

## 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*****Awards:***

Xin, Y. P. (2022-2023). Outstanding Achievement in Discovery (full professor level), Dept of Educational Studies, College of Education, Purdue University.

Xin, Y. P. (2023-2024). Purdue Service-Learning Fellow (Spring 2024), Office of Engagement, Purdue University.

Xin, Y. P. (2023). First Book Award, College of Education, Purdue University.

Xin, Y. P. (2019-2020). Outstanding Achievement in Discovery (full professor level), Dept of Educational Studies, College of Education, Purdue University.

Xin, Y. P. (2018-2019). Outstanding Achievement in Engagement, Dept of Educational Studies, College of Education, Purdue University.

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

Xin, Y. P. (2016): "High Rank Foreign Expert Grant Program Award", Northeast Normal University, China.

Xin, Y. P. (2010-2011). Outstanding Achievement in Discovery (Associate Professor level), Dept of Educational Studies, College of Education, Purdue University.

Xin, Y. P. (2009). *Seed for Success Award*, Purdue University.

Xin, Y. P. (2003). Exemplary Poster Award at the CEC 2003 Convention and Expo. Seattle, WA.

Xin, Y. P. (2003). Outstanding Student Research Award, American Education Research Association (AERA), SER-SIG.

Xin, Y. P. (1997). The Donald T. Campbell Social Science Research Award, Lehigh University

Xin, Y. P. (1983). Outstanding Achievement Award—All Around, East China Normal University, China, 1983

***Honors:***

Xin, Y. P. (2023) Kinley Trust Competition Finalist (Invited for full proposal submission).

Xin, Y. P. (2022-2023). COE Nominee for Purdue University's Leadership in Global Engagement Award

Xin, Y. P. (Nov. 2022). Twenty – Year Service Award, Provost office, Purdue Univ.

<https://www.education.purdue.edu/2022/12/tis-the-season-fall-2022-university-college-awards/?fbclid=IwAR1j-P8tHV-Swrk5UA5bBZ-Xl2gp9XLgdARWQxrS4tkFefhacT7wIAVbvqQ>

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).

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.

National Science Foundation Review Panel, 2010, 2016

IES Special Education Pandemic Recovery Scientific Peer Review Panel (2021-2022)

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

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

*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**

**Xin, Y. P.** (Oct. 2023). Panelist, the International Multidisciplinary Forum, *Mathematics and Students with SLDs: Exploring the Science to Practice Connection*, aired on Oct 20, 2023. <https://ldaamerica.org/event/mathematics-and-students-with-slds-exploring-the-science-to-practice->

[connection/?fbclid=IwAR2nh4PTHKvy4HQiQx0TzTtP1Iv19078HJRM6CU3PufHo3QRwaLqBVnL5Rw](https://www.facebook.com/IwAR2nh4PTHKvy4HQiQx0TzTtP1Iv19078HJRM6CU3PufHo3QRwaLqBVnL5Rw)

**Xin** (2023) was named one of the 44 world-class professors from around the world who engaged in Southwest University's 2023 Summer Global Immersion Program <https://education.purdue.edu/2023/12/xin-named-visiting-professor-for-chinese-universitys-global-immersion-program/>

**Xin's** math problem solving program is featured by [Made for Math](https://www.education.purdue.edu/2022/11/xins-math-problem-solving-program-featured-by-madeformath/)-an online tutoring company, <https://www.education.purdue.edu/2022/11/xins-math-problem-solving-program-featured-by-madeformath/> College of Education, Purdue University

**Xin's** newly published book is featured in COE research and funding news (Aug, 2022)--  
<https://mailimages.purdue.edu/vo/?FileID=04c1bb10-81a7-4b26-a2dd-a5126d7d4ba6&m=338a6bd6-ec15-4c89-b630-7ed40f762cea&MailID=43631523&listid=122714&RecipientID=21866128283>

**Xin, Y. P.** (2023) Kinley Trust Competition Finalist (Invited for full proposal submission).

**Xin (2022)**, along with renowned scholars in the fields of SpEd and math education Drs. Lynn Fuchs (Vanderbilt University) and Jon Star (Harvard Graduate School of Education), serves as an advisor board member on Sarah Powell's funded IES multimillion dollar efficacy study project [RAAMPS](#).

**Xin's** scholarly work in math problem solving is 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 Useable Research Related to Core Mathematical Practices](#)" (2015).

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

## PROFESSIONAL MEMBERSHIPS

School Science and Mathematics Association, 2011-  
American Education Research Association (AERA), 1999-present  
Special Education Research SIG group of AERA, March 2003-  
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 31100: [Supporting Exceptional Learners: Foundations and Math Methods](#)  
(new course design/development and teaching, 2024 spring)

