

CURRICULUM VITAE

University of Idaho

NAME: Ling-Ling Tsao

DATE: December 28, 2023

RANK OR TITLE: Associate Professor

DEPARTMENT: Margaret Ritchie School of Family & Consumer Sciences

OFFICE LOCATION AND CAMPUS ZIP: Niccolls 302B, 3183

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WEB: <http://www.uidaho.edu/cals/family-and-consumer-sciences/our-people>

DATE OF FIRST EMPLOYMENT AT UI: August 2008

DATE OF TENURE: May 2014

DATE OF PRESENT RANK OR TITLE: August 2014

EDUCATION BEYOND HIGH SCHOOL

2004 Ph.D. Indiana University, Bloomington IN

1998 M.S. Indiana University, Bloomington IN

1994 B.S. National Changhua University of Education, Taiwan ROC

EXPERIENCE

Teaching and Research Appointments

2014-present	Associate Professor, Margaret Ritchie School of Family & Consumer Sciences, University of Idaho, Moscow ID
2008-2014	Assistant Professor, Margaret Ritchie School of Family & Consumer Sciences, University of Idaho, Moscow ID
2004-2008	Assistant Professor, Department of Special Education, University of Wisconsin Oshkosh, Oshkosh, WI

TEACHING ACCOMPLISHMENTS

Areas of Specialization

- Early Childhood Development & Education
- Early Childhood Interventions
- Social Skills Trainings
- Preschool Inclusion
- Autism Spectrum Disorder
- Sibling Relationships
- Play Development

Courses Taught

- FCS 210 Introduction to Early Childhood Development (2 cr). Fall, 2014-present
- FCS 234 Infancy and Early Childhood Development (3 cr). Spring, 2015, 17, 19

FCS 235 Principles and Methods of Observing Child Development (3 cr). Fall, 2018-present
 FCS 333 Developmental Curriculum for Young Children (4 cr). Spring 2020
 FCS 480 Early Childhood Special Education Assessment (3 cr), Fall, 2014-present
 FCS 481 Early Childhood Special Education Curriculum (3 cr), Spring, 2014-present
 FCS 490 Infant Toddler SPED Internship (7 cr). Spring, 2018-present
 FCS 498 Internship: Children Services (9 cr). Spring, 2018-present
 FCS 499 Direct Study: Research in Feeding Young Children (1 cr). Spring 2018
 FCS 501 Seminar: Family & Consumer Sciences (1 cr). Fall, 2015-16
 FCS 420/520 Inclusive Early Childhood Education (3 cr). Spring, 2023
 FCS 540 Parent-Child Relationships (3 cr). Spring, 2014, 2022-present
 FCS 590 Intellectual Foundations in Family & Consumer Sciences (3 cr), Spring 2016
 FCS 599: Non-thesis Project (3cr). Fall 2022
 EDSP 504 Trends in Developmental Disabilities (3cr) Spring, 2018

Students Advised

Undergraduate Early Childhood Development & Education (ECDE) & Child Development & Family Relations (CDFR) Major Advising

2012-2013: 22 ECDE and 8 CDFR
 2013-2014: 28 ECDE and 7 CDFR
 2015-2016: 13 ECDE and 9 CDFR
 2016-2017: 8 ECDE and 8 CDFR
 2017-2018: 2 ECDE and 7 CDFR
 2018-2019: 10 ECDE and 8 CDFR
 2019-2020: 11 Spring and 13 Fall
 2020-2021: 20 Spring and 20 Fall
 2021-2022: 18 Spring and 18 Fall
 2022-2023: 16 Spring and 18 Fall

Graduate:

Graduate Major Advisor – Current

Ashley Langland (MS, FCS) 2022-present
 Chen-Yu Liu (MS, FCS) 2023-present

Graduate Major Advisor – Completed

Juhee Sung (MS, FCS), 2011-2013
 Nallely Vega (MS, FCS) 2018-2020

Graduate Committee Member—Current

Atikah Bagawan (Ph.D., MSU), 2021-present
 Nikki Hodge (MS, FCS) 2023-present
 Jolene Whiteley (MS, FCS) 2023-present

Graduate Committee Member – Completed

Rebecca Sermeno (MS, FCS) 2021-2022
 Marisa Patrick (MS, FCS), 2017-2019
 Samantha Worden (MS, FCS), 2015-2016
 Mackenzie Ferrante (MS, FCS), 2014-2016
 Julie Magelky (Ph.D., UI), 2010-2015
 Melissa Crist (MS, FCS), 2012-2014
 Karen Nelson (MS, FCS), 2012-2015
 Wynette Howard (Ph.D., UI), 2009-2012

Saad Athbah (MS, WSU), 2010-2012
 Toyna Sears (MS, FCS), 2010-2012
 Allison Smith (MS, FCS), 2009-2011

Courses Developed:

