

## VITA

### Yan Ping Xin

#### EDUCATION

<u>Degree</u>	<u>Year</u>	<u>Major</u>	<u>Institution Attended</u>	<u>Years</u>
Ph. D.	2003	Special Education	Lehigh University	1996-2002
M. Ed.	1995	Special Education	Lehigh University	1992-1995
M. A.	1987	Psychology	East China Normal University (ECNU)	1984-1987
B. S.	1984	Psychology	ECNU	1980-1984

#### ACADEMIC APPOINTMENTS

<u>Title</u>	<u>Program Area</u>	<u>Institution</u>	<u>Dates</u>
Professor	Special Education	Purdue University	July, 2014 to present
Associate Professor	Special Education	Purdue University	July, 2008 to 2014
Assistant Professor	Special Education	Purdue University	Aug., 2002 to Jul.,2008
Research Assistant	Special Education & School Psychology (Involved in several research projects funded by U.S. DOE and NIH)	Lehigh University	1999 - 2002
Database Manager /Analyst	Special Education (Positive behavioral support project)	Lehigh University	1998-2000
Research Assistant	Special Education (Sight-word instruction meta-analysis project)	Lehigh University	1996-1998
Instructor/Researcher	Special Education	ECNU, China	1989—1992
Instructor	Psychology	ECNU, China	1987—1989

**AWARDS /HONORS**

Yan Ping Xin was invited to co-author the survey /commentary to a special issue on *Whole Number Arithmetic* to be published (by Springer) in spring, 2019 in *ZDM: The international journal on mathematics education*. (RG Impact Factor: 2.72-3.06) \*

Xin, Y. P. (2017-2018). **Dean's Award for Outstanding Faculty Scholarship**, College of Education, Purdue University.

Xin, Y. P. (2017). Entrepreneurial Leadership Academy Faculty Fellow Gold Award, PRF, Purdue University.

Xin, Y. P. (Sept., 2017). Invited to NSF-funded STEM Education, Learning Disabilities and the Science of Dyslexia conference, Washington D.C

Invited Reviewer for "Compendium for Research in Mathematics Education" Published by National Council of Teachers of Mathematics (2017).

Xin, Y. P. (2016): "High rank foreign expert short-term visit grant program Award", North East Normal University, China.

Xin, Y. P. (2016). Entrepreneurial Leadership Academy Faculty Fellow (2016-2017), PRF, Purdue University.

Provost Office's Special Recognition of Faculty's Exceptional Performance, Purdue University, 2015.

Provost Office's Special Recognition of Faculty's Exceptional Performance, Purdue University, 2012.

*Outstanding Faculty Discovery Award*, Purdue University, 2011

National Science Foundation Review Panel, 2010, 2016

*Seed for Success Award*, Purdue University, 2009

COE Dean's Special Recognition and Award, Purdue University, 2009

Member of the *National Advisory Committee for the Praxis Elementary Education test*, Educational Testing Service (ETS), 2006-2008.

*Early Career Publication Award Nominee*, Council for Exceptional Children, Division for Research, 2005

Exemplary Poster Award at the CEC 2003 Convention and Expo. Seattle, WA.

*Outstanding Student Research Award*, American Education Research Association (AERA), SER-SIG, 2003

*The Donald T. Campbell Social Science Research Award*, Lehigh University, 1997

*Outstanding Achievement Award*, East China Normal University, China, 1983

*Marquis Who's Who in America 2012 (66th Edition)*, 2011

*Marquis Who's Who in the World, 24th Edition*, 2007

*Marquis Who's Who in American Education*, 8th Edition, 2007-2008

*Marquis Who's Who in American Education*, 7th Edition, 2006

*Marquis Who's Who in America*, 60th Diamond Anniversary Edition, 2006

*AcademicKeys Who's Who in Education (WWE)*: <http://Education.AcademicKeys.com>, 2003

Honorable Member of Phi Beta Delta Honor Society for International Scholars, 1998-2003

### **Additional National /International Recognitions and Honors**

Dr. Xin's scholarly work has been referenced in prestigious sources including the National Mathematics Panel Final Report (2008), the What Works Clearinghouse, and the IES Practitioner's Guides (2009, 2012); her work was featured by *The Journal of Educational Research* (2011) and is included in *National Council of Teachers of Mathematics (NCTM)'s "Useful and Usable Research Related to Core Math Practices"* (2015).

### **PROFESSIONAL MEMBERSHIPS**

School Science and Mathematics Association, 2011-present

American Education Research Association (AERA), 1999-present

Special Education Research SIG group of AERA, March, 2003-present

Council for Exceptional Children (CEC), 1997-present

Division in Research of CEC, 1999-2000; March, 2003-present

Council for Learning Disabilities (CLD), Aug. 2002-2004

Discovery Learning Center, Discovery Park, Purdue University, 2003-present

### **EXCELLENCE IN TEACHING**

#### **Courses Taught – Purdue University (Aug, 2002 to present)**

EDPS 361: Use Assessment Techniques in Special Education

EDPS 362: Organization and Management of Instructional Behaviors and Environments

EDPS 563: Identification, Evaluation, and Assessment of Exceptional Individuals

EDPS 565: Intervention Strategies and Research

EDPS 570: Advances in Intervention Research

EDPS 577: Advanced Characteristics of Children with Mild Disabilities

EDPS 588: Single Subject Research Design

EPDS 664: Research Seminar in Special Education: Survey of basic methods of research

EDPS 664: Special Topics in Education: Research around the intersection of mathematics education and special education

EDPS 661: Review and Implications of Research in Special Education

### **Courses Co-taught -- Lehigh University**

- SpEd 496: Doctoral Seminar in Quantitative Synthesis of Research (Fall, 1998)
- SpEd 405: Assessment of Individuals with Mild Disabilities (Spring, 1998)
- SpEd 430: Design of Instruction for Students with Learning Disabilities (Summer, 1997)

### **Course Co-taught -- ECNU**

- Special Institute on Early Intervention (Spring, 1990)
- Special Institute on Educating Elementary and Secondary Students with Learning Difficulties (Summer, 1990)
- Special Institute on Counseling (Summer, 1989)

### **Course Taught – ECNU**

- Undergraduate Course: An Introduction to Psychology (1987-1988)

### **School/Community Teaching Experience:**

- COMPS After-school Program Director and Instructor, Edgelea elementary and Miami elementary schools, Lafayette, IN (Spring, 2008)
- After-School Mathematics Problem Solving Program Director and Instructor, Oakland and Murdock Elementary Schools, Lafayette, IN (Spring, 2005, 2006, & 2007)
- After-School Math WPS Program Director and Instructor, Northeast Middle School (BASD), Bethlehem PA (Fall, 2001)
- Summer School Math Program Director and Instructor, Northeast Middle School (BASD), Bethlehem, PA (Summer, 2001)
- Student Teacher: Liberty High School – functional academic/life skill class, Bethlehem, PA (Spring, 1994)
- Instructor: Lehigh Support for Community Living, Lehigh University, PA (1992-1996, 2000--June, 2002)

### **RESEARCH AND SCHOLARSHIP**

#### **Selected National/Internationally Refereed Journal Articles**

- Xin, Y. P. (in press). The effect of a conceptual model-based approach on “additive” word problem solving of elementary students who are struggling in mathematics. *ZDM: Mathematics Education*. DOI : 10.1007/s11858-018-1002-9
- Xin, Y. P., Tzur, Si, L. Hord, C., Liu, J., Park, J. Y. (2017). An intelligent tutor-assisted math problem-solving intervention program for students with learning difficulties. *Learning Disability Quarterly*, 40(1), 4-16.
- Liu J. & Xin, Y. P. (2017). Eliciting Repair of Mathematics Explanations of Students with Learning Disabilities. *Learning Disability Quarterly*, 40(3). 132-145.
- Xin, Y. P. & Tzur, R. (2016). [Cross-disciplinary Thematic Special Series: Special Education and Mathematics Education](#). *Learning Disability Quarterly*, 39(4), 196-198.

- Xin, Y. P., Liu, J., Jones, S., Tzur, R., Si, L. (2016). A preliminary discourse analysis of constructivist-oriented math instruction for a student with learning disabilities. *The Journal of Educational Research*, 109(4), 436-447. DOI:10.1080/00220671.2014.979910
- <sup>a</sup>Hord, C., Tzur, R., Xin, Y. P., Si, L., Kenney, R., & Woodward, J. (2016). Overcoming a 4th grader's challenges with working-memory via constructivist-based pedagogy and strategic scaffolds: Tia's solutions to challenging multiplicative tasks. *Journal of Mathematical Behavior*, 44, 13–33. \*(This paper is written based on the data from NSF-funded NMRS project, PI: Dr. Xin).
- Ding, R. & Xin, Y. P. (2016). Comparison of elementary mathematics textbooks between China and USA: A case study of "Knowing Fractions." *Journal of Mathematics Education (in Chinese)*. 25(3), 20-28.
- Hord, C. & Xin, Y. P. (2015). Teaching area and volume to students with mild intellectual disability. *The Journal of Special Education*, 49, 118-128.
- Zhang, D., Xin, Y. P., Harris, K., & Ding, Y. (2014). Improving multiplication strategic development in children with math difficulties. *Learning Disability Quarterly*, 37, 15-30.
- Zhang, D., Ding, Y., Barrett, E.D., Xin, Y. P., & Liu, R.-D. (2014). A comparison of strategic development of multiplication skills in low-, average- and high- achieving students. *The European Journal of Psychology of Education*, 29(2), 195-214.
- Xin, Y. P. & Hord, C. (2013). Conceptual model based teaching to facilitate geometry learning of students who struggle in mathematics. *Journal of Scholastic Inquiry: Education*, 1(1), 147-160.
- Hord, C. & Xin, Y. P. (2013). Intervention Research for Helping Elementary School Students with Math Learning Difficulties Understand and Solve Word Problems: 1996-2010. *Learning Disabilities: A Multidisciplinary Journal*, 19(1), 3-17.
- Zhang, D., Xin, Y. P., & Si, L. (2013). Transition from Intuitive to Advanced Strategies in Multiplicative Reasoning for Students with Math Difficulties. *The Journal of Special Education*, 47(1), 50-64.
- Tzur, R., Johnson, H. L., McClintock, E., Kenney, R. H., Xin, Y. P., Si, L., Woodward, J., Hord, C. T., & Jin, X. (2013). Distinguishing schemes and tasks in children's development of multiplicative reasoning. *PNA*, 7(3), 85-101.
- Xin, Y. P., Si, L., Hord, C., Zhang, D., Cetintas, S., & Park, J. Y. (2012). The effects of computer-assisted instruction in teaching Conceptual Model-Based problem solving. *Learning Disabilities: A Multidisciplinary Journal*, Vol. 18(2), pp. 71-85.
- Zhang, D. & Xin, Y. P. (2012). A follow-up meta-analysis of word problem solving interventions for students with learning problems. *The Journal of Educational Research*, 105(5), 303-318
- Xin, Y. P., Liu, J., & Zheng, X., (2011). A Cross-Cultural Lesson Comparison on Teaching the Connection between Multiplication and Division. *School Science and Mathematics*, 111(7), 354-367.
- Xin, Y. P. & Zhang, D. (2011) Exploring a Conceptual Model-Based Approach to Teaching Situated Word Problems: A rejoinder to Jitendra's Response to Yan Ping Xin and Dake Zhang (2009). *The Journal of Educational Research*, 104,375-379.
- Xin, Y. P., Zhang, D., Park, J. Y., Tom, K., Whipple, A., & Si, L. (2011). A Comparison of Two Mathematics Problem-Solving Strategies: Facilitate Algebra-Readiness. *The Journal of Educational Research*, 104, 381-395.

