

# MARIA L. HUGH, Ph.D., BCBA

Curriculum Vitae

[MariaHugh@ku.edu](mailto:MariaHugh@ku.edu) | [ORCID](#)

## EDUCATION

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- 2020-2022      **IES Postdoctoral Fellow**  
The University of Washington, SMART Center, Seattle, WA
- 2020            **Ph.D., Educational Psychology (Special Education)**  
University of Minnesota-Twin Cities, Minneapolis, MN  
National Center for Leadership in Intensive Intervention Scholar, OSEP  
#H325H140001 (PIs: Joseph Wehby & Christopher Lemons)
- 2014            **M.Ed., Special Education & Applied Behavior Analysis**  
Vanderbilt University, Nashville, TN  
Preparation for Personnel Serving Young Children with Autism and Their Families  
Fellow (OSEP #H325K090124, PIs: Mark Wolery & Ann Kaiser)
- 2012            **B.A., Cognitive Science**  
Case Western Reserve University, Cleveland, OH

## ACADEMIC APPOINTMENTS

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- 2022—Present      **Assistant Professor of Special Education, Early Childhood**  
University of Kansas, Department of Special Education  
Investigator, Kansas University Center on Developmental Disabilities
- 2018 – 2020        **Adjunct Teaching Specialist/Instructor**  
University of Minnesota, Department of Education Psychology
- 2018                **Adjunct University Student Teaching Supervisor**  
University of St. Thomas, Department of Special Education
- 2015 – 2016        **Clinical Instructor & Autism Specialist**  
TEACCH Autism Program, Department of Psychiatry  
University of North Carolina at Chapel Hill, School of Medicine
- 2014 – 2015        **Educational/Behavioral Consultant**  
Treatment and Research Institute for Autism Spectrum Disorders (VKC-TRIAD)  
Vanderbilt University Medical Center

## PUBLICATIONS

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\*Indicates student/trainee author

### PEER-REVIEWED PUBLICATIONS

1. Lyon, A., Pullmann, M.D., Larson, M., **Hugh, M. L.**, Dopp, A., Hamlin, C., Reinke, P., Bose, M., Law, A., Goosey, R., & Cook, C. R. (2023) Protocol for a Hybrid Type 3 -Implementation-Effectiveness Trial of a Pragmatic Individual-Level Implementation Strategy for Supporting School-Based Prevention Programming (Accepted). *Implementation Science*.
2. Ahlers, **Hugh, M. L.**, Tagavi, D., Eayrs, C., Hernandez, A. M., Ho, T. & Locke, J. (2023). "On an Island by Myself": Implications for the Inclusion of Autistic Students in Self-Contained Classrooms in Public Elementary Schools. Abstract Accepted for special issue. *Frontiers. Break the Stigma, Autism*.
3. **Hugh, M. L.**, Pullmann, M., Joshi, M., Tagavi, D., Ahlers, K., Hernandez, A. M., & Locke, J. (2023). Educators' Professional Development Mechanisms for Evidence-Based Practice to Include Autistic Elementary Students: A Mixed-Methods Analysis. *Teacher Education and Special Education*.
4. **Hugh, M.L.**, Johnson, L. D., & Fetting, A. (*in press*). Preschool Special Educators' Exposure to and Use of Evidence-Based and Low-Value Practices for Students with Autism. *Focus on Autism and Developmental Disabilities*.
5. Locke, J., Hernandez, A. M., Joshi, M., **Hugh, M.L.**, Bravo, A., Osuna, A. & Pullmann, M. (2022) Supporting the Inclusion and Retention of Autistic Students: Exploring Teachers' and Paraeducators' Use of Evidence-based Practices in Public Elementary Schools. *Frontiers in Psychiatry*. <https://doi.org/10.3389/fpsy.2022.961219>
6. Bak, M. Y., S., Reilly, A. M., Yang, Y., Abas, H., Pan, Q. & **Hugh, M. L.** (2022). Familiarity of Evidence-based Practices in Chinese Caregivers of Autistic Children. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2022.2142374>
7. Corbin, C. M., **Hugh, M. L.**, Ehrhart, M., Davis, C., Cook, C. R., Locke, J. & Lyon, A. R. (2022). Exploring Elementary Teachers' Perceptions of Implementation Climate in Schools. *School Mental Health*. doi: 10.1007/s12310-022-09528-z
8. Merle, J., Cook, C.R., Pullmann, M., Hamlin, C., Larson, M., **Hugh, M. L.**, Brewer, S., Duong, M. & Lyon, A.R. (2022) Longitudinal Effects of a Motivationally-Focused Strategy to Increase the Yield of Training and Consultation on Teachers' Adoption and Fidelity of a Universal Program. *School Mental Health*. doi: 10.1007/s12310-022-09536-z
9. Williams, N., **Hugh, M. L.**, Cooney, D., Worley, J. & Locke, J. (2022). Association of evidence-based practice implementation leadership and climate with fidelity to interventions for autism by practice complexity. *Behavior Therapy*.
10. **Hugh, M. L.**, Johnson, L., & Cook, C. (2021). Preschool Teachers' Practice Selections for Children with Autism: An Application of the Theory of Planned Behavior. *Autism*. doi: 10.1177/13623613211024795
11. **Hugh, M. L.**, Ahlers, K., \*Joshi, M. & Locke, J. (2021). School-Implemented Interventions for Preschool to High School Students with Autism: An Update on Recent Research. *Current Psychiatry Reports*. doi: 10.1007/s11920-021-01266-4
12. Ahlers, K., **Hugh, M. L.** & Locke, J. (2021) Two Sides of the Same Coin: A Qualitative Study of Multiple Stakeholder Perspectives on Factors Affecting Implementation of Evidence-Based Practices for Children with Autism in Elementary Schools. *International Review of Research in Developmental Disabilities*.
13. Ford, A. L., B., **Hugh, M. L.**, Johnson L., & Young, K. (2021) Specifying Adult Interaction Practices that Promote Active Engagement as a Step Toward Enhancing Our Conceptualization of Process Quality. *Infants and Young Children*.
14. Johnson, L., Ford, A. L. B., Dupuis, D. & **Hugh, M.L.** (2021) Exploring Features within Organizational and Cognitive Factors that Predict Variability in Estimates of Classwide Active Engagement. *Topics in Early Childhood Special Education*. doi: 10.1177/02711214211030341
15. Locke, J., **Hugh, M. L.**, Pullmann, M., Coifman, J., Cook, H., McRee, E., Joshi, M., Lyon, A. & Schwartz, I. (2021). Exploring Individual and Organizational Mechanisms of Implementation of