- EDPS 36100: Assessment: Data-based decision-making  
(new course teaching, spring, 2022)
- EDPS 498 EDPS 49800/EDCI 49600 Supervised Teaching Elementary Education and  
Special Education Mild Intervention (new course teaching, fall, 2023)
- EDPS 650: Review and Implications of Research in Special Education  
(new course teaching, fall 2023)
- EDPS 56500: Math Curricula for Learners with Exceptionalities  
(Newly designed course, first time taught, 2022)
- EDPS 56501: Intervention Strategies and Research (newly design online master program  
course-first time taught 2014)
- EDPS 362: Organization and Management of Instructional Behaviors and Environments
- EDPS 361: Use of Assessment Techniques in Special Education  
(design and taught the course)
- EDPS 563: Identification, Evaluation, and Assessment of Exceptional Individuals  
(designed and taught the course)
- EDPS 565: Intervention Strategies and Research (designed and taught the course)
- EDPS 591a: Characteristics of Students with Special Needs (designed and taught the  
course, fall 2017)
- EDPS 591b: Assessment of Students with Special Needs  
(designed and taught the course, Spring 2018)
- EDPs 591c: Intervention Strategies and Research  
(designed and taught the course, 2018 fall)
- EDPS 570: Advances in Intervention Research
- EDPS 577: Advanced Characteristics of Children with Mild Disabilities  
(designed and taught the course)
- EDPS 588: Single Subject Research Design; (designed and taught the course)
- EDPS 688: Single Subject Research Design
- EPDS 664: Research Seminar in Special Education: Applications of various research  
methodology across a range of educational fields (designed and taught this  
course: 2021)
- EPDS 664: Research Seminar in Special Education: Survey of basic methods of research  
(designed and taught the course: 2010)
- EDPS 664: Special Topics in Education: Research around the intersection of  
mathematics education and special education (designed and taught the  
course 2014)
- EDPS 661: Review and Implications of Research in Special Education (new course  
teaching started from 2017)

### **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:

MPOWER-CRP pilot study, Program Director and Instructor, Klondike Elementary Schools,  
 West Lafayette, IN (Spring, 2024)  
 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 (\*PhD students or recently graduated PHDs under Dr. Xin direct supervision)

- Xin, Y. P.**, Kim, S. J., Lei, Q., Liu, B. Y., Wei, S., Kastberg, S. E., & Chen, Y. V. (2023). The Effect of Model-Based Problem Solving on the Performance of Students Who are Struggling in Mathematics. *The Journal of Special Education*, 57(3), 181-192. <https://doi.org/10.1177/00224669231157032>. (2022-2023 *Impact Factor*: 3.122)
- Wei, S. \*Lei, Q., Chen, Y., & **Xin, Y. P.** (2023). The Effects of Visual Cueing on Students with and without Math Learning Difficulties in Online Problem Solving: Evidence from Eye Movement. *Behav. Sci.*, 13(11), 927; <https://doi.org/10.3390/bs13110927>
- Xin, Y.P.**; \*Kim, S.J.; \*Zhang, J.; \*Lei, Q.; \*Yilmaz Yenioglu, B.; \*Yenioglu, S.; \*Ma, X. (2023). Effect of Model-Based Problem Solving on Error Patterns of At-Risk Students in Solving Additive Word Problems. *Educ. Sci.* 13, 714. <https://doi.org/10.3390/educsci13070714>
- \*Lei, Q., & **Xin, Y. P.** (2023). A synthesis of mathematical word problem-solving instructions for English learners with learning disabilities in mathematics. *Review of Education*, 11, e3396. <https://doi.org/10.1002/rev3.3396>

- \*Liu, D., Mao, Y., Yang, Z. & **Xin, Y. P.** (2023). An intervention study of schema-based instruction on mathematical problem solving of students with autism spectrum disorder. *Chinese Journal of Special Education*, 271 (1), 81-68. D.L.
- \*Ma, X. & **Xin, Y. P.** (2023). Teaching Mathematics Word Problem Solving to Students with Autism Spectrum Disorder. *The Journal of Special Education*.  
<https://doi.org/10.1177/00224669231190662>
- \*Zhang, J., <sup>1</sup>Miranda, D. M., & <sup>2</sup>**Xin, Y. P.** (2022). Disability Awareness Program for Young Children: A Community Service-Learning Program at Preschool and Elementary School. *Purdue Journal of Service-Learning and International Engagement*.  
<https://docs.lib.purdue.edu/pjsl/vol9/iss1/7>
- \*Kim, S. J., Kastberg, S. E., **Xin, Y. P.**, \*Lei, Q., \*Liu, B., Wei, S., & Chen, Y. (2022). Counting strategies of students struggling in mathematics in a computer-based learning environment. *The Journal of Mathematical Behavior*, 68, 101007.
- \*Kim, S. J., & **Xin, Y. P.** (2022). A Synthesis of Computer-Assisted Mathematical Word Problem-Solving Instruction for Students with Learning Disabilities or difficulties. *Learning Disabilities: A Contemporary Journal*, 20(1), 27-45 [https://www.ldw-ldcj.org/images/Kim\\_Xin\\_2022.pdf](https://www.ldw-ldcj.org/images/Kim_Xin_2022.pdf)
- Myers, J.A., Witzel, B.S., Powell, SR, Li, H., Pigott, T., **Xin, Y. P.**, & Hughes, E.M. (2022). A Meta-Analysis of Mathematics Word-Problem Solving Interventions for Elementary Students Who Evidence Mathematics Difficulties. *Review of Educational Research*. 92(5), 695-742. <https://doi.org/10.3102/00346543211070049> (5-yr Impact Factor 20.558) (D., L.)
- Liu, D., Zhang, D., Mao, Y., **Xin, Y. P.** (2022). The Effect of Video Prompting on Price Comparison by Students with Autism Spectrum Disorders. *Chinese Journal of Special Education*, 4 (262), 80-88.
- Witzel, B. S., Myers, J. A., & **Xin, Y. P.** (2022). Conceptually intensifying word problem solving for students with math difficulties. *Intervention in School and Clinic*. 58(1) 9-14.  
<https://doi.org/10.1177/10534512211047580> (5-yr impact factor: 1.28)
- \*Zhang, J., Rispoli, M., **Xin, Y. P.** & Sulu, M. D. (2022). Mathematics Interventions for Secondary Students with Autism Spectrum Disorder: A Review of Research Quality. *Education and Training in Autism and Developmental Disabilities*. 57(3), 247–260. (2021 -2022 Impact factor: 1.578).
- \*Zhang, J., Miranda, D. M., & **Xin, Y. P.** (2022). Disability Awareness Program for Young Children: A Community Service-Learning Program at Preschool and Elementary School. *Purdue Journal of Service-Learning and International Engagement*.  
<https://docs.lib.purdue.edu/pjsl/vol9/iss1/7>
- \*Ma, X., Bofferding, L. & **Xin, Y. P.** (2021). Addition and Subtraction Word Problem Tasks in Reform-Based Textbooks. *School Science and Mathematics*, 121, 263–274.  
[doi.org/10.1111/ssm.12468](https://doi.org/10.1111/ssm.12468) Impact factor: .64.
- \*Yang, X. & **Xin, Y. P.** (2021). Teaching Problem Posing to Students with Learning Disabilities," *Learning Disability Quarterly* (5-yr impact factor: 1.64)  
<https://doi.org/10.1177/0731948721993117>
- Xin, Y. P.**, \*Park, J., Tzur, R., & Si, L. (2020). The Impact of a Conceptual Model-based Mathematics Computer Tutor on Multiplicative Reasoning and Problem-Solving of

