

**Hsiu-Wen Yang**  
**Curriculum Vitae**  
**Email: [hsiu-wen.yang@unc.edu](mailto:hsiu-wen.yang@unc.edu)**

**AREAS OF EXPERTISE**

Early Intervention & Early Childhood Special Education

- Workforce Development & Preparation
- Cross-Cultural and Global Early Childhood Development & Culturally Responsive Practice
- Interdisciplinary Teaming & Collaboration
- Diversity, Equity, Inclusion, Accessibility
- Family-Centered Practice

**EDUCATION**

2014-2019 Ph.D., Early Intervention and Early Childhood Special Education, University of Illinois at Urbana-Champaign, Illinois.

2009-2011 M.S., Occupational Therapy, National Taiwan University, Taiwan

2005-2009 B.S., Occupational Therapy, I-Shou University, Taiwan

**CERTIFICATION & LICENSE**

2022 Certification of Inclusive Classroom Profile Reliability

2022 Certification of Teaching Pyramid Observation Reliability

2013-Present Certified School-Based Occupational Therapist, Taipei, Taiwan

2009-Present Licensed Occupational Therapist, Taiwan

*Areas: Pediatric; Neurorehabilitation*

**PROFESSIONAL EXPERIENCE**

2024 **Planning Team**  
Inclusion Institute, Frank Porter Graham Child Development Institute

2024 **Consultant**  
Acelero, Inc: Hawaii Early Learning Profile 0-3 Assessment Revision

2023-Present **Consultant**  
[Pyramid Model Consortium](#)

2021-Present **Adjunct Faculty**  
University of Illinois at Urbana-Champaign, Illinois, USA

2021-Present **Research Investigator**  
Frank Porter Graham Child Development Institute, North Carolina, USA

2021 **Chair**  
Occupational Therapy Workgroup for Authentic Assessment and Early Childhood Intervention: Best Practices for Best Outcomes (3rd ed.)  
Baltimore: Brookes.

2019-2021 **Postdoctoral Research Associate**  
Frank Porter Graham Child Development Institute, North Carolina, USA

- 2014-2019 **Research/Teaching Assistant**  
University of Illinois at Urbana-Champaign, Illinois, USA
- 2014-2015 **Student Teacher**  
Infant & Toddler Playgroup Practicum, University of Illinois at Urbana-Champaign, Illinois, USA
- 2014 **Teacher**  
Elementary Summer Child Care Program, Golden Brain Learning Institute, Taiwan.
- 2012-2014 **Pediatric Occupational Therapist**  
Taipei City Hospital, Zhong-Xiao Branch, Taiwan.
- 2011-2012 **Pediatric Occupational Therapist**  
You-Xiang Rehabilitation Clinic, Taiwan.
- 2006 **Teacher Assistant, One on One Teacher Aide**  
Golden Brain Learning Institute (Child Care Center), Taiwan.

### **FELLOWSHIPS**

#### **Awarded**

- 2020-2022 The National Center for Pyramid Model Innovations (NCPMI) Fellow
- 2018-2019 The Early Childhood Personnel Center Leadership Cohort
- 2017-2018 Illinois Leadership Education in Neurodevelopmental and Related Disabilities (LEND), University of Illinois at Chicago, Illinois

### **AWARDS**

- 2023 Abecedarian Award, University of North Carolina at Chapel Hill
- 2023 Professional Development Award, University of North Carolina at Chapel Hill
- 2022 Joanne Erwich Roberts Early Career Award, University of North Carolina at Chapel Hill
- 2019 College of Education Travel Award, University of Illinois
- 2018 Hardie Travel Award, University of Illinois
- 2018 Westerbeck Scholarship, University of Illinois
- 2018 Meginnis Scholarship, University of Illinois
- 2017 College of Education Travel Award, University of Illinois
- 2016-2018 Department of Special Education Travel Award, University of Illinois
- 2016-2017 Margaret Bansau Scholarship, University of Illinois
- 2016 Department of Special Education Student Research Grant, University of Illinois
- 2006 Selected Student of International Exchange Program, I-Shou University  
*School: Queen's University, Ireland*

### **ADVANCED TRAINING**

- 2023 Cluster-Randomized Trials, Institute of Education Science  
*Competitive Training Institute Award, University of Northwestern, Evanston, IL*
- 2023 Modern Meta-Analysis Institute, National Science Foundation  
*Competitive Training Institute Award, Georgia State University*

### **GRANTS AND PROJECTS**

Current Funded Grants

- 2024      **Culturally Responsive Instructional Tools for Early Childhood Teacher Educators in Rural North Carolina.**  
 Sponsor: University of North Carolina at Chapel Hill  
 Project type: Rural Research Engagement and Advancement Fund (RREAF)  
 PI: Chih-ing Lim  
 Role: Co-PI  
 Funding: \$10,000
- 2024      **Supporting Pre-K and Kindergarten teachers' Capacity for Implementing Inclusive STEM Practices**  
 Sponsor: Maryland State Department of Education.  
 Project type: Maryland Elevate  
 PI: Michele L. Stites  
 Role: Co-PI  
 Funding: \$258,831
- 2024      **Supporting Head Start Teachers' Capacity for Implementing Inclusive STEM Practices Through Professional Development and Targeted Coaching**  
 Sponsor: Maryland State Department of Education.  
 Project type: Maryland Elevate  
 PI: Michele L. Stites  
 Role: Co-PI  
 Funding: \$210,000
- 2023      **Promoting Seasonal and Migrant Head Start Children's Development: Program Practices That Matter**  
 Sponsor: Office of Planning, Research, and Evaluation  
 Project type: Secondary Analyses of Head Start Data  
 PI: Hsiu-Wen Yang  
 Role: PI  
 Funding: \$100,000
- 2023      **Supporting Change and Reform in Preservice Teaching in North Carolina**  
 Sponsor: Office of Special Education Program, U.S. Department of Education  
 Project type: Associate Degree Preservice Program Improvement Grants To Support Personnel Working With Young Children With Disabilities  
 PI: Chih-ing Lim  
 Role: Co-PI  
 Funding: \$1,000,000
- 2023      **STEM Innovation for Inclusion in Early Education (STEMIE).**  
 Sponsor: Office of Special Education Program, U.S. Department of Education  
 Project type: Educational Technology, Media, and Materials for Individuals With Disabilities-Center on Science, Technology, Engineering, and Mathematics for Young Children With Disabilities

PI: Megan Vinh  
 Role: Investigator  
 Funding: \$7.25 million

- 2023      **Exploring the Pyramid Model at the International Stage**  
 Sponsor: Pyramid Model Consortium  
 PI: Courtney O’Grady  
 Role: Co-PI  
 Funding: \$24,075

#### Pending Grants

- 2024      **Enhancing Professional Practice: Embedding Motor Learning Opportunities with Families in Early Intervention**  
 Sponsor: Institute of Education Science  
 Project type: Early Career Program  
 Status: Resubmission  
 Role: PI
- 2024      **Project PARTNER: Parenting children with Autism spectrum disorders: Researching Trust and Navigating the Early intervention team Relationships**  
 Sponsor: ACL National Institute on Disability, Independent Living, and Rehabilitation Research  
 Project type: Field Initiated Research  
 Status: New Submission  
 Role: Co-PI
- 2024      **Exploring Families' Use of and Experiences with Online Resources for Information about Late Language Emergence in Their Young Children**  
 Sponsor: National Institute of Health  
 Project type: Information and Practice Needs Relevant to Late Talking Children  
 Status: New Submission  
 Role: PI

#### Grants In Preparation

- 2025      **Exploring Early Childhood Teachers’ Search, Selection, and Use of Online STEM Resources**  
 Sponsor: National Science Foundation  
 Project type: Building Capacity STEM Education Research  
 Status: New Submission  
 Role: PI