2024 ECDE 420/520 Inclusive Early Childhood Education
 2022 FCS 540 Parent-Child Relationships
 2016 FCS 501 Seminar: Family & Consumer Sciences (course update and redesign)
 FCS 590 Intellectual Foundations in Family & Consumer Sciences (course update and redesign)
 2011 FCS 210 Introduction to Early Childhood Development (course update and redesign)

Non-credit classes, workshops, seminars, invited lectures:

2023 Invited speaker at the international symposium on preschool inclusive education at Nanjing Normal University of Special Education (about 9000 participants)
 2023 UI Child Development Mini conference (about 50 participants)
 2023 Invited talk for Idaho State Bar Child Protection Section
 2022 Invited lecture for the 20th celebration on Early Childhood Education Department at Nanjing Normal University of Special Education (Recognition and Responses in Preschool Inclusion)
 2022 UI Child Development Mini Conference (about 150 participants)
 2021 IdahoSTARS invited professional development training (2 credit hours)
 2020 IdahoSTARS approved professional development training (2 credit hours)
 2019 Special Education Support & Technical Assistance (SESTA) summer conference, Idaho State Department of Education

SCHOLARSHIP ACCOMPLISHMENTS:

Publications

1 – corresponding or senior author; 2 – designed study; 3 – obtained funding for study; 4 – oversaw conduct of study; 5 – contributing participant in associated workshop or activity; 6 – major role in manuscript preparation

Refereed Journal Articles

Chen, S., Cerruti, M., Ghandi, M., & Tsao, L. (2023). Determine the impact of emotive intelligent spaces on children's behavioral and cognitive outcomes. *Cogent Education*, 10:2, 2281850. DOI: 10.1080/2331186X.2023.2281850 (2,4,6)

Tsao, L. (2020). Brothers as playmates for their siblings with developmental disabilities: A multiple-baseline design study. *Child & Youth Care Forum: Journal of Research and Practice in Children's Services*, 49, 409-430. doi: 10.1007/s10566-019-09534-4 (1, 2, 3, 4, 5, 6)

McCabe, H., & Tsao, L. (2019). Autism and parent-teacher relationships: Children as unique individuals, parents as knowledgeable partners. *Modern Special Education*, Vol. 8, 27-37. ISSN : 1004-8014 (2, 3, 4, 5, 6)

Tsao, L., & Ramsay, S. (2016). Understanding preschool children's reported knowledge of food, nutrition, and health. *International Journal of Child Health and Nutrition*, 5, 140-146. (1, 2, 4, 5, 6)

Tsai, K., Huck, B., Tsao, L., & Lin, H. (2016). Bugs in a bag: Literacy through language activities. *International Journal of Education and Social Sciences*, 3, 56-62. (1, 2, 3, 4, 5, 6)

Keeney, L., Ramsay, S., Tsao, L., & Planck, S. (2016). Identification of preferences for bread shapes in young children. *Journal of Nutrition Education and Behavior*, 48, 7S. doi: 10.1016/j.jneb.2016.04.133 (2, 4, 5)

- Gol Mohamadi, A., Ramsay, S. A., & Tsao, L. (2015). Parent verbal communication with young children about food and nutrition during snacks. *Journal of Nutrition Education and Behavior*, 47, 4S. DOI: 10.1016/j.jneb.2015.04.024 (2, 4, 5)
- Keeney, L. J., Gol Mohamadi, A., Tsao, L., Planck, S. & Ramsay, S. A. (2015). Identification of preferences for hard white wheat, hard red wheat, and non-whole grain bread products in young children and their parents. *Journal of the Academy of Nutrition and Dietetics*, 115, A-62. (2, 4, 5)
- Ramsay, S., Tsao, L., Ferrante, M., Lanigan, J., & Johnson, S.L. (2015). Early Childhood Cognitions of Food, Nutrition, and Health, *Journal of the Federation of American Societies for Experimental Biology*, 29(4):901.24. (2, 4, 5, 6)
- Tsao, L., & Sung, J. (2014). Interaction Interventions for Young Children with Disabilities. In E. Nwokah, & J. A. Sutterby (Eds.), *Early Childhood And Special Education, Advances in Early Education and Day Care*, 18, 69-86. Emerald: Bingley, UK. (1, 2, 3, 4, 5, 6)
- Freeman, L. S., Lin, H., & Tsao, L. (2012). Success in two languages: An analysis of the passing rate of Texas bilingual teachers. *International journal of Asian social Science*, 2 (4), 697-703. (6)
- Tsao, L., Davenport, R., & Schmiede, C. (2011). Supporting siblings of children with autism spectrum disorders. *Early Childhood Education Journal*, DOI: 10.1007/s10643-011-0488-3. (1, 2, 3, 4, 5, 6)
- Tsao, L., & McCabe, H. (2010). Why won't he play with me? Facilitating sibling interactions. *Young Exceptional Children*, 13, 24-35. (1, 2, 3, 4, 5, 6)
- Tsao, L., & Krueger, D. (2010). Planning a good school experience for children with autism: A family's story. *Journal of the American Academy of Special Education Professionals*, Winter, 53-60. (1, 2, 3, 4, 5, 6)
- Tsao, L. Odom, S. L., Buysse, V., Skinner, M., West, T., & Vitztum-Komannecki (2008). Social participation of children with disabilities in inclusive preschool programs: Program typology and ecological features. *Exceptionality*, 16, 125-140. (1, 2, 4, 5, 6)
- Tsao, L. (2008). Social, language, and play behavior of children with autism. *The Behavioral Development Bulletin*, 14, 40-51. (1, 6)
- Tsao, L., & Odom, S. L. (2006). Sibling-mediated social intervention for children with autism. *Topics in Early Childhood Special Education*, 26, 106-123. (1, 2, 3, 4, 5, 6)
- Tsao, L. (2002). How much do we know about the importance of play in child development? *Childhood Education*, 78, 230-233. (1, 6)
- Tsao, L. (1998). The role of special education teacher in early intervention. *Special Education Quarterly*, 66, 1-3. Taipei, Taiwan: Special Education Association of R.O.C. and Special Education Center. (1, 6)
- Tsao, L. (1997). Application of cognitive behavior modification model. *Special Educators Quarterly*, 12, 19-21. Changhua, Taiwan: Special Education Center. (1, 6)