- Students with Learning Disabilities. *The Journal of Mathematical Behavior*, 58. 100762, available online Feb 27, 2020. <https://doi.org/10.1016/j.jmathb.2020.100762> IF: .94
- Xin, Y. P.**, \*Kim, S. J., \*Lei, Q., Wei, S., \*Liu, B., \*Wang, W., Kastberg, S., Chen, Y., \*Yang, X., \*Ma, X., Richardson, S. E. (2020). The Impact of a Conceptual Model-based Intervention Program on math problem-solving performance of at-risk English learners. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 36(2), 104-123, published online April 1st, 2020. (2020 impact factor: 1.22) <https://www.tandfonline.com/doi/full/10.1080/10573569.2019.1702909>
- \*Lei, Q., Mason, R., **Xin, Y. P.**, Davis, J., David, M. & Lory, C. (2020). A meta-analysis of single-case research on mathematics word problem-solving interventions for English learners with learning disabilities and mathematics difficulties. *Learning Disabilities Research & Practice*. <https://doi.org/10.1111/ldrp.12233> Impact Factor: 1.34
- \*Lei, Q., **Xin, Y. P.**, Morita-Mullaney, T., & Tzur, R. (2020). Instructional Scaffolds in Mathematics Instruction for English Learners with Learning Disabilities: An Exploratory Case Study. *Learning Disabilities: A Contemporary Journal*, 18(1), 123-144.
- Xin, Y. P.** (2019). The effect of a conceptual model-based approach on “additive” word problem solving of elementary students who are struggling in mathematics. *ZDM: Mathematics Education*, 51(1), 139-150. DOI: 10.1007/s11858-018-1002-9
- Xin, Y. P.**, Chiu, M. M., Tzur, R. \*Ma, X., \*Park, J., \*Yang, X. (2019). Discourse-oriented instruction: How does a teacher’s talk affect math problem solving and reasoning of students with Learning disabilities. *Learning Disability Quarterly*, 1-14. (D.) <https://doi.org/10.1177/0731948719858707>.
- Sun, X., **Xin, Y. P.** & Huang, R. (2019). A complementary survey on the current state of teaching and learning of Whole Number Arithmetic and connections to later mathematical content. *ZDM: Mathematics Education*. *ZDM Mathematics Education*. 51:1-12 DOI 10.1007/s11858-019-01041-z
- 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. doi:[10.1177/0731948716648740](https://doi.org/10.1177/0731948716648740)
- \*Liu J. & **Xin, Y. P.** (2017). Eliciting Repair of Mathematics Explanations of Students with Learning Disabilities. *Learning Disability Quarterly*, 40(3). 132-145. 5-year impact factor 2.968
- Xin, Y. P.** & Tzur, R. (2016). [Cross-disciplinary Thematic Special Series: Special Education and Mathematics Education. \*Learning Disability Quarterly\*, 39\(4\), 196-198.](https://doi.org/10.1177/0731948716648740)
- 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
- \*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 NMRSD 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.  
[doi.org/10.1177/0022466914527826](https://doi.org/10.1177/0022466914527826)
- \*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. <https://doi.org/10.1111/j.1949-8594.2011.00098.x>
- 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. [doi.org/10.1080/00220671.2010.487080](https://doi.org/10.1080/00220671.2010.487080)
- 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. <https://doi.org/10.3200/JOER.102.6.427-442>
- 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. <http://www.jstor.org/stable/40539313>
- 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. DOI: [10.1177/0022466907312895](https://doi.org/10.1177/0022466907312895)
- 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. DOI:[10.1177/001440290507100401](https://doi.org/10.1177/001440290507100401)
- <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, <https://doi.org/10.1177/002246699703000404>
- 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.