#### Unfunded Grants

- 2024      **Connecting State Policy and Workforce Preparation for Inclusive Infant**

**and Toddler Care and Education.** Office of Planning, Research, and Evaluation: Access to Infants and Toddlers Care  
 Role: PI  
*Status: Received positive reviewer feedback and competitive score, highlighting strong potential for future success upon resubmission.*

- 2022-2023 **Enhancing Professional Practice: Embedding Motor Learning Opportunities with Families in Early Intervention.** Institute of Education Science: Early Career Program  
 Role: PI  
 2023 Score: 2.06  
*Status: Scored close to the funding range, indicating strong potential for future resubmission. The grant was resubmitted in September 2024.*
- 2023 **Inclusive Mathematics Observation Tool for Early Childhood.** Institute of Education Science: Measurement  
 Role: Co-PI  
*Status: Under revision for resubmission to other funding agencies after incorporating reviewer feedback.*
- 2023 **Cultural Adaptation of Positive Behavioral Support Online Modules for Taiwanese Families.** Organization for Autism Research.  
 Role: PI  
*Status: Under revision for resubmission to other funding agencies after incorporating reviewer feedback.*
- 2022 **Centering Diversity, Equity, and Inclusion (DEI) in Advising International Doctoral Students in Early Childhood Intervention Programs: Mentorship.** Spencer Foundation: Large Research  
 Role: PI  
*Status: Under revision for resubmission to other funding agencies after incorporating reviewer feedback.*
- 2022 **Integrating STEM and Storytime for Young Children with Visual Impairments and Deaf-Blindness.** Spencer Foundation: Research-Practice Partnerships  
 Role: PI  
*Status: Under revision for resubmission to other funding agencies after incorporating reviewer feedback.*
- 2020-2021 **Evaluating STEM Storybooks: Selecting Books to Support STEM Learning for Young Children with Intersecting Identities.** Spencer Foundation: Small Research  
 Role: Co-PI  
*Status: Under revision for resubmission to other funding agencies after incorporating reviewer feedback.*

## Completed Projects

- 2023-2024 **NC Data Governance.** NCDHHS Division of Child Development and Early Education  
Role: Investigator/Evaluator
- 2022-2023 **Inclusive STEM: Professional development series for Head Start teachers in Baltimore city, MD.** Maryland State Department of Education (\$200,000)  
Role: Co-PI
- 2021-2023 **North Carolina Early Learning Project,** North Carolina Department of Public Instruction  
Role: Investigator/Evaluator
- 2018 **Teaching gross motor skills for young children with Disabilities: A parent-implemented intervention.** Marissa Zelinger Research Award. Department of Special Education, University of Illinois, Urbana-Champaign, IL (\$4,000).  
Role: PI
- 2015-2018 **CHildren in Action: Motor Program for PreschoolerS (CHAMPPS).** Institute of Education Science.  
Role: Lead Site Coordinator

## PUBLICATIONS

### Citation Metrics (Google Scholar)

- Sum of Citations (Google Scholar) = 605
- h-index (Google Scholar) = 8
- i10-index (Google Scholar) = 8

### Journal Articles (n = 26)

**Yang, H-W.,** Vinh, M., Sharifnia, E., Amsbary, J., Lim, C-I., Clements, D., & Sarama, J.. (2024). (Re)Conceptualizing STEM instruction for children with disabilities. <https://doi.org/10.1177/02711214241288209>

Hardy, J., Mere-Cook, Y., & **Yang, H-W.** (2024) Measuring and teaching social problem solving skills in early childhood special education research. <https://doi.org/10.1177/02711214241288214>

**Yang, H-W.,** Harradine, C., & Lim, C. I., Clements, D. H., Vinh, M., & Sarama, J. (2024). Reporting and analyzing demographics in US-American early STEM intervention literature: A systematic review. *Early Childhood education.* 1-15  
<https://doi.org/10.1007/s10643-024-01739-0>

Meyer, L. E., Bruns, D. A., **Yang, H-W.,** Young, V. J., & Klein, M. (2024). DEC at the Intersection: Actualizing Division for Early Childhood's Racial Equity Point of View Within Our Resource System. *Young Exceptional Children, 27*(3), 175-179.  
<https://doi.org/10.1177/10962506241276874>

Clayback, K. A., **Yang, H-W.,** Domingo, M., Barton, E. E., & Hemmeter, M. L. (2024). A survey and content analysis of the quality of behavior guidance policies in Tennessee early childhood programs. *Topics in Early Childhood Special Education.*  
<https://doi.org/10.1177/02711214241261547>

- Cheung, W. C., Ostrosky, M. M., & **Yang, H-W.** (2024). Exploring structured motor play for preschoolers with autism: Listening to parents' voices. *Exceptionality*.  
<https://doi.org/10.1080/09362835.2024.2326442>
- Ostrosky, M. M., Favazza, P. C., **Yang, H. W.**, Stalega, M. V., Aronson-Ensign, K., Cheung, W. C., ... & Kwan, N. (2024). Investigating the Impact of a Motor Program on Preschoolers With Disabilities: Findings From a Randomized Controlled Trial. *Infants & Young Children*, 37(1), 3-19.<https://doi.org/10.1097/IYC.0000000000000254>
- Amsbary, J., **Yang, H-W.**, Sam, A., Lim, C. I., & Vinh, M. (2024). Practitioner and Director Perceptions, Beliefs, and Practices Related to STEM and Inclusion in Early Childhood. *Early Childhood Education Journal*, 52(4), 705-723.<https://doi.org/10.1007/s10643-023-01476-w>.
- Yang, H-W.**, & Ostrosky, M. M. (2024). Preschool teachers' perceptions of children's learning: Above and beyond the impact of semi-structured, inclusive motor play activities. *Early Childhood Education Journal*, 52(3), 471-480.  
<https://doi.org/10.1007/s10643-022-01435-x>
- McCorkle, L. S., Diamond, L. L., **Yang, H-W.**, & Swindell, J. (2024). Preparing future leaders: what should we know about mentoring?. *Mentoring & Tutoring: Partnership in Learning*, 32(1), 6-28. <http://doi.org/10.1080/13611267.2023.2290741>
- Yang, H-W.**, Campbell, P. H., & Lim, C. I. (2023). Supporting STEM Learning Within Routines for Infants and Toddlers With Developmental Delays. *Young Exceptional Children*, 26(4), 220-232.
- Yang, H-W.**, Ostrosky, M. M., Favazza, P. C., Akamoglu, Y., Cheung, W. C., & Aronson-Ensign, K. (2022) Outdoor recess matters! Preventing and reducing children's challenging behaviors on the playground. *Young Children*, 77, 24-34.
- Yang, H-W.**, Ostrosky, M. M., Meadan, H. & Cheung, W.C. (2022). Teaching fundamental motor skills to preschoolers with disabilities or developmental delay: A systematic review. *Palaestra*, 36, 42-50.
- Cheung, W. C., Ostrosky, M. M., Favazza, P. C., Stalega, M., & **Yang, H-W.** (2022). Exploring the Perspectives of Preschool Teachers on Implementing Structured Motor Programs in Inclusive Classrooms. *Early Childhood Education Journal*, 1-10.  
<https://doi.org/10.1007/s10643-021-01295-x>
- Yang, H-W.**, Meadan, H., & Ostrosky, M. M. (2021). A Parent-Implemented Gross Motor Intervention for Young Children with Disabilities. *Journal of Early Intervention*, 43, 275-290 <https://doi.org/10.1177/1053815121993570>
- Yang, H-W.**, Burke, M., & Isaacs, S. et al. (2021). Family perspectives toward using telehealth in Early Intervention. *Journal of Developmental and Physical Disabilities*, 33, 197-216. <https://doi.org/10.1007/s10882-020-09744-y>
- Cheung, W. C., Meadan, H., **Yang, H-W.** (2020). Effects of Powered Mobility Device

Interventions on Social Skills for Children with Disabilities: A Systematic Review. *Journal of Developmental and Physical Disabilities*, 32, 855-876 <https://doi.org/10.1007/s10882-020-09729-x>.