- Cetintas, S, Si, L., Xin, Y. P., Zhang, D., Park, J. Y. & Tzur, R. (2010). "A Joint Probabilistic Classification Model of Relevant and Irrelevant Sentences in Mathematical Word Problems". *Journal of Educational Data Mining*, 2(1), 83-101.
- Cetintas, S., Si, L., Xin, Y. P., and Hord, C. (2010). Automatic Detection of Off-Task Behaviors in Intelligent Tutoring Systems with Machine Learning Techniques. *IEEE Transactions on Learning Technologies*, 3( 3), 228-236.
- Jitendra, A., Griffin, C. C., & Xin, Y. P. (2010) An Evaluation of the Intended and Implemented Curricula's Adherence to the NCTM Standards on the Mathematics Achievement of Third Grade Students: A Case Study. *The Journal of Curriculum and Instruction*, 4(2), 33-50.
- Cetintas, S., Si, L., Xin, Y. P., and Hord, C. (2009). Predicting correctness of problem solving from low-level log data in intelligent tutoring systems. *Educational Data Mining*, 230-239.
- Xin, Y. P. & Zhang, D. (2009). Exploring a conceptual model-based approach to teaching situated word problems. *The Journal of Educational Research*, 102(6), 427-441.
- Xin, Y. P. (2008). The effect of schema-based instruction in solving word problems: An emphasis on pre-algebraic conceptualization of multiplicative relations. *Journal for Research in Mathematics Education*. 39, 526-551.
- Xin, Y. P., Wiles, B., & Lin, Y. (2008). Teaching conceptual model-based word-problem story grammar to enhance mathematics problem solving. *The Journal of Special Education*, 42, 163-178.
- Xin, Y. P. (2007). Word-Problem-Solving Tasks Presented in Textbooks and Their Relation to Student Performance: A Cross-Curriculum Comparison Case Study. *The Journal of Educational Research*, 100, 347-359.
- Xin, Y. P., Jitendra, A., & Deatline-Buchman, A. (2005). Effects of mathematical word problem-solving instruction on middle school students with learning problems. *The Journal of Special Education*, 39, 181-192.
- Xin, Y. P., Grasso, E., DiPipi-Hoy, C., & Jitendra, A. (2005). The effects of purchasing skill instruction for individuals with developmental disabilities: A Meta-analysis. *Exceptional Children*. 71, 379-400.
- <sup>a</sup>Jitendra, A., Griffin, C., Deatline-Buchman, A., DiPipi-Hoy, C., Sczesniak, E., Sokol, N., & Xin, Y. P. (2005). Adherence to NCTM standards and instructional design criteria for problem-solving in mathematics textbooks. *Exceptional Children*, 71, 319-338.
- <sup>(a</sup>Note. The names of the authors are listed in alphabetical order except for the first two authors.)
- Bambara, L., Gomez, O., Koger, F., Lorman, S., & Xin, Y. P. (2001). More than techniques: Team members' perspectives on implementing positive supports for adults with severe challenging behaviors. *The Journal of the Association for Persons with Severe Handicaps*. 26, 213-228
- Jitendra, A., Nolet, V., Xin, Y. P., Gomez, O., Renouf, K. Iskold, L., & DaCosta, J. (2001). An analysis of middle school Geography textbook: Implications for students with learning problems. *Reading and Writing Quarterly*, 17, 151-173.

- Jitendra, A., Hoppes, M., & Xin, Y. P. (2000). Enhancing main idea comprehension for students with learning problems: The role of summarization strategy and self-monitoring instruction. *The Journal of Special Education, 34*(3), 127-139.
- Xin, Y. P. & Jitendra, A. K. (1999). The effects of instruction in solving mathematical word problems for students with learning problems: A meta-analysis. *The Journal of Special Education, 32*(4), 40-78.
- Browder, D. & Xin, Y. P. (1998). A meta-analysis and review of sight word research and its implications for teaching functional reading to individuals with moderate and severe disabilities. *The Journal of Special Education, 32*(3), 130-153.
- Jitendra, A. K. & Xin, Y. P. (1997). Mathematical word problem solving instruction for students with mild disabilities and students at risk for math failure: A research synthesis. *The Journal of Special Education, 30*(4), 412-438, 1997.
- Yang, L., Xin, Y. P., Chen, H., & Hu, Z. (1987). The effects of EMG biofeedback and autogenic training in relieving anxiety. *Acta Psychologica Sinica, 19*(4), 420-426.
- Xin, Y. P. (1986). Athletes' anxiety: Approaches to anxiety adjustment. *The Journal of Public Psychology, n.4*, 34-35. Shanghai, China.

## Books

- Xin, Y. P.** (2012). *Conceptual model-based problem solving: Teach students with learning difficulties to solve math problems*. The Netherlands: Sense Publishers.

## Book Chapters

- Verschaffel L., Baccaglini-Frank A., Mulligan J., van den Heuvel-Panhuizen M., Xin Y. P., Butterworth B. (2018). [Special Needs in Research and Instruction in Whole Number Arithmetic](#). In: Bartolini Bussi M., Sun X. (eds) *Building the Foundation: Whole Numbers in the Primary Grades*. New ICMI Study Series. Springer, Cham
- Venkat, Beckmann, Larssen, Xin, Y. P., Ramploud, & Chen (2018). Connecting whole number arithmetic to other parts of [mathematics](#): Structure and structuring activity. In M. Bartolini and X. Sun (Eds). *ICMI (International Commission on Mathematical Instruction) Study 23*, 299-324 Springer.
- Xin, Y. P. (2016). *Conceptual Model-based Problem Solving*. In P. Fermer J. Kilpatrick, & E. Pehkonen (Eds). *Posing and solving mathematical problems: Advances and new perspectives*. pp. 231-254. Springer. ISBN : 978-3-319-28021-9
- Xin, Y. P. (2015). Research related to modeling and problem solving: Conceptual model-based problem solving: emphasizing pre algebraic conceptualization of mathematical relations. In E. A. Silver & P. A. Kenney (Ed.) [More Lessons Learned from Research: Useful and Useable Research Related to Core Mathematical Practices](#) (pp. 235-246). National Council of Teachers of Mathematics (NCTM).
- Xin, Y. P., Guo, Z. M., & <sup>a</sup> Liu, J. (2015). Cross-cultural curriculum comparison: The lesson on teaching the relation between multiplication and division. In S. Li & Y. Li

- (Eds). *Math Teaching & Teachers' Knowledge in the Context of Curriculum Reform* (pp. 19-42). Beijing Normal University Press.
- Ding, R. & Xin, Y. P. (2013). A case study of U.S. elementary mathematics classroom instruction. In Q. Zhang (Ed.). *Roaming Mathematics Education Research*. Hong Kong: Hong Kong Association for Mathematics Education Publishing.
- Xin, Y. P. & Jitendra, A. (2007). Multiplication and division: Multiplicative compare problems. In A. Jitendra (Ed.) *Solving math word problems: Teaching students with learning disabilities using schema-based instruction* (pp 169-218). PRO-ED, Inc.
- Xin, Y. P. & Jitendra, A. (2007). Vary problems. In A. Jitendra (Ed.) *Solving math word problems: Teaching students with learning disabilities using schema-based instruction* (pp.219-268). PRO-ED, Inc.
- Xin, Y. P. & Jitendra, A. (2007). Multiplicative compare and vary problem review. In A. Jitendra (Ed.) *Solving math word problems: Teaching students with learning disabilities using schema-based instruction* (pp. 269- 282). PRO-ED, Inc.
- Xin, Y. P., & Jitendra, A. (2006). Teaching problem solving skills to middle school students with learning difficulties: Schema-based strategy instruction. In M. Montague & A. Jitendra (Eds.). *Middle School Students with Mathematics Difficulties* (pp. 51-71). New York: Guilford Publications, Inc.
- Bambara, L., Gomez, O., Koger, F., Lorman, S., & Xin, Y. P. (2003). More than techniques: Team members' perspectives on implementing positive supports for adults with severe challenging behaviors. In L. Bambara (Ed.) *Positive behavioral supports: Critical articles on improving practice for individuals with severe disabilities* (pp. 304-319). Pro-Ed.
- Xin, Y. P. (1990). Clinical psychology and special education. In W. G. Ma (Ed.), *Handbook of contemporary psychology* (pp.166-185). Shanghai, China: Science and Technology Publishing.
- Xin, Y. P. (1987). A comparative study on perceptual scope of different characters. In X. C. Zeng (Ed.), *Characters and Culture* (pp. 121-126). Shanghai, China: GuangMing Daily Publishing.

### ***Published Papers in Peer Reviewed Proceedings***

- Kim, S., Kastberg, S. Xin, Y. P. Chen Y. & Wei, S. (2018). Development of the composite unit in additive problem solving of student with mathematics difficulty in a computer based-learning environment. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Xin, Y. P., Kim; S., Kastberg, S., Chen, Y., Liu, B., Lei, Q., Wang, W., Richardson, S. E., Wei, S. (2018). The effect of a computer-assisted model-based problem-solving program for students with learning difficulties in mathematics. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.



- Lei, Q., Xin, Y. P., Morita-Mullaney, T., & Tzur, R. (2018). Analyzing a discourse of scaffolds for mathematics instruction for an ELL with learning disabilities. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Wei, S., Lei, Q., Chen, Y., Xin, Y. P., Kastberg, S., & Kim, S. (2018). Evaluating the effects of highlighting text animations on the attention distribution of students with math learning difficulties. *Proceedings of the 2018 American Society for Engineering Education (ASEE) Conference*.
- Wei, S., Chen, Y., Xin, Y. P., Kastberg, S. (2018). An exploratory approach to analyzing students' eye movements when solving math problems. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Xin, Y. P., & Thouless, H., Tzur, R., Ruttenberg, R. (2017). Special Education and math education. In E. Galindo & J. Newton (Eds.) *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators, pp. 1552-1560.
- Xin, Y. P., Kastberg, S., & V. Chen. (2017). *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM*. In E. Galindo & J. Newton (Eds.) *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators, pp. 326.
- Kim, S. & Xin, Y. P. (2017). Mathematics computer assisted instructions for students with learning difficulties: A systematic review, In E. Galindo & J. Newton (Eds.) *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators, pp. 1381.
- Xin, Y. P., Yang, X., Tzur, R., Park J., Ma, X. (2016). PGBM-COMPS math problem-solving program: promote independent problem solving of students with LD. *Proceedings of 13th International Congress on Mathematical Education (ICME)*, Hamburg Germany.
- Thouless, H. & Xin, Y. P. (2016). Special Education and Math Working Group. Proceedings of the 40th Annual Conference of the International Group for the Psychology of Mathematics Education (PME) and PME-NA-40, Szeged, Hungary.
- Xin, Y. P. & Thouless, H. (2015). Special Education and Mathematics Working Group. Proceedings of Psychology of Mathematics Education 39, Hobart, Australia.
- Xin, Y. P., Yang, X., Park, J. Y., Ma, X., Yu, H. (2015). An intelligent tutor-assisted mathematics intervention program for students with LDM. In Beswick, K., Muir, T., & Wells, J. (Eds.). *Proceedings of 39th Psychology of Mathematics Education conference*, Vol. 1, p. 253. Hobart, Australia: PME.
- Park, J., Xin, Y. P., Tzur, R., Si, L., and Hord, C. (2014, July). A comparison of instructional sequence in intelligent tutor-assisted math problem-solving intervention program. In *Proceedings of The International Group for the Psychology of Mathematics Education (PME-38)*, Vancouver, Canada.
- Cetintas, S., Si, L., Xin, Y. P., & Tzur, R. (2013, October). Probabilistic latent class models for predicting student performance. In *Proceedings of the 22nd ACM international conference on Conference on information & knowledge management* (pp. 1513-1516). ACM