#### Non-refereed

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- \*Zhang, J., Miranda, D. R., & **Xin, Y. P.** (2022). Disability awareness program for young children: A community service-learning program at preschool and elementary school. *Purdue Journal of Service-Learning and International Engagement*, 9, 33–38. 38. <https://doi.org/10.5703/1288284317393>

#### Books

- Xin, Y. P.** (2012). *Conceptual model-based problem solving: Teach students with learning difficulties to solve math problems*. Rotterdam, Netherlands: Sense. <https://link.springer.com/book/10.1007/978-94-6209-104-7>

#### Edited Book and Journal Special Series

- Xin, Y. P.**, Tur, R., & Thouless, H. (Eds, 2022). *Enabling Mathematics Learning of Struggling Students: International Perspectives*, Springer. (17 chapters, 392 pages) D. L. <https://link.springer.com/book/10.1007/978-3-030-95216-7?sap-outbound-id=7E32E7FFB78A797BBEFBA72835AD52D36FCB763C>  
(featured in COE Research and Funding news: <https://mailimages.purdue.edu/vo/?FileID=04c1bb10-81a7-4b26-a2dd-a5126d7d4ba6&m=338a6bd6-ec15-4c89-b630-7ed40f762cea&MailID=43631523&listid=122714&RecipientID=21866128283>)

**Xin, Y. P. & Tzur, R.** (Eds), Cross-disciplinary Thematic Special Series: “Intersection of Math and Special Education” *Learning Disability Quarterly* [LDQ], 2016-2017.

### Book Chapters

Xin, Y. P., & Kastberg, S. (2022). Additive Reasoning and Problem Solving. In Y. P. Xin, R. Tzur, & H. Thouless (eds) *Enabling Mathematics Learning of Struggling Students: International Perspectives*, pp. 265-290, Springer.

Tzur, R. & Xin, Y. P. (2022). Multiplicative Reasoning with Whole Numbers. In Y. P. Xin, R. Tzur, & H. Thouless (eds) *Enabling Mathematics Learning of Struggling Students: International Perspectives*, pp. v-ix, Springer.

Xin, Y. P., & Tzur, R. & Thouless, H. (2022). Introduction. In Y. P. Xin, R. Tzur, & H. Thouless (eds) *Enabling Mathematics Learning of Struggling Students: International Perspectives*, pp. 291-314, Springer.

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*, pp 375-397. New ICMI Study Series. Springer, Cham. [https://doi.org/10.1007/978-3-319-63555-2\\_16](https://doi.org/10.1007/978-3-319-63555-2_16)

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. [https://link.springer.com/chapter/10.1007%2F978-3-319-63555-2\\_16](https://link.springer.com/chapter/10.1007%2F978-3-319-63555-2_16)  
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., & 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.

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.

#### ***Selected Paper Publications in Peer-Reviewed Conference Proceedings***

- Xin, Y.P.**, \*Kim, S.J.; \*Zhang, J.; \*Lei, Q.; \*Yilmaz Yenioglu, B.; \*Yenioglu, S.; Kastberg, S., \*Liu, B., \*Ma, X. (2023). Error patterns of at-risk students in solving additive word problems before and after the intervention. In Lamberg, T., & Moss, D. (Eds). *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Vol. 2, pp.399-407)*. University of Nevada, Reno.
- Xin, Y. P.**, \*Kim, S. J., \*Liu, B., \*Lei, Q., Wei, S., \*Wang, W., Richardson, S. E., Kastberg, S., & Chen, Y. (in press). Conceptual model-based problem-solving computer tutor for elementary students struggling in mathematics. In Wang et al. (Eds) *Proceedings of the 14th International Congress on Mathematical Education*.
- Stephan, M., **Xin, Y. P.**, Bagger, A. & Nieminen, J. (in press). TSG 4 Mathematics Education for Students with Special Needs. In Wang et al. (Eds) *Proceedings of the 14th International Congress on Mathematical Education*.
- Xin, Y. P.**, Kim, S. J., Liu, B., Lei, Q., Wei, S., Wang, W., Richardson, S. E., Kastberg, S., & Chen, Y. (July, 2021). Conceptual model-based problem-solving computer tutor for elementary students struggling in mathematics. *Proceedings of the 14<sup>th</sup> international congress on mathematical education (ICME 14)*, Shanghai, China.
- Wei, S., **Xin, Y. P.**, & Chen, Y. (2020). Visualizing Students' Eye Movement to Understand Their Problem-Solving Process". *Proceedings of the 22nd International Conference on Human Computer Interaction*, Copenhagen, Denmark.
- 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. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.). (2018). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the*

- Psychology of Mathematics Education* (p.1280). Greenville, SC: University of South Carolina & Clemson University.
- 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. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.). (2018). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp.1267-1270). Greenville, SC: University of South Carolina & Clemson University.
- 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. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.). (2018). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 460-467). Greenville, SC: University of South Carolina & Clemson University.
- 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* (pp. 1259-1262). Greenville, SC: University of South Carolina & Clemson University.
- Xin, Y. P., Hunt, J., Thouless, H., & Tzur, R., (2018). Special Education and math education. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.). (2018). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1515-1525). Greenville, SC: University of South Carolina & Clemson University.
- 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 mathematic ties 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 (IASE)*.
- 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.

### Technical Report

- Xin, Y. P., Kastberg, Si., & V. Chen. (2020). *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with LDM: Project Outcome Report*. Published by National Science Foundation



- Xin, Y. P., Kastberg, Si., & V. Chen. (2020). Final 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. (2019). 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., Wang, W. and Sanders, D., VanNahmen, M. (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 -7 Final 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 -6 Outcome 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 4 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.