**Yang, H-W.**, Ostrosky, M. M., & Meadan, H. (2020). Parental perceptions of participation in physical activities for preschoolers with disabilities. *Early Child Development and Care*, 190, 655-669. <https://doi.org/10.1080/03004430.2018.1485673>

**Yang, H-W.**, Ostrosky, M. M., Favazza, P. C., Stalega, M. & Block, M. (2019). Embedding motor activities into inclusive preschools. *Young Exceptional Children*, 22, 177-186. <https://doi.org/10.1177/1096250618783994>

Akamoglu, Y., Ostrosky, M., Cheung, W. C., **Yang, H-W.**, Favazza, P., Stalega, M., & Aronson-Ensign, K. (2019). Move together, communicate together: Supporting communication skills through physical activities. *Early Childhood Education*. <https://doi.org/10.1007/s10643-019-00957-1>

Cheung, W. C., Ostrosky, M., **Yang, H-W.**, Akamoglu, Y., Favazza, P. C., & Aronson-Ensign, K. (2019) Merging motor and cognitive development: There's so much to learn while being physically active! *Palaestra*, 33, 48-54

Aronson-Ensign, K., Favazza, P. C., Stalega, M., Ostrosky, M. M., Block, M. E., **Yang, H-W.**, Akamoglu, Y., & Cheung, C. W. (2018). CHAMPPS: Filling the preschool curriculum gap. *Palaestra*, 32, 29-36.

Ostrosky, M. M., Favazza, P. C., **Yang, H-W.**, McLaughlin, K. & Stalega, M. (2018). Let's get moving: Using children's literature to support physical activity and readiness skills. *Palaestra*, 32, 39-44.

Lin, K. C., Chen, Y. T., Huang, P. C., Wu, C. Y., Huang, W. L., **Yang, H. W.**, ... & Lu, H. J. (2014). Effect of mirror therapy combined with somatosensory stimulation on motor recovery and daily function in stroke patients: A pilot study. *Journal of the Formosan Medical Association*, 113(7), 422-428. <https://doi.org/10.1016/j.jfma.2012.08.008>

Wu, C. Y., Huang, P. C., Chen, Y. T., Lin, K. C., & **Yang, H. W.** (2013). Effects of mirror therapy on motor and sensory recovery in chronic stroke: a randomized controlled trial. *Archives of physical medicine and rehabilitation*, 94(6), 1023-1030. <https://doi.org/10.1016/j.apmr.2013.02.007>

**Yang, H-W.**, Lo, F.-C., Cheng, C.-T., Wang, R.-Z., & Lai, A.-R. (2012). Review: The effects of using the Swiss ball exercise during the rehabilitation of low back pain, stroke, and elderly patients. *Taipei City Medical Journal*, 9(4), 309–318. <https://doi.org/10.6200/TCMJ.2012.9.4.01>

#### Books And Book Chapters (n = 4)

Amsbary, J., & **Yang, H-W.** (2024). Early Intervention Theory, Research, and Practice (Eds). In Kauffman, J. M., Hallahan, D. P., & Pullen, P. C. *Handbook of special education* (3rd ed., pp.869-886) Routledge.

**Yang, H-W.**, Ostrosky, M. M., Favazza, P. C., Akamoglu, Y., Cheung, W. C., & Aronson-Ensign, K. (2024) Outdoor recess matters! Preventing and reducing children's challenging behaviors on the playground. In *Spotlight on Young Children: Challenging Behaviors*. Young Children

William, S., William, C., & **Yang, H-W.** (2023). Integrating leadership support structure with a systematic approach to statewide professional development. *DEC Recommended Practice Monograph: Leadership*. Division for Early Childhood

Favazza, P. C., Ostrosky, M. M., Stalega, M., **Yang, H-W.**, Aronson-Ensign, K., Block, M., Cheung, W. C., & Akemoglu, Y. (2022). *CHAMPPS: Children in Action Motor Program for Preschoolers*. Paul H. Brookes Publishing Co.

Under Review (n = 5)

Lee, J., Swanson, K., & **Yang, H-W.** Positive enough? A meta-analysis on the Positive Behavior Interventions and Supports for children under the age of 10 years. (Manuscript submitted)

Chen, C-I & **Yang, H-W.** Supporting Pre-and In Service Providers to Work with Culturally Diverse Families. (Book chapter submitted).

Amsbary, J., **Yang, H-W.**, Sam, A. M., Reid, K., Lim, C-I. Examining Science, Technology, and Engineering Content in Early Learning Guidelines: A Review and Analysis. (Manuscript submitted)

Longstreth, S., Clayback, & **Yang, H-W.** Supporting Children's Social-Emotional and Behavioral Needs through Programmatic Infant and Early Childhood Mental Health Consultation. (Manuscript submitted)

In Preparation (n = 8)

Hardy, J., & **Yang, H-W.**, Kim, C., & Hemmeter, M. L. Math Interventions for Young Children With and Without Disabilities: A Systematic Review. (Under Revision)

Acar, S., **Yang, H-W.**, & Chen, C-I. Cross-Cultural Systematic Literature Reviews: Benefits, Challenges, and Recommendations. (Manuscript in preparation)

**Yang, H-W.**, Kim, S., Wang, J., Aragon, V., Kim, C., & Gregori, E. Perceptions and Experiences of Integrating Telehealth in Early Intervention: A Systematic Review and Synthesis of Studies. (Manuscript in preparation).

**Yang, H-W.**, Chen, C-I., & Acar, S. ICF in Early Intervention and Early Childhood Special Education: A Systematic Review (Manuscript in preparation)

**Yang, H-W.**, & Peterson, C. Research Trend in Early intervention and Early Childhood Special Education (Manuscript in preparation)

**Yang, H-W.**, Campbell, C., Sam, A. M., Amsbary, J., Reid, K., & Lim, C-I. Prevalence of STEM Early Learning Indicators for Infants and Toddlers. (Manuscript in

preparation)

Acar, S., **Yang, H-W.**, Chen, C-I. Strategies for Supporting Connections with Families and Caregivers. In Denning, C., Hayden, L., & Cooper, J. (Eds.), *Kinetic classrooms for all learners: A guide to developing physical activity programs in inclusive settings*. Routledge. (Book chapter in preparation)

**Yang, H-W.**, Derek, B., Ostrosky, M., & Harris, D. Inclusive Physical Activity in Early Childhood Programs. In Denning, C., Hayden, L., & Cooper, J. (Eds.), *Kinetic classrooms for all learners: A guide to developing physical activity programs in inclusive settings*. Routledge. (Book chapter in preparation)

Pedonti, S., **Yang, H-W.**, Acar, S., Chen, C-I., Hong, S., & Leech, K. Does Teacher-Child Racial/Ethnic and Linguistic Match Matter for Language and Social-Emotional Development in Infants and Toddlers Enrolled in Migrant and Seasonal Head Start? (Manuscript in preparation)

Wahman, C. L., Hicks, E., Mata, D., Grenda, J., Haynie, M., **Yang, H-W.**, Chen, C.-I., Holden, E., & Steed, E. Examining the landscape of social-emotional practices in childcare policies. (Manuscript in preparation)

#### Invited Articles (n = 4)

**Yang, H-W.** (2023). Message From the DEC Executive Board. *Young Exceptional Children*, 26(4), 193-193. <https://doi.org/10.1177/10962506231209406>