- Zhang, D., Xin, Y. P., Harris, k., Ding, Y. (2012). Improving Multiplication Strategic Development of A Child with Math Difficulties. *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, West Michigan.
- Liu, J. & Xin, Y. P. (2012). Exploring the Effects of Conversational Repair as a Scaffolding strategy to Promote Mathematics Explanations of Students with Learning Disabilities. *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, West Michigan.
- Tzur, R., Johnson, H., McClintock, E, Xin, Y. P., Si, L., Kenny, R, Woodward, J, Hord, C, Jin, X. (2012). Children's development of multiplicative reasoning: A schemes and tasks framework. *Proceedings of the 36th Conference of the International Group for the Psychology of Mathematics Education*, Taipei, Taiwan.
- McClintock E. D., Tzur, R., Xin Y. P., & Si, L. (2011). Engendering multiplicative reasoning in students with LD in mathematics: Sam's computer assisted transition to anticipatory unit differentiation and selection. *Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, Nevada.
- Cetintas, S., Si, L., Xin, Y. P., Hord, C. (2010). Predicting Correctness of Problem Solving in ITS with a Temporal Collaborative Filtering Approach. In Vincent Aleven, Judy Kay, Jack Mostow, editors, *Intelligent Tutoring Systems, 10th International Conference, ITS 2010, Pittsburgh, PA, USA, Proceedings, Part I. Volume 6094 of Lecture Notes in Computer Science*, pages 15-24, Springer.
- Hord, C., Xin, Y. P., Tzur, R., & Bugdayci, A. (2010). The experiences of a fourth-grade student with working memory deficits and a learning disability in mathematics within constructivist learning approach mathematics instruction. In Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.). (2010). *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 826-827). Columbus, OH: The Ohio State University.
- Cetintas, S., Si, L., Xin, Y. P., Hord, C. & Zhang, D. (2009). Learning to identify students' off-task behavior in intelligent tutoring systems. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.), *Proceedings of the 14th International Conference on Artificial Intelligence in Education* (pp. 701-703). Amsterdam, Netherlands: IOS Press.
- Cetintas, S., Si, Luo., Xin, Y. P., Zhang, D., Park, J. (2009). Automatic text classification of mathematical word problems. In *Proceedings of the 22nd International FLAIRS Conference* (pp. 27-32). AAAI Press.
- Cetintas, S., Si, L., Xin, Y. P. and Hord, C. (2009). Predicting correctness of problem solving from low-level log data in intelligent tutoring systems. In *Proceedings of the 2nd International Conference on Educational Data Mining (EDM)*
- Tzur, R., Xin, Y. P., Si, L., Woodward, J., & Jin, X. (2009, July). Promoting transition from participatory to anticipatory stage: Chad's case of multiplicative mixed unit coordination (MMUC). In *Proceedings of the Psychology of Mathematics Education Conference (PME33)*, Thessaloniki, Greece.

- Woodward, J., Kenney, R., Zhang, D., Guebert, A., Cetintas, S., Tzur, R., Xin, Y. P. (2009). Conceptually based task design: Megan's progress to the anticipatory stage of multiplicative double counting (mDC). In Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.). *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* (pp.1378-1385). Atlanta, GA: Georgia State University.
- Xin, Y. P. (2009). The effect of Conceptual model-based problem solving on mathematics performance of elementary students with learning disabilities or difficulties. *In Proceedings of the 11<sup>th</sup> Biennial Conference of International Association of Special education (IASSE).*
- Xin, Y. P., Tzur, R., Si, L., Zhang, D., Hord, C., Luo, W., & Cetintas, S. (2009). Interweaving tasks and conceptions to promote multiplicative reasoning in students with learning disabilities in mathematics. (mDC). In Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.). *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* (pp. 354-362). Atlanta, GA: Georgia State University.
- Zhang, D., Xin, Y. P., Tzur, R., Hord, C., Luo, S., & Cetintas, S. (2009). How do changes happen? Transition from intuitive to advanced strategies in multiplicative reasoning for students with math learning disabilities. In Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.). *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* (pp.718-725). Atlanta, GA: Georgia State University.

### Other Publications

- Tzur, R.; Xin, Y. P.; Si, L. Kenney, R., & Guebert, A. (2010). *Students with Learning Disability in Math Are Left Behind in Multiplicative Reasoning? Number as Abstract Composite Unit Is a Likely "Culprit."* ERIC database and abstract journal, Resources in Education (RIE), ED510991.
- Xin, Y. P. (2003). *A Comparison of Two Instructional Approaches on Mathematical Word Problem Solving by Students with Learning Problems.* Ann Arbor, MI: ProQuest Information and Learning Company.
- Xin, Y. P.; Jitendra, A., Deatline-Buchman, A., Hickman, W., & Bertram, D. (2002). *A Comparison of Two Instructional Approaches on Mathematical Word Problem Solving by Students with Learning Problems.* ERIC database and abstract journal, Resources in Education (RIE), ED 473 061.

### Technical Report

- Xin, Y. P., Wang, W. and Sanders, D., M. VanNahmen Kastberg (2018). Annual Project Report for the NSF-I-Corps funded Project: Conceptual Model-Based Mathematics Intelligent Tutors (COMMIT), Published by National Science Foundation.

- Xin, Y. P., Kastberg, Si., & V. Chen. (2018). Annual Project Report for the NSF-funded Project: *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM*, Published by National Science Foundation.
- Xin, Y. P., Kastberg, Si., & V. Chen. (2017). Annual Project Report for the NSF-funded Project: *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM*, 15 pages, Published by National Science Foundation.
- Xin, Y. P., Kastberg, Si., & V. Chen. (2016). Annual Project Report for the NSF-funded Project: *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM*, 20 pages, National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2015). Project Year -6 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 16 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2014). Project Year -5 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 17 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2013). Project Year -5 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 18 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2012). Project Year -3 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 19 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2011). Project Year -3 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 18 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2010). Project Year -2 Annual Report for the NSF-funded Project: Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSD-CCME), 19 pages, submitted to the National Science Foundation.
- Xin, Y. P., Si, L., & Tzur, R. (2009). Project Year -1 Annual Report for the NSF-funded Project: NMRSD-CCME, 26 pages, submitted to the National Science Foundation.
- Si, L. & Xin, Y. P. (2009). Final Report for NSF Project: "Integrating Computer Science Techniques into Differentiated Instruction of Mathematical Word Problem Solving," 10 pages, submitted to the National Science Foundation.

#### Other Media

- Xin, Y. P., Kastberg, S., & Chen, V. (2017). Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with Learning Difficulties (COMPS-RtI), NSF 2017 STEM For All Video Showcase.  
<http://stemforall2017.videohall.com/p/911>

- Xin, Y. P., Kastberg, S. E., Chen, V. (2016). Conceptual Model-based Problem Solving: A Response to Intervention Program in Mathematics Problem Solving (COMPS-RtI). Purdue e-Pubs. <http://docs.lib.purdue.edu/p12nsummit/posters/2016/14/>
- Xin, Y. P. (2016). Strategies for students with learning difficulties in mathematics. Purdue University Online. <http://online.purdue.edu/sped/masters-special-education/resources/strategies-students-learning-difficulties-in-mathematics>
- Xin, Y. P. (2015). PGBM-COMPS: A web-based mathematics problem-solving program for struggling elementary students, NSF 2015 Teaching & Learning Video Showcase. <http://resourcecenters2015.videohall.com/posters/480>

### **Computer Tutoring Program:**

- Xin, Y. P., Kastberg, S., Chen, Y., Kim, S., and Wei, S. et al. (2018). COMPS-RtI ©: A web-based math problem solving computer tutor. Purdue Research Foundation. Purdue University, WL, IN.
- Xin, Tzur, and Si (2017). PGBM-COMPS Intelligent Tutor©. Purdue Research Foundation, Purdue University, WL, IN. (registration # 1-510-4735781)
- Xin, Y. P, Si, L., Cetintas, S., Park, J. Y., & Zhang, D. (2008). *Computer Assisted Differentiated Instruction of Mathematical Word Problem Solving: COMPS tutoring program.*

### **Panel and Invited Presentation/Speaker**

#### ***National /International***

- Xin, Y. P. (*Coordinator*), Hunt, J., Thouless, H., & Tzur, R. (2018). Special Education and Math Working Group. The 40th *Psychology of Mathematics Education-North American Chapter Conference (PME-NA, 40)*, Greenville, SC.
- Xin, Y. P. (*Coordinator*) & Thouless, H. (2017). Special Education and Math Working Group. The 39th *Psychology of Mathematics Education-North American Chapter Conference (PME-NA, 39)*, Indianapolis, IN
- Thouless, H. & Xin, Y. P. (*co-Coordinators*, 2016). Special Education and Math Working Group. The 40th Annual Conference of the International Group for the Psychology of Mathematics Education (PME) and PME-NA-40, Szeged, Hungary.
- Xin, Y. P. (*Coordinator*) & Thouless, H. (July, 2015). Working Session: Special Education and Mathematics Working Group. Psychology of Mathematics Education 39, Hobart, Australia.
- Verschaffel L., Baccaglioni-Frank A., Mulligan, J., van den Heuvel-Panhuizen, M., Xin, Y. P. (June, 2015). Panelist on *Special Needs in Research and Instruction in Whole Number Arithmetic*. ICMI (International Commission on Mathematical Instruction) Study 23, Macau, China. [Note: Except for the Chair (First in the list), the names of the panelists are in alphabetic order]
- Xin, Y. P. (Invited Speaker, May, 2015). Mathematics intervention for students with learning difficulties. East China Normal University, Shanghai, China (40 Attendees)

- Xin, Y. P. (Invited Speaker, June, 2015). Intervention strategies for students with intellectual disabilities. Shanghai Special School, Shanghai, China (50 Attendees)
- Xin, Y. P. (Panel Organizer), Tzur, R., Courey, S., Paulsen, K. (April, 2014,). *Understanding Big Ideas in Mathematics: Concept Construction for Teachers and Students*, Panel presented at The 2014 CEC Annual Convention and Expo, Philadelphia, PA.
- Xin, Y. P. (Invited Speaker, May, 2014). *Teaching the Connection between Multiplication and Division*. The First Chinese Mathematics Education Conference, Beijing, China.
- Xin, Y. P. (Invited Speaker May, 2014). *Research in math education with students with learning difficulties/disabilities*. North East Normal University, Changchun, China.
- Xin, Y. P. (Invited Speaker May, 2014). Application of technology in math education. YangZhou University, Jiangsu, China.
- Xin, Y. P. (Plenary Speaker, 2013, May). *Conceptual Model-based Problem Solving: An Emphasis on prealgebraic relations*. The 3<sup>rd</sup> Conference on Creative Education, Beijing, China.
- Xin, Y. P. (Invited Speaker, Dec. 2013). Mathematical Model-based Problem Solving with Students with Learning Disabilities or Difficulties. International Workshop in Mathematics Problem Solving. Santiago, Chile.
- Xin, Y. P. (Invited Speaker, May, 2013). *Conceptual Model-based Problem Solving*: Huzhou Normal University, Zhejiang, China.
- Xin, Y. P. (Invited Speaker, May, 2013). Conceptual modeling in mathematical problem solving intervention with students with LD. Yangzhou University, Jiangsu, China
- Xin, Y. P., Tzur, R. & Si, L. (June, 2012). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRLD-CCME)*. NSF DRK-12 PI Meeting, Washington, DC.
- Xin, Y. P., Tzur, R. & Si, L. (Dec., 2011). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRLD-CCME)*. NSF DRK-12 PI Meeting, Washington, DC.
- Xin, Y. P. (Panel Organizer), Tzur, R., & Woodward, J. (2011). Mathematics Problem Solving: The Marriage of Inquiry-Based and Explicit Instruction. Panel presented at The 2011 CEC Annual Convention and Expo, National Harbor, DC.
- Xin, Y. P. (Panel Organizer), Tzur, R., Si, L. (2010). Computer assisted, conceptual model based problem solving to nurture multiplication reasoning. Panel presentation at Pacific Coast Research Conference, Coronado, CA, U.S.A.
- Xin, Y. P., Tzur, R. & Si, L. (Dec., 2010). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRLD-CCME)*. NSF DRK-12 PI Meeting, Washington, DC.
- Xin, Y. P. (Invited Speaker May, 2010). *Computer- assisted conceptual model-based problem solving to nurture multiplicative reasoning*. Ningbo University, Ningbo, Zhejiang, China.

