

**CURRIRULUM VITAE**  
**Shu-Fei Tsai, Ph. D., BCBA**  
**Email: sftsai@ku.edu**

**PRESENT POSITION**

Postdoctoral Research Fellow  
 University of Kansas  
 Juniper Gardens Children's Project  
 Kansas City, KS 66101

**EDUCATION**

- 06/11            Ph. D., Special Education-Behavior Disorders, University of Washington  
                   Dissertation: *Preliminary Psychometrics of the Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities (PEER-EBD)*  
                   Advisor : Dr. Douglas Cheney
- 06/00            M.S., Special Education, National Taiwan Normal University, Taipei, Taiwan  
                   Thesis: *A Study of the Social Information Processing of Adolescents with Attention-Deficit Hyperactivity Disorder*  
                   Advisor: Dr. Li-Yu Hung
- 06/96            B.Ed. Special Education, National Tainan Teachers College, Tainan, Taiwan  
                   (National University of Tainan)  
                   Thesis: *Development of Word Recognition Assessment*  
                   Advisor: Dr. Hsiu-Shuang Huang

**CERTIFICATION**

Board Certified Behavior Analyst (BCBA)  
 Date of Issue: January 31, 2013  
 Recertification Date: January 31, 2016

**RESEARCH EXPERIENCES**

- 09/10-06/11    **Data Coordinator**, University of Washington, Tacoma, WA  
                   Washington State Higher Education Coordinating Board Grant“Math 360: Building Academic Language and Content Skills in Mathematics”  
                   Responsible for coordinating with educational service district staff in Yakima, data collection, entry, analysis and report
- Research Assistant**, University of Washington, Tacoma, WA

- 09/10-06/11 Office of Superintendent of Public Instruction Grant“UWT/OSPI Dashboard Project”  
Responsible for content analysis and evaluation tools
- 09/09-06/10 **Research Assistant**, University of Washington, Seattle, WA  
Institute for Educational Sciences Grant“Establishing the psychometric properties of a daily behavior report card to monitor the social progress of students at-risk of emotional disturbance”  
Responsible for data collect, entry, content analysis and report
- 07/09-08/09 **Research Assistant**, University of Washington, Seattle, WA  
US Department of Education, Office of Special Education and Rehabilitative Services Grant“Evidence-based interventions for severe behavior problems.”  
Responsible for data entry, data analysis and report (Check, Connect, and Expect project)
- 08/98-07/00 **Graduate Research Assistant**, Department of Special Education, National Taiwan Normal University, Taiwan  
Responsible for searching literature, managing database of Autism assessment
- 08/96-07/97 **Research Assistant**, Department of Special Education, National Tainan Teachers College, Taiwan.  
Responsible for implementing the assessment of word recognition and managing database.

## TEACHING EXPERIENCES

- 08/11-12/14 **Assistant Professor**, Language, Literacy and Special Education, Central Washington University
- 01/10-03/10 **Adjunct Professor**, Department of Special Education, Seattle Pacific University
- 09/08-06/10 **Teaching Assistant**, Teacher Education & Special Education, University of Washington, Seattle, Washington.  
Teaching responsibilities include designing classes, teaching under Dr. Cheney’s supervision, facilitating group discussion for students in teacher education/special education programs and grading.  
(Courses: Classroom management; Techniques for instructing social behaviors for students with mild disabilities; Education of children with behavior disorders; Functional behavior assessment)
- 09/09- 06/10 **Volunteer**, Haring Center, University of Washington, Seattle, WA  
Taught preschool and kindergarten students with special needs

- 04/08-05/08      **Facilitator**, The Pipeline Project, Center for Experiential Learning, University of Washington  
Teaching responsibilities include discussing social and emotional learning of children in grades K-12 in the context of classroom communities. (Courses: Inner Teaching for Compassion)
- 09/06- 05/07      **Teacher Assistant**, Fred Keller School, New York.  
Taught preschool students with special needs (using applied behavior analysis)
- 02/04-06/04      **Adjunct Instructor**, Department of Special Education, National Tainan Teachers College, Taiwan.  
Taught Introduction of Special Education to students whose major were not Special Education.
- 09/03-01/04      **Adjunct Instructor**, Department of Special Education, National Ping-Tung Teachers College, Taiwan.  
Taught Introduction of Special Education to students whose major were not Special Education.
- 03/05- 07/06,  
02/02- 08/04      **Teacher of General Education Class**, Bo-Ai Elementary School, Kaohsiung, Taiwan.  
Taught students with Tourette, learning disability, ADHD, mild intellectual disabilities and typically developing students in the classroom.
- 08/00-01/02,  
08/96-07/98      **Teacher of Resource Class for students with autism**, Bo-Ai Elementary School, Kaohsiung, Taiwan.  
Taught children with Autism, designed curriculum and social skills, delivered individualized instruction at all elementary grade levels; planned and taught individualized communication program; provided consultation for general education teachers and parents.