### Selected Media Publications

**Xin, Y. P.** & Meldrum, A. (2024). Council of Exceptional Children (CEC) 2024 Virtual Conference. [https://whova.com/portal/webapp/cecac\\_202403/Agenda/3566322](https://whova.com/portal/webapp/cecac_202403/Agenda/3566322)

**Xin, Y. P.** (Oct. 2023). Panelist, the International Multidisciplinary Forum, *Mathematics and Students with SLDs: Exploring the Science to Practice Connection*, aired on Oct 20, 2023. <https://ldaamerica.org/event/mathematics-and-students-with-slds-exploring-the-science-to-practice-connection/>

**Xin** (2023) was named one of the 44 world-class professors from around the world who engaged in Southwest University’s 2023 Summer Global Immersion Program <https://education.purdue.edu/2023/12/xin-named-visiting-professor-for-chinese-universitys-global-immersion-program/> 2023

**Xin, Y. P.** (2022). Xin’s math problem solving program featured by Made for Math <https://www.education.purdue.edu/2022/11/xins-math-problem-solving-program-featured-by-madeformath/> College of Education, Purdue University

**Xin, Y. P.,** Kim; S., Kastberg, S., Chen, Y. (2020). *Conceptual Model-based Problem Solving: A Response to Intervention Program for Students with Learning Difficulties in Mathematics (PI, Yan Ping Xin)*. Community for Advancing Discovery Research in Education (CADRE) website: <http://cadrek12.org/projects/conceptual-model-based-problem-solving-response-intervention-program-students-learning-diff>

**Xin, Y. P.,** Kim; S., Kastberg, S., Chen, Y. (2020). [COnceptual Model-based Math Intervention Tutor \(COMMIT\)](#) (PI: Yan Ping Xin), CADRE Spotlight Problem Solving in STEM education <http://cadrek12.org/spotlight/problem-solving#conceptual>

**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.** (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>

**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>

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.

#### **Other Publications:**

**Xin, Y. P.**, & Rispoli, M. (2018). Council for Exceptional Children: Specialized Professional Associations (SPA) Special Education Undergraduate Program.

**Xin, Y. P.**, & Rispoli, M. (2018). Council for Exceptional Children: Specialized Professional Associations (SPA) Special Education Graduate Program.

#### **Computer Tutoring Programs:**

**Xin, Y. P.**, Kastberg, S., Chen, Y., Kim, S., and Wei, S. et al. (2020). COMPS-RtI ©: A web-based math problem solving computer tutor. Purdue Research Foundation. Purdue University, WL, IN.

**Xin, Y. P.**, Tzur, R. & Si, L. (2017). PGBM-COMPS Intelligent Tutor©. *PGBM-COMPS Intelligent Tutor*. West Lafayette, IN: Purdue Research Foundation, TXu002046409.

**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.** (2023). Panelist, the International Multidisciplinary Forum, *Mathematics and Students with SLDs: Exploring the Science to Practice Connection, one day forum aired on Oct 20, 2023.*

**Xin, Y. P.** (Feb 2024). **Invited Speaker**, Model-based problem solving that emphasizes mathematical relationship. *61<sup>st</sup> Learning Disabilities Association of America International Conference, Orlando, FL.*

- 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-Coordiators*, 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.** (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 Normal University, Beijing, 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.**, Tzur, R. & Si, L. (June, 2012). *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. (Dec., 2011). *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.** (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 (NMRSLD-CCME)*. NSF DRK-12 PI Meeting, Washington, DC.
- 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.** (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>
July 1-12 2023	Databased decision making and academic intervention research	<i>Shout West University</i>	32
July 11, 2023	Inclusive education and math problem solving intervention programs	<i>Shout West University</i>	28
July 10-18, 2022 (Online)	Use of Assessment Techniques and Data-based Decision Making	<i>South-west University, Chongqing, China</i>	54 undergrad and grad students
July 2 <sup>nd</sup> , 2020,	Additive reasoning and problem solving, via Team online platform.	<i>University College London-Institute of Education, via Team online platform.</i>	About 10 PhD students /researchers
May 15, 2019	Elementary math education: An international perspective	Huzhou Normal University, Zhejiang China	30 school teachers
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, Zhejiang 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 Normal University, Changchun, China	150
May 2015)	Mathematics intervention for students with learning difficulties	East China Normal University, Shanghai,China	(40 Attendees)
June, 2015)	Intervention strategies for students with intellectual disabilities.	Shanghai Special School, Shanghai, China	(50 Attendees)
May, 2014	Application of technology in math education.	YangZhou University, Jiangsu, China.	40 Attendees
May, 2014	<i>Research in math education involving students with learning difficulties/disabilities</i>	North-East Normal University, Changchun, China.	45 Attendees
May, 2013	<i>Conceptual Model-based Problem Solving</i>	Huzhou Normal University, Zhejiang, China.	15 Attendees
May, 2013	Conceptual modeling in mathematical problem-solving intervention for students with LD.	Yangzhou University, Jiangsu, China	30 Attendees
May, 2010)	<i>Computer- assisted conceptual model-based problem solving to nurture multiplicative reasoning.</i>	Ningbo University, Ningbo, Zhejiang, China	20
June, 2008)	<i>Research in mathematics problem solving involving students with learning problems.</i>	Shanghai Normal University, Shanghai, China.	25
June, 2008	<i>Mathematics instruction and students with learning difficulties.</i>	South China Normal University, Guangzhou, China	70
June, 2008	<i>Mathematics reform in U.S. and its' implications to Special Education.</i>	Ning Bo University, Ningbo, Zhejiang, China.	20

### Presentations at National /International Conferences

- Xin, Y. P.**, Meldrum, A., Zhang, J. (March 2024). Mathematics intervention program to teach elementary word problem solving. Paper presentation (one-hour session) at *CEC 2024 Annual convention and Expo, San Antonio, TX.*
- Lei, Q., & **Xin, Y. P.** (April 2023). The Effect of COMPS with Multiple Scaffolds on Mathematics Problem Solving for struggling English Learners. American Education Research Association (AERA) Annual Meeting, Chicago, IL.

