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**Last updated December 2023*

EDUCATION

- 2015 **Ph.D. Education with a specialization in School Psychology**
University of Delaware, Newark, DE
Dissertation: *Multilevel associations between bullying victimization, school engagement, and social-emotional learning*
Committee Chair: Dr. George G. Bear
- 2014 **Ed.S. School Psychology**
University of Delaware, Newark, DE
- 2011 **M.A. School Psychology**
University of Delaware, Newark, DE
- 2008 **MSc Research Methods in Psychology**
University of Bristol, Bristol, U.K.
Thesis: *Chinese Children's Trust in Testimony*
Committee Chair: Dr. Norman Freeman
- 2006 **B.S. Chemistry (Teacher Education Track)**
Central China Normal University, Wuhan, P.R. China

PROFESSIONAL EXPERIENCE

- 2022 – Present **Associate Professor with Tenure (on leave during the 2023-2024 academic year)**
School Psychology Program
Berkeley School of Education
University of California, Berkeley
- August 2023 – Present **Associate Professor with Tenure**
School Psychology Program
College of Education
University of Maryland, College Park
- 2019-2022 **Assistant Professor**
School Psychology Program
Graduate School of Education
University of California, Berkeley
- 2016-2019 **Assistant Professor**
School Psychology Program
Department of Counseling, Clinical, and School Psychology
University of California, Santa Barbara
- 2014 - 2016 **School Psychologist**
Poudre School District, Fort Collins, CO
- 2013-2014 **School Psychology Intern**
Christina School District, Newark, DE
- 2008-2013 **Graduate Research Fellow (2012-2013)**
Instructor (2011-2012)
Graduate Assistant (2008-2011)
College of Education and Human Development, University of Delaware

AWARDS, HONORS, AND FELLOWSHIPS

2023	Jacobs Foundation Research Fellow, Jacobs Foundation
2022	Lightner Witmer Early Career Award, American Psychological Association - Division 16: School Psychology
2021	Outstanding Early Career Psychologist Award, American Psychological Association - Division 52: International Psychology
2021	Hellman Fellowship, Society of Hellman Fellows
2020	2020 National Academy of Education/Spencer Postdoctoral Fellowship
2019	Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention, Alberti Center for Bullying Abuse Prevention, University at Buffalo
2019	Early Career Research Award, Society for the Study of School Psychology
2019	Regents Junior Faculty Fellowship, UC Santa Barbara
2019	2019 Trainers of School Psychologists Association Pearson Junior Faculty Award
2019	Selected Participant for Institute of Education Sciences (IES) Summer Research Institute on Cluster-Randomized Trials
2018	Center for Health Equity Research Institute Distinguished Fellow, California State University, Long Beach
2017	Psychology Summer Institute Selected Participant, Minority Fellowship Program, American Psychological Association
2017	Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2016	Outstanding Dissertation Award, American Psychological Association - Division 16: School Psychology
2013-2014	Frank Murray Award, College of Education and Human Development, University of Delaware
2012-2013	The Pearl and Oscar Bregman Award, College of Education and Human Development, University of Delaware
2011	Women of Promise, University of Delaware
2009	Paper Presentation Award, Annual Marion H. Steele Symposium, University of Delaware
2008	Exceptional Research Thesis Award, University of Bristol
2006	Excellent Graduate Award, Central China Normal University
2006	Excellent Teaching Internship Team Member, Central China Normal University
2003-2005	Outstanding Student Scholarship, Central China Normal University
2003- 2005	Outstanding "Tri-A" Student Award, Central China Normal University
2004	Excellent Youth Volunteer in Community Service, Central China Normal University

PUBLICATIONS (New publication in the most recent review period; * new publications since my appointment at UCB; † doctoral and postdoctoral advisee & mentees; IF = Impact Factor in 2020)****Peer-reviewed Journal Articles (n=54)**

55. **Yang, C.**, Rho, E. †, Lin, X. †, & Stomski, M. (in press). Empowerment and silence: A grounded-theory exploration among new teachers. *School Psychology*.
54. Lin, X. †, **Yang, C.**, & Cheung, R. (2023). Professional support, efficacy beliefs, and compassion fatigue in principals during the COVID-19 pandemic. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000564> [IF= 3.3]

