

**Curriculum Vitae**  
**Xueqin “Shirley” Qian**

**Contact information**

Institute on Community Integration  
University of Minnesota-Twin Cities  
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**ACADEMIC POSITION**

2015-present	Researcher Institute on Community Integration University of Minnesota, Minneapolis, MN
2013-2015	Adjunct faculty Northwestern University, Minneapolis, MN

**EDUCATION**

Ph.D.	University of Minnesota, Minneapolis, MN Educational Psychology with a Focus in Autism Spectrum Disorder Received in December, 2015  Fulfilled the requirement of Minor in Quantitative Method in Education, University of Minnesota  Dissertation: Examining Teacher Verbal Responsiveness in Three Subgroups of Children with Autism Spectrum Disorder
M.Ed.	University of Minnesota, Minneapolis, MN Special Education with a Focus in Emotional and Behavioral Disorder Thesis: Adopting Preventive Interventions for Individuals with Antisocial Behaviors in Schools Received in May, 2009
B.A.	South Central University for Nationalities, Wuhan, Hubei, China English Literature Received in May, 2002

## **HONORS AND AWARDS**

- 2009 Trainee in Leadership Education in Neurodevelopmental and Related Disabilities (LEND)  
Funded by Maternal Child Health Bureau (MCHB) of the US Department of Health and Human Services
- 2011 Student Award Recipient  
International Society for Autism Research Annual Conference
- 2013 Bruininks-Hagstrum Fellowship Recipient  
College of Education and Human Development, University of Minnesota
- 2014 First Prize Recipient for Posters  
Presented at the 138 American Associations on Intellectual and Developmental Disabilities Annual Meetings. *Examining Efficacy of Active Support in Adults with Intellectual and Developmental Disability: A Randomized Control Trial.*

## **RESEARCH EXPERIENCE**

- 5/1/15-Present Making a Map: Finding my way back (Grant# 326M120002)  
Funded by Office of Special Education Programs,  
U.S. Department of Education  
  
The goal of this study is to help students with disabilities transition from correctional facilities back to school and their communities through an interagency and student engagement model.  
  
Role: Co-investigator, PI: David Johnson Ph.D.
- 5/1/15-Present Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID)  
Funded by the Office of Postsecondary Education  
U.S. Department of Education  
  
The goal of this project is to support students with ID in two community and technology colleges using Check & Connect, an evidence-based mentoring model  
Role: Data management and analysis

- 1/01//2009-12/31/2014 Community-based intervention for increasing engagement in individuals with intellectual disabilities (Grant# H133B080005-09)  
Funded by the U.S. Department of Health and Human Services
- The goal of this project was to assess a community-based intervention for increasing behavioral engagement in individuals with intellectual disabilities who live in small community group homes.  
Role: Research assistant, PI: Sheryl Larson, Ph.D.
- 1/01/2009-12/31/2010 Enhancing the Mathematical Problem Solving Performance Using Schema-Based Instruction.
- The goal of this project was to promote students' understanding of problems involving multiplicative relations using Schema-Based Instruction
- Funded by U.S. Department of Education (Grant# R305K060002)  
Role: Research assistant, PI: Asha Jitendra, Ph.D.
- 05/01/2009-5/01/2010 Research institute on progress monitoring (Grant#H324H30003)  
Funded by the U.S. Office of Special Education Program
- The goal of this project was to develop a program monitoring system to be used across ages (k-12), abilities, and curricula.  
Role: Research assistant, PI: Terri Wallace, Ph.D.

## **PUBLICATION**

### *Peer Reviewed publications*

**Qian, X. Q.,** Ticha, R., Larson, S., Stancliffe, R., & Wuorio, A. (2014). The impact of Individual and Organizational Factors on Engagement of Individuals with Intellectual Disability Living in Community Group Homes: A Multilevel Model. *Journal of Intellectual Disability Research*. 59, 493-505.

**Qian, X. Q.,** Reichle, J., Bogenschutz, M. (2012). Chinese Parents' Perception of Early Development of Their Children Diagnosed with Autism Spectrum Disorders. *Journal of Comparative Family Studies*. 6, 903-913.

**Qian, X. Q.,** Ticha, R., & Stancliffe, R. (in publication). The Contextual Factors Associated with Implementing Active Support in Community Group Homes in the United States: a Qualitative Investigation. *Journal of Policy and Practice in Intellectual Disabilities*.

### **Manuscripts current under review**

Ticha, R., **Qian, X.**, Larson, S. (under review). Alignment between the Convention on the Rights of Persons with Disabilities and the National Core Indicators.