- Xin, Y. P., Tzur, R. & Si, L. (Nov., 2009). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSLD-CCME)*. NSF DRK-12 PI meeting, Washington, DC.
- Xin, Y. P., Tzur, R. & Si, L. (Nov., 2008). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment (NMRSLD-CCME)*. NSF DRK-12 PI meeting, Washington, DC.
- Xin, Y. P. (Invited Speaker June, 2008). *Research in mathematics problem solving with students with learning problems*. Shanghai Normal University, Shanghai, China.
- Xin, Y. P. (Invited Speaker June, 2008). *Mathematics instruction with students with learning difficulties*. South China Normal University, Guangzhou, China
- Xin, Y. P. (Invited Speaker June, 2008). *Mathematics reform in U.S. and its' implications to Special Education*. Ning Bo University, Ningbo, Zhejiang, China.
- Xin, Y. P. (Panel Organizer), Zentall, S. S., & Kercood, S. (2007, February). *Math performance of students with ADHD and LD: Cognitive and behavioral contributors and interventions*. Panel presentation at the Pacific Coast Research Conference, Coronado, CA, U.S.A.
- Xin, Y. P. (Invited Speaker, 2003): *U.S. and Chinese Students' Math Problem Solving: A Comparison of Skill Profile in Solving Multiplicative Comparison Problems*. The 25<sup>th</sup> International Conference on Learning Disabilities, Bellevue (Seattle), WA. U.S.A.

### ***Invited Lectures /Workshops***

<b>Date</b>	<b>Topic</b>	<b>Institute/University</b>	<b># of participants</b>
June, 2018	Research in Math Intervention for Students with learning disabilities/difficulties (3-hr session)	Nanjing Normal University of Special Education	50 undergrad/ Grad/Faculty
May 5 2017	How to collect data (One 4 hour long session)	Shanghai Dianji Univ	30 grad students
May 6 2017	An overview of research methodology/SSD part 1 (One 4 hour long session)	Shanghai Dianji Univ	30 grad students
May 8 2017	Data analysis/visual analysis (One 4 hour long session)	Shanghai Dianji Univ	30 grad students
May 9 2017	How to establish your line of research (One 2 hour long session)	Shanghai Dianji Univ	20 faculty
May 16 2017	How to write a good paper (One 2 hour long session)	Shanghai Dianji Univ	20 faculty
May 11 2016	How to Publish in SSCI Journals (One 3 hour long session)	Huzhou Normal University, Zejian China	35
May 12 2016	How to Publish in SSCI Journals (One 3 hour long session)	Jiangnan University, Wuxi, Jiangsu, china	30
June 22-28, 2016	Workshop series on research design (e.g., SSD) and mathematics intervention research. (Four 2.5 hour-long sessions)	North East China Normal University, Changchun, China	150

## Presentations at National /International Conferences

- Xin, Y. P., Kim, S., Kastberg, S., Chen, Y., Liu, B., Lei, Q., Wang, W., Richardson, S. E., Wei, S. (2019). *The Effect of a Model-based Mathematics Problem Solving Intervention Program*. Paper session to be presented at Council of Exceptional Children (CEC) 2019 Convention & Expo, Indianapolis, IN.
- Kim, S., Kastberg, S. Xin, Y. P. Chen Y. & Wei, S. (2019). Analysis of counting acts in additive problem solving of a child with mathematics difficulties. Poster session to be presented at Council of Exceptional Children (CEC) 2019 Convention & Expo, Indianapolis, IN.
- Lei, Q., and Xin, Y. P. (2019). Mathematics word problem –solving instruction for English language learners with learning difficulties: A research synthesis. Poster session to be presented at Council of Exceptional Children (CEC) 2019 Convention & Expo, Indianapolis, IN.
- Kim, S., Kastberg, S. Xin, Y. P. Chen Y. & Wei, S. (2018). Development of the composite unit in additive problem solving of student with mathematics difficulty in a computer based-learning environment. Poster presented at *the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Xin, Y. P., Kim, S., Kastberg, S., Chen, Y., Liu, B., Lei, Q., Wang, W., Richardson, S. E., Wei, S. (2018). The effect of a computer-assisted model-based problem-solving program for students with learning difficulties in mathematics. Research paper presented at *the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Lei, Q., Xin, Y., Morita-Mullaney, T., & Tzur, R. (2018). Analyzing a discourse of scaffolds for mathematics instruction for an ELL with learning disabilities. Research paper presented at *the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Wei, S., Lei, Q., Chen, Y., Xin, Y. P., Kastberg, S., & Kim, S. (2018). Evaluating the effects of highlighting text animations on the attention distribution of students with math learning difficulties. Research paper presented at *the 2018 American Society for Engineering Education (ASEE) Conference*.
- Wei, S., Chen, Y., Xin, Y. P., Kastberg, S. (2018). An exploratory approach to analyzing students' eye movements when solving math problems. Paper presented at the *40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.
- Xin, Y. P., Kastberg, S. & Chen, V. (Oct., 2017), Conceptual Model-based Intelligent Tutor (COMMIT) programs for students with learning difficulties in mathematics, One-hour workshop presented at *National STEM Education Research and Practice Summit*, Purdue University, WL, IN.
- Xin, Y. P., Kastberg, S., & V. Chen. (2017). *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM*, poster presented at *39th Psychology of Mathematics Education-North American Chapter Conference (PME-NA, 39)*, Indianapolis, IN.
- Xin, Y. P., & Thouless, H. (2017). Intersection of math education and Special Education working group presentations. *The 39th Psychology of Mathematics Education-North American Chapter Conference (PME-NA, 39)*, Indianapolis, IN.
- Kim, S. & Xin, Y. P. (2017). Mathematics computer assisted instructions for students with learning difficulties: A systematic review, *Proceedings of 39th Psychology of Mathematics Education-North American Chapter Conference (PME-NA, 39)*, Indianapolis.



- Xin, Y. P., Kastberg, S. & Chen, V. (June, 2017), COMPS-RtI computer-assisted program. *Jean Piaget Society, 47th Annual Meeting Technologies & Human Development San Francisco, CA.*
- Xin, Y. P. and Chiu, M. (2016). Discourse-oriented instruction: How does a teacher's talk affect the talk of students with LD. AERA, Washington DC.
- Xin, Y. P., Yang, X., Tzur, R. Park J., Ma. X (2016). PGBM-COMPS math problem-solving program: promote independent problem solving of students with LD. 13th International Congress on Mathematical Education (ICME), Hamburg Germany.
- Xin, Y. P. (June, 2015). Conceptual Model-Based problem solving. Paper presented at the ICMI Study 23, Macau, China.
- Xin, Y. P., Tzur, R., Yang, X., Park, J.Y., Ma, X., & Si, L. (April, 2015) Preliminary Discourse Analysis of Constructivist-Oriented Mathematics Instruction for Students With Learning Disabilities. Paper presented at 2015 AERA annual meeting, Chicago, IL.
- Liu, J., & Xin, Y. P. (2015). Eliciting Mathematics Explanation Repair of Students with Learning Disabilities. Paper presented at 2015 AERA annual meeting, Chicago, IL.
- Xin, Y. P., Tzur, R., Courey, S., Paulsen, K. (April, 2014.). *Understanding Big Ideas in Mathematics: Concept Construction for Teachers and Students*, Panel presented at The 2014 CEC Annual Convention and Expo, Philadelphia, PA.
- Thouless, H., Tzur, R., ..., Xin, Y. P. (2014, July). Special education and mathematics working group. The 38th Annual Conference of the International Group for the Psychology of Mathematics Education (PME) and PME-NA-36, Vancouver, Canada.
- Ma, X., Xin, Y. P., Tzur, R., Si, l, Yang, X., Park, J., Liu, J., and Ding, R. (2014, July). The effect of an intelligent tutor on math problem solving of students with learning disabilities. Paper presented at The International Group for the Psychology of Mathematics Education (PME-38), Vancouver, Canada.
- Park, J., Xin, Y. P., Tzur, R., Si, L., and Hord, C. (2014, July). A comparison of instructional sequence in intelligent tutor-assisted math problem-solving intervention program. The International Group for the Psychology of Mathematics Education (PME-38), Vancouver, Canada.
- Thouless, H., Tzur, R., Courey, S., Lewis, K., Fisher, M. and Xin, Y. P. (2013, November). Special education and mathematics working group. The 35th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2013), Chicago.
- Xin, Y. P., Tzur, R., Si, L., Hord, C., Liu, J., Park, J. Y, Cordova, M., & Ruan, L. Y. (2013, April). A Comparison of Teacher-delivered Instruction and an Intelligent Tutor-assisted Math Problem-Solving Intervention Program. Paper presented at the 2013 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Xin, Y. P. & Hord, C. (2013) Model-Based Teaching to Facilitate Geometry Learning of Students Who Struggle in Mathematics. Center for Scholastic Inquiry Academic Research Conference, Scottsdale, AZ.
- Courey, S., Fisher, M., Hunt, J., Lewis, K., Thouless, H., Tzur, R., & Xin, Y. P. (2013). Special Education and Mathematics Working Group. 35<sup>th</sup> Annual Conference of the Psychology of Mathematics Education-North America Chapter. Chicago, IL. (Note: The authors are listed in alphabetical order per their last names)

- Cetintas, S., Si, L., Xin, Y. P., and Tzur, R. (2013). "Probabilistic Latent Class Models for Predicting Student Performance." ACM Conference on Information and Knowledge Management.
- Park, J. Y., Xin, Y. P., Tzur, R., Si, L., Liu, J., Hord, C.; Cordova, M., & Ruan, L. Y. (2013). Exploring the Effects of Intelligent Tutoring System on Multiplicative Reasoning and Problem-Solving of Students with Learning Disabilities. Paper presented at the 2013 American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Xin, Y. P., Hord, C., Park, J. Y., Liu, J.; Bugdayci, A., Tzur, R., & Si, L. (2012). Make Explicit the Reasoning Behind Math Problem-Solving: Explore the Effect of an Intelligent. Paper presented at the American Educational Research Association (AERA) Annual Meeting, 2012, Vancouver, Canada.
- Xin, Y. P., & Si, L. (June, 2012). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment*. NSF DRK-12 PI Meeting, Washington, DC (invited)
- Xin, Y. P., Liu, J., Jones, S., Tzur, R., SI, L. (2012). Nurturing Multiplicative Reasoning in Students with LD: A Preliminary Discourse Analysis of Reform-based Math instruction. Paper presented at the American Educational Research Association (AERA) Annual Meeting, 2012, Vancouver, Canada.
- Johnson, H., Tzur, R., McClintock, E.D ; King, K., Xin, Y. P., & Si. L. (2012). Opening Multiplicative Reasoning Doors for all Students: Task Design for Transfer-Empowering Learning," Paper accepted to present at the American Educational Research Association (AERA) Annual Meeting, 2012, Vancouver, Canada.
- Xin, Y. P., Park, J. Y., Hord, C., Liu, J., Bugdayci, A., Tzur, R., & Si, L. (2012). Nurture Multiplicative Reasoning and Problem Solving through Concept Construction: The Effect of an Intelligent Tutor. Paper presented at The 2012 CEC Annual Convention and Expo, Denver, CO.
- Hord, C. & Xin, Y. P. (2012). Interventions for helping elementary students with learning disabilities succeed with word problems. Paper presented at The 2012 CEC Annual Convention and Expo, Denver, CO.
- McClintock, E.D. and Tzur, R., Xin, Y. P., and Si L. (2011). Engendering multiplicative reasoning in students with learning disabilities in mathematics: Sam's computer-assisted transition to anticipatory unit differentiation-and-Selection. PME NA, Reno, Nevada.
- Hord, C. Xin, Y. P., Tzur, R., Si, L., Bugdayci, A. (2010). The experiences of a fourth grade student with a learning disability in mathematics within constructivist curriculum. Poster session presented at 31<sup>st</sup> Annual Conference of the Normal America Chapter of the International Group for the Psychology of Math Education, Atlanta, Georgia, U.S.A.
- Xin Y. P. (May, 2010). *Lessons learned from A Cross-Cultural Lesson Comparison on Teaching the Connection between Multiplication and Division*. The International Seminar on Math Education in Shanghai, China.
- Xin, Y. P. (April, 2010). Address Algebra-Readiness Using Conceptual Model-based Problem Solving (COMPS) approach to Word Problem Solving. Presented at The 2010 CEC Annual Convention and Expo, Nashville, TN.
- Hord, C. Xin, Y. P., Tzur, R. Si, L., Cetintas, S., (2010). *A Comparison of Model-Based and Constructivist Methods for Teaching Multiplicative Word Problems to Students with Learning Disabilities: A Mixed Methods Explanatory Approach*. Presented at Pacific Coast Research Conference, Coronado, CA.