53. Chen, C.[†], Nadler, R., Sharkey, J. D., & **Yang, C.** (2023). Ethical and Legal Considerations in Balancing Mental Health of Sexual and Gender Minority Students and Parental Consent. *Journal of Applied School Psychology*, 1–24. <https://doi.org/10.1080/15377> [IF= 1.5]
52. **Yang, C.**, Dong, Q.[†], Rho, E.[†], & Teng, Z. (2023). Associations between school-wide practices and school-wide bullying: advancing the cross-country understanding of teachers' perspectives from the U.S. and China. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000557> [IF = 3.3]
51. **Yang, C.** (2023). Influences of pre-pandemic bullying victimization and COVID-19 peer discrimination on Chinese American adolescents' mental health during the COVID-19 pandemic. *School Psychology*. [IF = 3.3]
50. **Yang, C.** & Golshiraz, M.[†] (2023). Association between school victimization and substance use among Hispanic/Latinx adolescents: An intersectionality analysis of social-emotional learning (SEL) competence, immigrant status, and gender in predominantly Hispanic/Latinx High Schools. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2022.2158368> [IF = 2.7]
49. **Yang, C.**, Chan, M.[†], Nickerson, A., Jenkins, L., Fredricks, S., & Xie, J. (2022). Teacher victimization and subjective wellbeing: Does school climate matter? *Aggressive Behavior*, 379 – 392. <https://doi.org/10.1002/ab.22030> [IF = 2.9]
48. **Yang, C.**, Chan, M.[†], Lin, X.[†], & Chen, C.[†], (2022). Teacher victimization and teacher burnout: Moderating role of school climate in a large-scale survey study. *Journal of School Violence*, 21(2), 206-221. <https://doi.org/10.1080/15388220.2022.2041023> [IF = 2.4]
47. Teng, Z.[†], **Yang, C.**, Stomski, M.[†], Nie, Q.[†], (2022). Violent video game exposure and bullying in early adolescence: A longitudinal study examining moderation of trait aggressiveness and moral identity. *Psychology of Violence*, 12 (3), 149 – 159. <https://doi.org/10.1037/vio0000424> [IF = 4.1]
46. **Yang, C.**, Manchanda, S.[†], & Greenstein, J.[†] (2021). Educators' Online Teaching Self-Efficacy and Compassion Fatigue During the COVID-19 Pandemic: The Dual Roles of “Connect.” *School Psychology*, 36(6), 504–515. <https://doi.org/10.1037/spq0000475> [IF = 3.3]
45. **Yang, C.** (2021). Online teaching self-efficacy, social-emotional learning (SEL) competencies, and compassion fatigue among educators during the COVID-19 Pandemic. *School Psychology Review*, 50(4), 505 – 518. <http://doi.org/10.1080/2372966X.2021.1903815> [IF = 2.7]
44. Grapin, S., Collier-Meek, M., Stacy-Ann, J., **Yang, C.**, & Portillo, N. (2021). Reconceptualizing mentoring for the 21st Century: A systematic mapping of research in school psychology. *School Psychology Review*, 52 (2), 224 – 242. <https://doi.org/10.1080/2372966X.2021.1910861> [IF = 2.7]
43. **Yang, C.**, Chen, C.[†], Lin, X.[†], & Chan, M.[†] (2021). School-wide social and emotional learning (SEL) and cyberbullying victimization among middle and high school students: Moderating role of school climate. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000423> [IF = 3.3] (***American Psychology Association Article Spotlight***)
42. **Yang, C.**, Lin, X.[†], & Stomski, M.[†] (2021). Unequally safe: Association between bullying and perceived school safety and the moderating effects of race/ethnicity, gender, and grade levels. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1860427> [IF = 2.7]
41. **Yang, C.** Chan, M.[†], Chen, C.[†], & Jimerson, S. (2021). Parental perceptions of school climate in the United States and China: Advancing understanding of measurement and cross-national considerations. *School Psychology*. Advance Online Publication. <https://doi.org/10.1080/2372966X.2020.1860427> [IF = 3.3]

40. **Yang, C.**, Manchanda, S.[†], Lin, X.[†], & Teng, Z.[†] (2021). An intersectional examination of the effects of race/ethnicity and immigration status on school victimization in predominantly Hispanic/Latino high schools. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1840262> [IF = 2.7]
39. Chen, C.[†], **Yang, C.** & Nie, Q.[†]. (2021). Social-emotional learning competencies and problematic Internet use among Chinese adolescents: A structural equation Modeling Analysis. *Environmental Research and Public Health*. 18(6), 3091. <https://doi.org/10.3390/ijerph18063091>. [IF = 3.4]
38. Nie, Q.[†], **Yang, C.**, Stomski, M.[†], Zhao, Z., Teng, Z., & Guo, C. (2021). Longitudinal link between bullying victimization and bullying perpetration: A multilevel moderation of perceived school climate. *Journal of Interpersonal Violence* 37 (13 -14), NP12238-12259. <https://doi.org/10.1177/0886260521997940> [IF = 6.1]
37. **Yang, C.**, Chen, C.[†], Chan, M.[†], Wang, C., Luo, H.[†], & Lin, X.[†] (2020). Training experience in U.S. school psychology programs: Understanding Asian international students' assets, challenges, and effective strategies. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-020-00320-x> [IF not available]
36. **Yang, C.**, Chan, M.[†], & Ma, T-L (2020). School-wide social and emotional learning (SEL) and bullying victimization: Moderating role of school climate across elementary, middle, and high schools. *Journal of School Psychology*. Advance online publication. <https://doi.org/10.1016/j.jsp.2020.08.002> [IF = 4.3]
35. Zhang, F.[†], Jiang, Y., Ming, H., **Yang C.**, & Huang, S. (2020). Family socioeconomic status and adolescents' academic achievement: The moderating roles of subjective social mobility and attention. *Journal of Youth and Adolescence*. 49(9), 1821–1834. <https://doi.org/10.1007/s10964-020-01287-x> [IF = 4.4]
34. **Nie, Q.[†], Teng, Z., **Yang, C.**, Lu, X., Liu, C., Zhang, D., & Guo, C. (2020). Psychological suzhi and academic achievement in Chinese adolescents: A two-year longitudinal study. *British Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1111/bjep.12384> [IF = 3.2]
33. **Chen, C.[†], **Yang, C.**, Chan, M.[†], & Jimerson, S. (2020). Association between school climate and bullying victimization: A cross-cultural comparison from parents' perspectives. *School Psychology*. 35(5), 311–320. <https://doi.org/10.1037/spq0000405> [IF = 3.3]
32. Xie, J., Sun, X., Li, C., Zhang, Y., **Yang C.**, & Bear, G. (2020). Chinese version of Delaware School Climate Scale – Home. *Chinese Journal of Clinical Psychology*. 28 (3), 477-482. <http://doi.org/10.16128/j.cnki.1005-3611.2020.03.009> [IF = 1.6]
31. Nie, Q.[†], **Yang, C.**, Teng, Z., Pan, Y., Guo, C., & Zhang, D. (2020). Longitudinal association between school climate and depressive symptoms: Mediating role of psychological suzhi. *School Psychology*, 35(4), 267–276. <https://doi.org/10.1037/spq0000374> [IF = 3.3]
30. **Yang, C.**, Sharkey, J. D., Reed, L., & Dowdy, E. (2020). Cyberbullying victimization and student engagement among adolescents: Does school climate matter? *School Psychology*, 35(2), 158–169. <https://doi.org/10.1037/spq0000353> [IF = 3.3] (**Top 10 most downloaded journal article from School Psychology in 2020**)
29. **Yang, C.**, Sharkey, J. D., Chen, C.[†], & Jimerson, S. (2019). Teacher-home communication and bullying victimization: Does parents' perception of fairness of rules matter? *School Psychology Review*, 48(3), 251-266. <https://doi.org/10.17105/SPR-2018-0060.V48-3> [IF = 2.7; 5-year IF = 4.1]