**PROFESSIONAL EXPERIENCE**

- 09/04- 06/06      **Assisting assessment and identification of children with EBD**, Bureau of Education, Kaohsiung City Government Education Bureau, Kaohsiung City , Taiwan
- 01/04-09/05      **Group leader of EBD workshop**, discuss with teachers from southern Taiwan how to recognize E/BD children
- 09/03-01/04      **Group leader of EBD workshop**, discuss with teachers from southern Taiwan how to recognize E/BD children
- 02/03              **Group leader of EBD workshop**, discuss with teachers from eastern Taiwan how to recognize E/BD children
- 09/02-06/04      **Consultant**, Center of Special Education, National Kaohsiung Teachers University, Taiwan.

- 08/02            **Supervisor of EBD workshop**, supervise elementary school teachers from Hualien County to apply social skill teaching
- 05/02-06/02    **Group leader of EBD workshop**, discuss with elementary school teachers in Hualien County how to recognize E/BD children
- 08/01            **Supervisor of EBD workshop**, supervise elementary school teachers in Taipei to apply social skill teaching
- 06/01            **Group leader of EBD workshop**, discuss with teachers in Taipei how to recognize ADHD children
- 03/01-05/01    **After-school teacher**, cooperate with ADHD Association and apply social skill curriculum to students with ADHD
- 10/00-12/00    **After-school teacher**, cooperate with Autism Association and apply social skill curriculum to students with Autism
- 08/99-07/00    **Editor**, Journal of the Blind and Visually Impaired

**ADMINISTRATION**

- 09/05-07/06    **Chief of Documents and Files**, Bo-Ai Elementary School, Kaohsiung, Taiwan.
- 09/02-07/04    **Special Education Area Coordinator**, Bo-Ai Elementary School, Kaohsiung, Taiwan.

**INSTRUCTIONAL RESPONSIBILITIES**

**Central Washington University**

- SPED 302 Introduction to Students with Exceptionalities
- SPED 311 Foundations of Special Education
- SPED 410 Behavior Management for Students with Disabilities
- SPED 422 Teaching Strategies, Curriculum, and Materials for Students with Disabilities
- SPED 495 Practicum
- SPED 520 Behavioral Interventions for Students with Disabilities (On Line)
- SPED 521 Functional Behavioral Assessment

**RESEARCH INTERESTS**

School-wide positive behavior support, functional behavior assessment, program evaluation, parent consultation, early intervention

## PUBLICATIONS

### Referred Journals

- Ralston, N. C., Benner, G. J., **Tsai, S.**, Riccomini, P. C., & Nelson, J. R. (2014). A best evidence synthesis of the effects of mathematics instruction for students with emotional and behavioral disorders. *Preventing School Failure*, 58(1), 1-16.
- Walker, B., Clancy, M., **Tsai, S.**, & Cheney, D. (2013). Bridging the research-to-practice gap: Implementing meaningful program evaluation and improvement to better serve students with EBD. *Beyond Behavior*, 22(3), 3-14.
- Tsai, S.**, Cheney, D., Walker, B. (2013). Preliminary psychometrics of the Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities (PEER-EBD). *Behavioral Disorders*, 38(3), 137-143. (SSCI).
- 陳佩玉、**蔡淑妃(Tsai, S.)** (2013)：普通班教師如何應用功能行為評量概念處理問題行為-對症下藥治之宜殊(General education teachers apply for functional behavior analysis principles to manage challenging behaviors)，*國民教育*，54(1)，67-75。
- Tsai, S.**, & Cheney, D. (2012). The influence of the adult-child relationship on school adjustment for children at risk of serious behavior problems. *Journal of Emotional and Behavioral Disorders*, 20, 105-114. (SSCI).
- Lynass, L., **Tsai, S.**, Richman, T., & Cheney, D. (2012). Social expectations and behavioral indicators in schoolwide positive behavior supports: A nationwide behavior matrices study. *Journal of Positive Behavior Intervention*, 14(3), 153-161. (SSCI).
- 陳佩玉、**蔡淑妃(Tsai, S.)** (2008)：全校性行為支持施行要素之探究(*The components of school-wide positive behavior support*)，*中華民國特殊教育學會年刊*，285-302。
- Yang, N., Huang, T., Schaller, J. L., Wang, M., **Tsai, S.** (2003). Enhancing appropriate social behaviors for children with Autism in general education classrooms: An analysis of six cases. *Education & Training in Developmental Disabilities*, 38(4), 405-416. (SSCI).
- Kauffman, J. (洪儷瑜翻譯、**Tsai, S. recorded**)(1999). Special Education for Students with EBD. *特殊教育*，71，1-6。