Pending

McCabe, H., Jiang, T., Klein, S. M., Qian, X., & Tsao, L. (under review). View of Peidu: Parents Accompanying Children with Autism and Other Developmental Disorders to School in China. *International Journal of Chinese Education*. (2, 5, 6)

Tsao, L., Yeh, Y-C., Lin, H. H. (under review). Early Care and Education Professionals' Perspectives on Mealtime in the US and Taiwan. *Early Childhood Education Journal*. (1, 2, 4, 5, 6)

Tsao, L., Lin, H. H., & Davenport, R. (under review). Young Dual Language Learners at Early Childhood Classrooms: An Eco-behavioral Description. (1, 2, 3, 4, 5, 6)

Other Publications/Proceedings

Tsao, L. (2023). The role of recognition responses model in preschool inclusion practices. *Modern Special Education*, ISSN: 1004-8014; OCLC: 275717192

- Tsao, L. (2016). *The sibling-mediated Social Play Intervention for Children with Autism: a training manual for interventionists*. Moscow, ID: University of Idaho.
- Tsao, L. (2010). Support for siblings of children with autism spectrum disorder. *Instructional Materials and Technology Center (IMTC) Newsletter*, 4(3), 4. College of Education, Moscow, ID: University of Idaho.
- Tsao, L., Odom, S. L., & Brown, W. B. (2001). *Code for active student participation and engagement—Revised (CASPER III): A training manual for observers*. Bloomington, IN: Indiana University.

Book

- Tsao, L. (2017). *The Sibling-as-a-playmate for Children with Autism*. Nova, NY: New York. ISBN: 978-1-53612-847-5

Presentations

Professional Meeting Papers (peer-reviewed)

- Lin, H-H., **Tsao**, L., & Yeh, Y-C. (2023). Mealtime practices in the US and Taiwan. Society for Research in Child Development (SRCD) biennial meeting, Salt Lake City, Utah.
- Chen, S., Mona, G., Minyoung, C., & **Tsao**, L. (2023). Determine the Impact of Environmental Colors on Children’s Behavioral and Cognitive Outcomes, American Psychological Association, Washington DC.
- McCabe, H. Jiang, T., Klein, S. M., Qian, X., & **Tsao**, L. (2022, January). Relationships and Bridge-Building: The Role of Mothers in the School Opportunities of Children with Autism in China. Paper presented at the 23rd International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Council for Exceptional Children, Division on Autism & Developmental Disabilities, Clearwater Beach, Florida.
- Tsao, L., He, L., & Teng, J. (2021, March). A Pilot Study on Curriculum-based Measurement on a First Grade Math in China. Paper presented at the Council for Exceptional Children Special Education Convention and Expo.
- Tsao, L. (2020, February). Early interventionists’ perspectives on family centered practices in their current practices. Paper presented at the Council for Exceptional Children Special Education Convention and Expo. Portland, Oregon.
- Buck, D., Myrick, Y., Preston, J., **Tsao**, L., & Ahn, S. (2019, October). The power of partnerships to learn the signs and act early! Paper presented at the International Conference on Young Children with Special Needs and their Families. Dallas, Texas.
- Tsao, L. (2018, October). Early Interventionists’ Perspectives on Family Centered Practices in Their Current Practices. Paper presented at the International Conference on Young Children with Special Needs and their Families, Orlando, Florida.
- Tsao, L., & Yeh, Y-C. (2018). Mealtime environments at center-based child care and education programs in the United States and Taiwan. Paper presented at the National Association for the Education of Young Children (NAEYC) Annual Conference, Washington, DC.
- Tsao, L., Maxcer, M., & Mead, K. (2017, October). Collaborating with local Early Intervention Programs for Successful University Placements. Paper presented at the International Conference on Young Children with Special Needs and their Families, Portland, OR.
- Abercrombie, J., **Tsao**, L., & Alderman, S. (2017, October). Strengthening Early Childhood systems with CDC’s “Learn the Signs. Act Early.” Poster presented at the International Conference on Young Children with Special Needs and their Families, Portland, OR.
- Tsao, L., Ramsay, S. Ferrante, M., Lanigan, J., & Johnson, S.L. (2015, June). Nutrition cognition in young children: What did preschool children know about food, nutrition, and health? Poster presented at the National Institute for Early Childhood Professional Development, New Orleans, Louisiana.

