). *The State of Social-Communication Intervention in ASD: A Review, 1990-2017.* Council for Exceptional Children, Portland, OR.

- Steinbrenner, J. & **Hume, K.** (Feb 2020). *In Their Own Words: The Postsecondary Experiences of Young Adults With ASD*. Council for Exceptional Children, Portland, OR.
- Odom, S., Steinbrenner, J., & **Hume, K.** (Feb 2020). Evidence-Based Practices for Students With ASD: Third Generation. Council for Exceptional Children, Portland, OR.
- Hume, K.**, Odom, S., & Boyd, B. (Jan 2020). *Use of Individualized Fellowship Plans and Goal Attainment Scaling to Support Success for Postdoctoral Trainees in Special Education Research*. Institute of Education Sciences. Washington, DC.
- Odom, S., Steinbrenner, J., & **Hume, K.** (Jan 2020). *Estimating Costs of a School-Based Comprehensive Treatment Model for Adolescents with Autism*. Institute of Education Sciences. Washington, DC.
- *McIntyre, N., Tomaszewki, B., **Hume, K.**, & Odom, S. (Jan 2020). *Stability of Learning Profiles of Adolescents with Autism Spectrum Disorder and Associations with Stakeholder Perceptions of Appropriate High School Support Intensity*. Institute of Education Sciences. Washington, DC.
- *Nowell, S., Steinbrenner, J., & **Hume, K.** (November 2019). *The State of Communication Intervention in ASD: A Review of Research from 1990-2017*. American Speech and Hearing Conference, Orlando, FL.
- Hume, K.** Steinbrenner, J., DeWalt, L., Sideris, J., Kucharczyk, S. & Sizdon, K. (May 2019). *Assessment of Transition-Related Skills and Skill Importance in Adolescents with Autism*. International Meeting for Autism Research, Montreal, Canada.
- Hume, K.**, Steinbrenner, J., & Odom, S. (May 2019). *National Clearinghouse on Autism Evidence & Practice (NCAEP): Updating a Large Scale Systematic Review of Behavioral Interventions for Children and Youth with ASD*. International Meeting for Autism Research, Montreal, Canada.
- Hume, K.**, Steinbrenner, J. (Feb 2019). *Supporting Peer Relationships for Adolescents With ASD: Considerations and Practical Strategies*. Council for Exceptional Children, Indianapolis, IN.
- Steinbrenner, J., Szdion, K., **Hume, K.**, & Odom, S. (Feb 2019). *Educating High School Students with Autism Spectrum Disorders: From Planning to Intervention*. Council for Exceptional Children, Indianapolis, IN.
- Hume, K.**, Steinbrenner, J., & Regan, T. (Feb 2018). *Top Tips for Developing and Implementing Work-based Learning Opportunities for High School Students with ASD*. Council for Exceptional Children, Tampa, FL.
- Odom, S., **Hume, K.**, Hall, L., Kraemer, B., & DeWalt, L. (Feb 2018). *A Comprehensive Approach to Supporting Students with ASD in High School*. Council for Exceptional Children, Tampa, FL.

- Lounds-Taylor, J., **Hume, K** (Discussant), Ruble, L., Smith, L., Thompson, C. (May 2017). *Interventions to Improve Transition Outcomes by Strengthening Environmental Supports*. International Meeting for Autism Research. San Francisco, CA.
- Hume, K.**, Steinbrenner, J., Smith, L., Regan, T. (May 2017). *Multi-Informant Assessment of Transition-Related Skills and Skill Importance in Adolescents with Autism Spectrum Disorder*. International Meeting for Autism Research. San Francisco, CA.
- Hume, K.**, Regan, T., & Szidon, K. (April 2017). *Impacting Future Work Opportunities for Students with ASD: Ensuring Access to Work-Based Learning Experiences for “Future Ready” Students With ASD*. Council for Exceptional Children, Boston, MA.
- Smith, L., **Hume, K.**, Kraemer, B. & Szidon, K. (April 2017). *Transitioning Together: Implementation of a Family-Centered Transition Intervention for High School Students With ASD*. Council for Exceptional Children, Boston, MA.
- Hume, K.**, Boyd, B., & Turner-Brown, L. (April 2016). *Family Implemented TEACCH for Toddlers (FITT): Practical Strategies to Support Caregivers*. Council for Exceptional Children, St. Louis, MO.
- 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). *Strand 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.