- Lei, Q., & **Xin, Y. P.** (March 2023). Scaffolded Model-Based Mathematical Word Problem-Solving Instructions for ELs with LDM. Council for Exceptional Children (CEC) Annual Convention and Expo., Louisville, KY.
- Zhang, J., & **Xin, Y. P.** (April 2023) *Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science*. Round Table presentation at American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Zhang, J., & **Xin, Y. P.** (January 2023) Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science. Research Presentation at Indiana STEM Education Conference, Purdue University, WL, IN.
- Zhang, J., & **Xin, Y. P.** (March 2023) *Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science*. Poster presentation at CEC Annual Convention and Expo., Louisville, KY.
- Zhang, J., and **Xin, Y. P.** (2023) Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science. Research Presentation at Indiana STEM Education Conference.
- Stephan, M., **Xin, Y. P.**, Bagger, A., & Nieminen, J. (invited presentation, Jan. 2022). What we have learned from ICME 14 Topic Study Group 4: Mathematics Education for Students with Special Need. Presented at National Council of Teachers of Mathematics (NCTM) Annual Meeting (online).
- Lei, Q., & **Xin, Y.P.** (January 2022). The Effect of Instructional Scaffolding on Word Problem-Solving Performance of English Learners with Learning Difficulties in Mathematics. Council for Exceptional Children (CEC) Annual Convention & Expo, Orlando, FL.
- Lei, Q., & **Xin, Y.P.** (January 2022). A Meta-Analysis of Single-Case Research on Mathematics Word Problem-Solving Interventions for English Learners with Learning Disabilities and Mathematics Difficulties. Council for Exceptional Children (CEC) Annual Convention & Expo, Orlando, FL
- Xin, Y. P., Kim, S. J., Liu, B., Lei, Q., Wei, S., Wang, W., Richardson, S. E., Kastberg, S., & Chen, Y. (July, 2021). Conceptual model-based problem-solving computer tutor for elementary students struggling in mathematics. Paper presented at the 14<sup>th</sup> international congress on mathematical education (ICME 14, online), Shanghai, China.
- Xin, Y., Kim, S., Lei, Q., Liu, B., Wei, S., Wang, W., Kastberg, S. E., Chen, Y., & Richardson, S. (2020, Apr 17 - 21) *The Effect of a Web-Based Computer Tutor on Improving Math Problem Solving of Students With Learning Difficulties* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wg9v5n2> (Conference Canceled)
- Kim, S., Xin, Y., Mason, B. A. & Kim, S. (2020, Apr 17 - 21) *Technology-Assisted Intervention to Enhance Word Problem Solving of Students With Learning Difficulties: A Meta-Analysis Study* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/stsrld4> (Conference Canceled)
- Xin, Y. P., Kim, S., Wei, S Liu, B., Lei, Q., 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 2019 AERA Annual Meeting, Toronto, Canada.
- 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 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., & 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.
- 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 Program on Math Problem Solving of Students with Learning Difficulties. Research session presented at *National STEM Education Research and Practice Summit*, Purdue University, WL, 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, I, 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., & 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., 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. 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***

- \*Zhang, J., & **Xin, Y. P.** (January 2023) Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science. Research Presentation at Indiana STEM Education Conference, Purdue University, WL, Indian.
- Zhang, J., Rispoli, M., **Xin, Y. P.**, & Sulu, M. D. (2022) *Mathematics Interventions for Secondary Students with Autism Spectrum Disorder: A Review of Research Quality*. Online oral presentation at Indiana STEM Education Conference.
- Liu, B., Kastberg, S., Xin, Y. P., Kim, S., Wei, S., Lei, Q., & Chen, Y. (2020). Exploring Students' Counting Strategies in Additive Reasoning Context: A Case Study. The fifth-annual Indiana STEM Education Conference, 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, 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., 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., 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.** (Feb 28, 2024) guest talk at Dr Youli Mantzicopoulos-James's URT class: Single-case research design studies, Purdue University
- Xin, Y. P.** (Feb 22, 2023) guest talk at Dr Youli Mantzicopoulos-James's URT class: Experimental design studies, Purdue University
- Xin, Y. P.** (April 27, 2023). Guest lecture to Dr. Bill Walker's EDCI 42500-001: Teaching of Secondary Mathematics
- Zhang, J., & Xin, Y. P. (2022) *Disability Awareness Program for Young Children*. Online Poster presentation. Engagement & Service-Learning Summit.
- Zhang, J., & Xin, Y. P. (2022) *Mathematics RTI/MTSS Implementation: A literature Review from the Perspective of Implementation Science*. Poster Presentation at Annual Graduate Student Education Research Symposium (AGSERS)
- Xin, Y. P. (Mar 10th, 2021). Lesson Plan Development, Guest lecture to EDPS 26500 class, COE, Purdue University.
- Xin, Y. P. (Feb 20, 2019). COncceptual Model-based Math Intelligent Tutors. Presented in Professor Mantzicopoulos-James' URT class.