- Tsao, L. & McCabe, H. (2014, October). Having a child with Autism in China: Unique Challenges. Poster presented at the 30th Annual International Conference on Young Children with Special Needs and Their Families, St. Louis, MO.
- Tsao, L., & Su, P. (2013, October). An Eco-behavioral Description on Taiwan Children with Disabilities in Inclusive Preschool. Poster accepted at the 29th Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Sung, J., **Tsao**, L., & Planck, S. (2013, October). Using a social interaction curriculum to increase social interactions among children. Poster accepted at the 29th Annual International Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Tsao, L. (2013, April). A Social Intervention involving older sisters for young brothers with autism spectrum disorders. Poster accepted at the Society for Research in Child Development (SRCD) Biennial Meeting, Seattle, WA.
- Tsao, L. (2013, January). Sibling-mediated social interaction with children with autism spectrum disorder. 14th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Council for Exceptional Children, Division on Autism & Developmental Disabilities, Kona, HI.
- Tsao, L., & Davenport, R. (2011). Young English Language Learners at Early Childhood Classrooms: An Eco-behavioral Description. Poster accepted at the National Association for the Education of Young Children (NAEYC) Annual Conference, Orlando, FL.
- Fodor, J. A., **Tsao**, L., & Eaton, M. (2009). Promoting inclusive childcare through a quality rating system and incentives program. Paper presented at the Annual International Conference on Young Children and their Families, Albuquerque, NM.
- Tsao, L. (2009, April). Creating communication environments for young children with disabilities. Paper accepted at the Council for Exceptional Children (CEC) Annual Conference, Seattle, Washington.
- Tsao, L., Odom, S. L., & Buysse, V. (2008, November). How were children with disabilities doing in inclusive early childhood settings? Poster accepted at the National Association for the Education of Young Children (NAEYC) Annual Conference, Dallas, TX.
- Tsao, L. (2007, May). Would You Like to Play, too? An Invitation to Children with Disabilities in Inclusive Classrooms. Paper accepted at the 2007 International Association for Childhood Education (ACEI) Annual Conference, Tampa, Florida.
- Tsao, L. (2007, April). Engaging Siblings in Early Intervention Services for Children with Special Needs. Paper accepted at the Council for Exceptional Children (CEC) Annual Conference, Louisville, Kentucky.
- Tsao, L., Odom, S. L., & Buysse, V. (2006, October). Social Behaviors of Children with Disabilities in Different Inclusive Preschool Programs. Poster presented at the International Division of Early Childhood (DEC) Annual Conference, Little Rock, Arkansas.
- Tsao, L. (2005, December). Sibling-mediated social interaction for young children with autism. Paper presented at the National Association for the Education of Young Children (NAEYC) Annual Conference, Washington, DC.
- Tsao, L. (2005, April). Siblings as social interaction interventionists for young children with autism. Poster accepted at the Council for Exceptional Children (CEC) Annual Conference, Baltimore, MD.
- Tsao, L. & Haynes, D. (2004, November). Social interactions between children with and without disabilities in two blended Head Start programs. Poster presented at the National Association for the Education of Young Children (NAEYC) Annual Conference, Anaheim, CA.
- Odom, S. L., **Tsao**, L., & Hume, K. (2004, May). Eco-behavioral assessment of inclusive preschool classes involving children with autism. Poster presented at the International Meeting for Autism Research, Sacramento, A.
- Tsao, L. (2002, November). Do gender and/or disability differences affect children's social interactions in inclusive preschool classrooms? Poster accepted at the National Association for the Education of Young Children (NAEYC) Annual Conference, New York, NY.

- Odom, L. S., & **Tsao**, L. (2002, February). Growth curve analysis of child engagement in inclusive settings. Poster presented at the 3rd Conference on Research Innovations in Early Intervention (CRIEI 2002), San Diego, California.
- Tsao, L. (2000, October). The function of family service coordination in early intervention: is it effective and efficient? Paper presented at the CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, Albuquerque, New Mexico.

