

**Curriculum Vitae
Xueqin Qian, Ph.D.**

Contact information

Institute on Community Integration
University of Minnesota-Twin Cities
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EDUCATION

- Ph.D. University of Minnesota, Minneapolis, MN
Special Education 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
- License area Autism Spectrum Disorders License
Bethel University, St Paul, MN
August 2017-June 2018

ACADEMIC POSITION

2015-present Research Associate
Institute on Community Integration University of
Minnesota, Minneapolis, MN

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.*

Current Projects

9/1/17-7/1/22 Systematic Support for Promoting Graduation (SSPG):
Leveraging Technology to Promote Positive Academic,
Behavioral, and Graduation Outcomes for Students with
Disabilities.

Funded by Office of Special Education Program, U.S.
Department of Education
Role: co-investigator

9/1/17-9/1/20

Rehabilitation Research and Training Center on Home and Community Based Services Outcome Measurement.

Funded by the National Institute on Disability and Rehabilitation Research

Role: project coordinator

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 project 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

5/1/15-6/1/16

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 promote the successful transition of students with intellectual disabilities into higher education 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.

1/01/2009-12/31/2010

Enhancing the Mathematical Problem Solving Performance Using Schema-Based Instruction
Funded by U.S. Department of Education (Grant# R305K060002)

The goal of this project was to promote students' understanding of problems involving multiplicative relations using Schema-Based Instruction
Role: Research assistant.

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) for students with disabilities.
Role: Research assistant.

PUBLICATION

Published Peer Reviewed Articles

Qian, X. Q., Clary, E., Johnson, D., & Echternacht, J. (in press). Check & Connect Implementation in Community College Students with Intellectual Disabilities: A qualitative investigation. *Journal of Postsecondary Education and Disability*.

Qian, X. Q., Johnson, D. R., Smith, F., & Papay, C. (in press). Predictors Associated with Employment Status of Community and Technical College Students with Intellectual Disabilities. *American Journal on Intellectual and Developmental Disabilities*.

Qian, X. Q., Ticha, R., & Stancliffe, R. (in press). 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*.

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.

PRESENTATION

Qian, X. Q. (November, 2017). *A Mentoring Model on Youth with Disabilities in Juvenile Justice: Transition and Reentry to School and community.* 40th Anniversary conference of Teacher Educators for Children with Behavioral Disorder (TECBD).

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: behavioral therapist
2009-2010	Autism Spectrum and Neurodevelopmental Disorders Clinic, University of Minnesota Role: social skill group facilitator
2008-2009	Alternative for People with Autism, Brooklyn Park, MN Role: Direct support staff
2007-2008	Lovaas Institute for Early Intervention, Minneapolis, MN Role: Behavior therapist (internship)
2006-2007	Elim Autism Center, Qiangdao, Shandong, China Role: behavior therapist
2004- 2006	International School of China, Wuhan, Hubei, China Role: Elementary teacher