

# ZHIGAO LIANG

PhD

Department of Teacher Education and Leadership  
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## Education

- 2020-2024 Doctor of Philosophy: Special Education  
The Pennsylvania State University, State College, United States
- 2011-2014 Master of Education: Special Education  
East China Normal University, Shanghai, China
- 2007-2011 Bachelor of Arts: English Translation  
Suihua University, Suihua, China

## Professional Experience

- 2024- Assistant Professor  
Department of Teacher Education and Leadership  
Mississippi State University, Starkville, United States
- Course:
    - *Assistive Technology in Special Education*
    - *Individualizing Instruction for Exceptional Children*
- 2020-2024 Graduate Research and Teaching Assistant  
Department of Educational Psychology, Counseling, and Special Education  
The Pennsylvania State University, State College, United States
- Course:
    - *Introduction to Autism Spectrum Disorder (Work as an independent instructor)*
  - Sections:
    - *Assistive Technology in Classroom*
    - *Evidence-based Instruction for Individuals with Special Needs*
    - *Behavior Management*
- 2014- 2021 Director of Autism Teaching and Research Program & Special Education Teacher  
Pudong New District Special Education School, Shanghai, China.
- *Teach students with autism, intellectual disability, and behavioral disorders.*
  - *Supervise new in-service teachers and pre-service teachers.*
  - *Provide training (online and in-person) for in-service teachers, parents, and pre-service special and general education teachers.*
- 2012-2014 Program Coordinator  
Special Education and Community Services for Children and Adolescents with Autism and Intellectual Disability, Shanghai, China.
- 2012-2013 Teaching Assistant  
Department of Special Education, East China Normal University, Shanghai, China

## Professional Certification

Chinese Elementary School Teacher Certification (Mathematics)  
Graduate Certificate in Applied Behavior Analysis

## Research Experience

2021-2024 Graduate Research Assistant  
Video Visual Scene Display (VSD) Intervention  
The Rehabilitation Engineering Research Center (RERC): **Federally funded research and development center** in augmentative and alternative communication (AAC) at the Pennsylvania State University

## Memberships in Professional Organizations

2020-Present Council for Exceptional Children (CEC)  
2020-Present Division on Autism and Developmental Disabilities (CEC-DADD)  
2022-Present. Teacher Education Division (TED)

## Peer-Reviewed Publications

- Liang, Z.**, Zuo, J., & Lee, D. (2023). Evaluation of online training on pre-service special education teachers' knowledge and case application of using visual schedules for individuals with intellectual and developmental disabilities in China. *Journal of Special Education Technology*. <https://doi.org/10.1177/01626434231214792>
- Patenaude, D., McNaughton, D., & **Liang, Z.** (2024). Using visual scene displays with young children: An evidence-based practice synthesis. *Journal of Special Education Technology*. <https://doi.org/10.1177/01626434241263061>
- Liang, Z.**, Lee, D., Zuo, J., & Liang, S. (2024). The use of visual schedules to increase academic-related on-task behaviors of individuals with autism: a literature review. *International Journal of Developmental Disabilities*, 1–14. <https://doi.org/10.1080/20473869.2024.2402124>

## Manuscripts Under Review

- Liang, Z.**, Liang, S., & Zuo, J. *Implementation of video-enhanced activity schedules for individuals with autism spectrum disorder: A literature review.*
- Liang, Z.**, Liang, S., & Zuo, J. *Asynchronous online intervention training for parents of individuals with autism spectrum disorder: A literature review.*
- Liang, Z.**, *CHECK visual schedules to support individuals with autism.*
- Liang, Z.**, Liang, S., & Zuo, J. *Online training on special education teachers' case applications of visual schedules for individuals with IDD.*

## Manuscripts in Preparation

- Liang, Z.**, & Lee, D. *Evaluation of online training on pre-service general education teachers' case application of visual schedules for individuals with intellectual and developmental disabilities* [Manuscript in preparation].
- Liang, Z.**, McNaughton, D., & Light, J. *Review of aided augmentative and alternative communication intervention for individuals on the autism spectrum who have limited speech in elementary school settings* [Manuscript in preparation].
- Liang, Z.**, & McNaughton, D. *A strategy for creating asynchronous online training for pre-service professionals* [Manuscript in preparation].
- Liang, Z.**, Lee, D., & Liang, S. *Review on asynchronous online training for pre-service professionals working with individuals with intellectual and developmental disabilities* [Manuscript in preparation].

- Zuo, J., **Liang, Z.**, & Liang, S. *Evaluation of online training on pre-service special education teachers' case application and creation of visual schedules for individuals with intellectual and developmental disability in China* [Manuscript in preparation].
- Liang, Z.**, & Liang, S. Review on independent work system for individuals with autism spectrum disorder [Manuscript in preparation].