### Articles in Review or Preparation

- Tsai, S.**(In Preparation). Problem-based learning in introduction of special education for teacher candidate.
- Tsai, S.**(In Preparation). Using clicker in a behavior management class.

### Book Chapters

- 蔡明富、**蔡淑妃 (Tsai, S.)** (2005)：校園內 ADHD 學生社會技巧問題之探討(Investigation of social skill of students with ADHD)。 *ADHD 與 Autism 學生社會技巧訓練課程—認知*

行為取向(*Social skill curriculum of children with ADHD/ Autism-cognitive approach*)，6-10 頁，高雄市：國立高雄師範大學特殊教育中心。

**蔡淑妃 (Tsai, S.)** (2002)：從社會認知談社會技巧訓練(*From social cognition to social skill training*)。載於洪儷瑜(主編)，*社會技巧訓練的理念與實施(The theory and application of social skill training)* (Ch4)。台北市：台灣師範大學特殊教育學系。

**蔡淑妃 (Tsai, S.)** (2002)：如何學習：教師學習社會技巧訓練常見的困難(*How to learning: The common problems of learning social skills instruction for teachers*)。載於洪儷瑜(主編)，*社會技巧訓練的理念與實施(The theory and application of social skill training)*，134-137 頁。台北市：台灣師範大學特殊教育學系

### Curriculum

**蔡淑妃(Tsai, S.)**、黃慈愛(2002)：ADHD 學生的社會技巧訓練課程。載於洪儷瑜(主編)，*社會技巧訓練的理念與實施(The theory and application of social skill training)*，154-202 頁。台北市：台灣師範大學特殊教育學系。

**蔡淑妃 (Tsai, S.)** (2002)：自閉症國小學生社會技巧訓練課程。載於洪儷瑜(主編)，*社會技巧訓練的理念與實施(The theory and application of social skill training)*，203-219 頁。台北市：台灣師範大學特殊教育學系。

**蔡淑妃(Tsai, S.)** (2002):國小階段自閉症學生的社會技巧訓練實務課程(*Social skill curriculum for elementary students with autism*)。 *社會技巧訓練課程實例彙編(The examples of social skill training curriculum)*，216-237 頁，台北市：台灣師範大學特殊教育學系。

王天苗、王怡人、吳亭芳、孟令夫、侯嘉怡、張千惠、張召雅、楊秀文、廖華芳、**蔡淑妃 (Tsai, S.)** (2000)。 *學前特殊教育課程指引手冊 (教師用): 感官知覺能力(The preschool curriculum guidebook-sensory ability)*。台北：教育部特殊教育小組印行。(備註：撰修人員乃按姓氏筆畫排列; p.s. authors are ordered by last name)

### PRESENTATIONS

**Tsai, S.** (2013, May). *Challenges of College Students with Autism Spectrum Disorder*. Paper presented at the Council of Exceptional Children 2013 Convention and Expo in San Antonio, TX, U.S.A.

**Tsai, S.** (2012, May). *Effective Mathematics Instruction for Children with Learning Problems*. Paper presented at the SOURCE conference in Ellensburg, WA, U.S.A.

Fisher, M. & **Tsai, S.** (2012, April). *Predictive Validity of the Systematic Screening for Behavioral Disorders In Tiered Interventions*. Paper presented at the Council of Exceptional Children 2012 Convention and Expo in Denver, CO, U.S.A.