**Yang, H-W.**, Lim, C-I., & Amsbary, J. (2020 December). Resources within Reason: STEM Innovation for Inclusion in Early Education. *Division for Early Childhood (DEC)*. <https://divisionearlychildhood.egnyte.com/dl/WoKZRcII3a/?fbclid=IwAR1oWPY07VswXAbeY5BJDxzfmg4LbITzNBgSOIF8yFru73Gab3g-A11bfk>

Amsbary, J., **Yang, H-W.**, Catlett, C., & Lim, C-I. (2020 June). Resources within Reason: STEM Resources for Young Children with Disabilities. *Division for Early Childhood (DEC)*. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/k5Wh3tGfPA/>

**Yang, H-W.** & Catlett, C. (2020 February). Resources within Reason: Help all children build gross motor skills. *Division for Early Childhood (DEC)*. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/YcAQpTJ1dT/>

## **TEACHING AND SUPERVISION**

### Teaching Experiences

#### University of Illinois, Urbana-Champaign

2021 Fall      SPED 414: *Assessment in Early Childhood Special Education*  
 (Face to Face & Online; Undergraduate & Graduate)  
 Instructor  
*Course Description: Practice in designing and applying assessment devices*

*and procedures and in using them to make educational decisions for children with disabilities, birth through kindergarten age.*

- 2018 Fall    **SPED 450: Introduction to Early Childhood Special Education**  
 (Face to Face; Undergraduate & Graduate)  
 Co-Instructor with Catherine Corr, PhD  
*Course Description: Course designed to provide an overview of the history, trends, and issues in the field of Early Childhood Special Education (ECSE) as well as characteristics of infants, toddlers and preschoolers with disabilities.*
- 2017 Fall    **SPED 405: General Educator's Role in Special Education**  
 (Face to Face; Undergraduate)  
 Co-Instructor & Teaching Assistant for Johnell Bentz, PhD  
*Course Description: Course designed to focus on the issues in educating students with disabilities: service delivery models, roles of teachers and related service providers, student assessment, curriculum individualization, instructional strategies, management of problem behaviors, and program evaluation.*
- 2017 Spring    **SPED 438: Collaborating with Families**  
 (Face to Face; Undergraduate & Graduate)  
 Co-Instructor with Katrina Cummings, PhD  
*Course Description: Course designed to examine the impact of disabilities on families of individuals with disabilities and explores strategies for establishing a partnership with families and accomplishing family-centered interventions.*
- 2014-2016    **SPED 117: The Culture of Disability** (Face to Face & Online; Undergraduate)  
 Co-Instructor & Teaching Assistant for Cheryl Light Shriner, PhD and Johnell Bentz, PhD  
*Course Description: Course is designed to provide an introduction to the culture of disability across the lifespan.*

#### Mentoring and Supervision Experiences

- 2020-2024    **STEM for Innovation for Inclusion in Early Education.**  
 Supervisor  
 Students: Hyejung Hwang & Pooja Palle
- 2020    **The Marvin H. McKinney Scholars Program**  
 Mentor  
*The 9-week paid program offers students the chance to engage in meaningful, project-based work aligned with their professional interests and career preparation. The program is open to students who are enrolled full-time in an undergraduate degree program at a North Carolina HBCU.*  
 Student: Briana Blakeney
- 2016-2017    **SPED 524: Infant/Toddler Practicum, Play-n-Stay Playgroup**  
 Supervisor & Teaching Assistant for Mary-alayne Hughes, PhD

*Practicum Description: Practicum is designed to provide students an opportunity to interact with infants/toddlers and their families. Students will receive individualized and team-focused clinical supervision. Through this practicum, students will develop skills and knowledge related to parent/child interaction strategies, family/professional partnerships, and working together as a team.*

Students: Blaire Stewart; Leah Holsten; Claire Stelter

### Invited Guest Lectures and Panels

**Yang, H-W.** (2024, Fall). *Supporting Infants and Toddlers with Motor Delays (Master Level)*. UMass Boston, USA

**Yang, H-W.** (2024, Spring). *Introduction of Inclusive Classroom Profile (Master Level)*. National Taipei University of Education, Taiwan

**Yang, H-W.** (2024, Spring). *STEM for ALL Infants and Toddlers (Undergraduate Level)*. Responsive Approaches for Infants and Toddlers. University of North Carolina-Charlotte, USA

**Yang, H-W.** (2023, Spring). *STEM for ALL Infants and Toddlers (Undergraduate Level)*. Responsive Approaches for Infants and Toddlers. University of North Carolina-Charlotte, USA

**Yang, H-W.** (2023, Spring). *Introduction of Inclusive Classroom Profile (Master Level)*. National Taipei University of Education, Taiwan

**Yang, H-W.** (2022, Summer). *Inclusive Preschool Motor Curriculum (Master Level)* in Preschool/Kindergarten Curriculum and Learning Environments at the University of North Carolina, Chapel Hill.

**Yang, H-W.** (2022, Spring). *What is Single-case Experimental Design? (Master Level)* in Special Educator as Researcher Role, California State University, Fresno.

**Yang, H-W.** (2021, Summer). *Parent-implemented Gross Motor Intervention for Young Children with Disabilities (Graduate Level)* in Single Case Design Summer Consortium, Virtual.

**Yang, H-W.** (2020, Summer). *Inclusive Preschool Motor Curriculum (Master Level)* in Preschool/Kindergarten Curriculum and Learning Environments at the University of North Carolina, Chapel Hill.

**Yang, H-W.** (2020, Spring). *Interventions for Children with Autism Spectrum Disorders*. Guest lecture in *Autism Spectrum Disorders Seminar (Master Level)* at the National Taichung University of Education.

**Yang, H-W.** (2019, Fall). *Panels on Job Interviews for Doctoral Students. Leadership Seminar (Doctoral Level)* at the University of Illinois at Urbana-Champaign.

**Yang, H-W.** (2018, Spring). *Panels on Academic Writing. Concepts and Issues in SPED* (Doctoral level) course at the University of Illinois at Urbana-Champaign.

**Yang, H-W.** (2016, Fall). *Eating and Feeding Practices*. Guest lecture in SPED 431 Assistive Technology and Physical Disabilities course at the University of Illinois at Urbana-Champaign.

**Yang, H-W.** (2015, Fall). *Panel Discussion on Culture of Disability in Taiwan*. SPED 450 Introduction to Early Childhood Special Education course at the University of Illinois at Urbana-Champaign.

**Yang, H-W.** (2014, Fall). *Panel Discussion on Culture of Disability in Taiwan*. SPED 450 Introduction to Early Childhood Special Education course at the University of Illinois at Urbana-Champaign.

### **PEER-REVIEW CONFERENCE PRESENTATIONS**

#### **Oral Presentations**

Chen, C-I, Acar, S., **Yang, H-W.**, Lim, C-I, & Arthur, J. (2024, September). What to Consider When Supporting International Scholars. 2024 DEC Conference. New Orleans, Louisiana

Meyer, L., **Yang, H-W.**, Klein, M. (2024, September). Actualizing DEC's Racial Equity Point of View. 2024 DEC Conference. New Orleans, Louisiana

Meyer, L., Fettig, A., **Yang, H-W.**, Klein, M. (2024, September). Writing for Practitioner Publications: Encouraging Authorship for All. 2024 DEC Conference. New Orleans, Louisiana

Pedonti, S., Chen, C-I, **Yang, H-W.**, & Acar, S. (2024, April). Characterizing Disability Status and Instructional Quality in Migrant and Seasonal Head Start (MSHS). Badar-Kauffman Conference, Kent, Ohio

**Yang, H-W.**, Acar, S., Shapiro, S., Lim, C-I., Chen, C-I., & Lee, J. (2023, November). *Cultural Considerations: Conducting Research in a Global Context*. 2023 DEC conference. Minneapolis, Minnesota.