28. Chan, M.[†], Yang, C., Furlong, M., Dowdy, E., & Xie, J. (2021). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School & Educational Psychology*, 9(2), 158-178. <https://doi.org/10.1080/21683603.2019.1677539> [IF not available, Cite Score = 2.2]
27. Pan, Y., **Yang, C.**, Liu, C, Chan, M.[†], Liu, G., & Zhang, D. (2019). A moderated mediation model of peer victimization and problem behaviors: The roles of self-esteem and parental attachment among Chinese early adolescents. *Child Development*, 91(4), e968–e983. <https://doi.org/10.1111/cdev.13319> [IF = 5.9]
26. Teng, Z.[†], Bear, G.G., **Yang, C.** Nie, Q.[†], & Guo, C. (2019). Moral disengagement and bullying perpetration: A longitudinal study of the moderating effect of school climate. *School Psychology*, 35(1), 99–109. <https://doi.org/10.1037/spq0000348> [IF = 3.3] (**Top 10 most downloaded journal article from School Psychology in 2020**)
25. Xie, J., Liu, J., Wei, Yu., **Yang, C.**, Bear, G. G. & Wang, W. (2019). Validation of the Chinese Version of Delaware Positive, Punitive, and Social-Emotional Learning (SEL) Techniques Scale - Teacher. *Chinese Journal of Clinical Psychology*. 28 (4),701 –706. <https://doi.org/10.16128/j.cnki.1005-3611.2019.04.012> [IF = 1.6]
24. Xie, J., Lin, X., Qin, F., **Yang, C.**, & Bear, G. G. (2019). Validation of the Chinese Version of Delaware Positive, Punitive, and Social-Emotional Learning (SEL) Techniques Scale - Student. *Chinese Journal of Clinical Psychology*. 27(2), 524-529. <https://doi.org/10.16128/j.cnki.1005-3611.2019.03.020> [IF = 1.6]
23. Xie, J., Peng, Z., Zhu, Z., **Yang, C.**, & Bear, G.G. (2018). Chinese Version of Delaware School Climate Scale – Teacher/Staff. *Chinese Journal of Clinical Psychology*. 26 (5). 891–996. <https://doi.org/10.16128/10.16128/j.cnki.1005-3611.2018.05.012> [IF = 1.6]
22. **Yang, C.**, Fredrick S. S., Nickerson, A., Jenkins L., & Xie, J. (2019). Initial development and validation of the Multidimensional Teacher Victimization Scale. *School Psychology Quarterly*. 34(2), 244–252. <https://doi.org/10.1037/spq0000307> [IF = 3.3]
21. **Yang, C.**, Jenkins, L., Fredrick, S. S., Chen, C.[†], Xie, J.-S., & Nickerson, A. B. (2019). Teacher victimization by students in china: a multilevel analysis. *Aggressive Behavior*, 45(2), 169–180. <https://doi.org/10.1002/ab.21806> [IF = 2.9]
20. **Yang, C.**, Sharkey, J. D., Reed, L., Chen, C.[†], & Dowdy, E. (2018). Bullying victimization and student engagement in Elementary, Middle, and High Schools: Moderating role of school climate. *School Psychology Quarterly*. 33, 54-64. Doi: 10.1037/spq0000250 (**Top 10 most downloaded journal article from APA journals in 2018**) [IF = 3.3]
19. **Yang, C.**, Bear, G. G. & May, H. (2018). The association between social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*. 47(1), 45–61. <https://doi.org/10.17105/SPR-2017-0003.V47-1> [IF = 2.7]
18. Bear, G. G., **Yang, C.**, Chen, D., He, X., Xie, J., & Huang, X. (2018). Differences in school climate and student engagement in China and the United States. *School Psychology Quarterly*, 33(2), 323–335. <https://doi.org/10.1037/spq0000247> [IF = 3.3]
17. Wang, C., **Yang, C.**, Xu, J., & Furlong, M. (2018). Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample. *International Journal of School & Educational Psychology*. 6(1), 62–74. <https://doi.org/10.1080/21683603.2016.1272026> [IF not available, Cite Score = 2.2]
16. Wagle, R., Dowdy, E., **Yang, C.**, Palikara, O., Castro, S., & Nylund-Gibson, K. (2018). Preliminary investigation of the Psychological Sense of School Membership Scale with primary school students in a cross-cultural context. *School Psychology International*, 39(6), 568–586. <https://doi.org/10.1177/0143034318803670> [IF = 2.0]