- Evidence-Based Practices for the Inclusion of Elementary Students with Autism: Study Protocol. *International Journal of Educational Research*. doi: 10.1016/j.ijer.2021.101779
16. **Hugh, M. L.**, Johnson, L. J. & Fleury, V. P. (2020) Dissemination and decision-making: Factors related to pre-service practitioners' selection of practices for students with autism. *Education and Training in Autism and Developmental Disabilities*. <http://www.daddcec.com/etadd.html>
  17. McMaster, K., Baker, K., Donegan, R., **Hugh, M. L.**, & Sargent, K. (2020). Professional Development to Support Teachers' Implementation of Intensive Reading Intervention: A Systematic Review. *Remedial and Special Education*. doi: 10.1177/0741932520934099
  18. Fleury, V. & **Hugh, M. L.** (2018) Exploring engagement in shared reading activities between children with autism spectrum disorder and their caregivers. *Journal of Autism and Developmental Disabilities*, (48), 3596-3607. Doi: 10.1007/s10803-018-3632-8
  19. Johnson, L., Ford, A. L. B., & **Hugh, M. L.** (2018) Maximizing Meetings with TIPS: Tools and Tricks for Meaningful Data Use, *Young Exceptional Children Monograph Series: Instructional Practices: Effective Strategies to Ensure Child Development and Learning*.
  20. Dimitropoulos, A., Ferranti, A. & **Lemler, M.** (2013). Expressive and receptive language in Prader-Willi syndrome: Report on genetic subtype differences. *Journal of Communication Disorders*, 46(2), 193-201. Doi: <http://dx.doi.org/10.1016/j.jcomdis.2012.12.001>

#### OTHER PUBLICATIONS

21. **Hugh, M. L.**, Conner, C., & Stewart, J. (2018) Using visual activity schedules to intensify academic interventions for young students with autism. Intensive Intervention Practice Guide, *National Center for Leadership in Intensive Intervention*. <http://nclii.org/wp-content/uploads/2018/04/Using-Visual-Activity-Schedules.pdf>
22. **Lemler, M.** (2012) Discrepancy between parent report and clinician observation of symptoms in children with autism spectrum disorders. *Discussions Undergraduate Research Journal: Case Western Reserve University*, 8(2), 30-39.