**Yang, H-W.**, Peterson, C., Stone-MacDonald, Hancock, C., Passmore, A., & Riggelman, S. (2023, November). *Important Findings and Messages: How Do We Reach Our Audience*. 2023 DEC conference. Minneapolis, Minnesota.

**Yang, H-W.**, Amsbary, J., Vinh, M., Lim, C-I., Dickson, T. (2023, November). *Making the Cases for STEM Learning in Early Intervention*. 2023 DEC conference. Minneapolis, Minnesota.

Chen, C-I., Acar, S., Kastanis, M., **Yang, H-W.**, Shapiro, S., Arthur, J., Lim, C-I. (2023 November). *Early Childhood Inclusion: Global Perspectives*. 2023 DEC conference. Minneapolis, Minnesota.

- Chen, C-I., Shapiro, S., Lim, C-I., **Yang, H-W.**, & Arthur, J. *How Are We Preparing the Workforce? EI/ECSE Credentials around the World*. 2023 DEC conference. Minneapolis, Minnesota.
- Acar, S., Chen, C-I., Shapiro, S., Kastanis, M., **Yang, H-W.**, & Arthur, J. (2023 November). *Do As I Say Not As I do: EI/ECSE Conference Plannings around the World*. 2023 DEC conference. Minneapolis, Minnesota.
- Lim, C-I., Grisham, J., Chen, C-I., **Yang, H-W.** (2023, November). *Beyond the Translation: Cross-Cultural Considerations for Using Measures*. 2023 DEC conference. Minneapolis, Minnesota.
- Hardy, J., **Yang, H-W.**, Green, S. L., & Hemmeter, ML. (2023, November). *Math Counts! A systematic Review of the Literature on Math Instruction*. 2023 DEC conference. Minneapolis, Minnesota.
- Mere-Cook, Y. Hardy, J. & **Yang, H-W.** (2023, November). *Think, Think, Think! A Social Problem Intervention*. 2023 DEC conference. Minneapolis, Minnesota.
- Chen, C-I., Serra, A., **Yang, H-W.** (2023, March). *Conducting Cross-cultural Literature Review in Early Childhood Intervention: Perks and Perils*. Badar-Kauffman Conference, Kent, Ohio
- Yang, H-W.** & Lim, C-I. (2023, February). *Cultivating STEM Identity and Belonging Through Children's Literature*. Advancing Skills and Knowledge (A.S.K.) conference, Virtual.
- Mere-Cook, Y. Hardy, J. & **Yang, H-W.** (2022, September). *We Can Solve It! Integrating Social Problem Instruction with STEAM*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Chen, C-I., **Yang, H-W.**, Serra, A. (2022, September). *Applying ICF in Early Intervention/Early Childhood Special Education: A Scoping Review of Global Perspectives*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Nemec, A., Erin, B., & **Yang, H-W.** (2022, September). *For Families: Supporting Infant and Toddler Social Emotional Development*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Yang, H-W.** & Clements, D. (2022, September). *Race and Ethnicity Patterns in Early STEM Research*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- McCorkle, L., Diamond, S., **Yang, H-W.**, & Swindell, J. (2022, September). *Preparing Future Leaders in DEC: What Should We Know about Mentoring*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Bagnato, S., Macy, M., Dionne, C., Towson, J., Brock, R. J., **Yang, H-W.**, & Tucker, J. (2022, September). *Authentic Assessments Practices and Purposes: Focus Group Investigations*. 2022 DEC & ISEI joint conference. Chicago, Illinois.

- Acar, S., Shapiro, S., **Yang, H-W.**, & Chen, C. I. (2022, September). *Above and Beyond: Infusing Global Perspectives in EI/ECSE Courses*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Acar, S., Chen, C., & **Yang, H-W.** (2022, September). *Learning from each other: EI/ECSE research in the global context. [Symposium]*. 2022 DEC & ISEI joint conference. Chicago, Illinois.
- William, S., William, C., & **Yang, H-W.** (2022, August). *Using data and improvement cycles to design and develop responsive statewide professional learning*. Improving Data, Improving Outcomes Conference 2022, Washington, DC.
- Lim, C. I., Amsbary, J., Chin, J., Harradine, C., Vinh, M., & **Yang, H-W.** (2021). *Cultivating Inclusive STEM for Young Children*. STEM for All 2021 Video Showcase. Online. <https://stemforall2021.videohall.com/presentations/2072>
- Lim, C-I., Pedonti, S., **Yang, H-W.**, Amsbary, J., & Catlett, C. (2021, November). *Using Children's Books to Support Identity, Equity, and Inclusion*. 2021 NAEYC Annual Conference, Virtual.
- Acar, S., Shapiro, S., Chen, C.I., **Yang, H-W.**, Kastanis, M., Irmak, O. P., & Lee, J. (2021, September). *Stakeholder voices around the world: lessons learned during COVID-19*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Amsbary, J., **Yang, H-W.**, Harradine, C., Lim, C. I., Vinh, M., & Wadors, L. (2021, September). *Including all young children in computational thinking activities*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Lim, C. I., **Yang, H-W.**, Harradine, C., Pedonti, S., & Amsbary, J. (2021, September). *Storytime STEM for each and every child*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Campbell, P., **Yang, H-W.**, Harradine, C., & Amsbary, J. (2021, September). *Daily STEM: create adaptations for infants and toddlers with disabilities*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Lee, J., Acar, S., **Yang, H-W.**, Chen, C. I., Irmak, O. P., & Kern, P. (2021, September). *Inclusion Worldwide: From international treaties to daily practice*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Holland, A. & **Yang, H-W.** (2021, September). *STEM for all: Creating and adapting materials*. Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Lim, C-I. & **Yang, H-W.** (2021, February). *STEM Learning for each and every child*

during story time. Early Childhood STEM conference, Virtual.

**Yang, H-W.**, Amsbary, J., Lim, C-I., & Vinh, M. (2021, January). *Misconceptions in early STEM learning: Facts everyone should know*. Division for Early Childhood's (DEC) 36<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.

Lim, C. I., Vinh, M., Chin, J., Amsbary, J., **Yang, H-W.** (2020). *Supporting young children with disabilities in STEM learning*. STEM for All 2020 Video Showcase. Online. [https://stemforall2020.videohall.com/presentations/1845?panel=mc#posts\\_32019](https://stemforall2020.videohall.com/presentations/1845?panel=mc#posts_32019)

**Yang, H-W.**, Cheung, W. C., & Ostrosky, M. M. (2019, March). *Move, learn and have Fun!! Keep young children active in preschool*. Illinois Head Start Association Annual Conference, Normal, IL.

Favazza, P. C., Ostrosky, M. M., Stalega, M., **Yang, H-W.**, Aronson-Ensign, K., Akamoglu, Y., & Cheung, W. C. (2018, October). *Supporting physical activity and school readiness skills through a preschool motor program*. Division for Early Childhood's (DEC) 34<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

**Yang, H-W.** & Ostrosky, M. M. (2017, October). *Let's get moving! Physical activities for preschoolers*. Sharing a Vision Conference, East Peoria, IL.

Favazza, P. C., Ostrosky, M. M., Stalega, M. & **Yang, H-W.** (2017, October). *CHAMPPS (CHildren in Action: Motor Program for Preschoolers)*. Division for Early Childhood's (DEC) 33<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Portland, OR.