Regional and State Meetings (peer-reviewed)

- Tsao, L. (2019). Early literacy for preschool children with disabilities: Explicit instruction, Idaho Special Education Support & Technical Assistance (SESTA) summer conference, Idaho State Department of Education, Boise ID
- Tsao, L., & Crist, M. (2016). What does Inclusion look like in Early Childhood Education? Early Years, Boise, ID
- Tsao, L. (2015). Social interaction intervention for young children with disabilities. Presented at North Idaho Association for the Education of Young Children, Coeur d'Alene, ID
- Tsao, L. (2015). Social interaction intervention for young children with disabilities. Presented at Idaho Council for Exceptional Children, Boise, ID
- Huck, B., & **Tsao**, L. (2011, May). Bugs in a Bag: Literacy through Language Activities. Paper presented at the Infant and Early Childhood Conference, Tacoma, WA.
- Tsao, L. (2010, February). Siblings play skills. Guest speaker at Spokane Chapter of the Autism Society of Washington monthly meeting. Spokane, WA.
- Tsao, L. (2009). How to support sibling play for children with autism. Paper presented at the Infant and Early Childhood Conference, Tacoma, WA.
- Tsao, L. (2008, May). Interventions on social emotional aspects of autism spectrum disorders. Paper accepted at the Autism Society of Wisconsin Annual Conference, Green Bay, WI.
- Tsao, L. (2008, April). Children with autism and their typically developing siblings. Paper accepted at the First Midwest Regional Conference on Autism Spectrum Disorders and Inclusion, Rock Island, IL.
- Tsao, L. (2007, Feb). Language development and early literacy in early childhood education. Paper presented at the Wisconsin Head Start Annual Conference. Wisconsin Dells, WI.
- Tsao, L. (2006, April). Siblings play and children with autism. Paper presented at the Autism Society of Wisconsin Annual Conference, Milwaukee, WI.
- Tsao, L. (2005, April). All children are invited to my classroom. Paper accepted at the Midwest Association for the Education of Young Children (Midwest AEYC) Annual Conference, St. Paul, Minnesota.
- Tsao, L. (2005, April). Social inclusion for young children with autism. 15th Annual Spring Tonic, Manitowoc, WI
- Tsao, L. (2005, February). Social competence and children with autism. 39th Annual Special Education Conference, Oshkosh, WI
- Tsao, L. (2004, October). Adaptation in inclusive early childhood classrooms. Early Childhood Conference at 35th Annual University of Wisconsin Oshkosh, Oshkosh, WI
- Tsao, L. (2004, April). How do children with and without disabilities socially interact with one another in inclusive preschool classrooms? Paper presented at Midwest Association for the Education of Young Children (MWAEYC) Annual Conferences, Kansas City, KS.
- Tsao, L. (2001, March). Cross-cultural collaboration with families. Paper presented at the Indiana Early Childhood Conference, Indiana Association for the Education of Young Children (IAEYC), Indianapolis, Indiana.
- Tsao, L. (2001, February). Effective collaboration with parents of children with special needs. Paper presented at the 9th Annual Conference on Parent Education, University of North Texas, Denton, Texas.
- Tsao, L. (2000, May). Tips of teaching social skills for children with behavioral or emotional

disorders. Paper presented at the Fourth Biennial Southeast Regional Conference, Council for Children with Behavioral Disorders (CCBD), Council for Exceptional Children (CEC), Biloxi, MS.

Grants and Contracts Awarded

Intramural

- Tsao, L. (2021). Mental Health First Aid Instruction (Training of Trainers). University of Idaho Extension, Smith Lever Federal Funding, \$1,000
- Tsao, L., Lee, S. G., & Dyckman, J. (2019). Mealtimes for young children: factors associating child feeding practices among Hispanic families in Idaho. Margaret Ritchie School of Family and Consumer Sciences Internal Small Grants Program. University of Idaho (\$12,500)
- Tsao, L. (2008). Creating communication environments for students with disabilities. UW Oshkosh Faculty Development program. (course release and partial summer salary)
- Tsao, L. (2007). Preschool inclusion for children with disabilities. UW Systems Institute on Race and Ethnicity. (one semester sabbatical)
- Tsao, L. (2006). Service learning in community early intervention program. UW Oshkosh service learning mini-grant. (course release and partial summer salary)
- Tsao, L. (2005). Sibling play and young children with autism. UW Oshkosh Faculty Development program. (course release and partial summer salary)