#### PRE-PRINTS

1. Johnson, L., J., **Hugh, M. L.**, Ford, A. L. B., Dupuis, D., Young, K., & Rudolph, B. Development and Preliminary Content Validation of ENGAGE as an Assessment of Preschool Interactions and Active Engagement. [10.31124/advance.14030450](https://doi.org/10.31124/advance.14030450)

#### GRANTS

FUNDED	
2023	Office of Special Education, 325K, <i>Project MounTaiN: Meeting The Need to Prepare Early Interventionists and Special Educators in Data-Based Instruction for Young Children with High- Intensity Support Needs</i> (\$1,100,000) (Project Director, Co-Is: Zimmerman, Cheatham, Schnitz)
2023	Office of Special Education Programs, CFDA 84.325D, <i>Preparing Early Childhood Special Education Leaders for Diverse Settings (Project EARLY)</i> . July 2023. (co-PD on Subaward; PD: Strassfield, \$1,250,000)
2022	New Faculty Research Development Award, University of Kansas <i>Preschool Inclusion Teams' Intervention Planning</i> , (Primary Investigator; \$8,000)
2022	National Institute of Health R34, <i>Impact Center Project 3</i> , Co-Primary Investigator (PI: Aaron Lyon; \$250,000)
2021-2025	Institute for Education Sciences, Initial Efficacy Trial of a Group-Based Implementation Strategy Designed to Increase Teacher Delivery of Evidence-Based Prevention Programs Co-Investigator (PIs: Aaron Lyon, Clayton Cook, Madeline Larson; \$3,799,980)

2016	Autism Speaks Local Grant NC, <i>"The Science of Autism" An Inclusive Awareness &amp; Understanding Event</i> , Lead, (\$3,600)
<b>PENDING</b>	KU LifeSpan Institute Research Rising Initiative, <i>Coaching for Autism Intervention Decisions: Project Coach-AID</i> (PI: Hugh, \$50,000)
<b>UNFUNDED</b>	Educational Innovations Research, <i>Developing the e-SDLMI for Sustained Implementation to Improve Transition Outcomes for Students with Disabilities</i> (Shogren, Hugh, Bruno, Hicks, \$2,500,000)
2023	Foundation For Child Development, Young Scholars Program (LOI) <i>Enhancing Educators' Practice for Young Children with Autism through Adaptive Implementation Supports</i> (\$225,000)(Primary Investigator)
2021	University of Washington Research Royalty Fund, <i>Childhood Experiences with Applied Behavior Analysis: A Qualitative Investigation with Autistic Adults</i> (PIs: Kelly & Yeverka; \$50,000)
2021 (Invited)	The Arc of Washington Research Grants, <i>Early Childhood Special Education Inclusion Teams' Intervention Planning for Children with Intellectual and Developmental Disabilities</i> , Primary Investigator (\$25,000)

## UNIVERSITY TEACHING

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### AT UNIVERSITY OF KANSAS

SPED 931, Writing Praxis (Doctoral)	F2023
SPED 736; Foundations in Early Intervention (Master's)	F2023
Doctoral Teaching Experience Supervisor, one SPED student	S2023
SPED 731, Supporting Students with Significant Learning and Behavioral Support Needs (Master's)	S2023
SPED 661, Supporting Students with Significant Learning and Behavioral Support Needs (Undergraduate)	S2023
SPED663, Methods of Assessment in Early Childhood (Undergraduate)	F2022

### AT OTHER INSTITUTIONS

<b>Instructor</b> , <i>EPSY 5682, Education of Infants and Toddlers with Disabilities: Methods and Materials</i> , University of Minnesota Department of Educational Psychology, (Online)	S2020
<b>Curriculum and Course Design</b> , <i>Assessing Student Response to Intensive Intervention</i> , National Center for Leadership In Intensive Intervention; <u>Open Access Course</u>	2019
<b>Student Teaching Supervisor</b> , <i>Early Childhood Special Education Licensure Candidates</i> , University of St. Thomas, Department of Special Education	F2018
<b>Instructor</b> , <i>EPSY 5625: Education of Infants, Toddlers, and Preschool Children with Disabilities</i> , University of Minnesota Department of Educational Psychology	F2018
<b>Teaching Assistant</b> , <i>EPSY 5681: Early Childhood Special Education Methods</i> , University of Minnesota, Department of Educational Psychology	S2017