15. Xie, J., Shan, L., **Yang, C.**, Furlong, M., Wang, C., Deng, T. & Deng, J. (2018). Validation of the Social and Emotional Health Survey- Primary for Chinese Students. *Chinese Journal of Clinical Psychology*. 26(3), 522–527. <https://doi.org/10.16128/j.cnki.1005-3611.2018.03.023> [IF = 1.6]
14. Mantz L., Bear, G. G., **Yang, C.** & Harris, A. (2016). The Delaware Social-Emotional Competency Scale (DSECS-S): Evidence of validity and reliability. *Child Indicators Research*. 11 (1), 137–157. <https://doi.org/10.1007/s12187-016-9427-6> [IF = 2.4]
13. Xie, J., Shan, L., **Yang, C.**, & Furlong, M. (2017). Chinese version of the Social and Emotional Health Survey – Secondary School Version. *Chinese Journal of Clinical Psychology*. 25(6), 1012–1016. <https://doi.org/10.16128/j.cnki.1005-3611.2017.06.004> [IF = 1.6]
12. Xie, J., Xiao, S., **Yang, C.**, & Bear, G. (2017). A comparative study of perceptions of school climate in Chinese and American adolescents. *Chinese Journal of Clinical Psychology*. 25 (4), 714–718. <https://doi.org/10.16128/j.cnki.1005-3611.2017.04.026> [IF = 1.6]
11. Bear, G. G., **Yang, C.**, Mantz, L. S., & Harris, A. B. (2017). School-wide practices associated with school climate in elementary, middle, and high schools. *Teaching and Teacher Education*, 63, 372–383. <https://doi.org/10.1016/j.tate.2017.01.012> [IF = 3.3]
10. Xie, J., Lu, X., **Yang, C.**, Bear, G., G., & Ling, Y. (2016). A comparative study of bullying victimization in Chinese and American Adolescents. *Chinese Journal of Clinical Psychology*, 24 (4), 706–709, 683. <https://doi.org/10.16128/j.cnki.1005-3611.2016.04.029> [IF=1.6]
9. Xie, J., Lv, Y., Kun, M., Lu, X., Bear, G. G., **Yang, C.**, Seth, M., & Rong, G. (2016). The validity and reliability of the Chinese version of the Delaware School Climate Survey – Student. *Chinese Journal of Clinical Psychology*, 24 (2), 250–253. <https://doi.org/10.16128/j.cnki.1005-3611.2016.02.014> [IF=1.6]
8. Bear, G. G., Chen, D., Mantz, L., **Yang, C.**, Huang, X., & Shiomi, K. (2016). Differences in classroom removals and use of praise and rewards in American, Chinese, and Japanese schools. *Teaching and Teacher Education*, 53, 41–50. <https://doi.org/10.1016/j.tate.2015.10.003> [IF = 3.3]
7. Bear, G., Holst, B., Lisboa, C., Chen, D., **Yang, C.**, & Chen, F. F. (2016). A Brazilian Portuguese survey of school climate: Evidence of validity and reliability. *International Journal of School & Educational Psychology*, 4(3), 165–178. <https://doi.org/10.1080/21683603.2015.1094430> [IF not available, Cite Score = 2.2]
6. Xie, J., Lv, Y., Bear, G. G., **Yang, C.**, Seth, M., & Rong, G. (2015). The validity and reliability of the Chinese version of Delaware Bullying Victimization Scale – Student. *Chinese Journal of Clinical Psychology*, 23 (4), 594–596. <https://doi.org/10.16128/j.cnki.1005-3611.2015.04.006> [IF = 1.6]
5. Bear, G. G., Mantz, L., Glutting, J., **Yang, C.**, & Boyer, D. (2015). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*, 44(1), 98–116. [IF = 2.7]
4. Bear, G. G., **Yang, C.**, & Pasipanodya, E. (2015). School Climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*, 33(2), 115–129. <https://doi.org/10.1177/0734282914545748> [IF = 1.6]
3. Bear, G. G., **Yang, C.**, Glutting, J., Huang, X., He, X., Zhang, W., & Chen, D. (2014). Understanding teacher-student relationships, student-student relationships, and conduct problems in China and the United States. *International Journal of School & Educational Psychology*, 2(4), 247–260. <https://doi.org/10.1080/21683603.2014.883342> [IF not available, Cite Score = 2.2]
2. Bear, G. G., **Yang, C.**, Pell, M., & Gaskin, C. (2014). Validation of a brief measurement of teacher perceptions of school climate. *Learning Environments Research*, 17 (3), 339–354. <https://doi.org/10.1007/s10984-014-9162-1> [IF = 2.5]
1. **Yang, C.**, Bear, G. G., Chen, F. F., Zhang, W., Blank, J. C., & Huang, X. S. (2013). Student perceptions of school climate in the U.S. and China. *School Psychology Quarterly*, 28(1), 7–24.

<https://doi.org/10.1037/spq0000002> (*Sample article on School Psychology Quarterly in 2013-2014*) [IF = 3.3]

Book Chapters Published (n = 6)

7. Hacifazhologlu, O., Kalhavan, B., **Yang, C.**, Unlu, G., & Gurun, S. (2023). Cultivating teacher resilience through intercultural interaction and collaboration. Craig, C. J., Mena J., & Kane, R. G.. In *Teaching and teacher education in international contexts: Vol. 41. ISATT \$0th Anniversary Yearbook*. (Eds, pp. 307 – 203). Emerald Publishing Limited.
6. **Yang, C.**, & Dong, Q.[†] (2023). Best practices in school-wide social and emotional learning. In Harrison, P. L., Proctor, S. L., and Thomas, A. (Eds), *Best practices in school psychology: Vol. 2. Students, systems, and family services* (7th Ed., pp. 317–326). National Association of School Psychologists.
5. Yoon, J., **Yang, C.**, Tanaka, M. L.[†] (2023). Toward understanding classroom socialization: Teacher roles in peer victimization. in Miller., T. (2nd Edition). *School Violence and Primary Prevention*. (pp. 373 - 394). New York, NY: Springer
4. **Yang, C.**, Greenstein, J.[†], Manchanda, S.[†], Golshirazi, M.[†], & Yabiku, T.[†] (2023). Preventing compassion fatigue among educators: An Educator Resiliency Study during the COVID-19 Pandemic. in Miller., T. (2nd Edition). *School Violence and Primary Prevention* (pp. 653 – 683). New York, NY: Springer
3. **Yang, C.** (2022). Applications of Positive Psychology in Chinese School Contexts. In Allen, K.-A., Furlong, M. J., Suldo, S., & Vella-Brodrick, D. (Eds.). *Handbook of positive psychology in schools: In support of positive educational processes* (3rd ed.). Routledge, Taylor and Francis.
2. Furlong, M., Dowdy, E., Moffa, K.[†], Beratone, A.[†], **Yang, C.**, Kim, E., & Ito, A. (accepted). Assessment of complete social emotional health: An international school psychology perspective. In C. Hatzichristou & B. K. Nastasi (Eds.), *Handbook of school psychology in a global context*. Dordrecht, Netherlands: Springer
1. O'Brennan, L., Furlong, M., & **Yang, C.** (2019). Promoting collaboration among education professionals to enhance school safety. In Mayer, M., & Jimerson, S. (Eds). *School safety and violence prevention: Science, practice, and policy driving change*. American Psychological Association.

Non-refereed Publications (n = 7)

Research Briefs for Research-Practice Partnership Projects

- 12 Stomski, M.[†], Lin, X.[†], Luo, E.[†], Ballard, A.[†], Cheung, R., **Yang, C.** (2022). *Finding resilience during the COVID-19 pandemic: Perspectives from school leaders*. Project brief 2 for 21st Century California School Leadership Academy. Doi: 10.13140/RG.2.2.33571.94248
- 11 Stomski, M.[†], Lin, X.[†], Luo, E.[†], Cheung, R., **Yang, C.** (2022). *Finding resilience during the COVID-19 pandemic: Perspectives from school leaders*. Project brief for 21st Century California School Leadership Academy.
- 10 **Yang, C.** & Stomski, M.[†], (2021). *Understanding educators and school staff's wellbeing in San Francisco Unified School District*. Research Brief for San Francisco Unified School District – UC Berkeley Research-Practice Partnership.
9. **Yang, C.**, Lin, X.[†], & Stomski, M.[†], (2021). *First-year new teachers' empowerment and silence*. Research Brief for San Francisco Unified School District – UC Berkeley Research-Practice Partnership.