#### Poster Presentations

**Yang, H-W.**, Amsbary, J., Sam, A., Reid, K., Lim, C-I., & Campbell, P. (2024, September). Exploring the Prevalence of STEM Indicators in Infant and Toddler Early Learning Guidelines. 2024 DEC Conference. New Orleans, Louisiana

Acar, S., **Yang, H-W.**, Pedonti, S. & Chen, C-I. (2024, September). Exploring Classroom Practices in Migrant and Seasonal Head Start Programs. 2024 DEC Conference. New Orleans, Louisiana

Kim, C., **Yang, H-W.**, Kim, S., Wang, J., Aragon, V., & Gerogi, E. (2024, September). Perceptions of Integration Telehealth in Early Intervention: A Review. 2024 DEC Conference. New Orleans, Louisiana

Lim, C-I., Stites, M., **Yang, H-W.**, Vinh, M., Sonnenschein, S., & Singer, J. (2024, September). Learn, Practice, and Apply Inclusive STEM: A Pilot Study. 2024 DEC Conference. New Orleans, Louisiana

Stites, M., Sonnenschein, S., Singer, J., **Yang, H-W.**, Lim, C-I, Vinh, M., Gursoy, H.,

- Kaur, F., & Kransniqi, B. (2024, June). *Is teaching mathematics hard? Is it harder to teach inclusive mathematics, computational thinking, and engineering?* Mathematical Cognition and Learning Society. Washington, DC.
- Stites, M., Sonnenschein, S., Singer, J., **Yang, H-W.**, Lim, C-I, Vinh, M., Gursoy, H., Kaur, F., & Kransniqi, B. (2024, June). *Improving Head Start teachers' sense of self-efficacy using inclusive STEM practices.* National Research Conference on Early Childhood Conference, Arlington, VA
- Yang, H-W.**, Acar, S., Chen, C-I., & Pedonti, S. (2024, June). What do we know about program practice for Migrant and Seasonal Head Start Children. National Research Conference on Early Childhood Conference, Arlington, VA.
- Yang, H-W.**, Sharifnia, E., Lim, C-I., Sam, A., Amsbary, J., & Reid, K. (2024, June). Examining the Representation of Science, Technology, and Engineering. National Research Conference on Early Childhood Conference, Arlington, VA
- Hardy, J., **Yang, H-W.**, Green, L. S., Kim, C. & Hemmeter, M. L. (2024, February) *Spotlight on Math: Illuminating the Evidence about Math Interventions for Young Children.* Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Yang, H-W.** (2022, September). *Voices from the Field: Using Authentic Assessments in Occupational Therapy.* 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Chen, L. W. & **Yang, H-W.** (2022, September). *Supporting Taiwanese Indigenous Families and Their Young Children with Developmental Delays: Lessons Learned from a Non-Profit Community-based Organization.* 2022 DEC & ISEI joint conference. Chicago, Illinois.
- Yang, H-W.**, Ostrosky, M. M., Favazza, P. (2022, February). *Addressing School Readiness Skills During Motor Play: Findings from Content Analysis.* Conference on Research Innovations in Early Intervention, San Diego, CA.
- Clayback, K. **Yang, H-W.**, Domingo, M., Barton, E., & Hemmeter, M. L. (2022, February). *Examining Program-Level Behavior Policies to Promote Equity in Early Childhood: An Example from Tennessee.* Conference on Research Innovations in Early Intervention, San Diego, CA.
- Yang, H-W.** & Ostrosky, M. M. (2021, October). Embedding STEM Learning into Inclusive Motor Play. Virtual. STEMIEfest, 2021
- Cheung, W. C., Sargeant, D., **Yang, H-W.**, & Ostrosky, M. (2021, September). Supporting Preschoolers' motor skills during virtual learning. Poster presentation at the Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.
- Cheung, W. C., **Yang, H-W.**, Ostrosky, M., & Sargeant, D. (2021, September). Supporting Preschoolers' motor skills development: Voice from caregivers. Poster presentation at the Division for Early Childhood's (DEC) 37<sup>th</sup> Annual International Conference on

Young Children with Special Needs and their Families, Virtual.

Harradine, C., **Yang, H-W.**, Amsbary, J., Lim, C-I., & Vinh, M. (2021, January). STEM for Young Children with Disabilities: What Does the Literature Say? Poster presentation at the Division for Early Childhood's (DEC) 36<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.

Lim, C-I., **Yang, H-W.**, Amsbary, J., & Vinh, M. (2021, January). *Developing an Early STEM Model: Preliminary Results from a Delphi Process*. Poster presentation at the Division for Early Childhood's (DEC) 36<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.

Amsbary, J., Lim, C-I., **Yang, H-W.**, Harradine, C., & Vinh, M. (2021, January). Examining the State of STEM and Inclusion in Early Childhood. . Poster presentation at the Division for Early Childhood's (DEC) 36<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Virtual.

Lim, C-I., **Yang, H-W.**, Amsbary, J., & Vinh, M. (2020, February). *Applying a Delphi Method to Develop an Early STEM learning model*. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Ostrosky, M. M., Favazza, P. C., **Yang, H-W.**, Akamoglu, Y., & Cheung, W. C. (2019, October). Let's Move: Findings from Research Focused on Motor Activities for Preschoolers. Poster presentation at the Division for Early Childhood's (DEC) 35<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.

**Yang, H-W.**, Ostrosky, M. M., & Meadan H. (2019 October). *Partnering with parents to promote the motor development of preschoolers with disabilities*. Poster presentation at the Division for Early Childhood's (DEC) 35<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.

**Yang, H-W.**, Ostrosky, M. M., & Meadan H. (2018, October). *Motor skills intervention for young children with disabilities: A literature review*. Poster presentation at the Division for Early Childhood's (DEC) 34<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

Ostrosky, M. M., **Yang, H-W.**, Favazza, P. C., & Stalega, M. (2018, March). *CHAMPPS (CHildren in Action: Motor Program for PreschoolerS)*. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

**Yang, H-W.**, Ostrosky, M. M. & Meadan, H. (2017, October). *Children's participation in physical activities: Parental perceptions and roles*. Poster presentation at the Division for Early Childhood's (DEC) 33<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Portland, OR.

**Yang, H-W.**, Ostrosky, M. M. & Meadan, H. (2016, November). *Perceived facilitators and barriers to physical activities among parents of preschoolers with disabilities*. Poster session at the Illinois Council for Exceptional Children, Naperville, Illinois.

**Yang, H-W.**, Ostrosky, M. M., & Meadan, H. (2016, October). *Parents' perceptions of the physical play of preschoolers with disabilities*. Poster session at the Division for Early Childhood's (DEC) 32<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.

Stalega, M., Favazza, P. C., Ostrosky, M. M., & **Yang, H-W.** (2016, April). *Children in Action: Motor Program for Preschoolers*. Poster session at the Council for Exceptional Conference, Boston, MA.

Lin, K. C., **Yang, H-W.**, Huang, W. L., & Wu, C. Y. (2011, July). *Effects of mirror therapy on upper extremity performance after a stroke: A pilot study*. Poster session at the 2011 Occupational Therapy Union of the Republic of China Conference, Taipei, Taiwan.

### **PRESENTATIONS AT PROFESSIONAL MEETINGS**

Acar, S., Lee, J., **Yang, H-W.**, & Chen, C. I. (2022, February). *Learning from Each Other: EI/ECSE Research in the Global Context*. DEC Learning Deck.

### **INVITED PRESENTATIONS & WORKSHOPS**

Kemp, P., **Yang, H-W.**, Young, J. D. (2024). *What is new at the DEC?* CEC Fall PD Fair.