- Tzur, R., Xin, Y. P., Si, L., Kenney, R., & Guebert, A. (2010). *Students with Learning Disability in Math Are Left Behind in Multiplicative Reasoning? Number as Abstract Composite Unit is a Likely 'Culprit.'* Paper presented at the American Educational Research Association (AERA) Annual Meeting, 2010, Denver, CO.
- Xin, Y. P. (July, 2009). *The Effect of Conceptual Model-Based Problem Solving that Facilitates Algebra-Readiness.* The 11<sup>th</sup> Biennial Conference of International Association of Special education (IASE). Alicante, Spain.
- Xin, Y. P., Tzur, R., Si, L., Zhang, D., Hord, C., Luo, W., & Cetintas, S. (2009). *Interweaving tasks and conceptions to promote multiplicative reasoning in students with learning disabilities in mathematics.* Paper presented at 31<sup>st</sup> Annual Conference of the Normal America Chapter of the international group for the Psychology of Math Education , Atlanta, Georgia, U.S.A.
- Zhang, D., Xin, Y. P., Tzur, R., Hord, C., Luo, S., & Cetintas, S. (2009, September). *How do changes happen? Transition from intuitive to advanced strategies in multiplicative reasoning for students with math learning disabilities.* Paper presented at 31<sup>st</sup> Annual Conference of the Normal America Chapter of the international group for the Psychology of Math Education , Atlanta, Georgia, U.S.A.
- Woodward, J., Kenney, R., Zhang, D., Guebert, A., Cetintas, S., Tzur, R., & Xin, Y.P.(2009). *Conceptually based task design: Megan's progress to the anticipatory stage of multiplicative double counting.* Paper presented at 31<sup>st</sup> Annual Conference of the Normal America Chapter of the international group for the Psychology of Math Education , Atlanta, Georgia, U.S.A.
- Xin, Y. P., Zhang, D., Park, J., Whipple, A., Tom, K., & Si, L. (April, 2009). *A comparison of model-based Problem Solving with Multiple Strategy Instruction on mathematical problem solving.* AERA, 2009, San Diego, CA.
- Xin, Y. P., & Zhang, D. (March, 2008). *The effect of conceptual model-based problem solving on word problems with various contexts: "Transfer in pieces".* AERA, 2008, New York, NY.
- Xin, Y. P., Wiles, B., Lin, Y., & Zheng, X. (2007, April). *Teaching conceptual model-based word-problem story grammar to enhance mathematics problem solving.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Xin, Y., & Zhang, D. (2008, March). *The Effect of Conceptual Model-based Problem Solving on Word Problems with Various Contexts: "Transfer in Pieces."* Paper presented at the American Educational Research Association (AERA) Annual Meeting, 2008, New York, NY.
- Xin, Y. P. & Zheng, X. (2007, April). *A cross-cultural lesson comparison on teaching the connection between multiplication and division.* Paper presented at the AERA Annual Meeting, Chicago, IL.
- Xin, Y. P., Zentall, S. S., & Kercood, S. (2007, February). *Math performance of students with ADHD and LD: Cognitive and behavioral contributors and interventions.* Panel presentation at the Pacific Coast Research Conference, Coronado, CA
- Xin, Y. P. (2006, April). *The effect of schema-based instruction in solving math word problems: An emphasis on pre-algebraic conceptualization of mathematical relations.* AERA Annual Meeting, San Francisco, CA.
- Jitendra, A. & Xin, Y. P. (2006). *Teaching problem-solving to middle school students with learning difficulties: Schema-based instruction.* The 2006 CEC Annual Convention and Expo, Salt Lake City, Utah.

- Xin, Y. P. (2005, April). *Mathematics word-problem-solving skills profile and its relation to textbooks' instructional features: A cross-cultural comparison*. AERA Annual Meeting, Montréal, Canada.
- Xin, Y. P. (2005, February). *Do curricula play a role in shaping students' performance in math problem solving -- Learning from cross-cultural comparisons*. The 13th Annual Pacific Coast Research Conference, Coronado, CA.
- Xin, Y. P. (2004, February). *Student skills profile and its relation to problem solving opportunities in textbooks*. The 12th Annual Pacific Coast Research Conference, Coronado Island, CA.
- Xin, Y. P., Jitendra, A., Grasso, E., & DiPipi-Hoy, C. (2004, April). *The effects of purchasing skills instruction for individuals with developmental disabilities: A meta-analysis*. AERA Annual Meeting, San Diego, CA.
- Xin, Y. P. (2003, October). *US and Chinese students' math problem solving: A comparison of skill profile in solving multiplicative comparison problems*. The 25<sup>th</sup> International Conference on Learning Disabilities, Bellevue (Seattle), WA (Invited Presentation)
- Xin, Y. P. (2003, April). *Teach for conceptual understanding: A comparison of two instructional approaches on mathematical word problem solving*. 2003 AERA Annual Meeting: SER-SIG Business Meeting and Award Ceremony, Chicago, IL. (Invited Presentation)
- Jitendra, A. K., Griffin, C., Xin, Y. P., Deatline-Buchman, A., Scezniak, E., DiPipi, C., & Sokol, N. (2003, April). *Results of a recent research analysis of third grade mathematics textbooks: Does the "intended" curriculum meet the NCTM standards and design of instructional criteria?* Paper presented at the 2003 Council for Exceptional Children (CEC) Annual Convention, Seattle, WA. (Invited Presentation)
- Xin, Y. P. & Jitendra, A. K., Deatline-Buchman, A. & Hickman, W. (2003, April). *A comparison of two instructional approaches on mathematical word problem-solving*. The 2003 CEC Annual Convention and Expo, Seattle, WA.
- Jitendra, A. K. & Xin, Y. P. (2003, April). *Review of research on effective practices for teaching mathematics to low-achieving students*. The 2003 CEC Annual Convention and Expo, Seattle, WA.
- Jitendra, Griffin, C. & Xin, Y. P. (2003, April). *An analysis of third-grade problem solving instruction in five basal mathematics programs: Adherence to NCTM standards and instructional design criteria*. AERA Annual Meeting, Chicago.
- Xin, Y. P. & Jitendra, A. (2003, February). *Promoting understanding of mathematical word problem solving: A comparison of two instructional approaches*. The 11<sup>th</sup> Annual Pacific Coast Research Conference, La Jolla, CA.
- Jitendra, A. K., Griffin, C., Xin, Y. P., Deatline-Buchman, A., Scezniak, E., DiPipi, C., & Sokol, N. (2002, November). *Problem solving instruction in mathematics textbooks: Adherence to NCTM standards, instructional design criteria, and implications for students with behavior disorders*. The 2002 TECBD 26<sup>th</sup> National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Jitendra, A. & Xin, Y. P. (2002, October). *An analysis of problem solving instruction in third-grade mathematics textbooks: Adherence to instructional design principles and the NCTM standards*. The 24<sup>th</sup> International Conference on Learning Disabilities. Denver. CO. (Invited Presentation)

- Xin, Y. P., Jitendra, A., Deatline-Buchman, A., Hickman, W., and Post, E. (2002, October). *Teach math word problem solving: Schema vs. traditional Instruction*. The 24<sup>th</sup> International Conference on Learning Disabilities. Denver, CO.
- Xin, Y. P., Jitendra, A., Deatline-Buchman, A., Hickman, W., & Bertram, D. (2002, April). *A comparison of two instructional approaches on mathematical word problem solving by students with learning problems*. American Educational Research Association Annual Meeting. New Orleans, LA.
- Xin, Y. P., Jitendra, A., & Buchman, A. (2002, April). *Meeting the NCTM standards in mathematics using a schema-based approach to word problem solving*. The CEC 2002 Annual Convention and Expo. New York, NY.
- Jitendra, A., Nolet, V., Gomez, O., & Xin, Y. P. (April, 1999). *An analysis of four middle school geography textbooks: Teachers' and students' perceptions*. AERA Annual Meeting, Montreal, Canada.
- Xin, Y. P. & Jitendra, A. K. (April, 1998). *Mathematics word problem solving instruction: A quantitative synthesis*. The Annual Convention of the Council for Exceptional Children, Minneapolis, Minnesota.
- Xin, Y. P. & Jitendra, A. K. (October, 1997). *Mathematical word problem solving instruction: A meta-analysis*. The 19<sup>th</sup> International Conference on Learning Disabilities, Washington, DC.

### ***Regional and State Presentations***

- Xin, Y. P., Kastberg, S. & Chen, V., Kim, S., Richardson, S, Liu, B., Lei, Q., and Wang. W., S Wei (2018). The effect of the conceptual model-based problem solving: A response to intervention program for students with LDs. Paper presented at *Indiana STEM Education Conference*, Purdue University, West Lafayette, , IN.
- Xin Y. P., Kim,S., Liu, B, Lei, Q., Wei, S. Wang, W., Kastberg,S., Chen,Y. (2019). The Effect of a Computer-assisted Model-based Problem-solving Program for Students with Learning Difficulties in Mathematics. Paper presented at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN.
- Kim, S., Kastberg, S. E., Xin, Y. P. (2019). Development of the Composite Unit in Additive Problem-Solving of a Student with Mathematics Difficulty in Computer-Based Learning Environment. Paper presented at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN.
- Lei, Q., Mason, R.,; Xin, Y. P., (2019). Meta-Analysis of Single-Case Design Studies of Mathematics Word Problem-Solving Instructions for Scaffolding At-Risk English Language Learners with Learning Disabilities. Paper presented at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN.
- Xin, Y. P., Kastberg, S. & Chen, Y., Kim, S., Richardson, S., Liu, B., Lei, Q. Wang, W., Wei, S. (Jan., 2018), The effect of Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with Learning Difficulties (COMPS-RtI), Research session presented at *National STEM Education Research and Practice Summit*, Purdue University, WL, IN.
- Xin, Y. P., Kastberg, S. & Chen, V. (January, 2017), COMPS-RtI program for students with learning difficulties in mathematics, invited talk at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN
- Xin, Y. P., Kastberg, S., & Chen, V. (January, 2016), Conceptual Model-based Problem Solving: An Intervention Program for Students Who Are Struggling in Mathematics,

- invited talk at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN.
- Xin, Y. P. (January, 2016), Conceptual Model-based Problem Solving: an Intervention Program for Students Who Are Struggling in Mathematics, invited talk at *Indiana STEM Education Conference*, Purdue University, West Lafayette, IN.
- Xin, Y. P., Kastberg, S., & Chen, V. (April 2016). Purdue P-12 networking summit, Discovery Park, Purdue University.
- Xin, Y. P. (November, 2009). Workshop on conceptual model-based problem solving, Indiana Learning Disability Association, Carmel, Indiana.
- Zhang, D. & Xin, Y. P. (October, 2008). *Algebra word problem instruction for students with learning difficulties: A research synthesis*. 2008 Annual Conference of Mid-western Educational Researcher Association, Columbus, Ohio.
- Xin, Y. P. (2005, February). Schema-Based Instruction in Teaching Mathematics Word Problem Solving to Students with Learning Disabilities/Difficulties. University of Delaware. (invited presentation).
- Jitendra, A. K., Griffin, C., Xin, Y. P., Deatline-Buchman, A., Scezniak, E., DiPipi, C., & Sokol, N. (2003, September). Mathematical problem solving instruction for students with disabilities: Do mathematics textbooks meet the NCTM standards and instructional design criteria. Pennsylvania Federation Council for Exceptional Children 44th Annual Convention.