8. Lin, X.[†], Stomski, M.[†], & **Yang, C.** (2021). *New teachers' experience with social support and professional support*. Research Brief for San Francisco Unified School District – UC Berkeley Research-Practice Partnership.
7. **Yang, C.**, Greenstein, J.[†], Stomski, M.[†], & Lin, X.[†] (2020) *Educator resilience: Stressors, compassion fatigue and SEL competencies/support*. Research Brief for Oakland Unified School District – UC Berkeley Research-Practice Partnership.
6. **Yang, C.**, Greenstein, J.[†], Stomski, M.[†], & Lin, X.[†] (2020) *Educator resilience: Online teaching efficacy, school connectedness and frequency of contact attempts*. Research Brief for Oakland Unified School District – UC Berkeley Research-Practice Partnership.

Technical Manuals and Research Reports

5. Bear, G. G., **Yang, C.**, Harris, A., Mantz, L., Hearn, S. & Boyer, D. (2019). *Technical Manual for the Delaware School Survey: Scales of school climate; bullying victimization; student engagement; positive, punitive, and social emotional learning techniques; and social and emotional competencies*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at the University of Delaware and Delaware Department of Education. Newark, DE.
4. Bear, G. G., **Yang, C.**, Harris, A., Mantz, L., Hearn, S. & Boyer, D. (2016). *Technical manual for Delaware School Survey: Scales of school climate, bullying victimization, student engagement, and positive, punitive, and social emotional learning techniques*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at the University of Delaware and Delaware Department of Education. Newark, DE.
3. Bear, G. G., **Yang, C.**, Mantz, L., E. Pasipanodya, Hearn, S. & Boyer, D. (2014). *Technical manual for Delaware School Survey: Scales of school climate, bullying victimization, student engagement, and positive, punitive, and social emotional learning techniques*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at the University of Delaware and Delaware Department of Education. Newark, DE. <https://wh1.oet.udel.edu/pbs/wp-content/uploads/2011/12/Delaware-School-Survey-Technical-Manual-Fall-2016.pdf>

Other Publications/Media

2. Keith, T. (2020). “Bullied” (Documentary). [Yang, C. as Cast/Researcher Interviewee].
1. Haddock, A., Jimerson, S., & **Yang, C.** (2019). Middle school transition; Helping at school and home. In G. Bear & K. Minke (Eds), *Helping children at home and school III: Handouts for families and educators* (SIH61-1 to SIH61-5). National Association of School Psychologists

GRANTS

16. Funding Agency: Jacobs Foundation (CFH165,000/\$187,277)
Project Title: *Leverage Digital Technology to Improve Young Learners and Their Teachers' Actionable and Sustainable Engagement and Implementation of School-wide Social and Emotional Learning Practices*
Role: **Principle Investigator**
Project period: Jan 2024 – December 2026
15. Funding Agency: Institute of Education Sciences (\$1,000,000)
Project Title: *Centering the Whole Child: Understanding the Role of Comprehensive Student Support in Promoting Student Learning and Equity in Indiana*
Role: **Member of Expert Advisory Team**

- PI: Leigh, Yan, Boston College
Project period: September 2023 – August 2026
14. Funding Agency: UC Berkeley Institute for Research on Labor and Employment (\$20,000)
Project Title: *A Mixed-method Study about California Teachers' Job Demands, Resources, and Wellbeing as Universal Pre-Kindergarten Early Implementers*
Role: **Principle Investigator**
Project period: July 2022 – June 2023
 13. Funding Agency: William T. Grant Foundation Institutional Challenge Grant Program. (\$849,974 in total, with \$ 687,487 from William T. Grant Foundation and \$162,487 from Doris Duke Charitable Foundation)
Project Title: *Understanding and Intervening on Inequities in Chronic Absenteeism and its Downstream Consequences among High School Students.*
Role: **Co-Investigator** with Drs. Emily Ozer and Susan Stone (PIs)
Project period: June 2020 – May 2025
 12. Funding Agency: UC Berkeley Asian American Research Center (\$5,000)
Project Title: *Social Network Analysis on Asian American Educators' Risks and Support Systems Related to Anti-Asian Racism and Violence.*
Role: **Principle Investigator**
Project period: December 2021 – November 2022
 11. Funding Agency: UC Berkeley Society of Hellman Fellows (\$59,998)
Project Title: *Influence of Anti-Asian discrimination and violence on Asian American teachers' wellbeing and teacher workforce: A mixed-method longitudinal study.*
Role: **Principle Investigator**
Project period: July 2021 – June 2022
 10. Funding Agency: National Academy of Education/Spencer Foundation Postdoc Fellowship Program. (\$70,000)
Project Title: *Resilience to Teacher-directed Violence: The Roles of School Climate and Social and Emotional Competence among Novice Teachers.*
Role: **Principle Investigator**
Project period: October 2020 – October 2023.
 9. Funding Agency: The Society for the Study of School Psychology Early Career Awards Program (\$19,879)
Project Title: *A Short-term Longitudinal Study of Pre-service and First-year Teachers' Victimization Experience and Wellbeing*
Role: **Principle Investigator**
Project period: July 2020 – June 2023
 8. Funding Agency: University of California Office of President Emergency COVID-19 Research Seed Funding Program (\$24,925)
Project Title: *Understanding Chinese American Adolescents' Risk and Resilience Trajectories in COVID-19 Pandemic*
Role: **Principle Investigator**
Project period: May 2020 – June 2021
 7. Funding Agency: UCSB Regents' Junior Faculty Fellowship (\$7,500)
Project Title: *Pre-service teachers' experience with school violence and subjective wellbeing: A mixed-methods study*
Role: **Principle Investigator**
Project period: July 2019 – June 2020
 6. Funding Agency: UCSB Academic Senate Research Grant (\$14,878)
Project Title: *Pre-service and First-year Teachers' Experience with School Violence and Their Wellbeing: A Longitudinal Study*
Role: **Principle Investigator**