- 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.
- 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.
- 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.
- ***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.
- 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.
- 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

COVID-Related Resources

Hume, K., Waters, V., Sam, A., Steinbrenner, J., Perkins, Y., Dees, B., Tomaszewski, B., Rentschler, L., Szendrey, S., McIntyre, N., White, M., Nowell, S., & Odom, S. (2020). Supporting individuals with autism through uncertain times. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

Downloaded more than 150,000 times and translated into 12 languages

Sam, A., Dees, B., Waters, V., **Hume, K.**, Steinbrenner, J., Tomaszewski, B., Perkins, Y., White, M., Rentschler, L., McIntyre, N., Szendrey, S., Nowell, S., & Odom, S. (2020). *Supporting adults with autism through uncertain times: Companion guide*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>

Technical Report

Steinbrenner, J. R., **Hume, K.**, Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

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://cesea.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

TEACHING EXPERIENCE

Associate Professor, University of North Carolina

EDUC181, Introduction to Human Development and Family Studies (Spring 2020)

EDUC 806, Doctoral Seminar, Critical Issues in Special Education (Fall 2019)

Associate Research Professor, University of North Carolina

EDUC181, Introduction to Human Development and Family Studies (Fall 2018, Spring 2019)

EDMX 790, Teacher as Researcher (Spring 2018)

EDUC 709, 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)

PROFESSIONAL & CLINICAL EXPERIENCE

Research Associate-*Indiana Resource Center for Autism, Bloomington IN* (2003-2008).
Autism Educational Liaison- *Christian Sarkine Autism Treatment Center, Riley Hospital for Children, Indianapolis IN* (2004-2006).
Special Education Teacher- *Evansville IN* (1996-1998), *Phoenix AZ* (1998-2003).

PROFESSIONAL SERVICE

Editorial Activities

Editorial Board

Remedial and Special Education (2012-)

Associate Editor

School Psychology Review, Special Issue on Peer Interventions with ASD (2019)
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, 2016)
Autism Society of America (2003, 2004, 2007)
International Meeting for Autism Research (2004)

Grant Review Panels

Reviewer, NIMH Clinical Trial Effectiveness Panel (2019)
Review Panel Member, Institute of Education Sciences Early Intervention Panel (2017-2019)
Reviewer, OAR Graduate Student Grant and Applied Research Grant Competition (2013-)
Reviewer, New Jersey Autism Center of Excellence (NJ ACE) Grant Program (2013-2015, 2020)

Professional Leadership

Member, Organization for Autism Research Scientific Council (2013-)
Membership Committee, *Council for Exceptional Children, Division of Research* (2013-2015)
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)

SOE/FPG Leadership

Dissertation Committee Co-Chair: Melissa Serkovic, Shuting Zheng
Dissertation Committee Member: Alice Verstat, Tara Regan, Leslie Fox, Susan Hedges, Toni Miguel (won best single case design at the graduate student session at TED)
Co-Founder and Leader of the FPG “Beyond the Bag” Seminar Series
FPG Mentor to Drs. Jessica Steinbrenner and Ann Sam (both promoted 2018)

SELECTED PROFESSIONAL DEVELOPMENT

Groundwater Training, Racial Equity Institute (2018)
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)

SELECTED MEDIA COVERAGE

National

<https://www.wtkr.com/news/online-toolkit-helps-people-with-autism-during-covid-19-pandemic>
https://blogs.edweek.org/edweek/speced/2020/04/autism_amid_uncertainty_coronavirus.html
<https://ies.ed.gov/director/remarks/3-31-2020.asp>
<https://www.psyopost.org/2014/03/superior-visual-thinking-may-be-key-to-independence-for-high-schoolers-with-autism-23887>
<https://www.redorbit.com/news/health/1113088172/program-prepares-students-with-autism-for-life-after-high-school-030514/>
<https://www.parents.com/health/parents-news-now/autistic-kids-benefit-from-early-intervention-regardless-of-treatment-model/>

Local

<https://www.wral.com/coronavirus/free-toolkit-helps-people-with-autism-cope-with-pandemic/19048934/>
<https://mothersnc.com/2020/03/27/an-online-toolkit-for-those-supporting-individuals-with-autism-during-covid-19-epidemic/>
<https://chapelboro.com/town-square/hometown-hero-kara-hume-performance-automall>
<https://www.wunc.org/post/nc-families-struggle-access-treatment-children-autism>

UNC

<https://mailchi.mp/8e8c98000fff/march-2020-hill-to-hill>
<https://ed.unc.edu/2020/03/19/unc-team-creates-online-toolkit-for-those-supporting-individuals-with-autism-during-covid-19-epidemic/>
<https://fpg.unc.edu/news/covid-19-autism-outreach>
<http://news.unchealthcare.org/news/2018/january/organization-for-autism-research-makes-inaugural-gift-for-groundbreaking-project-at-unc>

MEMBERSHIP IN PROFESSIONAL ORGANIZAITONS

International Society for Autism Research
Council for Exceptional Children

- Division on Autism and Developmental Disabilities
- Research Division