**Yang, H-W.**, Harradine, C., & Orwig, S. (2024). *STEM in Early Intervention 101: Must-Have Toolkit Essentials*. 2024 STEMIEFest

Chen, C-I., Acar, S., & **Yang, H-W.** (2024). *Culturally Responsive Screening and Assessment Practices with Diverse Young Children with Disabilities and their Families*. 2024 International Early Childhood Inclusion Institute

**Yang, H-W.**, Harradine, C., & Orwig, S. (2024). *Little Explorers and Problem Solvers: A Beginner's Guide to Infusing STEM in Early Intervention*. 2024 International Early Childhood Inclusion Institute

O'Grady, C., Ostrosky, M. M., & **Yang, H-W** (2024). *Pyramid Model Goes Global*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Tampa, FL

**Yang, H-W.**, & Mere-Cook, Y. (2023). *Promoting Social Emotional Development within Early STEM Learning*. United Way of Northwest Michigan (Virtual).

**Yang, H-W.** Campbell, P., Harradine, C., & Water, V. (October, 2023). *Reflection: Cultivating STEM Experiences for Infants and Toddlers*. STEMIEFest Call Series (Virtual).

**Yang, H-W.** Campbell, P., Harradine, C., & Water, V. (October, 2023). *Cultivating STEM Experiences for Infants and Toddlers*. STEMIEFest Call Series (Virtual).

**Yang, H-W.** Campbell, P., Harradine, C., & Water, V. (September, 2023). *What Do STEM Experiences Look Like for Infants and Toddlers*. STEMIEFest Call Series (Virtual).

- Yang, H-W.** (June, 2023). *Parents' Guide to Science, Technology, Reading, Engineering, Art, and Math (STREAM)*. Early Childhood Commission's Annual Professional Development Institute, Jamaica (Virtual).
- Clayback, K. & **Yang, H-W.** (2023, April). *Writing and Implementing Positive Behavior Guidance Policies in Preschool Programs*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Tampa, FL
- Campbell, P. & **Yang, H-W.** (2022, December). Making the Case for Early Intervention and STEM. Virtual. STEMIEFest 2022
- Amsbary, J., **Yang, H-W.**, & C-I, Lim. (2022, November). *Go SySTEMic: Integrating STEM Learning Opportunities Across Higher Education Courses and Field Experiences*. Virtual. SCRIPT-NC.
- Vinh, M., **Yang, H-W.**, & Harradine, C. (2022, June). *Where Do I Start? Intentional and Playful Inclusion for Each and Every Child*. Region 10 Professional Development, Richardson, TX.
- Clayback, K. & **Yang, H-W.** (2022, April). *Writing and Implementing Positive Behavior Guidance Policies in Preschool Programs*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Tampa, FL
- MacNish, A., Wasser, J., & **Yang, H-W.** (2022, February). *Unveiling the Revised Positive Solutions for Families*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Tampa, FL
- Embse, M, V. D., MacNish, A., & **Yang, H-W.** (2022 February). *Train the Facilitator: Positive Solutions for Families*. National Center for Pyramid Model Innovations.
- LeGrant, D. & **Yang, H-W.** (2022, January). *The 4 Es of Family Engagement*. Early Education Equity Cohort.
- Yang, H-W.** & Swindell, J. (2022, January). *The secrets to a successful mentoring Relationship*. DECIDE monthly webinar.
- Lim, C-I, Catlett, C., **Yang, H-W.**, Pedonti, S. (2021, August). *Using Children's Books to Support Identity, Equity, and Inclusion*. SCRIPT-NC.
- Yang, H-W.** (2021, May). *Embedding Learning Opportunities into Motor Play with Young Children*. NC-DADD Special Education Symposium.
- Lim, C-I, Vinh, M., Amsbary, A., & **Yang, H-W.** (2021, April). *STEM for One STEM for All*. UNC Science Expo.
- Lim, C-I., West, T., **Yang, H-W.**, Amsbary, J. (2020, November). *Early STEM Learning for Children with Disabilities*. SCRIPT-NC.
- Yang, H-W.** & Lai, F. (2020, October). *Supporting Young Children's Social Emotional Development (Session 1& 2)*. STUF Life Education Society. (Mandarin).

- Yang, H-W.** (2020, September). STEM Learning within Routines and Activities. STEMIEFest 2020. Online. <https://stemie.fpg.unc.edu/stemiefest/stem-learning-within-routines-and-activities>
- Amsbary, J. & **Yang, H-W.** (2020, August). *STEM resources for Young Children with Disabilities and Their Families*. NC Summer Mini-Conference.
- Lim, C-I., Vinh, M., Harradine, C., **Yang, H-W.**, Amsbary, J. (2020, May). *Promoting STEM at Home for Young Children with Disabilities*. Science is Cool Virtual Unconference, Online.
- Ostrosky, M. M., **Yang, H-W.**, & O’Grady, C. E. (2020, April). *The Pyramid Model 101*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL (Conference Canceled).
- Yang, H-W.** & Reyes, A. (2020, February). *How to Build a Successful Mentoring Relationship*. DECIDE Monthly Webinar, Online.
- Lim, C-I. & **Yang, H-W.** (2019, December). *Building on Experts Perspectives on Content, Processes and Practices: Preliminary Results from the Delphi Approach*. STEMIE summit, Leesburg, VA.
- Ostrosky, M. M., **Yang, H-W.**, & O’Grady, C. E. (2019, April). *The Pyramid Model for Rookies: Understanding the Fundamentals*. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
- Yang, H-W.** (2014, July). *Helping Children Learn to Pay Attention*. Session presented at the Golden Brain Institute, Pingtung, Taiwan.
- Yang, H-W.** (2014, March). *Knowing Memory Training and Creating Meaningful Activities for Children at Home*. Session presented at the Taipei City Hospital Zhong-Xiao Branch, Taipei, Taiwan.
- Yang, H-W.** (2013, May). *Recognizing Developmental Delays in Children*. Session presented at the Southern Taipei Family Helper Project, Taiwan Fund for Children and Families, Taipei, Taiwan.

## **SELECTED OUTREACH AND DISSEMINATION PRODUCTS**

### ***STEM Innovation for Inclusion in Early Education Center***

#### **Blog posts**

- Mere-Cook, Y., **Yang, H-W.**, Hardy, J. (October 24, 2022). Supporting children’s social emotional skills in STEAM contexts. Retrieved from <https://stem4ec.ning.com/blog/supporting-children-s-social-emotional-skills-in-steam-contexts>

**Yang, H-W.** (May 23, 2022). Infusing family culture in STEM learning. Retrieved from <https://stem4ec.ning.com/blog/infusing-family-s-culture-in-stem-learning>

Lim, C-I. & **Yang, H-W.** (February 9, 2022). "I can be a scientist!" Retrieved from <https://stem4ec.ning.com/blog/i-can-be-a-scientist>

**Yang, H-W.** & Ostrosky, M. M. (November 9, 2021). Embedding STEM learning opportunities into gross motor play: Tips and strategies to support preschoolers with disabilities. Retrieved from <https://stem4ec.ning.com/blog/embedding-stem-learning-opportunities-into-gross-motor-play-tips->

**Yang, H-W.** & Lim, C-I. (April 10, 2020). *Mythbuster Series #3: STEM learning is too expensive.* [Blog post]. Retrieved from <https://stem4ec.ning.com/blog/mythbuster-series-3-stem-learning-is-too-expensive>

**Yang, H-W.** & Lim, C-I. (April 3, 2020). *Mythbuster Series #2: Language and Literacy skills are more important than STEM knowledge and skills.* [Blog post]. Retrieved from <https://stem4ec.ning.com/blog/mythbuster-series-2-language-and-literacy-skills-are-more-importa>

**Yang, H-W.** & Lim, C-I. (March 26, 2020). *Mythbuster Series #1: STEM is only for older students or gifted children, and it is too difficult for young children or children with disabilities to understand.* [Blog post]. Retrieved from <https://stem4ec.ning.com/blog/mythbuster-series-1-stem-is-only-for-older-students-or-gifted-chi>