Project period: July 2019 – June 2020

5. Funding Agency: Fighting Back Santa Maria Valley (\$44,956)
 Project Title: *Evaluation for Bullying Prevention and Intervention Programs in Santa Maria High Schools* (\$44,956)
 Role: **Principal Investigator**
 Project period: January 2019 – June 2019
4. Funding Agency: UCSB Academic Senate Research Grant (\$3,600)
 Project Title: *Family-School Engagement and Bullying Victimization among Racial/Ethnic Diverse Families*
 Role: **Principle Investigator**
 Project period: July 2018 – June 2019
3. Funding Agency: UCSB Academic Senate Research Grant (\$10,000)
 Project Title: *Youth's Resilience towards Cyberbullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective*
 Role: **Principle Investigator**
 Project period: July 2017 – June 2019
2. Funding Agency: UCSB Faculty Career Development Award (\$7,500)
 Project Title: *Youth's Resilience towards Bullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective*
 Role: **Principle Investigator**
 Project period: Summer, 2017
1. Funding Agency: Office of Graduate and Professional Education, University of Delaware (\$3,750)
 Project Title: *Project for Global Research, Internships and Performances: School Climate and Student Behavior Problems: A Perspective from China*
 Role: **Principal Investigator**
 Project period: June 2010 – August 2011

Volunteer Contributions

4. Funding Agency: UC Berkeley Asian American Research Center (\$5,000)
 Project Title: *Changes in Mental Health and School Adjustment of Chinese American Adolescents during COVID-19: The Ongoing Impact of Daily Discrimination.*
 Role: **Faculty Mentor** for Jin Hyung Lim (Student Principal Investigator)
 Project period: December 2022 – November 2023
3. Funding Agency: UC Berkeley Asian American Research Center (\$5,000)
 Project Title: *The impact of Anti-Asian Discrimination and Violence on Asian American Educators: Exploring and Validating Racism-Related Stress Measures.*
 Role: **Faculty Mentor** for Quennie Dong (Student Principal Investigator)
 Project period: December 2021 – November 2022
2. Funding Agency: Schwab Dyslexia and Cognitive Diversity Center Innovation Fund (\$5,000)
 Project Title: *Changes in Examining Adolescents' Experiences with Cyberbullying: A Focus on Risk and resilience Among Youth with Dyslexia*
 Role: **Faculty Mentor** for Sarah Manchanca (Student Principal Investigator)
 Project period: September 2020 – June 2021
1. Funding Agency: The Society for the Study of School Psychology and the International School Psychology Association International Research Initiative (\$9,900)
 Project Title: *School Climate, Bullying, Student Engagement, and Classroom Management Techniques: Differences in Means and Relations Among Variables*
 Role: **US Collaborator** with Xianyou He and Xishan Huang (PIs)
 Project period: July 2014 – June 2015

Other Funded Projects

7. **Principal Investigator**, UCSB Faculty Enrichment Award to support diversity research, 2016. Amount: \$25,000.
6. **Evaluator**. Project: Delaware Positive Behavior Support and School Climate & Student Success Projects funded by a 5-year federal School Climate Transformation Grant awarded to the Delaware Department of Education by the US Department of Education. 2015 - 2016. Subcontract Amount: \$26,335.
5. **Graduate Research Fellow**, Competitive Research Fellowship awarded by the Office of Graduate and Professional Education, University of Delaware. September 2012 - May 2013. Amount: \$16,000
4. **Principal Investigator**, Project for Global Research, Internships and Performances: School Climate and Student Behavior Problems: A Perspective from China, funded by the Office of Graduate and Professional Education, University of Delaware. June 2010 – August 2011. Amount: \$3,750
3. **Principal Investigator**, Graduate Student Professional Development Grant, awarded by Office of Graduate and Professional Education, University of Delaware, February 2011 and August 2013. Amount: \$1,000
2. **Graduate Student Travel Grant**, awarded by School of Education, University of Delaware. February 2011 and August 2013. Amount: \$1,000
1. **Graduate Student Thesis Research Grant**, awarded by the Department of Experimental Psychology, University of Bristol (UK). 2007. Amount: £450

Conferences, Workshops, and Talks († student advisee & mentees)**Refereed Paper Presentations (n =33)**

33. **Yang, C.**, Rho, E.†, Lin, X.†, & Stomski, M.† (Apr. 2023). *New teachers' empowerment and silence during the pandemic*. [Paper Presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL.
32. **Yang, C.**, Lim, J.H.†, Dong, Q.† & Rho, E.† (April 2023). *Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying*. [Paper Presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL.
31. Rho, E.†, **Yang, C.**, Liu, B.† & Stomski, M.† (April 2023). *A longitudinal and qualitative approach to new teachers' risk and resilience during COVID-19*. [Paper Presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL.
30. Dong, Q.†, **Yang, C.**, Rho, E.†, Lee, M.X.†, & Im, J.H.† (Apr. 2023). *An egocentric network analysis of AAPI educators' social support during anti-Asian violence*. [Paper Presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL.
29. Lee, M. X.†, Dong, Q.†, **Yang, C.** (2023, March). *Professional Learning Needs and Benefits for AAPI Educators: Implications for Leadership, Policy, and Practice*. California Association of Asian & Pacific Leaders in Education, Castro Valley, CA
28. Dong, Q.†, Stomski, M.†, & **Yang, C.** (Feb. 2023). *Fostering AAPI educators' resilience during anti-Asian violence*. [Paper Presentation]. National Association School Psychologists Annual (NASP) 2023 Annual Convention, Denver, CO.
27. Rho, E.†, Dong, Q.†, **Yang, C.** & Im, J.† (Feb. 2023). *Egocentric network analysis: AAPI educators' social support during anti-Asian violence*. In Chieh (Chair). *Supporting AAPI Community Coping with Anti-Asian Discrimination: Culturally Sensitive Approaches*. [Symposium]. National Association School Psychologists (NASP) 2023 Annual Convention, Denver, CO.
26. Stomski, M.†, Ballard, A., **Yang, C.**, Cheung, R. & Hacifazlıoğlu, Ö (2022, November). *Risk and resilience during the COVID-19 pandemic: Voices from school leaders*. [Paper Presentation]. University of Council of Educational Administration (UCEA) 2022 Annual Convention, Seattle, WA.

