Yi-Fan Li, Ph.D.

*Assistant Professor*

Special Education

Department of Interdisciplinary Learning and Teaching  
College of Education and Human Development

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| **AREAS OF INTEREST** | |
| * Exploration of individual, family, and school-based research-based practices for transition, such as self-determination and universal design for learning. * Post-secondary education or post-school opportunities for individuals with disabilities. * Postsecondary experiences outcomes for students with disabilities | |
| **EDUCATION** | |
| 2021 | Ph.D. in Educational Psychology, emphasis in Special Education,  Texas A&M University  *Advisor: Dr. Dalun Zhang*  *Dissertation: Universal design for learning in postsecondary education: measure and explore perspectives of students with disabilities* |
| 2016 | M.A. in Special Education  National Taiwan Normal University (NTNU), Taiwan  *Advisor: Dr. Hsinyi Chen*  *Thesis: Effects of a self-monitoring strategy to increase classroom task*  *completion for high school students with moderate intellectual disability* |
| 2011 | B.A. in Special Education  National Changhua University of Education (NCUE), Taiwan |
| **ACADEMIC APPOINTMENTS**  2022-presentAssistant Professor, The University of Texas at San Antonio  2021-2022 Assistant Professor of Instruction, The University of Texas at San Antonio | |
| **PUBLICATION AND PRESENTATIONS**  **Peer-reviewed journal articles**  **Self-Determination**  Zhang, D., **Li, Y.,** Cavazos, M(2020). Effective practices for teaching self-determination. *Oxford Research Encyclopedia of Education*  **Li, Y.,** Chen, H., Zhang, D., & Gilson, C. B. (2019). Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities, 54,* 263-273.  **Post-Secondary Education and Transition Education for Students with Disabilities**  Gilson, C. B., Sinclair, J.**,** Whirley, M., **Li, Y.,** Blustein, D. L. (2022). "More  than a job, it’s a purpose": What work means to individuals with intellectual and  developmental disabilities, *Journal of Career Assessment, 30,* 367-386.  Petcu, S., Zhang, D., **Li, Y. (**2021). Students with Autism Spectrum Disorders and their first-  year college experiences. *International Journal of Environmental Research and Public*  *Health, 18,* 11822.  Sinclair, J.**,** Gilson, C. B., Whirley, M., & **Li, Y.** (2020). “It’s an opportunity to get  opportunities”: A brief report on the working lives of individuals with intellectual and  developmental disabilities during the Covid-19 pandemic. *Developmental Disabilities*  *Network Journal, 1*, 45-52. | |
| Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (2020). Understanding faculty and  student attitudes regarding inclusion and postsecondary education for students with  intellectual and developmental disabilities. *Intellectual and Developmental*  *Disabilities, 58, 65-81.*  **Li, Y.,** Zhang, D., Zhang, Q., & Dulas, H. (2020). University faculty attitudes toward. disability and universal design: A literature review. *Journal of Inclusive Postsecondary Education, 2,* 1-20.  **Li, Y.,** Liu, S. Maddalozzo, R. (under review). A transition framework from  taiwan: leading students with disabilities into workforce. *Journal of Disability Policy*  *Studies.*  **Li, Y.,** Zhang, D., Dulas, H., & Whirley, M. (under review). The impact of COVID-19 and remote learning on education: Perspectives from university students with disabilities. *Journal of Disability Policy Studies.*  **Li, Y.,** Zhang, D., Dulas, H., & Whirley, M. (submitted).Navigating university life: educational experience of students with disabilities.  **Li, Y.,** Zhang, D., Dulas, H., & Whirley, M. (submitted). Universal Design for Learning: Explore perspectives of students with disabilities in higher education.  **Family**  Liao, C. Y., Ganz, J. B., Vannest, K. J., **Li, Y.**, Li, Y., & Ura, S. (revised and resubmitted). Culturally responsive parent coaching in multimodal communication intervention for culturally and linguistically diverse caregivers of children with autism spectrum disorder.  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L., Yllades, V., & **Li,** **Y.** (2021). Caregiver involvement in communication intervention for culturally and linguistically diverse families with individuals with ASD and IDD: A systematic review of cross-cultural research.  *Review Journal of Autism and Developmental Disorders.*  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L. M., Yllades, V., &  **Li, Y.