### Tip Sheets & Guides

*Getting Dressed Explorations: Infants & Toddlers.* Retrieved from <https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/Getting%20Dressed%20Activities.pdf>

*Tummy Time Explorations for Infants*

<https://stemie.fpg.unc.edu/tummy-time-explorations-infants>

*STEM Storybook Conversations Series.* Retrieved from

[https://stemie.fpg.unc.edu/resources?f%5B0%5D=field\\_routines\\_everyday\\_activity%3A64](https://stemie.fpg.unc.edu/resources?f%5B0%5D=field_routines_everyday_activity%3A64)

*Mealtime Explorations for Infants.* Retrieved from

<https://stemie.fpg.unc.edu/mealtime-explorations-infants>

*Mealtime Explorations for Toddlers.* Retrieved from

<https://stemie.fpg.unc.edu/mealtime-explorations-young-toddlers>

*A guide to addressing STEM Myths.* Retrieved from

<https://stemie.fpg.unc.edu/guide-addressing-stem-myths>

### ***Early Intervention Clearinghouse***

#### Newsletters

**Yang, H-W.,** Issacs, S., Swartz, R., Tompkins, J., & Burke, M. (2019 Spring). How do I

choose the right APPs for my child? *Early Intervention Clearinghouse*, 32(1), 2.  
Retrieved from: <https://eiclearinghouse.org/newsletter/2019spring/>

**Yang, H-W.**, Issacs, S., Swartz, R., Tompkins, J., & Burke, M. (2018 Winter). Help us improve the clearinghouse and EI services. *Early Intervention Clearinghouse*, 31(4), 2. Retrieved from: <https://eiclearinghouse.org/wp-content/uploads/2018/12/2019Winter.pdf>

**Yang, H-W.**, Issacs, S., Swartz, R., Tompkins, J., & Burke, M. (2018 Fall). You have everything you need: Using household items for early intervention. *Early Intervention Clearinghouse*, 31(3), 1-2. Retrieved from: <https://eiclearinghouse.org/wp-content/uploads/2018/10/2018Fall.pdf>

*Others*

Blog posts

**Yang, H-W.** (May 9, 2018). *Taiwanese National Health Insurance for people with disabilities: Pros and Cons*. Retrieved from <http://lendblog.ahslabs.uic.edu/2018/05/09/taiwanese-national-health-insurance-for-people-with-disabilities-pros-and-cons/>

**Yang, H-W.** (November 17, 2017). *Get your audience's attention by designing attractive presentation slides*. Retrieved from <https://decastudentsig.wordpress.com/author/studentsig/>

**Yang, H-W.** (April 24, 2016). *How to use household items to develop fine motor skills*. Retrieved from <http://bmbvbx.pixnet.net/blog/post/114597173> (Chinese)

## **SERVICE**

Guest Editor

*Education Science: Belonging in STEM: Identity Affirming and Inclusive Practices to Support Each and Every Child in Early Childhood Environments*

Editorial Board

*Young Children*

*Topic in Early Childhood Special Education*

*Infant and Child Development*

*Journal of Early Intervention*

Journal Reviewer

1. *Intellectual and Developmental Disabilities*
2. *Perceptual and Motor Skills*
3. *Disability and Rehabilitation*
4. *Journal of International Review of Research in Developmental Disabilities*
5. *Journal of Early Intervention*
6. *Focus on Autism and Other Developmental Disabilities*
7. *Technology | Architecture + Design*
8. *Young Exceptional Children*
9. *International Journal of Disability, Development and Education*

10. *Journal of Child and Family Studies*
11. *Journal of Telemedicine and Telecare*
12. *Young Children*
13. *Journal of Developmental and Physical Disabilities*
14. *Topic in Early Childhood Special Education*

#### Book Chapter Reviewer

1. DEC monograph: Leadership
2. IGI Global: Meaningful and Active Engagement of Families of Students with Disabilities

#### National Services

- |               |   |
|---------------|---|
| 2022-present  | Treasurer, Division for Early Childhood (DEC) Executive Board   |
| 2021-present  | Member, Division for Early Childhood (DEC) Publications and Products Advisory Committee                 |
| 2019- present | Member, Division for Early Childhood (DEC) International Committee                                      |
| 2019-2022     | DECIDE Mentoring Coordinator, The Council for Exceptional Children's Division for Early Childhood (DEC) |

#### Conference, Grant, and Other Reviews

- |              |   |
|--------------|---|
| 2024         | <b>Reviewer</b> , Council for Exceptional Children  |
| 2024         | <b>Reviewer</b> , Organization for Autism Research  |
| 2023         | <b>Personnel Preparation Review Panel</b><br>Office of Special Education Program  |
| 2022-Present | <b>Conference proposal reviewer</b> , National Research Conference on Early Childhood   |
| 2021         | <b>Strand Chair, Conference proposal reviewer (Family)</b> , Division for Early Childhood's Annual International Conference on Young Children with Special Needs and their Families |
| 2020         | <b>Conference proposal reviewer</b> , International Society for Autism Research   |
| 2019         | <b>Conference proposal reviewer</b> , Association of University Center on Disabilities  |
| 2017-present | <b>Conference proposal reviewer</b> , Division for Early Childhood's Annual International Conference on Young Children with Special Needs and their Families                        |
| 2018-present | <b>Reviewer and Committee</b> , Autism Speaks Grant program   |
| 2018         | <b>Reviewer</b> , The National Clearinghouse for Autism Evidence & Practice   |

#### State Services

- |           |  |
|-----------|--|
| 2020-2022 | <b>Family and Communication Director</b> , North Carolina-Division for Early Childhood |
|-----------|--|

#### University Service

##### *University of North Carolina at Chapel Hill*

- |      |  |
|------|--|
| 2024 | <b>Co-Lead</b> , Innovative Technology and Data Science in Education   |
| 2024 | <b>Member</b> , FPG Next Committee <ul style="list-style-type: none"> <li>● Innovative Technology and Data Science in Education</li> </ul> |

- Life course perspective on developmental disability and mental health
- 2022      **Research Scientist Search Committee Member**, FPG Child Development Institute

*University of Illinois at Urbana-Champaign*

- 2016-2018      **Member**, Early Childhood Special Education Master Students' Portfolio Meeting
- 2016-2017      **Member**, Faculty Awards and Student Awards Committee, College of Education, University of Illinois at Urbana-Champaign
- 2016      **Member**, Early Childhood Special Education Orientation committee, Department of Special Education, University of Illinois at Urbana-Champaign
- 2016-2017      **Member**, Recruitment and Doctoral Admissions Committee, Department of Special Education, University of Illinois at Urbana-Champaign
- 2016-2017      **Secretary**, Special Education Graduate Student Association (SEGSA), Department of Special Education, University of Illinois at Urbana-Champaign
- 2014-2015      **Technology Representative**, SEGSA, Department of Special Education, University of Illinois at Urbana-Champaign

Community Service

- 2020-Present      **Co-Founder**, Social Emotional Behavior in Early Childhood-Asian Alliance
- 2018      **Co-Facilitator**, Sibling Support Group, The Autism Program, University of Illinois at Urbana-Champaign, IL
- 2014      **Volunteer**, Vineyard Church Sunday School, Urbana, IL
- 2012-Present      **Founder**, Play with Kids, Taiwan  
Facebook: <https://www.facebook.com/pwkedu.tw/>

Advisory Board Members

- 2023-Present      **Advisory Board Member**, Cultivating Interdisciplinary and Responsive Cultural Research, Practice, and Policy Leaders in Early Childhood Professions (OSEP #H325D230050)

**PROFESSIONAL MEMBERSHIPS**

- 2019-present      International Society on Early Intervention
- 2014-present      Council for Exceptional Children, Division of Early Childhood, USA
- 2009-2014      Taiwan Occupational Therapy Association, Taiwan