25. Lee, M. X.†, Dong, Q.†, **Yang, C.** (2022, November). *Dismantling the model minority myth: AAPI educators' perspectives on anti-Asian violence and wellness*. [Paper Presentation]. University of Council of Educational Administration (UCEA) 2022 Annual Convention, Seattle, WA.
24. Manchanda, S.† & **Yang, C.** (2022, April). *Analyzing elementary students' differences in peer victimization by race and disability*. [Paper Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting
23. Golshirazi, M. † & **Yang, C.** (2022, April). *Bullying victimization and substance use among Latinx Youth: Intersectional examination of immigration status and gender*. [Paper Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting
22. **Yang, C.** & Lin, X., Stomski, M.†, Manchanda, S. † (2022, February). *Understanding and promoting well-being and resilience among new educators*. [Paper Presentation]. 2022 National Association School Psychologists Annual Convention.
21. **Yang, C.**, Lin, X. †, & Stomski, M. † (2021, August). *Chinese American Adolescents' Retrospective Bullying Victimization Experience Before COVID-19 Pandemic and Their Racial Discrimination and Mental Health Adjustment During COVID-19 Pandemic*. In Yang, C. (Chair). *Racial Discrimination and Mental Health Among Asian American Students During the COVID-19 Pandemic*. [Symposium]. American Psychological Association (APA) Convention 2022. (Virtual)
20. Lin, X. †, **Yang, C.**, & Stomski, M. (2021, August). *Low-income Chinese American Families' Experiences During COVID-19 Pandemic: A Family System Analysis*. In Yang, C. (Chair). *Racial Discrimination and Mental Health Among Asian American Students During the COVID-19 Pandemic*. [Symposium]. American Psychological Association (APA) Convention 2021. (Virtual)
19. **Yang, C.**, Stomski, M.†, & Lin, X.† (2021, April). *Bullying involvement and perceived school safety: Do students feel equally safe?* [Paper Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)
18. Golshirazi, M.† & **Yang, C.**, (2021, April). *Compassion Fatigue, school connectedness, and online teaching efficacy during the COVID-19 pandemic*. [Paper presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
17. Chen, C.†, & **Yang, C.** (2021, February). *Problematic internet use, social-emotional learning competencies, and bullying victimization*. [Paper Presentation]. 2021 National Association School Psychologists Annual Convention (Virtual).
16. **Yang, C.** (2020, August). *The role of race, bullying victimization, and perceived fairness of school rules among adolescents*. In Wang, C. (Chair). *Bullying and mental health among racial and sexual minority students*. [Symposium]. 2020 Annual Convention of American Psychological Association, Visual Conference
15. **Yang, C.**, Chan, M.†, & Chen, C.† (2020, April) *Schoolwide social-emotional learning and bullying victimization: How does School Climate Matter?* [Paper Presentation]. American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/v73ndav>
14. **Yang, C.**, Chan, M., † Chen, C.,† Vo, R.,† & Lai, C.† (2020, April) *Cross-cultural differences of parental perception of school climate between the United States and China*. [Paper Presentation]. American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/yx2fzmcg>
13. Chan, M.†, **Yang, C.**, Chen, C.†, & Vo, R.† (2020, April) *Association between teacher perceived school disciplinary classes and school climate: A latent class analysis*. [Paper Presentation]. American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/ucprmyy>
12. **Yang, C.** & Chen, C.† (2018, Feb). *Adolescents' social and emotional competencies and cyberbullying victimization: The protective role of school climate*. [Paper Presentation]. National Association of School Psychologists Annual Convention, Chicago, IL

11. **Yang, C.,** Wang, C. & Xie, J. (2017, August). *Promote students' resilience towards bullying victimization: A cross-cultural perspective*. [Paper Presentation]. Annual Convention of American Psychological Association, Washington D.C.
10. **Yang, C.,** Sharkey, J. D., & Dowdy, E. (2017, August). *Adolescents' resilience to cyberbullying victimization: protective role of school climate*. [Paper Presentation]. Annual Convention of American Psychological Association Annual Convention, Washington D.C.
9. **Yang, C.** & Bear, G. G. (2017, February). *Multilevel associations among bullying victimization, school engagement, and social-emotional learning*. [Paper Presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX.
8. Wang, C., Xu, J., **Yang, C.,** & Furlong, M., (2015, September). *Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample*. [Paper Presentation]. 9th World Congress on the Promotion of Mental Health, Columbia, SC.
7. Bear, G. G., Chen, D., Mantz L., & **Yang, C.,** (2015, March). *Conduct problems, teacher-student relationships, and classroom management: Differences between China, Japan, and the U.S.* [Paper Presentation]. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
6. **Yang, C.,** Bear, G. G., Boyer, D., & Hearn, S. (2014, February). *Bullying victimization and school-wide discipline: Their relations to school climate*. [Paper Presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
5. Bear, G. G., **Yang, C.,** Chen, D., & Glutting, J. (2014, February). *School discipline in cross-cultural Perspective*. [Paper Presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
4. **Yang, C.,** & Blank, J. C. (2011, May). *Chinese and American students' perceptions of school climate*. [Paper Presentation]. Annual School of Education Graduate Research Forum. University of Delaware, Newark, DE.
3. Blank, J. C., & **Yang, C.** (2011, May). *Perceptions of school climate in China*. [Paper Presentation]. University of Delaware 1st Graduate Forum, Newark, DE.
2. **Yang, C.,** Blank, J. C., & Bear, G. G. (2011, February). *School climate and classroom management in China and U.S.* [Paper Presentation]. National Association of School Psychologists Annual Convention, San Francisco, CA.
1. **Yang, C.,** & Settles, B. (2009, May). *Parenting stress in families with children with Autism*. [Paper Session]. the 24th Annual Marion H. Steele Symposium, Newark, DE.