** (2020). Caregiver involvement in communication skills for individuals with ASD and IDD: A meta-analytic review of single-case research on the English, Chinese, and Japanese Literature. *Review Journal of Autism and Developmental Disorders, 8,* 350-365.  **Li, Y.** (2017). The influence of parental involvement on behavioral problems among students  with ADHD. *Nan-Ping Special Education Publication, 7*, 11-24. (Taiwan)  **Other Journal Articles in Preparation**  Whirley, M. L**.,** Gilson, C. B., **Li, Y.,** & Shikarpuriya, S. (in progress). “It’s my job. It’s my life.”: Perspectives of the working experiences of adults with intellectual and developmental disabilities.  **Others**  **Li, Y.** (2016). A preliminary review of the basic contents and application of social story. *Special Educators Quarterly, 32*, 1-12. (Taiwan)  **Book chapter**  Zhang, D., **Li, Y.,** Landmark, L. J., & Williams-Diehm, K. (2020). Transition to postsecondary education and preparation for employment. In C. H. Huang & P. C. Chao (Eds.) *Transition Education for Students with Disabilities: From Theory to Practice*. Taipei, Taiwan: Psychological Publishing Co., Ltd.  Zhang, D., **Li, Y.,** Landmark, L. J., & Williams-Diehm, K. (2020). Transition to postsecondary education and preparation for employment. In C. H. Huang & P. C. Chao (Eds.) *Transition Education for Students with Disabilities: From Theory to Practice*. Taipei, Taiwan: Psychological Publishing Co., Ltd. | |
| **Scholarly conference presentations** | |
| Montague, M. L., Biggs, B., & **Li, Y.** (2020). *Preparing special educators for transition: Collaboration between an Institution for Higher Education (IHE) and a Local Education Agency (LEA).* 60-minute presentation at the annual Texas Transition Conference, San Antonio, TX.  **Li, Y.,** & Zhang, D., (2019). Universal design for learning in postsecondary education: measuring attitudes and perceptions from students with disabilities. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Seattle, WA.  Liao, C. Y., Ganz, J. B., **Li, Y.**, Li, Y., & Ura, S. (2019). *Culturally responsive parent coaching on culturally and linguistically diverse parents of children with autism spectrum disorder*. Paper presented at the Association for Behavior Analysis International 13th Annual Autism Conference, San Francisco, CA.  **Li, Y.,** & Zhang, D., (2018). *University faculty attitudes toward disability and universal design: A literature review*. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Cedar Rapids, IA.  Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Cedar Rapids, IA.  Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Climate and Diversity Conference: Able Active and Adaptive, College Station, TX.  Gushanas, C. M., Gilson, C. B., **Li, Y.,** & Foster, K. (2018). *Who belongs in college?*  *Perspectives of faculty and students about inclusive higher education for individuals with IDD*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri.  **Li, Y.,** Chen, H., Zhang, D., & Gilson, C. B. (2018). *Effects of a self-monitoring strategy to*  *increase classroom task completion for high school students with moderate intellectual*  *disabilities*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri.  Zhang, D., **Li, Y.,** & Liu, J. (2018). *How do UCEDDs address the intersections of disability and diversity?* Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri. | |
| **PROFESSIONAL EMPLOYMENT** | |
| 2018-August **Graduate Research Assistant** (Instructor), Postsecondary Access and Training in Human Services Program (PATHS), Center on Disability and Development, Texas A&M University  **Role:** Conducted classroom teaching while incorporating of universal design principles, developed curriculum, and assisted students in preparing for being a future paraprofessional.  2012-2017 **Special Education Teacher** (Intellectual Disability, high school), Taoyuan  Special School, Taiwan  **Role:** Conducted classroom teaching, managed classroom, communicated and collaborated with parents (caregivers), developed curriculum, and assisted students in transitioning to workplace/community/independent living.  2014-2015 **Transition Coordinator**, Taoyuan Special School, Taiwan  **Role:** Explored job opportunities,communicated and collaborated with local  industries and agencies, and designed transition-to-workplace/community  protocol. | |
| **AWARDS AND GRANTS** | |