### ***Purdue University***

- Xin, Y. P. (April, 2018). *Quasi-experimental design*. Invited presentation /lecture to URT Research Method class, Purdue University.
- Xin, Y. P., Kastberg, S. & Chen, V. (April., 2016). Purdue P-12 networking summit and poster session. Office of the Associate Provost for Engagement, Purdue University
- Xin, Y. P. (2012, February ). *A comparison of two instructional strategies: a pretest-posttest comparison group design*. Invited presentation to URT Research Method class, Purdue University.
- Xin, Y. P. (2011, March). Nurturing multiplicative reasoning in students with learning difficulties. Engagement Summit, Purdue University.
- Xin, Y. P. (2011, March). Computer Assisted Conceptual Model-based Problem-Solving. COE Research Colloquium.
- Xin, Y. P. (2010, Nov.). Conceptual Model-based Problem Solving: Marriage of Heuristic and Explicit Instruction. Department of Educational Studies\_Colloquia, Purdue University.
- Xin, Y. P. (2007, December). Conceptual model-based problem solving. *COE Research Forum*, Purdue University
- Xin, Y. P. (2006, September). *Meta-analyses*. Invited presentation to URT Research Method class, Purdue University.
- Xin, Y. P. (2005, April). *Mathematics word-problem-solving skills profile and its relation to textbooks' instructional features: A cross-cultural comparison*. Faculty Research Forum, Purdue University.
- Xin, Y. P. (2005, September). *Meta-analyses of Mathematics Word Problem Solving Research*. Invited presentation to URT Research Method class, Purdue University.

- Xin, Y. P. (2004, November). *Research in mathematics problem solving*, Invited presentation to URT Research Method class, Purdue University.
- Xin, Y. P. (2004, April). *U.S. and Chinese Students' Math Problem Solving: A comparison of skills profile in solving multiplicative comparison problems*. Discovery Learning Center Education Forum.
- Xin, Y. P. (2004, November). *Research in Mathematics Problem Solving*, Invited presentation to URT Research Method class. (see C3)
- Xin, Y. P. (2003, April). *U.S. and Chinese students' math problem solving: A comparison of skills profile in solving multiplicative comparison problems*. Discovery Learning Center, Purdue University.
- Xin, Y. P. (2002, October). *Adherence to instructional design principles and the NCTM standards*. Invited presentation to GO-ED Research Forum, Purdue University

## Grant Received

### *Extramural*

- Xin, Y. P. (PI), Wang, W., & Sanders, D. (2018). *Conceptual Model-based Mathematics Intelligent Tutors (COMMIT)*, NSF I-Corps funded project, \$45,000.
- Xin, Y. P. (PI), Wang, W. (EL), & VanNahmen, M. A. (Mentor) (2017). *Conceptual Model-based Mathematics Intelligent Tutors (COMMIT)*, NSF I-Corps funded project, \$50,000 (interrupted due to EL's visa issue).
- Xin, Y. P. (PI), Kastberg, S., & Chen, V. (2017). *Conceptual Model-based Problem Solving (COMPS): A Response to Intervention Program for Students with LDM*. National Science Foundation (NSF) funded project, supplemental award, \$52,141.
- Xin, Y. P. (PI), Kastberg, S., & Chen, V. (2015-2018). *Conceptual Model-based Problem Solving (COMPS): A Response to Intervention Program for Students with LDM*. National Science Foundation (NSF) funded project, \$450,000.
- Xin Y. P., Tzur, R., & Si, L. (2008-2015). *Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-Modeling Environment*. National Science Foundation (NSF), \$3,063,271 (\$2,969,894 sponsor cost; \$93,377 cost share)
- Xin, Y. P. (2016). NENU High-Rank Foreign Expert Short-Term Visit Grant program. North East Normal University (NENU) International Collaboration Program, 30,000 Chinese Yuan.
- Xin, Y. P. (2011), Conceptual model based problem solving, Private Donor, \$4,000
- Xin, Y. P. (2010), Conceptual model based problem solving, Private Donor, \$11,000.
- Xin, Y. P. (2009), Conceptual model based problem solving, Private Donor, \$3000.
- Xin, Y. P. (2008), Conceptual model based problem solving, Private Donor, \$19,800.
- Si, L. & Xin, Y. P. (co-PI) (2008). *Integrating Computer Science Techniques into Differentiated Instruction of Mathematical Word Problem Solving*. National Science Foundation (NSF), \$100,000.

- Xin, Y. P. (2008), Conceptual model based problem solving, Private Donor, \$22,800.
- Xin, Y. P. (2007). Conceptual model based problem solving, Private Donor, \$36,000.
- Xin, Y. P. (2003). U.S. and Chinese Students' Math Problem Solving: A Comparison of Skill Profile in Solving Multiplicative Comparison Problems. \$500, Council for Learning Disabilities.

### ***Intramural***

#### Research /Discovery Related

- Xin, Wang, W. (2017-2018). Conceptual Model-based Mathematics Intelligent Tutor), \$3000, Purdue NSF I-Corps Site/ Midwest I-Corps Node-funded by NSF.
- Xin, Y. P. (2017-2018). COMPS-RtI. Undergraduate Research Trainee URT (Julie Jueun Kim) Grant, .25 FTE (\$1000), Purdue University.
- Xin, Y. P. (2017-2018). The effect of the COMPS-RTI tutor on mathematical word problem solving of elementary students with LDM: A randomized trial. Purdue Research Foundation (PRF) Faculty Year Long grant program \$55,387 (one .5 FTE RA).
- Xin, Y. P. (2017-2018). COMPS-RtI. Undergraduate Research Trainee URT (Emma Stricker) Grant, .25 FTE (\$1000), Purdue University.
- Xin, Y. P. (2016-2017). The effect of the COMPS-RTI tutor on mathematical word problem solving of elementary students with learning difficulties. Purdue Research Foundation (PRF) Faculty Year Long grant program \$55,387 (one .5 FTE RA).
- Xin, Y. P. (2014-2015). The Effects of the PGBM-COMPS Intelligent Tutor . Undergraduate Research Trainee (URT, Rachel Aker) Grant, .25 FTE (\$1000), Purdue University.
- Xin, Y. P. (2013-2014). A Comparison of the Effects of Two Instructional Sequences of Modules in a in PGBM-COMPS Intelligent Tutor . Undergraduate Research Trainee (URT, Nicole Spurlock) Grant, .25 FTE (\$1000) , Purdue University.
- Xin, Y. P., & Park, J. (2013-2014). A Comparison of the Effects of Two Instructional Sequences of Modules in a Math Problem-Solving Intelligent Tutor, \$50,000, Purdue Research Foundation.
- Xin Y. P. & Si, L. (2012-2013). An exploratory study of the effect of the NMRSD-CCME system in nurturing students' multiplicative reasoning. Purdue University Discovery Park Undergraduate Research Internship Program (DURI). A .25 FTE DURI intern, Purdue Research Foundation. (Yi Mao, statistical and mathematics majors)
- Xin, Y. P. (2011-2012). *The effect of PGBM-COMPS intelligent tutor in closing the achievement gap between students with LD and their normal-achieving peers.* Undergraduate Research Trainee (URT, Nicole Spurlock) Grant, a .25 FTE URT, Purdue University.
- Xin Y. P. & Si, L. (2011-2012). An exploratory study of the effect of the NMRSD-CCME system in nurturing students' multiplicative reasoning. Purdue University Discovery Park Undergraduate Research Internship Program (DURI). A .25 FTE DURI intern, Purdue Research Foundation.



- Xin Y. P. & Si, L. (2010-2011). Development of the NMRSD-CCME system. Purdue University Discovery Park Undergraduate Research Internship Program (DURI). A .25 FTE DURI intern, Purdue Research Foundation.
- Xin, Y. P., & Hord, C (2010). How Students with Learning Disabilities in Mathematics Survive in Constructivist Mathematics Instruction: A Case Study, \$45,000, Purdue Research Foundation.
- Xin (2010). The effect of an intelligent tutor in nurturing multiplicative reasoning and problem solving skills. Purdue University Discovery Park Undergraduate Research Internship Program (DURI) program Research Foundation, a .25 FTE DURI intern.
- Xin, Y. P. & Zhang, D. (2009). Transition from intuitive to advanced strategies in multiplicative reasoning for students with math learning disabilities. Purdue Research Foundation, \$45,000.
- Xin, Y. P. (2009). PRF international travel grant. \$1,000, Purdue University
- Xin (2009-2010). Nurturing multiplicative reasoning in students with LD. Purdue University Discovery Park Undergraduate Research Internship Program (DURI) Research Foundation, a .25 FTE DURI intern.
- Xin (2009) Create a research-based model of how students with LD develop multiplicative reasoning. Purdue University Discovery Park Undergraduate Research Internship Program (DURI) Research Foundation, a .25 FTE DURI intern.
- Xin, Y. P. (2008). *The Effect of Computer-Assisted Differentiated Instruction in Teaching Conceptual Model-Based Problem Solving*, \$45,000, Purdue Research Foundation.
- Xin & Si, L. (2008) *Computer assisted differentiated instruction with students with learning problems*. Purdue University Discovery Park Undergraduate Research Internship Program (DURI) Research Foundation, a .25 FTE DURI intern.
- Xin, Y. P. (PI, Dec, 2007). *Asian Initiative Research Grants*, \$10,000. Office of International Programs Grants. Purdue University.
- Xin & Si, L. (2007) *Computer assisted differentiated instruction with students with learning problems*. Purdue University Discovery Park Undergraduate Research Internship Program (DURI) Research Foundation, a .25 FTE DURI intern.
- Xin, Y. P. (2007). *Effects of computer-assisted and teacher-delivered conceptual model-based problem solving instruction*. Purdue University Synergy Grant programs, \$1,500.
- Xin, Y. P. (2007). *The Effect of Computer-Assisted Differentiated Instruction in Teaching Conceptual Model-Based Problem Solving*. Undergraduate Research Trainee (URT) Grant, a .25 FTE URT, Purdue University.
- Xin, Y. P. (2006). *Teaching Word-Problem (WP) Story Grammar to Enhance Mathematics Problem Solving*. Undergraduate Research Trainee Grant, \$900, Purdue University.
- Xin, Y. P. (December, 2005). The effect of schema-based instruction in solving arithmetic word problems: An emphasis on pre-algebraic conceptualization of mathematical relations. Purdue Research Foundation for Faculty Summer Grant, \$7,000.

- Xin, Y. P. (2006-2007). *The effect of arithmetic and algebraic approaches to multiplication and division word problem solving*. Undergraduate Research Trainee Grant, a .25 FTE URT, Purdue University.
- Xin, Y. P. (2005-2006). *The Effect of Schema-Based Instruction in Solving Math Word Problems: An Emphasis on Pre-Algebraic Conceptualization of Mathematical Relations*. Undergraduate Research Trainee Grant, a .25 FTE URT, Purdue University.
- Xin, Y. P. (Oct, 2004-2005). *The effect of arithmetic and algebraic approaches to multiplication and division word problem solving*. Undergraduate Research Trainee Grant, a .25 FTE URT, Purdue University.
- Xin, Y. P. (Oct, 2002-2003). *A Descriptive Analysis of the Matching between Students' Skill Profile and Design of the Curriculum: A Case Study of Multiplicative Comparison Problems*. Undergraduate Research Trainee Grant, a .25 FTE URT, Purdue University.

#### Teaching/Instructional Related

- Xin, Y. P & Zhang, D.. (2008). Special education Course materials updating. Undergraduate Instructional Equipment Program, Purdue University. \$1,008.
- Xin, Y. P., (2007-2008)*Reform- based math curriculum and vedeio-based learning*. \$1949.99, Purdue University: *Instructional equipment funding*.
- Xin, Y. P. (2007). Facilitating Service Learning at Schools. *Instructional equipment funding*, \$1,960 Purdue University.
- Xin, Y. P. (2005-2006), Teaching Strategies on Video and DVD. Undergraduate instructional/laboratory equipment funding, \$1,386. Purdue University
- Xin, Y. P. (Fall, 2004). *Undergraduate instructional/laboratory equipment funding*, \$1,600, Purdue University.
- Xin, Y. P. (Fall, 2003). *Undergraduate instructional/laboratory equipment funding*, \$2,500, Purdue University.
- Xin, Y. P. (2003-2004). Portfolio Assessment. *Undergraduate instructional/laboratory equipment funding*, \$650, Purdue University.
- Xin, Y. P. (Fall, 2003). *Implementation of computer applications for curriculum-based measurement*. Research Assistant Support, P3T3 mini-grant, COE, Purdue University.
- Xin (2002-2003) *Computer Applications for Curriculum-Based Measurement*. \$700, Purdue University: P3T3 mini-grant.