**Qian, X.**, Johnson, D. R., Smith, F., & Papay, C. (under review). Predictors Associated with Employment Outcomes of Community and Technical College Students with Intellectual Disabilities.

**Qian, X.**, Ticha, R., Stancliffe, R. J., Larson, S. A., & Pettingell, S. (in preparation). The Efficacy of Active Support Training on Engagement of Individuals with Intellectual Disability in the U.S.: A Randomized Controlled Trial.

### **Manuscript in preparation for publication**

**Qian, X. Q.**, Ticha, R., Larson, S., & Stancliffe, R. (in preparation). Examining Efficacy of Active Support Intervention in Adults with Intellectual and Developmental Disability: A Randomized Controlled Trial.

**Qian, X. Q.**, Song, W., Thomas, K. M., & Dalrymple, K. A. (in preparation). Social responsiveness and facial expression processing in children with hemispherectomy.

Johnson, R. D., & **Qian, X. Q.** (in preparation). Check & Connect Implementation in Community College Students with Intellectual Disabilities: A qualitative investigation.

Ticha, R., Abery, B., & **Qian, X. Q.** (in preparation). Self-Determination in Individuals with Intellectual and Developmental Disabilities: A Direct Observational Study.

### **PRESENTATION**

**Qian, X. Q., & Ness, J. (October, 2016).** *Predictors Associated with Employment Outcomes in Community College Students with Intellectual Disabilities.* An oral presentation accepted by the Division on Career Development and Transition, Council for Exceptional Children.

**Qian, X. Q., Qian, J. & Dorf, S. (May, 2015).** The Impact of Child Variables on the Amount of Teacher Verbal Input on Children with Autism. A poster accepted by the International Society for Autism Research. Salt Lake City.

**Qian, X.Q.,** Ticha, R., & Larson, S. (June, 2014). *Examining Efficacy of Active Support Intervention in Adults with Intellectual and Developmental Disability: A Randomized Controlled trial.* A poster accepted by the American Association on Intellectual and Developmental Disabilities.

Ticha, R., Larson, S., **Qian, X. Q.** (June, 2013). *Engagement: Active Support Strategies & Selecting the Right Caregivers.* Invited workshop presented at Minnesota Age and Disability Odyssey.

**Qian, X.Q.,** Peterson, S., Reichle J. R. (2012/May). *Picture Exchange Communication System: Moderators of Collateral Speech Gains.* An abstract presented at the International Society for Autism Research. Toronto.

**Qian, X.Q.** (2012/May). *An online survey of early signs, diagnosis and intervention for children with autism in China.* Oral presentation of a full paper presented at the International Society for Autism Research. Toronto, 2012.

**Qian, X. Q.** (2012/March). *Level of engagement in residents who live in community group homes.* An abstract presented at College of Education and Human Development, University of Minnesota.

Larson, L., Stancliff, R., Lakin, C., Ticha, R., Tolbize, A., Wuorio A., & **Qian, X. Q.** (2011/September). *A randomized control trial study of active support in the United States: Observational Methodologies and preliminary results.* An abstract presented at American Association on Intellectual and Developmental Disabilities.

**Qian, X. Q.,** Dimian, A., & Reichle. (2011/September) *Comparing Effectiveness of Using iTouch to Communication Board in Enhancing Communication Ability for Children with Developmental Disabilities.* Oral presentation of a full paper presented at the American Association on Intellectual and Developmental Disabilities.

**Qian, X. Q.,** Corrow, S., & Yonas, A. (2011/June). *Prosopagnosia in children with high function autism: An exploratory study.* An abstract presented at the International Society for Autism Research. San Diego, CA.

**Qian, X. Q.** (2010/September). *Effects of Peer-Mediated Intervention in Enhancing Conversational Skills for A child with High Functioning Autism in a Clinic Setting.* An abstract presented at the Minnesota Northland Association for Behavior Analysis (MNABA) Regional Conference. Minneapolis, MN.

## **PROFESSIONAL EXPERIENCE**

2010-2011                      J&J Behavior Support and Training  
Role: behavior therapist for two boys with ASD

2009-2010 Autism Spectrum and Neurodevelopmental Disorders Clinic,  
University of Minnesota  
Role: social group leader for children with ASD

2008-2009 Alternative for People with Autism, Brooklyn Park, MN  
Role: living skill instructor

2007-2008 Lovaas Institute for Early Intervention, Minneapolis, MN  
Role: Behavior therapist (internship)

2006 Elim Autism Center, Qiangdao, Shandong, China  
Role: behavior therapist

2004- 2006 International School of China, Wuhan, Hubei, China  
Role: Elementary teacher (4<sup>th</sup> grade)