### **Books Translation (English-Chinese)**

- Liang, Z.** & Liang, S. (2016). *Just Give Him The Whale: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Huaxia Publishing House, Beijing, China.
- He, H. & **Liang, Z.** (2013). *The Science and Fiction of Autism*. Shanghai Renmin Publishing House, Shanghai, China.
- Chen, L. & **Liang, Z.** (2024, in progress). *Adolescents and Adults with Autism Spectrum Disorders*. Social Science Publishing House, Shanghai, China.

### **Presentations**

#### ***In English***

- Patenaude, D., McNaughton, D., & **Liang, Z.** (2024, December). *Are visual scene displays (VSDs) an EBP in Early Childhood?* Poster Session at the American Speech and Hearing Association (ASHA) Conference, Seattle, Washington.
- Patenaude, D., McNaughton, D., & **Liang, Z.** (2024, March). *Using visual scene displays with young children: An evidence-based practice synthesis*. Poster Session at Council for Exceptional Children (CEC) Convention, San Antonio, Texas.
- Liang, Z.** (2023, April). *Strategy instruction for visual schedules*. Behavioral Analysis Research Colloquium at Penn State.
- McNaughton, D., Jakobs, E., Dobrzynski, C., Stroschein, R., **Liang, Z.**, Laubscher, E., Holyfield, C. (2023, February). *Supporting participation and communication using video visual scene displays*. Poster Session at Assistive Technology Industry Association (ATIA) Conference, Orlando, FL.
- Liang, Z.** (2022, May). *Enhancing communication and independence for university students with autism and complex communication needs using AAC video visual scene displays*. AAC Think Tank at Penn State.
- McNaughton, D., Light, J., Jakobs, E., Dobrzynski, C., Stroschein, R., **Liang, Z.**, & Laubscher, E. (2022, November). *The effect of video VSDs on communication and participation for individuals with complex communication needs*. Poster Session at the American Speech and Hearing Association (ASHA) Conference, New Orleans, LA.

#### ***In Chinese***

- Liang, Z.** (2022, November). The development and preliminary evaluation of an online learning module to support pre-service teachers using visual schedules for individuals with intellectual and developmental disabilities. Graduate Student Research Forum, East China Normal University, Shanghai, China.

### **Creative Works and Instructional Materials**

- Liang, Z.** & McNaughton, D. (2022). Module of Visual Supports for Participation and Communication. The AAC Learning Center Module: An Instructional Resource in Augmentative and Alternative Communication (<https://aac-learningcenter.psu.edu/moodle/>): over 500 students at over 12 universities.

### **Services**

#### ***Peer Review of Manuscripts***

- Guest reviewer for the paper on Journal of Special Education Preparation: 2022

### ***Parents' Online Training***

**Liang, Z.** (2022, September). Using visual supports to establish daily life routines for children with intellectual and developmental disabilities in family settings. Shanghai, China.

**Liang, Z.** (2021, April). Intervention strategies for improving communicative skills for children on the autism spectrum in family settings. Hangzhou, China.

### ***Pre-service Teachers' Online Training***

**Liang, Z.** (2023, November). Using video modeling to improve the participation and independence of students with intellectual and developmental disabilities. Tangshan Normal University, China.

**Liang, Z.** (2022, December). Using visual schedule for students on the autism spectrum in special education school. Tangshan Normal University, China.

**Liang, Z.** (2022, November). Using visual supports to create an effective classroom environment. Tangshan Normal University, China.

### ***Paraeducators' s Training (In-person)***

**Liang, Z.** (2023, August). "CHECK" Visual Schedules to improve the participation and independence of students with intellectual and developmental disabilities. 16<sup>th</sup> Annual ParaConference. Bellefonte, PA.

### ***In-service Teachers' Online Training***

**Liang, Z.** (2024, August). Using video modeling to improve the participation and independence of students with intellectual and developmental disabilities. Shanghai, China.

**Liang, Z.** (2024, August). Creating a consistent, organized, and respectful learning environment for preventing challenging behaviors of students with autism. Shanghai, China.

**Liang, Z.** (2023, December). Using an individualized working system to support students with intellectual and developmental disabilities in the special education classroom. Shanghai, China.

**Liang, Z.** (2023, November). Using video modeling to improve the participation and independence of students with intellectual and developmental disabilities. Shanghai, China.

**Liang, Z.** (2023, October). "CHECK" visual schedules to improve the participation and independence of students with intellectual and developmental disabilities. Shanghai, China.

**Liang, Z.** (2023, September). Creating a consistent, organized, and respectful learning environment for students with intellectual and developmental disabilities. Shanghai, China.

**Liang, Z.** (2022, December). Strategies for creating an effective classroom environment based on TEACCH. Anhua Special Education School, Beijing, China.