#### **UNIVERSITY SERVICE AND OUTREACH ACTIVITIES**

## National /International Service

\* Theis , L., Stephan, M., Xin, Y. P., Bagger, A., & Petitfour, E. (2018--2020). International Congress on Math Education (ICME) 14 Topic Study Group Organizing Committee: *Mathematics education for students with special needs.*

Xin, Y.P. (July, 2016) Chair: for session “mathematical problem solving with technology beyond the classroom: the use of unconventional tools and methods,” PME 40, Szeged Hungary,

\*Xin, Y. P. (April, 2015). Chair: Roundtable session “Mathematics Teacher Education.” AERA annual meeting, Chicago, IL.

### \*National Science Foundation Review Panel, 2016

\*Invited Reviewer for “Compendium for Research in Mathematics Education” Published by National Council of Teachers of Mathematics (2017)

### \*National Science Foundation Panel, 2010.

\*Member of the National Advisory Committee for the Praxis Elementary Education test, Educational Testing Service (ETS), 2006-2008.

\*CEC Annual Meeting and Expo review panel member (2011- )

\*American Educational Research Association Annual Meeting, Session Chair (2014)

## Editorial Board:

**Guest Editor:** *Learning Disability Quarterly*; Cross-disciplinary Thematic Special Series: “Special Education and Mathematics Education” (2015-2017)

**Guest Editor:** *Education and Treatment of Children* (2015)

**Consulting Editor:** *The Journal of Special Education* (Jan, 1<sup>st</sup>, 2010 to present)

**Consulting Editor:** *Learning Disability Quarterly*. (Jan, 1<sup>st</sup>, 2016 to present)

**Editorial Board Member:** *Exceptional Children*, CEC (Dec. 2005 – 2010)

### Ad Hoc Reviewer:

*Exceptional Children*, CEC (2011-present)

*Mathematical Thinking and learning* (2016)

*Learning and Instruction* (2017)

*Assessment for Effect Intervention* (2014)

*School Science and Mathematics* (2012, 2013, 2014)

*Journal of Learning Disabilities* (2011- present)

*Journal for Research in Mathematics Education* (2010)

*Education and Treatment of Children* (2007)

*Remedial and Special Education* (2013)

*Learning Disabilities: A Contemporary Journal* (2013)

*ZDM Mathematics Education* (2018-present)

**Reviewer:**

The Journal of Special Education, PRO-ED, Inc. (2006-2009)  
 Journal of Learning Disabilities, PRO-ED, Inc. (2004-2008, 2011)  
 Teaching Exceptional Children, CEC. (2002- 2008)  
 AERA Annual Meeting, American Educational Research Association. (2002-2006)  
 CEC Annual Conference and Expo (  
 PME-NA (*Psychology of Mathematics Education-North American Chapter*) conference  
 proposal reviewer (2016-president)  
 ICME (International Congress on Mathematics Education) proposal reviewer (2018-  
 present)

Federal Grant Proposal Reviewer: National Science Foundation DRK-12 (2010, 2016).

Textbook Reviewer:

Reviewed an Assessment textbook for Wadsworth Publishing Company (2005).  
 Reviewed a book titled, “I suck at Math!” for Brookes Publishing (2006).

Federal Grant Project Management and Administration (2008 to present)

\*With the funding from NSF I Corps program (2018), Dr. Xin (PI) along with her team went through an intensive 7-week NSF I-Corps program (from Jan 20 to March 8<sup>th</sup>), including 6 days on-site full time training (Jan 21-24 and March 4-6, 2018) in Atlanta, GA. In addition to the training, Dr. Xin, along with her team (Kevin Wang, mentored by D. Sanders), conducted over 150 interviews with regular or special education teachers/administrators/ curriculum specialists of public /private schools as well as learning academy/centers across 17 States of US and a few math teachers from China. As a result, the team identified potential customer segment of the COMMIT math intelligent tutors (Developed by Dr Xin and her team via the support from NSF during the past decade) as well as the value proposition of the COMMIT product, for promoting the marketing of research-based practice. During the I-Corps training, the team completed over 12 presentations including a final video presentation as well as a final PPT presentation illustrating the value proposition, supported hypotheses and disapproved hypotheses, as well as a completed Business Model Canvas. In addition, a 10-page long (single spacing) business plan for the marketing of the COMMIT product was submitted to Purdue Foundry on Nov 30, 2018. Dr. Xin created /submitted final project report (2018).

\*\*As the Principal Investigator/Project Director of the NSF-funded **COMPS-RtI, 2015-present**), and **NMRSD** (nurturing multiplicative reasoning of students with learning difficulties) multi-disciplinary project (**2008-2015**), Dr. Xin is responsible for overseeing and management of the entire project (include hosting weekly multi-disciplinary project team meetings, design and implementing pilot studies at research sites, budget management/equipment/material purchasing, personnel employment) and research team. In addition, Dr. Xin’s primary responsibilities (with co-PIs) include intensive engagement in the design and development of the COMPS-RtI and NMRSD-CCME intelligent tutor system. Below lists selected additional activities Dr. Xin led:

- \*NSF-supported NMRSD project reverse site visit at NSF: On June 19, 2009, Xin brought the project Team (3 PIs) to NSF in Washington DC for a reverse-site visit, reporting the progress of the NMRSD project to the NSF officers and leading scholars in the field nationwide. The two hour meeting included Xin (with two co-PIs) 1.5-hr presentation and a half-hour Q & A session.
- \*Working with two co-PIs and the team, Dr. Xin created /submitted annual project reports (2009, 26 pages; 2010; 19 pages, 2011, 18 pages, 2012, 19 pages, 2013, 18 pages, 2014, 19 pages, 2015, 16 pages/ 2016, 20 pages, 2017/15 pages, 2018/16 pages) to NSF.
- \*Create and update the content of project website.

### ***Meeting and Workshop Organizer***

- 2018 (Nov): Coordinated “Special Education and Mathematics Working Group” three-day sessions at the PME-NA 40, Greenville, SC.
- 2017 (Oct): Coordinated “Special Education and Mathematics Working Group” three-day sessions at the PME-NA 39, Indianapolis, IN.
- 2016 (July): Co-ordinated “Special Education and Mathematics Working Group” sessions at the PME 40, Szeged, Hungary.
- 2015 (July): Coordinated “Special Education and Mathematics Working Group” sessions at the PME 39 (Psychology of Mathematics Education Annual Conference) at Hobart, Australia, July, 2015.
- 2015: \*Organized and hosted a distinguished lecture series at Purdue – featuring Dr. Diane Bryant from University of Texas Austin who conducted two talks: (a) Intensifying Mathematics & Reading Interventions for Students with Mild Disabilities: Strategies for Successful teaching; and (b) Students with Mathematics Difficulties/Disabilities: What We Have Learned from Tier II & Tier Intervention Research Studies. In addition to graduate students, over 20 undergrad students from Special Education program attended this lecture series.
- 2016 (March 6-8, 2016): Hosted the NSF-funded COMPS-RtI Project’s Advisory Board Meeting.
- 2015 (April 30 to May 1st): Hosted the NSF-funded NMRSD project’s Advisory Board Meeting.
- 2013 (March 18 -March 19, 2013): NSF funded NMRSD project advisory board meeting: Project Year Five.
- 2011 (Oct 5 –Oct 8, 2011): NSF funded NMRSD project advisory board meeting: Responsible for developing the meeting agenda (collaborating with the co-PIs); preparing for meeting materials for dissemination to the advisory board members prior to the meeting; (with the assist of the meeting coordinator) arranging for all airfares, hotels, refreshment, working lunches/dinners and etc.; presenting project progress to the board members, and led the discussion.
- 2011 (May, 6). Organized a workshop featuring presentation of Professor Shiqing Liu of Ningbo University, China (Purdue visiting scholar): Visual and structural characteristics of Chinese educational website. This event was open to COE faculty and students.

2010 (Sept 29-Oct 1<sup>st</sup>, 2010): NSF funded NMRSD project advisory board meeting: see above for similar responsibilities.

2009 (Jan. 22<sup>nd</sup> to 24<sup>th</sup>) NSF funded NMRSD project advisory board meeting: see above for similar responsibilities.

2009 (Sept 2<sup>nd</sup> to 4<sup>th</sup>) NSF funded NMRSD project advisory board meeting: see above for similar responsibilities.

2009 (Sept 3<sup>rd</sup>). Organized two workshops featuring presentations from NMRSD project advisory board members: Drs Steffe and Woodward. The event was open to COE faculty and students.

-- Workshop 1: Using Teaching as a Method of Scientific Investigation.

-- Workshop 2: The Challenge of Progress Monitoring in Mathematics: Why We Need to Think Differently.

2009 (March, 24). Organized a workshop featuring Prof Zi Qiang Xin (a visiting scholar at Carnegie Mellon with Dr. R. Siegler)'s research presentation titled: Observing Knowledge Construction on a Micro-level. This event was open to COE faculty and students.

2008 (June). Conducted workshops for recruiting Asian students to Purdue University, at Shanghai Normal University (with the support from Purdue Asia Initiative Program)

2008 (June). Conducted workshop on "Research in mathematics problem solving with students with learning problems" at Shanghai Normal University, Shanghai, China.

2008 (June). Conducted workshop on "Mathematics instruction with students with learning difficulties" at South China Normal University, Guangzhou, China

2008 (June). Conducted Workshop on "Mathematics reform in U.S. and its' implications to Special Education" at Ning Bo University, Ningbo, Zhejiang, China.

### **State/Local Service**

\* Math Problem-Solving Intervention Programs at Glen Acres Elementary School, Lafayette, IN

Project Director (Glen Acres, Lafayette, IN, Aug, 2018 to Dec, 2018)

-Serving 9 elementary students with learning difficulties.

- One session a day, four days a week: Monday, Tuesday, Wednesday, & Thursday, 2:45pm - 3:45pm.

Project Director (Glen Acres, Lafayette, IN, Aug, 2018 to Dec, 2018)

-Served 10 elementary students with learning difficulties.

- One session a day, four days a week: Monday, Tuesday, Wednesday, & Thursday, 2:30pm - 3:45pm, 40- 45 min each session.

- \* Math Problem-Solving Intervention Programs at Glen Acres Elementary School, Lafayette, IN  
 Project Director (Glen Acres, Lafayette, IN, Aug, 2017 to May, 2018)  
 -Serving 9 elementary students with learning difficulties.  
 - One session a day, four days a week: Monday, Tuesday, Wednesday, & Thursday, 2:45pm - 3:45pm.  
 Project Director (Glen Acres, Lafayette, IN, Feb, 2017 to May, 2017)  
 -Served four elementary students with learning difficulties.  
 - One session a day, four days a week: Monday, Tuesday, Wednesday, & Thursday, 2:30pm - 3:45pm, 40- 45 min each session.
  
- \* Math Problem-Solving Intervention Program at Glen Acres Elementary School, Lafayette, IN  
 Project Director (Glen Acres, Lafayette, IN, Oct, 2014 to March, 2015)  
 -Served 18 elementary students with learning difficulties.  
 - One session a day, four days a week: Monday, Tuesday, Wednesday, & Thursday, 2:30pm - 3:45pm, 40- 45 min each session.
  