Extramural

- Tsao, L., Robertson, A., Greenway, S., & Hoffman-McFarland, K. (2022-2025). Building Family Strengths and Resiliency in Preventing Child Abuse and Neglect. Idaho Children's Trust Fund (\$48,516).
- Ghandi, M., Tsao, L., Cerruti, M., & Chen, S. (2022-2023). Determining the Impact of Emotive Intelligent Spaces on Children with special needs' Self-Regulation and Cognitive Performance. Washington State University (\$20,000)
- Chen, S., Agenbroad, A., Roe, A., & Tsao, L. (2022-2024). A Metacognition-Driven Professional Development Program for Educators of Farm to Early Care and Education in South Central Idaho. USDA/NIFA Professional Development for Agricultural Literacy (A7501), Proposal Number: 2021-08927 (\$633,219)
- Chen, S., Tsao, L. Cerruti, M., & Ghandi, M. (2020-21). The Impact of Emotive Intelligent Spaces through Real-Time Emotion Detection on Improving Children's Mental Health and Cognitive Performance. Mountain West IDeA Clinical and Translational Research – Infrastructure Network (MW CTR-IN) Pilot Grant (\$60,000)
- Tsao, L. (2016-2018). Act Early Ambassador to Idaho. The Association of University Centers on Disabilities (AUCD), the “Learn the Signs. Act Early.” program of the National Center on Birth Defects and Developmental Disabilities (NCBDDD) at CDC. (\$10,000)
- Lewin, P. A., Deringer, N., Schmiede, C., Tsao, L. Rumel, J., Vega, L., Newman, S., Saul, D., & Lindstrom, J. (2016-2019). AFRI Foundational: Innovation for Rural Entrepreneurs and Communities (Latina Entrepreneurship). National Institute of Food & Agriculture/USDA (\$499,966.36).
- Ramsay, S., & Tsao, L. (2015-16). Translational Intervention to Determine Whether Repeated Exposure of Hard White Wheat Whole Grain versus Hard Red Wheat Whole Grain Bread Will Increase Liking and Intake in Children from Low-Income Families Who Rarely Consume Whole Grain Bread. Idaho Wheat Commission (\$60, 604).
- Ramsay, S., Tsao, L., & Planck, S. (2014-2015). Identification of Preferences for Hard White Wheat, Hard Red Wheat, and Non-Whole Grain Products in Young Children and Their Parents. Idaho Wheat Commission (\$60,760).
- Ramsay, S., Tsao, L., & Wiest, M. (2013-2014). Effectiveness of Child Centered Nutrition Phrases

- to Improve Food Behaviors. Funded by Clinical and Translational Research Infrastructure Network Pilot Grant Program (\$52,811).
- Tsao, L. (2009-2011). Sibling-mediated social communication intervention for young children with autism spectrum disorder. Funded by National Institutes of Health (NIH) R03 HD058800-01A1. (\$143,400)

Unfunded proposals

Extramural

- Tsao, L., Greenway, S., McFarland, K., Robertson, A. (2021). Building Capacities within Rural Families and Extension Personnel during Covid-19. Rural Health and Safety Education Competitive Grants Program (RHSE), National Institute of Food and Agriculture, United States Department of Agriculture, (\$339,214; 9/1/2021 to 8/31/2023; V210185).
- Tsao, L. (2020). Creating communication environments for children with autism spectrum disorder. Simons Foundation Autism Research Initiative (SFARI): Summer 2020 Pilot (\$254,452).
- Chen, S., Tsao, L., & Ewers, T. (2020). Young children from rural, lower-income and urban, higher-income families during COVID-19: Towards addressing challenges and reinforcing strengths. American Psychological Association (APA) Division 15 Research Grant: COVID-19 Pandemic. (\$5000).
- Colle, M., Rezamand, P., McGuire, M., Williams, J. & Tsao, L. (2019). Effect of timing of beef-containing complementary foods nutritional status, enteric microbiome, and behavior of infants: a randomized controlled trial (\$350,000; preproposal). Role: Co-PI
- Ewers, T., Tsao, L., Higgins, L., & Kern, A. M. (2018). Community STEAM Engine: Building local capacity for STEAM learning. National Science Foundation from 2019 to 2024 (\$1,999,351.44). Role: Co-PI
- Tsao, L. (2016). Act Early to Benefit Children with Autism and Strengthen the Families of Children within Communities Support. HRSA-17-013 Autism Field-Initiated Innovative Research Studies, Maternal and Child Health Bureau. US Department of Health and Human Services. (\$590,745).
- Lin, H-M., Thornton, M., Tsao, L., & Nelson, N. (2016-2018). Identification of molecular signatures and micro-structure characteristics of potatoes for desired French fry quality. USDA Agricultural Research Service. (\$86,750)
- Tsao, L. (2015). Family Facilitated Social Intervention for Nonverbal Children with Autism Spectrum Disorders. Organization for Autism Research (\$29,999).
- Tsao, L., & Hsiao, Y. (2015). An Examination of Team-Based Functional Communication Intervention for Children with Autism Across Settings. Department of Defense (\$455,512).