- Xin, Y. P. (Oct 9, 2019). Guest Speaker at Professor Mandy Rispoli's EDPS 650 class.
- 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, \$50,000.
- Xin, Y. P. (PI), Wang, W. (EL), & VanNahmen, M. A. (Mentor) (2017). *Conceptual Model-based Mathematics Intelligent Tutors (COMMIT)*, NSF I-Corps funded project, (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: A Response to Intervention Program for Students with Learning Difficulties in Mathematics*. 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, Y. P. (2023-2024). *Prepare to Teach Mathematical Model-based Problem Solving (MBPS)*. Undergraduate Research Trainee URT (Nick Clene) Grant, .25 FTE (\$1000), Purdue University.
- Xin, Y. P. (2023-2024). *Small Research Grant*, \$5000, COE, Purdue University.
- Xin, Y. P. & Lei, Q. (2021-2022). *Effects of Instructional Scaffoldings on Word Problem-Solving Performance of English Learners with Learning Difficulties in Mathematics*. Purdue Research Foundation (PRF) Faculty Year Long grant program \$31,684 (one .5 FTE RA).
- 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. (2023-2024). Service-learning Fellow Grant, Office of Engagement, Purdue University, \$2000.

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.

#### Mentee Grants (current mentee only)

Zhang, J. & Xin, Y. P. (faculty Sponsor & co-author) (spring, 2023). Disabilities Awareness Program for Young Children. Purdue Student Service-Learning Grant Program for Community Service/Service-Learning Projects, Office of Engagement, Purdue University, awarded, \$1,490

Zhang, J. & Xin, Y. P. (faculty Sponsor & co-author) (fall, 2023). Disabilities Awareness Program for Young Children. Purdue Student Service-Learning Grant Program for Community Service/Service-Learning Projects, Office of Engagement, Purdue University, awarded, \$1,040

Zhang, J. (PI) , Xin, Y. P., (faculty Sponsor & co-author) Alperin, R. (Spring, 2022). *Disabilities Awareness Program for Elementary Schools.* The Office of Associate Provost for Engagement, Purdue University, awarded \$870

Zhang, J. (Spring 2023) An Investigation of Implementation Fidelity of Practitioners' Implementation of an Evidence-Based Mathematics Intervention Program with At-risk Elementary Students. Purdue College of Education Bilsland Dissertation Fellowship. Funded \$27,394

## UNIVERSITY SERVICE AND OUTREACH ACTIVITIES

### National /International Service

Dr. Xin served on IES Special Education Pandemic Recovery Scientific Peer Review Panel (2022)

Dr. Xin, along with renowned scholars in the fields of SpEd and math edu. Drs. Lynn Fuchs (Vanderbilt University) and Jon Star (Harvard Graduate School of Education), serves as an advisor board member on Sarah Powell's funded IES multimillion dollar efficacy study project [RAAMPS](#) (2022-2023)

Dr. Xin serves as a consultant to a start-up company "Uplift K-12" (2021 – present)

-in 2022, Dr. Xin participated in monthly 1-2 hr meetings providing ideas /feedback to math computer programs the company is developing, provided technical support to grant writing

Dr. Xin was invited to meetings with National Taiwan Normal University delegation Nov 14, 15 and a follow-up meeting Nov 22, 2022 discussing potential collaborations between Taiwan Normal University and different sectors of Purdue University]

Served as a reviewer for National STEM Education Research and Practice Summit  
- Reviewed about 40 proposal abstracts against conference program inclusion]

Xin, Y. P. (2020--2021). Organizing Committee (along with Stephan, M., Bagger, A., & Nieminen, J.), International Congress on Math Education (ICME) 14 Topic Study Group: *Mathematics education for students with special needs*.

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

Invited External Grant Program Reviewer (2019-2022): Review grant proposals for Hong Kong Research Grants Council.

Invited External Grant Program Reviewer (2019): Review grant proposals for Macau's Multi-Year Research Grant programs for University of Macau.

Invited External Reviewer for faculty promotion (2020): Served as an external reviewer for faculty promotion from assistant to associate professor of a faculty member at Gorge Mason University.

Invited Talk: Xin, Y. P. & Kastberg, S. (July 2<sup>nd</sup>, 2020) Additive reasoning and problem solving, *University College London-Institute of Education*.

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

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

Xin, Y. P. (2016) National Science Foundation Review Panel

Xin, Y. P. (2017). Invited Reviewer for “Compendium for Research in Mathematics Education” Published by National Council of Teachers of Mathematics.

Xin, Y. P. (2010). National Science Foundation Review Panel

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

Xin, Y. P., (2021-??) CEC Annual Meeting and Expo review panel

Xin, Y. P (2014, 2020). American Educational Research Association Annual Meeting, Session Chair.

### **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:**

*Review of Educational Research* (2020-2021)

*Remedial and Special Education* (2020)

*Learning Disabilities Research and Practice* (2018-2020)

*Journal of Mathematical Behavior* (2019)

*Exceptional Children*, CEC (2011-present)

*Mathematical Thinking and Learning* (2016)

*Learning and Instruction* (2017)

*Assessment for Effective Intervention* (2014)

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

*Journal of Developmental Disabilities* (2015)

*Journal of Scholastic Inquiry: Education* (2013)

*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)

*TEACHING Exceptional Children* (2002-2008, 2021-2022)  
 The Journal of Special Education, PRO-ED, Inc. (2006-2009)  
 Journal of Learning Disabilities, PRO-ED, Inc. (2004-2008, 2011)

**Conference Reviewer:**

AERA Annual Meeting, American Educational Research Association.  
 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:

Institute of Educational Science  
 National Science Foundation DRK-12

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 2020)

\*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, 2015-2020**), 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, 2019/18 pages, and 2020/13 pages) as well as outcome reports to NSF.
- \*Create and update the content of project website.