### ADVISING

Doctoral (N=2)  
Masters (N=11)

### COMMITTEES

N=4 Sped PhD

**External Departments**

N=3 ABS, PhD

**GUEST LECTURES**

<b>Mixed Methods in Special Education Research</b>	2023
Doctoral Seminar in Special Education, University of Kansas	
<b>Behavior Analysts Partnering with Families of Students with Disabilities</b>	2020
Family Partnerships, Virginia Commonwealth University	
<b>Using Survey Methodology for Education Research</b>	2020
Special Education Doctoral Research Seminar, University of Washington,	
<b>Environmental Arrangement &amp; Visual Schedules</b>	2016/17
Assessment and Intervention for Autism Spectrum Disorder, University of Minnesota Department of Educational Psychology	
<b>Treating Patients with Autism and Developmental Disabilities</b>	2016
University of Minnesota Dental Residency	
<b>Visual Supports and Structured TEACCHing</b>	2015
University of North Carolina, Charlotte Department of Special Education	

**AWARDS AND HONORS**

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2020	J. David Sexton Doctoral Student Award, Council for Exceptional Children Division of Early Childhood
2016	Russel W. Burris Award- University of Minnesota
2012	Cum Laude, Case Western Reserve University (CWRU)
2011	1 <sup>st</sup> Place in Social Sciences Undergraduate Research, CWRU
2011	Dorothy M. Pijan Outstanding Program Award: Words Matter, CWRU
2011	Outstanding Leader Award, CWRU

**PRESENTATIONS**

\*Indicates student/trainee author

**INVITED TALKS**

1. *Set Up, Stay, and Play: Adult Jobs During Free Play and Beyond* (2023) Tuck & Hugh. Hilltop Child Development Center.
2. *From the Ground Up: Supporting the Rightful Presence of Young Children with Disabilities* (July 2023). KUCDD Annual Inclusion Institute
3. *Preventive Antidotes to Different Types of Stress That Young Children Experience*, (April 2023) Lickvar-Armstrong & Hugh, Kansas Association for the Education of Young Children
4. *What's going on? Helping children know what to expect with visual activity and daily schedules* (April, 2023). Kansas Association for the Education of Young Children
5. *Considering the Implementer: Behavior Analysts supporting Teachers of Young Children with Autism* (April, 2023). Professional Seminar with Department of Applied Behavior Sciences, University of Kansas
6. *Supporting Young Children with Autism by Supporting Their Teachers* (February, 2023) University of Kansas Center for Autism Research and Training (KCart)
7. *Career Paths after a Special Education Phd*, Panel Presenter (November, 2022) Doctoral Seminar, KU Department of Special Education
8. *Using Social Media for Professional Development, Advocacy, and Dissemination* (July 2021) SMARTer Series, University of Washington SMART Center.
9. *Preparing for Your Own Transition: Leaving Your Doctoral Program* (June 2021) CEC Division of Autism and Developmental Disabilities Community Chat.

10. *Using Mixed Methods for School-Based Implementation Science Research* (January 2021) SMARTer Series, University of Washington SMART Center.
11. *Preparing to Apply to Graduate School Series* (October 2020, 2021) SMARTer Series, University of Washington SMART Center.
12. *Strategies for Success in Your Doctoral Program Panel* (August 2020) OSEP Early Childhood Consortium, Vanderbilt University & Affiliated Institutions.
13. *Structured TEACCHing and Visual Supports for Students with Autism*. (2016) Full Day Presentation at Georgia Autism Providers Conference.
14. *Using Visual Supports and Structure at Home*. (2016) Half Day Presentation at Georgia Autism Providers Conference.
15. *Words Matter: Speaking with Intention for Understanding and Inclusion* (2011). Selected Welcome Speaker for Case Western Reserve University.