Honors and Awards

- 2019 Nominated, University of Idaho's Excellence in Internationalization Award
- 2018 Act Early Ambassador to Idaho
- 2016 University of Idaho Faculty/Staff International Development Award
- 2014 Presidential Mid-Career Award 2014

SERVICE

University/College/Department

University

- | | |
|--------------|--|
| 2023-2024 | Institutional Review Board |
| 2023-2024 | University Teaching Committee (Chair) |
| 2021-present | University Teaching Committee |
| 2019-2020 | University Library Affairs Committee (Chair) |
| 2018-2020 | Teacher Education Coordinating Committee |

2014-2015 University Safety Committee

College of Agricultural and Life Sciences

2021-present Promotion and Tenure Review Committee
 2018-2021 Academic Programs Advisory and Curriculum Committee (APACC)
 2014-2019 Safety Committee

College of Education

2021 Promotion and Tenure Review Committee, Department of Curriculum & Instruction
 2011-present Special Education Program, Department of Curriculum & Instruction
 2011-present UI Teacher Performance Assessment (TPA) evaluator
 2013 Faculty Search Committee, Special Education Program
 2011 Director Search Committee, Teacher Education Program

Margaret Ritchie School of Family & Consumer Sciences

2023 Promotion and Tenure Review Committee
 2023 Scholarship Committee
 2021-2023 Awards Committee (Co-chair)
 2019-present ECDE Unit coordinator responsible for the Council for the Accreditation of Education Preparation (CAEP) accreditation and Idaho State Board of Education (ISBOE) on the blended EC/ECSE teaching certificate approval.
 2018-2019 Faculty Search Committee (Chair)
 2018-2019 Child Development Laboratory staff search committee
 2017-2018 Director Search Committee
 2014-2017 Graduate Program Committee (Chair)
 2014-2017 Assessment Committee
 2010-2014 Early childhood development & education program advisory board
 2010-2014 ECDE program coordinator responsible for the National Council for Accreditation of Teacher Education (NCATE) accreditation
 2008-2012 Margaret Ritchie Distinguished Speaker Committee (Chair)

State & Local Communities

2022-present Collaborated with IdahoSTARS to organize a one-day UI Child Development Mini-Conference at Coeur D'Alene Idaho
 2022 Offered a workshop at State Leadership Conference for Family, Career and Community Leaders of America (FCCCLA) Idaho State Association at Boise Idaho
 2016-2018 Region 2 Early Childhood Committee (Co-Chair), Idaho Infant Toddler Coordinating Council
 2011-2014 Technical assistance to Region II Infant Toddler program on evidence-based practices
 2011-present Region 2 Early Childhood Committee
 2010-2013 Idaho interagency autism planning group
 2008-present Idaho consortium for the preparation of early childhood professionals
 2005-2008 Leadership team, early learning collaboration council of Oshkosh, Oshkosh, WI
 2004-2008 Advisory board, Head Start program, Oshkosh, WI.
 1992-2000 Advisory board, Abilities Unlimited, Bloomington, IN.

Professional Organization Services

2019-2020 Leadership Cohort 2, Early Childhood Personnel Center/Division for Early Childhood Leadership Initiative
 2017-2018 Mentorship coordinator, DEC's Consortium for Innovations in Doctoral Excellence, Council for Exceptional Children
 2017-2019 Vice President, Idaho Division for Early Childhood

- 2015-2018 Treasurer, Idaho Division on Autism and Developmental Disabilities
 2012-2014 Vice President, North Idaho Association for Education of Young Children
 2010-2011 Idaho State Representative, Council for Exceptional Children
 2004-2008 Children Action Network (CAN) coordinator, Wisconsin Division for Early
 Childhood
 2004-2008 UW Collaborative Online Early Childhood Special Education Master Program
 Project

Guest Reviewer

- 2020 Focus on Autism and Other Developmental Disabilities
 2019-present Behavior Modification
 2019 Topics in Early Childhood Special Education
 2017-2018 Journal of Child and Family Studies
 2017-present Journal of Early Childhood Research
 2016-present Early Childhood Research Quarterly
 2016-present Journal of Autism and Developmental Disorders
 2015-2019 Young Exceptional Children
 2014-present Child and Youth Care Forum
 2013 Journal of Developmental and Physical Disabilities

Professional and Scholarly Organizations

- 2002-present Division for Early Childhood, Council for Exceptional Children

Consulting and Advisory

- 2022 Cognition Assessment Training for a research project (The role of dairy food consumption in optimal growth and development of Canadian children: a longitudinal study by Drs. Ginny Lane and Hassan Vatanparast)
 2018 Sichuan Inclusive Education Project in China. Offered three-day training for 68 resources-room teachers and curriculum directors on the topic of curriculum-based assessments for children with disabilities.
 2014-2015 Yunnan Inclusive Education Project in China. Offered two-week trainings for 123 elementary school teachers and administrators on the inclusive education for children with and without disabilities.
 2013-2014 Nanjing Technical College of Special Education in China. Led the training and development of the new course in Early Childhood Education (course title: Inclusive Preschool Education).

