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Special Education

Department of Interdisciplinary Learning and Teaching

College of Education and Human Development

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## AREAS OF INTEREST

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- 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
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## EDUCATION

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| 2021 | Ph.D. in Educational Psychology, emphasis in Special Education,<br>Texas A&M University<br><i>Advisor: Dr. Dalun Zhang</i><br><i>Dissertation: Universal design for learning in postsecondary education:<br/>measure and explore perspectives of students with disabilities</i>   |
| 2016 | M.A. in Special Education<br>National Taiwan Normal University (NTNU), Taiwan<br><i>Advisor: Dr. Hsinyi Chen</i><br><i>Thesis: Effects of a self-monitoring strategy to increase classroom task<br/>completion for high school students with moderate intellectual disability</i> |
| 2011 | B.A. in Special Education<br>National Changhua University of Education (NCUE), Taiwan                                                                                                                                                                                             |
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## Publications

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### 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**

Petcu, S., Zhang, D., **Li, Y.** (revised and resubmitted). Students with Autism Spectrum Disorders and their first-year college experiences. *International Journal of Environmental Research and Public Health*.

Gilson, C. B., Sinclair, J., Whirley, M., **Li, Y.**, Blustein, D. L. (In press). "More than a job, it's a purpose": What work means to individuals with intellectual. and developmental disabilities. *Journal of Career Assessment*.

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.

## **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.** (in press). 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)

### **Journal Articles in Preparation**

**Li, Y., & Zhang, D.** (in progress). Universal design for learning in postsecondary education: Measuring attitudes and perceptions from students with disabilities.

**Li, Y., & Zhang, D.** (in progress). Universal design for learning in postsecondary education: A qualitative study to explore perspectives of students with disabilities.

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.

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## Professional Employment

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- 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.

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## Awards and Grants

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- 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.*
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2018      **Principal Investigator:** Yi-Fan Li  
**Funding Organization:** COEHD, TAMU      **\$1132 Funded**  
**Region V** - Student Membership Scholarships at AAIDD 142<sup>nd</sup> 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

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### **Teaching Experience in Higher Education**

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2021 Fall      **Instructor, UTSA**  
Course number: SPE 3603  
Course title: Introduction to Special Education

2018-August      **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.

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### **Community Involvement and Service**

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#### **Journal and Conference Reviewer**

2019-Present      Journal of Disability Policy Studies (X4).

2020      AUCD conference proposal reviewer

#### **Professional Service**

2020-2021      **Professional Development and Service Executive** in Educational Psychology. Student Organization

**Role:** organized professional development, brown bag, and social events.

2019-2021      **Student Advisory Board for the disability services**

**Role:** Represented students with disabilities, gave effective feedback on the services provided by the staff in the Disability Services, and suggested improvements to general campus access issues.

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- 2020-2021     **Reviewer for student teachers' efolio evaluations**  
**Role:** Reviewed student teachers' presentations and provided feedback.
- 2020-2021     **Reviewer for special education master's application**  
**Role:** Reviewed applicants' documentations.
- 2019           **International Educator Panel**, Course number and title: INST 210  
Understanding Special Populations.  
**Role:** Shared services for special education students and my experiences with these students in my home country.
- 2019           **Guest Speaker**, Course number and title: UGST181 ACHIEVING Inclusion  
in Higher Education.  
**Role:** Shared how college students take care of their physical and mental well-being.

### **Community**

- 2018-2019     **Student Leader** in TAMU Campus Chinese Christian Fellowship  
**Role:** Led Bible study activities, organized on-campus and off-campus activities
- 2007-2011     **Volunteer** in Special Education Organizations (in Taiwan)  
**Role:** Mentored students with disabilities and assisted them in completing daily homework.

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### **Licensure and Certification**

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- 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**

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Contents of curriculum vitae are current as of August 31, 2021.