#### PEER-REVIEWED CONFERENCES

1. Lickvar-Armstrong, C., **Hugh, M. L.**, Bhattashali, A. (2023). Malleable Factors to Leverage for Early Childhood Inclusion. Division of Early Childhood Conference, Minneapolis, MN, November. Poster presentation
2. **Hugh, M. L.**, Ford, A.F., Steinbrenner, J., Nowell, S., Lockvar-Armstrong, C. (2023) Common EBP Elements to Leverage for Autistic Preschoolers' Communication. Division of Early Childhood Conference, Minneapolis, MN November.
3. Ford, A. F., **Hugh, M. L.**, Steinbrenner, J., Nowell, S., Spencer, H & Havlovick (2023). *Common ingredients of evidence-based practices for building autistic preschoolers' communication: Analyzing NCAEP Database*. American Speech and Hearing Association. November, 2023.
4. Lyon A., Pullmann, M., Larsen, M., Muse, I., Reyes, R. Joshi, M., Goosey, R., Dorsey, S., Corbin, C., Levin, **Hugh, M.L.**, Barrett, R. & Cook, C (2023). *A pragmatic pre-implementation strategy targeting front-line practitioner implementation intentions and behaviors: Results from a randomized trial*. Association for Cognitive Behavioral Therapy. Seattle, WA.
5. **Hugh, M. L.**, Parks, S., Schnitz, A. (2023) *Try this, it works! Evidence-Based Practices in Early Childhood*. Kansas Division of Early Childhood Conference. Wichita, KS
6. \*Horbanczk, S., **Hugh, M. L.** & Fetting, A. (2022). *Exploring Pre-Service Teachers' Decision-Making for Intervention Planning*. Poster at Division of Early Childhood Annual Conference. Chicago, IL.
7. **Hugh, M. L.** (2022). *Preschool Special Educators' Exposure To and Use of Evidence Based Practices for Young Children with Autism*. Poster Presentation, International Society for Early Intervention. Chicago, IL (Sep. 2022)
8. \*Bravo, A., **Hugh, M. L.**, \*Hernandez, A., \*Joshi, M., Osuna, A., & Locke, J. (2022). *Educators Use of Evidence-based Strategies to Facilitate Inclusion of Autistic Students*. Poster presentation. Association for Behavior Analysis International Conference, Seattle, WA.
9. Bak, Yang, **Hugh, Riley** & Abas (2021). *Knowledge of Evidence-Based Practices in Chinese Parents of Individuals with ASD*. International Society for Autism Research, virtual conference poster.
10. **Hugh, M. L.** (2021). *Teacher Determinants of Practice Selection for Young Students with Autism: Do Beliefs Matter?* Division of Autism and Developmental Disabilities Council for Exceptional Children Conference. Virtual Presentation, Fort Lauderdale, FL (Jan. 2021)
11. **Hugh, M. L.** (2021). *Characterizing the Implementation Gap in Early Childhood Special Education: Starting at the Beginning*. Division of Autism and Developmental Disabilities Council for Exceptional Children Conference. Virtual Poster Presentation, Fort Lauderdale, FL (Jan. 2021)
12. Johnson, L., **Hugh, M. L.**, Ford, A.B., Rudolph, B. & Young, K. (2020) *Developing an Observation System for Measuring Classroom Ecology and Children's Active Engagement*. Conference on Research Innovations in Early Intervention Poster Presentation, San Diego, CA (March 2020)