PROFESSIONAL DEVELOPMENT

Teaching & Scholarship

- 2023 Anthology Academy, University of Idaho (two days intensive trainings)
 2023 Indigenous Knowledge for Effective Education Program (IKEEP)
 2023 Annual Strengthening Families Training Conference
 2022 The Office of Planning, Research, and Evaluation (OPRE)'s virtual methods meeting
 2021 Certified Youth Mental Health First Aid Course Instructor by National Council for Behavioral Health
 2020 Hyflex Delivery Model by UI Center for Excellence in Teaching and Learning
 2019 Early Childhood Personnel Center/Division for Early Childhood Leadership Initiative Cohort 2 (Leadership and Sustainability)

- 2018 Initial teaching endorsement meeting by Idaho State Department of Education
- 2017 Lean the Signs. Act Early. Training by Centers for Disease Control and Prevention (CDC)
- 2016 Reggio Emilia Italy Study Abroad by UI International Programs Office
- 2016 Autism Distance Education Parent Training (ADEPT) by UC Davis Mind Institute
- 2016 First Aids/CPR training by U of Idaho
- 2015 Panel Reviewer Training Modules and Assessment Survey by Early Head Start Expansion and EHS Child Care Partnership Grants
- 2015 Mental Health First Aid Training by U of Idaho
- 2012 ECO/IEP process changes in early childhood by Idaho State Department of Education
- 2011 National Council for Accreditation of Teacher Education (NCATE) accreditation training
- 2010 Coach institute: Evidence based practice in early childhood intervention by Idaho State Department of Health and Welfare
- 2009 Service-learning workshop by U of Idaho
- 2008 Advising symposium by U of Idaho

Webinars

2023

- EarlyEdU webinars: faculty resources
- Sharpen Your Observation Skills Using the SORF for Earlier Detection
- The Positive Action Parenting
- How to Teach Academic, Social, and Emotional Intelligence in Every Content Area
- Jaggaer - New Purchasing Platform
- CETL Wired Wednesday
- Loose Parts Play for People Under Three: Setting the Stage
- Understanding Infant and Early Childhood Mental Health Consultation

2022

- Leveraging Sources of Resilience to Support Mental Health
- STEMIEfest
- Children in Action Motor Program for Preschoolers (CHAMPPS)
- Environments and Interactions that Foster Inclusion
- Evidence-based Hearing Screening and Evaluation Practices for Children Ages 0–5: Useful Facts and Practical Tools
- Creating Ideal Learning Environments Through Play
- ACF's National Research Conference on Early Childhood
- Early Math Symposium
- Prioritizing Relationships in Tutoring for Equitable Learning Recovery
- ACF-DOL-ED ECE Registered Apprenticeships

2021

- The Child Assessment Evolution: Controversy and Practice Explored by COR Advantage
- Making Distance Learning Work: Managing the Transition by Teaching Strategies
- Social Communication Development in Infants & Toddlers by Autism Navigator
- STEAM the Child's Way by Frank Porter Graham Child Development Institute
- Institute of Education Sciences (IES) Reading Summit: Linking Data and Learning

2020

- National Research Conference on Early Childhood hosted by The Administration for Children and Families, the U.S. Department of Health and Human Services.
- Equity in Infant & Early Childhood Mental Health Consultation (IECMHC) Webinar series
- International Society for Autism Research (INSAR) Institute
- UI Center for Excellence in Teaching and Learning Summer Workshop
- Unpacking the Pyramid Model: A Practical Guide to Social Emotional Learning

2019

- Inclusion for Young Children with Autism
- Coaching during Service Coordination: What Does It Look Like?
- 4 Easy Steps That Will Transform Challenging Behavior in Your Early Childhood Program
- Reducing Challenging Behaviors in Students with Autism: Merging Visual Language and ABA
- Harness Sensory Preferences to Guide Everyday Life

2018

- Latest Findings on Prevalence of Autism Spectrum Disorder
- The Community of Practice - Professional Development

2017

- ASD Ambassadors monthly training
- How the Supreme Court May Change Your Practice
- Early Orientation and Mobility: Birth to Three
- What's the Deal with Mixed Methods Research
- Early Orientation and Mobility: Birth to Three

2016

- ASD Ambassadors monthly training
- Helping Children Rebound from Traumatic Experiences: How to Create Classrooms That Support Recovery from Traumatic Experiences
- Partnerships for Inclusion: Improving Access to Evaluation and Services
- Early Childhood Workforce Development
- Missouri WIC Implementation & Evaluation Project
- Implementing Mental Health Consultation in Home Visiting

2015

- Engaging Families of Children with Disabilities: Systematically Planning to Create Positive Experiences and Meet Expectations
- Engaging Hispanic Families: Overcoming challenges to enrich lives
- Educators are Critical Partners in Making A Difference in the Lives of Children of Incarcerated Parents Confirmation
- Mental Health First Aid
- 7 Reasons to Flip the College Classroom
- Improving OAE Screening and Follow-up - Intermediate Level
- Early Head Start Expansion and EHS Child Care Partnership Grants - Panel Reviewer Training Modules and Assessment Survey
- Trauma-informed Approaches to Domestic Violence Exposure, Adverse Childhood Experiences and Resiliency