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

- 2022 (Spring, 2022). Organized a guest lecture series on IN State policies and practices pertinent to dyslexia screening and interventions as well as Multi-Tiered System of Support (MTSS)
- <https://mailimages.purdue.edu/vo/?FileID=3761631c-4ff1-43e9-94c7-e1e4e2be03b6&m=338a6bd6-ec15-4c89-b630-7ed40f762cea&MailID=42552935&listid=122714&RecipientID=21135800620>
- 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**

- \***Served on Indiana STEM Education Conference Planning Committee (2017)**  
Reviewed about 65 proposal abstracts against conference program inclusion criteria.
- \* 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)
  - Served 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**

Purdue Disability Resources Center (DRC) Faculty Advisory Committee, 2023-present

Secondary Teacher Education Committee: 2023-present

Faculty Advisor, Purdue University Chinese Students and Scholars Association (PUCSSA), 2021 to present.

Faculty Advisor, Dance All Out (DAO), 2020 to present.

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

Member, University Graduate Council Executive Committee, 2016-June, 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

Major Professor to Hood PhD graduate, Spring Commencement and Reception, May, 2018 (Xiaojun Ma)

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

DEAL Grant Program Proposal Reviewer, 2012

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

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

NSF Data Management Working Group, 2010

COE Faculty Representative, Summer Commencement and Reception, May, 2022

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, 2002, 2003

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 Nomination and Election Committee (2023- )

COE International Education Committee member (2022-2023)

COE Area Promotion Committee (2018-2019)

PRF grant review committee member, 2007, 2009, 2014, 2017, 2018

COE Synergy Grant proposal review committee (2012)

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

COE nomination committee (Chair, 2016, member, 2017-2020, 2023-present)

Faculty Affair Committee (Chair, 2018–2019; 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, 2002-2011)

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

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

Faculty representatives, COE New Student Orientation, (2004, ..., 2018)

### **Department / Program Area**

Special Education PHD Program Director (2023-present)  
 Special Education PHD admission coordinator (2023-present)  
 Special Education Doctoral 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, 2021, 2022-2023)  
 Special Education Clinical Faculty Search Committee (2021),  
 EDST Primary Committee (2008-present)  
 EDST Performance Review Committee (2010—2014)  
 SPED Program Convener (2008 –Aug. 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, 2014, 2015...)  
 Curriculum and Graduate Committee (2008, 2014, 2016, 2018, 2019, 2021, 2022-2023)  
 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:

- \***Yi Zhang**, East China Normal University, China; Visiting Doctoral Student, COE of Purdue University (Sept 2022-sept 2023)
- \***Di Liu**, Associate professor during her visit, East China Normal University, China. Visiting Scholar, COE of Purdue University (Dec. 2018—Dec. 2019).
- \***Xiangbin Qiu**, Associate Professor, HuZhou University, China. Visiting Scholar, COE of Purdue University (Nov 2018-Nov 2019)
- \***Ziyun Jiang**, Assistant professor, from Yang Zhou University, China. Visiting Scholar, COE of Purdue University (Sept., 2018- Sept, 2019).
- \***Lijun Wei**: Assistant professor, Hefei Normal University in China. Visiting Scholar, COE of Purdue University (Sept., 2018- Aug., 2019).
- \***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 Llu** (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., 2011). Tenure-track, Associate Professor, Rutgers University.
- Kathy Brown** (Ph.D., 2008). University faculty, Northeastern Illinois University.
- Casey Hord** (Ph.D., 2012). Tenure-track, Professor, University of Cincinnati.
- Jia Liu** (Ph.D., Dec, 2013). Limited Term Lecture, Purdue University
- Joo Young Park** (PhD, 2015). Behavioral Analyst, CA
- Xiaojun Ma** (PhD, 2018). The Altamont School, Alabama
- Xuan Yang** (PhD Dec 2020). Faculty member, Southwest University, China.
- Qingli Lei** (PhD, December 2021) Bridget to Faculty Fellow, COE , University of Illinois Chicago
- Bingyu Liu** (PhD, December 2021) Faculty member, Jiaxin University, China.
- Soo Jung Kim** (Graduated, Aug 2022). Adjunct professor, Ewha University, South Korea.
- Jingyuan Zhang** (dissertation stage)
- Büşra Yılmaz** (Prelim stage)
- Sungwoo Kang** (dissertation stage)
- Amanda Borosh** (dissertation stage)

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

**Member, selected Dissertation Committee:**

- Jacob Tandy**, PhD, graduated in 2020; Assistant Professor, Marian University Indianapolis
- Kao-Wei Liang**, PhD, Purdue Polytech, 2016- 2018, graduated in 2018
- Shuang Wei**, PhD, Purdue Polytech, 2017-2020, Graduated in 2020; Assistant Prof, Jiangnan University
- Mick Isaacson** PhD, Special Education Program, graduated in December, 2015

**Saiying Hu**, PhD, 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 over 10 URTs (Nicky Spurlock, Joo Young Park, Ben Strole, Ben Wiles, Melody Houin, Amanda Trad, Emma Stricker, Julie Jueun Kim, 2018-2019, Nick Cline, 2023-2024), 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 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 the Special Education PhD Program to pursue a PhD degree.

**Other Mentoring and Services to local communities:**

- Contributed dance programs to yearly cultural /international celebration events including AAARC organized Lunar New Year Celebrations, PUCSSA hosted Purdue Chinese New Year Gala, West Lafayette Global Festivals, and provided entertainment programs to support local senior citizen living communities (2009-present)
- 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.