13. Ford, A.B., Johnson, L., **Hugh, M.L.** & Young, K. (2019). *Opportunities to Respond in Inclusive Preschool Environments: The What, Why, and How*. Presentation at Division of Early Childhood Annual Conference (October 2019).
14. Johnson, L., **Hugh, M. L.**, Ford, A. L. B. & Rudolph, B. (2019) Observing and Coaching Classroom Interactions that Promote Active Engagement; Presentation at Division of Early Childhood Annual Conference (October 2019).
15. Sargent, K., **Hugh, M.L.** & McMaster, K. (2019) *Implementing Intensive Reading Intervention: Professional Development*. Poster at Pacific Coast Regional Conference, San Diego, CA (February 2019).
16. Johnson, L., Rudolph, B., **Hugh, M.L.** & Ford, A. (2019). Observing and Promoting Interactions that Support Active Engagement. Association for Positive Behavioral Supports Annual Conference, (February 2019).
17. Johnson, L., Rudolph, B., Ford, A. & **Hugh, M.L.** (2019). Gathering and Using Data within Early Childhood Teams: Solutions Using Cloud Technology. Association for Positive Behavioral Supports Annual Conference, (February 2019).
18. **Hugh, M.L.** & Fleury, V. P. (2019) *Dissemination and decision-making: Pre-service practitioners' selection of practices for students with autism*. Poster at Council for Exceptional Children, Indianapolis, IN (Jan. 2019)
19. **Hugh, M. L.**, Conner, C., & Stewart, J. (2018) *Using visual activity schedules to intensify academic interventions for young students with autism*. Poster at Council for Exceptional Children, Indianapolis, IN (Jan. 2019)
20. **Hugh, M.L.**, Baker, K., Sargent, K., Donegan, R., & McMaster, K. (2018) *Implementing Intensive Reading Intervention: Professional Development*. Poster at Office of Special Education Programs Conference, Arlington, VA (July 2018).
21. **Hugh, M.L.**, Johnson, L. & Fleury, V. F. (2018). *Measuring and Defining Engagement for Young Children with Developmental Disabilities During Free Play: A Systematic Review*. Conference on Research Innovations in Early Intervention Poster Presentation, San Diego, CA (March 2018)
22. Rudolph, B. & **Hugh, M.L.** (2018). *Progress Monitoring in Early Childhood Special Education: In Search of Current Trends and Future Needs*. Conference on Research Innovations in Early Intervention Poster Presentation, San Diego, CA (March 2018)
23. Johnson, L., Ford, A., **Hugh, M.L.** & Rudolph, B. (2018). *Measuring and Evaluating Team-Based Problem Solving: A Means for Crossing the 'Data Use' Chasm?* Conference on Research Innovations in Early Intervention Poster Presentation, San Diego, CA (March 2018)
24. Fleury, V.F., Xiong, P., **Hugh, M.L.** & Ford, A. (2018). *Measuring Child Engagement: What's in a Definition?* Conference on Research Innovations in Early Intervention Poster Presentation, San Diego, CA (March 2018)
25. **Hugh, M.L.**, McMaster, K., Johnson, L. & Fleury, V.P. (2017). *Engagement of Young Children with Developmental Disabilities During Free Play: Definition & Measurement*. Minnesota Northlands Association for Behavior Analysis, Minneapolis, MN
26. Fleury, V.P. & **Hugh, M.L.** (2017) *Maximizing the Potential of Shared Book Reading with Young Children with ASD*. Division of Exceptional Children Poster Presentation, Portland, OR (September 2017)
27. **Hugh, M.L.** & Fleury, V.F. (2017) Pre-Service Teachers' Perceptions of Treatments for Students with Autism. Division of Exceptional Children Poster Presentation, Portland, OR (September 2017)
28. **Hugh, M. L.** & Anzaldo, L. (2016) *A Convergent Evolution: ABA and Structured TEACCHing*. Presentation at North Carolina Association for Behavior Analysis Conference, Wilmington, NC.
29. **Lemler, M. L.**, Aiello, R., Ruble, L., & Wong, W.H. (2016). *Predictors of Parent and Teacher Alliance*. Poster Session at Gatlinburg Conference, San Diego, CA