**Tsai, S.**, & Fisher, M. (2011, April). *A Program Evaluation Tool for Classrooms Serving Students with Emotional/Behavioral Disabilities (EBD)*. Paper presented at the Council of Exceptional Children 2011 Convention and Expo in National Harbor, MD, U.S.A.

**Tsai, S.**, & Richman, T. (2011, April). *Social Expectations and Behavioral Indicators in SWPBS:*

- Implications from a National Study*. Paper presented at the Council of Exceptional Children 2011 Convention and Expo in National Harbor, MD, U.S.A.
- Cheney, D., **Tsai, S.**, & Walker, B. (2011, April). *Meaningful Program Evaluation and Improvement for Classrooms Serving Students with Emotional and Behavioral Disabilities*. Paper presented at the Council of Exceptional Children 2011 Convention and Expo in National Harbor, MD, U.S.A.
- Tsai, S.** (2011, March). *Generalization of Toilet Skills Based On Functional Assessment through Parent Consultation*. Poster presented at the 8<sup>th</sup> International Conference on Positive Behavior in Denver, CO, U.S.A.
- 蔡淑妃(Tsai, S.)**(2010, December). 對情緒障礙學生的數學介入成效之後設分析 (*Meta-analysis of Math Intervention for Students with EBD*)。中華民國特殊教育學會 2010 年會，2010 年 12 月 4 日。彰化：彰化教育大學。
- Tsai, S.**, & Cheney, D. (2010, April). *The Impact of Adult-Child Relationship on School Adjustment for Children At Risk*. Paper presented at the Council of Exceptional Children 2010 Convention and Expo in Nashville, Tennessee, U.S.A.
- Tsai, S.**, & Cheney, D. (2010, March). *Adult-Child Relationship and Social Outcomes in a Tier2 Behavioral Intervention*. Presented at the 7<sup>th</sup> International Conference on Positive Behavior Support in St. Louis, MO, U.S.A
- Chen, P., & **Tsai, S.** (2009, April). *Conducting Culturally Responsive School-wide Positive Behavior Support for Chinese Families*. Poster presented at Council of Exceptional Children 2009 Convention & Expo in Seattle, WA, U.S.A.
- Tsai, S.** (2009, March). *Building Positive Climate in an Inclusive 5<sup>th</sup>-grade Classroom in Taiwan*. Poster presented at the 6<sup>th</sup> International Conference on Positive Behavior Support in Jacksonville, FL, U.S.A.
- Chen, P., & **Tsai, S.** (2008, December). *Implementing Schoolwide Positive Behavior Support: Comparison between American and Traditional Chinese Culture*. Poster presented at the 33<sup>rd</sup> Annual TASH Conference in Nashville, TN, U.S.A.
- Tsai, S.** (2006, June). *Study of the Social Information Processing of Adolescents with ADHD*. Paper presented at the 4<sup>th</sup> Congress of the Asian Society for Child and Adolescent Psychiatry and Allied Professions in Manila, Philippines.

## FUNDED GRANT

- 2013                      Validation of a program evaluation Instrument to assess classrooms serving students with Emotional/Behavioral Disabilities, Scholarly Opportunities for Academic Researchers Grant Development Appointment, CWU, \$8500

**HONOR**

- 2013 Research Award, LLSE, Central Washington University.
- 2011 Doi Dissertation Research Award, College of Education, University of Washington.
- 2011 Travel Grant Award for 2011 Council for Exceptional Children Convention and Expo, College of Education, University of Washington.
- 2010 Travel Grant Award for 2010 Council for Exceptional Children Convention and Expo, College of Education, University of Washington.
- 2009 Travel Grant Award for 6<sup>th</sup> International Conference on Positive Behavior Support, Graduate and Professional Student Senate, College of Education, University of Washington.
- 2009 Travel Grant Award for 2009 Council for Exceptional Children Convention and Expo, College of Education, University of Washington.
- 2008 Travel Grant Award for 33<sup>rd</sup> Annual TASH Conference, College of Education, University of Washington.
- 2003 Teaching Excellence Award, San-Min District Teacher's Association, Kaohsiung, Taiwan.

**FELLOWSHIP**

- 09/04-02/05 Short-term Research Grant for Teachers, Bureau of Education, Kaohsiung City Government, \$10,000. "*Apply problem-based learning to elementary schools*". Supported a 6-month research project at University of Illinois at Chicago.