- \* After school program: PGBM-COMPS intelligent tutor: Nurturing Multiplicative Reasoning of Students with learning Disabilities/difficulties (NMRSD) program, Project Director (Glen Acres, Lafayette, IN, Jan. 2013 to May, 2013)  
 -Served about 15 students with learning difficulties in mathematics.  
 -Monday, Tuesday, Wednesday, Thursday, & Friday 8:00-8:45am
  
- \* After school program: Computerized conceptual modeling environment: Nurturing Multiplicative Reasoning of Students with learning Disabilities/difficulties (NMRSD) program, Project Director (Glen Acres, Lafayette, IN, Jan. 2012 to May, 2012)  
 -Served about 23 students with learning difficulties in mathematics.  
 -Tuesday, Wednesday, Thursday, & Friday 2:30pm to 4:00pm
  
- \*After school program: Computerized conceptual modeling environment: Nurturing Multiplicative Reasoning of Students with learning Disabilities/difficulties (NMRSD) program, Project Director (Glen Acres, Lafayette, IN, Jan. 2011 to May, 2011)  
 -Served about 20 students with LD.  
 -Tuesday, Wednesday, Thursday, & Friday 2:30pm to 4:00pm
  
- \* Nurturing Multiplicative Reasoning of Students with learning Disabilities/difficulties (NMRSD) program, Project Director (Earhart, Lafayette, IN, Sept, 2009 to May, 2010)  
 -Served about 16 students with LD.  
 -Wednesday, Thursday, & Friday 11:30am to 2:30pm
  
- \*Applying the Concrete-Semiconcrete-Abstract (CSA) Instructional Sequence in Model-based Teaching to Facilitate Conceptual Understanding of Geometry with

Students Who Struggle in Mathematics. Project Director (co-PI: Hord) (Glen Acres, Jan 2010 to May, 2010)

-Served 9 students with LD; - A total of 20 sessions during Spring 2010.

\*Nurturing Multiplicative Reasoning of Students with learning Disabilities/difficulties (NMRSD) program Co-Director and Coordinator (Earhart and Oakland Elementary Schools, Lafayette, IN, August, 2008 to May, 2009)

-Serving about 17 students with LD.

-Tuesday and Thursday 11:30am to 2:00pm at Earhart;

-Wednesday 9:30am to 11:30am at Oakland

\*Computer-Assisted COMPS Math Enhancement Program Director (Glen Acre elementary school, Lafayette, IN, August, 2008 to Feb, 2009)

- Involved one in-service teacher and 6 pre-service teachers

-served 11 students with special needs (three sessions per week, 40 mins each session, August 2008 to Feb, 2009)

\*After-School COMPS Mathematics Problem-Solving Program Director and Instructor (Edgelea and Miami Elementary Schools, Lafayette, IN, Jan, 2008 to May 30, 2008)

-Severed about 30 students with learning difficulties, involved two in-service teachers and 4 pre-service teachers.

- one hour per session, three sessions per week at each site.

-I involved in direct teaching of these students in the afterschool programs

\*After-School Mathematics Problem-Solving Program Director and Instructor (Murdock Elementary Schools, Lafayette, IN, Spring, 2007)

\*After-School Mathematics Problem Solving Program Director and Instructor, (Oakland & Murdock Elementary Schools, Lafayette, IN, Spring, 2006)

\*After-School Mathematics Problem-Solving Program Director and Instructor (Oakland Elementary School, Lafayette, IN, Spring, 2005)

BLOCK II Theory into Practice (TIP) Supervisor, COE, Purdue University, (Spring, 2004)

Program Manager, Lehigh Support for Community Living, Bethlehem, PA (1992-1996, 2000-2002)

After-School Math WPS Program Director, Northeast Middle School (BASD), Bethlehem PA (Spring, 2001)

Summer School Math Program Director, Northeast Middle School (BASD), Bethlehem, PA (Summer, 2001)

## University Services

University Graduate Council Executive Committee, 2016-June, 2018

Chair of Area Committee A, University Graduate Council, 2016–2018

Member, Graduate Council, 2012-2016



Purdue's Interdisciplinary Advisory Board/Selection Committee (for Rhodes, Marshall, and Mitchell Scholarships), 2015-2016

-Reviewed, and evaluated (with written feedback) 10 application packets;

-Attended two mock interview meetings (two hours each)

David M. Knox Fellowship Application Reviewer, 2012

(Rank order about 20 applications from diverse program areas)

DEAL Grant Program Proposal Reviewer, 2012

Major Professor to Hood PhD graduate, Summer Commencement and Reception, August, 2015 (Joo Young Park)

Major Professor to Hood PhD graduate, Summer Commencement and Reception, August, 2012 (August Casey Hord)

Major Professor to Hood PhD graduate, Summer Commencement and Reception, August, 2011 (August, Dake Zhang)

NSF Data Management Working Group, 2010

COE Faculty Representative, Summer Commencement and Reception, August, 2010

COE Faculty Representative, Summer Commencement and Reception, August, 2009

Procession Marshal: Spring Commencement, May, 2008

Procession Marshal: Spring Commencement, May, 2007

Procession Marshal: Spring Commencement, May, 2006

Procession Marshal: Spring Commencement, May, 2005

COE Faculty Representative, Spring Commencement and Reception, May, 2003

COE Tent Faculty Representative: Purdue Home Coming Game, Sept, 2003

COE Tent Faculty Representative: Purdue Home Coming Game, Sept, 2002

Consultant to the Web Development, [www.ces.purdue.edu/providerparent](http://www.ces.purdue.edu/providerparent), Consumer and Family Sciences Extension Education Program, fall, 2003.

Faculty Advisor and Instructor, Purdue University Chinese Students and Scholars Association (PUCSSA) Dance Club, 2008 to present.

Faculty Advisor, Purdue DAO Club, Purdue Student Organization, 2013 to present.

Faculty Advisor, *Purdue IdeaFamily*, Purdue Student Organization, 2012 to 2016.

**Other Honors:**

Invited to 11<sup>th</sup> (2016) and 12<sup>th</sup> (Feb 7<sup>th</sup>, 2017) Annual Innovators Recognition Reception by President Mitch Daniels

**College of Education**

COE Area Promotion Committee (2018-present)  
PRF grant review committee member, 2018

PRF grant review committee member, 2017

PRF grant review committee member, 2014

COE Synergy Grant proposal review committee (2012)

Judge at Annual Graduate Student Education Research Symposium (2011, 2015)

PRF grant proposal review Committee (2009)

Faculty Affair Committee (**Chair**, 2018–present; member 2009-2012, 2016-2018,)

International Education Committee (**Chair**, 2017-2018, Member, 2006-2009, 2016-2017)

Special Education Program faculty representatives, COE Family Day Event, Sept., 2005-2009, 2010, 2011)

COE Grade Appeal Committee (April, 2005-2008, 2018 to present)

COE Faculty Grievance Committee (Dec., 2004-- )

Special Education Program faculty representatives, COE Family Day Event (2004-2010)

Faculty representatives, COE New Student Orientation, August, 2004

Special Education Program faculty representatives, COE Family Day Event, Sept., 2003

Special Education Program faculty representatives, COE Family Day Event, Sept., 2002

**Department / Program Area**

Special Education Doctorial Program Committee Coordinator (Sept, 2017-Dec, 2018)  
SpEd Program Specialized Professional Association (SPA) report primary author (Aug, 2016 to March, 2017)

Special Education Faculty Search Committee, 2012, 2016, 2017)

EDST Primary Committee (2008-present)  
 EDST Performance Review Committee (2010—2014)  
 Program Convener (2008 –August, 2010)  
 EDST Award Committee, 2008-2010  
 Educational Psychology Faculty Search Committee, 2005-2006  
 COE Grade Appeal Committee (April, 2005-present)  
 COE Faculty Grievance Committee (Dec., 2004-present)  
 Merit Review Committee Member, 2002-2003  
 SpEd program area scheduler (2012-)  
 Faculty Supervisor for the Program Area Secretary, 2002-2003, 2011

### **Mentoring Post doc, Visiting Scholars, and PhD Students:**

#### **(a) Post Doctorial Fellows /Visiting scholar**

Prof. Xin served as a major supervising professor for below post- doc and visiting scholars:

- \***Guixiang Chen** (Assistant Professor, Ha-er Bin Normal University, China) Visiting Scholar, COE of Purdue University (Sept, 2017- Sept, 2018).
- \***Dongming Zhang** (Professor, Qinhuangdao Vocational Technology, China) Visiting Scholar, COE of Purdue University (Jan, 2017- Jan 2018).
- \***Haijun Liu** (Associate Professor Nanjing Normal University of Special Education, China,). Visiting Scholar, COE of Purdue University (Aug, 2016-Aug 31, 2017).
- \***Wudong Wang** (Associate Professor of Shanghai Dianji University, China). Visiting Scholar, COE of Purdue University (2016-2017).
- \***Rui Ding** (Assistant Professor, Northeast Normal University, China) Visiting Scholar, COE of Purdue University (Jan, 2013- Jan 2014).
- \***Ninning Li** (Research fellow, Jiangsu Academy of Social Science, China). Visiting Scholar, COE of Purdue University (Aug, 2012-Jan, 2013).
- \***Zhonggong Xu** (Associate Professor of Ningbo University, China). Visiting Scholar, COE of Purdue University (2011-2012).
- \***Shiqing Liu** (Professor of Ningbo University, China). Visiting Scholar at COE of Purdue University (2010-2011).
- \***Hong Yi** ( from East China Normal University). Post-Doctoral Research Associate, COE of Purdue University (Aug., 2007-Aug. 2008)

#### **(b) Acting as Major Professor for Student Dissertation Theses**

- Dake Zhang**, Ph.D., graduated in 2011; currently a tenure-track assistant professor at Rutgers University.
- Kathy Brown**, Ph.D., graduated 2008; currently working as a university faculty at Northeastern Illinois University.
- Casey Hord** (Ph.D. Graduated in 2012, currently a tenure-track assistant professor at University of Cincinnati).
- Jia Liu** (Ph.D., graduated in December, 2013, worked at Purdue University, Research Park; currently Purdue COE LTL).
- Joo Young Park** (PhD student, 2015; Behavioral Analyst, CA)

**Xiaojun Ma** (graduated in 2018; High School Teacher, Alabama)  
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**Xuan Yang** (PhD student, dissertation stage)

**Soo Jung kim** (PhD student, completing prelim)

**Bingyu Liu** (PhD student, middle of prelim)

**Qingli Lei** (PhD student, completing prelim)

**Kevin Wang** (PHD, beginning stage-)

**(c) Significant consultation with graduate students concerning their research**

**Member, Dissertation Committee:**

**Kao-wei Liang**, Purdue PolyTech, 2016- 2018, graduated in 2018)

**Shuang Wei**, Purdue Polytech, Dissertation proposal Stage (2017-president)

**Mick Isaacson**, Special Education Program, graduated in December, 2015

**Saiying Hu**, Gifted Education Program, Educational Psychology, graduated in 2009

**Melisa Dyehouse**, Educational Psychology Program (measurement), graduated in 2009

**(d). Undergraduate Research Trainees (URTs) and Discovery Park Undergraduate Research Internship Program (DURI)**

Dr. Xin has mentored 8 URTs (Nicky Spurlock, Joo Young Park, Ben Strole, Ben Wiles, Melody Houin, Amanda Trad, Emma Stricker, Julie Jueun Kim, 2018-present), 7 DURIs (Mao Yi, Meng Chen, Dana Harkins, Woonki Jeon, Mandy Su, Won Choi, Keywhan Chung), and one doctoral student (Yuying Lin from the counseling program) during the past eight years. These students were involved in Dr. Xin's research projects (participated in material development, literature review, intervention implementation at school sites, data collection and analysis, and manuscript writing). A few URT earned an authorship on research papers that are published in top journals in special education and education (e.g., *The Journal of Special Education*). In fact, Dr. Xin has recruited two URTs (one from elementary education and one from math education) into Special Education PhD Program to pursue a PhD degree.

**Other Mentoring /Services:**

-Served as a translator facilitating COE Assistant Dean's communications with the administrators of Ningbo University in China (2008-2009)

-Volunteer translator at meetings with members of Ningbo University Training Program (Dec 4-14, 2008) hosted by the Office of International Programs of Purdue.

-Volunteer translator at meetings with a school Principal (Zhenli) from China during her visit of COE of Purdue in March, 2009.