| 2022 COEHD Faculty Research Award **$4733 Funded**  2017-2021 **Doctoral Scholarship** in Special Education from Taiwan **Funded**  Funding Organization: Ministry of Education of Taiwan  2019. **Graduate Oral First $300 Funded**  Student Research Week, 2019  Presentation title: *Effects of a self-monitoring strategy to increase classroom*  *task completion for high school students with moderate intellectual disabilities*  2019. **Melbern G. Glasscock Humanities Special Award $100 Funded**  Student Research Week, 2019  Presentation title: *Effects of a self-monitoring strategy to increase classroom*  *task completion for high school students with moderate intellectual disabilities*  2019 **Project Title:** *Universal Design for Learning in Postsecondary Education:*  *Measuring Attitudes and Perceptions from Students with Disabilities*  **Principal Investigator:** Yi-Fan Li  **Funding Organization:** 2BSD (To Be Self-Determined) **$500 Funded**  2019 **Project Title:** *Universal design for learning in postsecondary education:*  *measuring attitudes and perceptions from students with disabilities.*  **Principal Investigator:** Yi-Fan Li  **Funding Organization:** COEHD, TAMU **$1132 Funded**  2018 **Region V** - Student Membership Scholarships at AAIDD 142nd Annual  meeting: Reaffirming, Diversity, & inclusion.  Title: Effects of a Self-Monitoring Strategy to Increase Classroom Task  Completion among Senior High School Students with Moderate Intellectual  Disabilities | |
| **TEACHING IN HIGHER EDUCATION** | |
| 2022 Fall **Instructor, UTSA**  2022 Summer Course number: SPE 3603  Course title: Introduction to Special Education  2022 Summer **Instructor, UTSA**  Course number:5403  Course title: **Survey of Special Education.**  2022 Spring Instructor, UTSA  Course number: SPE 3683  Course title: **Special Education Across the Lifespan.**  2021 Fall **Instructor, UTSA**  Course number: SPE 3603  Course title: Introduction to Special Education    2018-2021 **Program Instructor, TAMU**  PATHS Program, Center on Disability and Development  2020 **Teaching Assistant, TAMU**  Course number: SPED 601 (Online Course)  Course title: Assessment in School Settings  2020 **Teaching Assistant, TAMU**  Course number: SPED 628 (Online Course)  Course title: Consultation in Special Education  2019-2020 **Teaching Assistant, TAMU**  Course number: SEFB 420  Course Title: Education and Employment Issues in Secondary Special Education. | |
| **COMMUNITY INVOLVEMENT AND SERVICE** | |
| **Journal and Conference Reviewer**  2019-Present Journal of Disability Policy Studies (X4)  2021-Present TESOL Journal (X1)  2020AUCD conference proposal reviewer  **Professional Service**  2022-2023 University Faculty Grievance Committee  2021-present Participant in US Prep    2021-present Master of Education Department Graduate Committee    2020-2021 Professional Development and Service Executive in Educational Psychology. Student Organization  2019-2021 Student Advisory Board for the disability services  2020-2021 Reviewer for student teachers’ efolio evaluations  2020-2021 Reviewer for special education master’s application  2019 International Educator Panel, Course number and title: INST 210  Understanding Special Populations.  2019 Guest Speaker, Course number and title: UGST181 ACHIEVING Inclusion  in Higher Education.  **Community**  2018-2019 Student Leader in TAMU Campus Chinese Christian Fellowship  2007-2011 Volunteer in Special Education Organizations (in Taiwan) | |
| **LICENSURE AND CERTIFICATION** | |
| 2012 **Certified Special Education Teacher** for Secondary Education in Taiwan. | |
| 2021 **Graduate certificate in Education & Social Sciences Advanced**  **Research Methods** (Awarded on June, 30, 2021)  **Description**: A graduate certificate demonstrates a student’s successful  mastery of advanced competencies in education and social sciences research  methods, with emphasis on quantitative or qualitative approaches.  4 advanced research methods courses as follows:  EPSY 625 Advanced Psychometric Theory  EPSY 650 Multiple Regression and Other Linear Models in Education Research  EPSY 651 Theory of Structural Equation Modeling  EDCI 661 Mixed Methods Research in Curriculum and Instruction | |
| 2020 **Teaching certificate in the Academy for Future Faculty** (Completed)  **Description**: A graduate certificate demonstrates a student’s professional  development of teaching preparation in higher education.  Core seminars as follows:  Learning Outcomes & the Course Development Cycle  Curriculum Vitae  Philosophy of Teaching Statement  Syllabus Design  2019 **Person-centered approach certificate** | |

Contents of curriculum vitae

8/16/2022