## PRESENTATIONS TO SUPPORT TRANSLATION AND USABILITY

1. **Hugh, M. L.** & Dockter, M. (2023) What's going on? Activity and Daily Schedules for Young Children. Lawrence Child Development conference by Kansas Association for Education of the Young Child. Lawrence, KS April 2023
2. Rudolph, B., Ford, A., & **Hugh, M. L.** (2018). Teams aren't built in a day: Guideposts for the journey. Training for Anoka-Hennepin's early childhood staff, Andover, MN.
3. Johnson, L., Ford, A., Rudolph, B., & **Hugh, M. L.** (2018). Inclusion: It's all about the us in the middle. Training for Anoka-Hennepin's early childhood staff, Andover, MN.
4. **Hugh, M. L.**, Aiello, R. & Wilson, K. (2016), *Discovering a Place for Everyone: Inclusion at the Discovery Place*. Discovery Place Inc. Charlotte, NC
5. **Hugh, M. L.**, & Wilson, K. (2015), *Using Visual Supports for Your Child with Autism* (Guiding Parents to Services- Smart Start of Mecklenburg County, NC)
6. **Hugh, M. L.**, & Wilson, K. (2015) *Understanding Autism Spectrum Disorder*. YMCA of Greater Charlotte, Charlotte, NC
7. Aiello, R., **Hugh, M. L.**, & Wilson, K. (2015), *Addressing Challenging Behavior*. Wilson County Department of Education. Wilson County, NC
8. **Hugh, M. L.**, Wilson, K., & Lum, J. (2016). Preventing and Addressing Challenging Behavior: 2 Day Training (Spartanburg, SC & Charlotte, NC).
9. UNC TEACCH Autism Program (2015 & 2016) *TEACCH 5-Day Classroom Trainings* (Charlotte, NC & Greensboro, NC)
10. UNC TEACCH Autism Program (2015) *Fundamentals of Structured TEACCHing 2 Day Training* (Spartanburg, SC & Charlotte, NC)
11. **Hugh, M. L.** (2014) *Autism Orientation: What It Is and What It Isn't*. Autism Society of Tennessee, Nashville, TN.
12. **Hugh, M. L.** (2014). *Strategies for Teaching Play to Your Child with Autism Spectrum Disorder*, The Brown Center for Autism, Nashville, TN
13. Weaver, L., Stainbrook, A. & **Lemler, M.** (2013), *Focusing on Community Inclusion of Individuals with Autism*. Presentation at Nashville Zoo, Nashville, TN
14. Jackson-Garrett, L., Blumberg, S., Weaver, L. Stainbrook, A. & **Lemler, M.** (2014), *Early Childhood Model Classroom* (Jackson, TN)

**PRESENTATIONS TO SUPPORT TRANSLATION AND USABILITY: Online**

1. Fleury, V.P. & **Hugh, M. L.** (2017) *Maximizing the Benefits of Shared Story Reading for Young Children with Autism and Developmental Disabilities*. Council for Exceptional Children, Division of Early Childhood Learning Deck.
2. **Lemler, M.** & Staubitz, J. (2014) *Foundations of Learned Behavior: A Basic Online Training Session*. Sponsored by the Tennessee Department of Education Contract.
3. **Lemler, M.**, Blumberg, S., & Juarez, A. P. (2014) *Defining Behavior: A Basic Online Training Session*. Sponsored by the Tennessee Department of Education Contract.
4. Stainbrook, A., **Lemler, M.**, & Aiello, R. (2014). *Promoting Play in the Preschool Classroom*. A 2- part webinar developed for Early Childhood providers through a contract with the Department of Education.
5. Blumberg, S., **Lemler, M.**, & Staubitz, J. (May, 2014). *Individualized Education Program Development for Students with ASD: A Basic Online Training Session (Part 1 of 3) Foundations for developing instructionally appropriate IEPs for students with ASD*. Sponsored by the Tennessee Department of Education Contract.
6. Blumberg, S., **Lemler, M.**, & Staubitz, J. (May 2014). *Individualized Education Program Development for Students with ASD: A Basic Online Training Session (Part 2 of 3) Strategies for goal writing, instructing, and monitoring progress for student success*. Sponsored by the Tennessee Department of Education Contract.
7. Blumberg, S., **Lemler, M.**, & Staubitz, J. (May 2014). *Individualized Education Program Development for Students with ASD: A Basic Online Training Session (Part 3 of 3) Services,*

*placement, accommodations, and modifications.* Sponsored by the Tennessee Department of Education Contract.

8. Stainbrook, A., Aiello, R., & Lemler, M. (December 2013). *Challenging Behavior*. A 3-part online training developed for the Tennessee Early Intervention Services through a contract with the Department of Education.

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## RELATED PROFESSIONAL LICENSURE, CERTIFICATIONS, AND SKILLS

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Special Education; TN (Birth- Age 8, #615609), MN (Birth- Age 6, #506622), NC (Birth-Grade 6) Board Certified Behavior Analyst, Behavior Analysis Certification Board (#1-14-9983)  
 Autism Diagnostic Observation Schedule- Toddler (ADOS-Toddler), Researcher Reliable  
 Autism Diagnostic Observation Schedule – 2 (ADOS-2), Researcher Reliable  
 Family Implemented TEACCH for Toddlers Certification  
 Structured TEACCHing  
 Enhanced Milieu Teaching

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## SPECIALIZED RESEARCH METHODS TRAINING

*Getting SMART: Comprehensive Program for Adaptive Intervention Training in Education Sciences (CATIE)*(2023). University of Michigan, Institute for Education Sciences  
 Introduction to Causal Modeling and Coincidence Analysis (2021), Regenstrief Institute  
 University of Michigan Mixed Methods Training (2020) & Advanced Mixed Methods Analysis (2022)  
 Using Mixed Methods in Implementation Science Research, University of California at San Diego  
 Dissemination, and Implementation Science Center (2020), *selected for individual consultation*

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## SERVICE AND COMMUNITY ENGAGEMENT

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2023—Present	<i>Member, Search Committee for Teaching Faculty, KU Dept of Special Education</i>
2023—Present	<i>Member, Personnel Preparation Committee KU Dept of Special Education</i>
2023—Present	<i>Member, Teacher Education Committee, KU School of Education and Human Sciences</i>
2022—Present	<i>Member, Special Education Award Committee KU Dept of Special Education</i>
2021 – 2021	<i>Secretary, Council for Exceptional Children- Division of Research</i>
	<i>Personnel Preparation Statement Reviewer, Council for Exceptional Children- Division of Early Childhood (Invited)</i>
2020 – 2022	<i>Co-Facilitator, SMART Training, Reflection, and Intergroup Dialogue on Equity Workgroup</i>
2020 – 2022	<i>Awards Committee Member, Council for Exceptional Children- Division of Early Childhood</i>
2020	<i>Research Planning Committee Member, Annual Summit for School Mental Health, National Center for School Mental Health</i>
2018	<i>Reviewer, Division of Early Childhood Annual Conference</i>
2017-2020	<i>Reviewer, National Center for Autism Evidence &amp; Practice</i>
2017-2020	<i>Legislative Committee, Minnesota Northland Association for Behavior Analysis</i>
2013-2014	<i>Research Member, University of Minnesota Autism Initiative</i>
2012	<i>Student Board Member (elected), Tennessee Association for Behavior Analysis</i>
	<i>Student Board Member, CWRU International Center for Autism Research and Education</i>

### Ad-Hoc Reviewing

*Teacher Education and Special Education (2)*  
*Focus on Autism & Developmental Disabilities (2)*  
*Implementation Research and Practice (2)*  
*Division of Early Childhood Annual Conference (10)*

*Behavior Disorders (1)*  
*Advances in Neurodevelopmental Disabilities (2)*  
*Journal of Behavioral Education (1)*  
*Autism (2)*  
*Topics in Early Childhood Special Education (3)*  
*Journal of Child and Family Studies (1)*  
*Developmental Neurorehabilitation (1)*

### **SERVICE TO THE COMMUNITY**

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2023—Present ECHO/EQIP Higher Education Collaborative  
 2022—Present Kansas State DE review committee (2023; 1 ECU Program review)  
 2017 – 2020 State Implementation Team Member, *Classroom Engagement Model, Minnesota Department of Education, Early Childhood Centers for Excellence*  
 2017 – 2020 E-mentor, *High school students with disabilities, UMN Institute on Community Integration*  
 2017 Trainer, *Team-Based Problem-Solving Support, Osseo Area Schools, MN*  
 2015 – 2016 Member, *Mecklenburg County Autism Collaborative, Charlotte, NC* Student Board  
 2005-2012 Member, *Habitat for Humanity International, Chicago, IL & Cleveland, OH*

### **SELECTED COMMUNITY-BASED EMPLOYMENT HISTORY**

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2017 – 2020 **Data and Professional Development Consultant**  
 Minnesota Department of Education, Early Childhood Centers of Excellence  
 2017 **Research and Development Intern**  
 FastBridge Learning  
 2012 – 2014 **Inclusion/Behavior Therapist**  
 Private Clients and Camps  
 2007 **Teaching Assistant**  
 Kindergarten Summer School, Evanston School District 65 (IL)

### **PROFESSIONAL ASSOCIATION MEMBERSHIPS**

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2020 – Present Society for Implementation Research Collaboration  
 2020 – Present Association for Positive Behavior Support  
 2013 – Present Council for Exceptional Children (CEC), Divisions: Early Childhood, Autism and Developmental Disabilities, Research, & Teacher Education  
 2016 – 2020 Minnesota Northland Association for Behavior Analysis  
 2015 – 2016 North Carolina Association for Behavior Analysis  
 2015 – 2016 Autism Society of North Carolina  
 2012 – 2015 Tennessee Association for Behavior Analysis