Refereed Poster Presentations (n=52)

52. Rho, E.†, Liu, B.†, Stomski, M.†, & **Yang, C.** (Feb. 2023). *New teachers' risk and resilience factors during COVID-19*. [Poster Presentation]. National Association School Psychologists (NASP) 2023 Annual Convention, Denver, CO.
51. Stomski, M.† & **Yang, C.** (Feb. 2023). *Asian immigrant Children's attributions and adjustment to bullying victimization*. [Poster Presentation]. National Association School Psychologists (NASP) 2023 Annual Convention, Denver, CO.
50. Greenstein, J. † & **Yang, C.** (Feb. 2023). *Theoretical framework of resilience of children with specific learning disabilities*. [Poster Presentation]. National Association School Psychologists (NASP) 2023 Annual Convention, Denver, CO.
49. Greenstein, J.† & **Yang, C.** (Feb. 2023). *Feasibility of implementing a universal K-1 social-emotional learning intervention*. [Poster Presentation]. National Association School Psychologists (NASP) 2023 Annual Convention, Denver, CO.
48. Lin, X. † & **Yang, C.** (2022, February). *School involvement of Chinese immigrant parents*. [Poster Presentation]. 2022 National Association School Psychologists Annual Convention.
47. Manchanda, S.†, Quennie, D.†, & **Yang, C.** (2022, February). *Understanding resources of educators' compassion fatigue*. [Poster Presentation]. 2022 National Association School Psychologists Annual Convention.

46. Yabiku, T. †, Qiu, C. †, Stomski, M. †, & **Yang, C.** (2022, February). *Educators' challenges and success during the COVID-19 pandemic*. [Poster Presentation]. 2022 National Association School Psychologists Annual Convention.
45. Lin, X. † & **Yang, C.** (2021, August). *School Wide Bullying and Victimization: A Multilevel Longitudinal Study*. [Poster Session]. American Psychological Association (APA) Convention 2021. (Virtual)
44. Lin, X. †, Wang, B. †, Lin, X. †, Vo, R. †, **Yang, C.**, & Wu, S. † (2021, August). *The Role of Family Communication in Adolescents' Internet Use During COVID-19*. [Poster Session]. American Psychological Association (APA) Convention 2022. (Virtual)
43. Vo., R., Lin, X. & **Yang, C.** (2021, August). *Distance Learning Engagement of Chinese American Adolescents During COVID-19*. [Poster Session]. American Psychological Association (APA) Convention 2021. (Virtual)
42. **Yang, C.** (2021, April). *A Multilevel Analysis of Novice Educators' Self-Efficacy, Collective Efficacy, and Psychological Wellbeing during the COVID-19 Pandemic*. [Poster Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)
41. Manchanda, M. † & **Yang, C.** (2021, April). *Examining the effects of race/ethnicity and immigrant status on school victimization in predominantly Hispanic/Latino schools*. [Poster Presentation]. Society for Research in Child Development 2021 Annual Meeting (Virtual)
40. Lin, X. †, & **Yang, C.** (2021, February). *Predictors of adolescent well-being during the COVID-19 pandemic*. [Poster Presentation]. 2021 National Association School Psychologists Annual Convention (Virtual).
39. Stomski, M. † & **Yang, C.** (2021, February). *Educators' online teaching efficacy during COVID-19 pandemic: Effects of demographics*. [Poster Presentation]. 2021 National Association School Psychologists Annual Convention (Virtual).
38. Manchanda, S. † & **Yang, C.** (2021, February). *Teacher support and U.S. Immigrant students' school violence experiences*. [Poster Presentation]. 2021 National Association School Psychologists Annual Convention (Virtual).
37. Lee, J. Y. †, & **Yang, C.** (2021, February). *Bullying victimization and distress: the role of support in schools*. [Poster Presentation]. 2021 National Association School Psychologists Annual Convention (Virtual).
36. Chen, C. †, Chan, M. †, & **Yang, C.** (2020, August). *Social and emotional competencies and bullying victimization: a latent profile analysis*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
35. Nie, Q. †, **Yang, C.**, Teng, Z. *, Pan, Y., Guo, C., & Zhang, D. (2020, August). *Longitudinal association between school climate and depressive symptoms: Mediating role of psychological suzhi*. [Poster Presentation]. 2020 Annual Convention of American Psychological Association, Visual Conference
34. Manchanda, S. †, **Yang, C.**, & Chen, C. † (2020, August). *An intersectional examination of the effects of immigration and ethnoracial identity on bullying victimization*. [Poster Presentation]. 2020 Annual Convention of American Psychological Association, Visual Conference
33. Manchanda, S. †, **Yang, C.**, & Chen, C. † (2020, August). *An Analysis of the Effects of Teacher Support on the School Violence Experiences of U.S. Immigrant Students*. [Poster Presentation]. Presentation accepted for 2020 American Psychological Association, Visual Conference
32. Golshirazi, M. **Yang, C.**, & Chen, C. †. (2020, August). *Covitality moderates bullying victimization's association with substance among Latinx Youth*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
31. Banas, A. †, **Yang, C.**, & Chen, C. † (2020, August). *Interactions between individual and school-level variables associated with weapon-carrying among high school students*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
30. Franci, N. †, **Yang, C.**, & Chen, C. † (2020, August). *School violence and psychological distress among Latinx Youth: Moderating role of teacher support*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference

29. Chun, R.†, & **Yang, C.** (2020, August). *Profiles of Adolescents who have used substances despite their parents' or peers' disapproval*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
28. Lee, J.†, & **Yang, C.** (2020, August). *Bullying victimization and distress: the moderating role of substance use*. [Poster Presentation]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
27. Yang, C., Wang, C. & Kim, E. (2019, February). *Training Asian international students in school psychology: Assets and challenges*. [Poster Presentation]. 2019 Trainers of School Psychologists Conference. Atlanta, GA
26. Chan, M.†, Yang, C., Chen, C.†, & Furlong, M. (2019, February). *The relationships between psychological strengths and school membership*. [Poster Presentation]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
25. Chen, C.†, **Yang, C.**, & Chan, M.† (2019, February). *Latent profile analysis of parent perception of school climate: The effect of children's race and grade level*. [Poster Presentation]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
24. Rhea, W., Dowdy, E., **Yang, C.**, Moffa, K., & Furlong, M. (2019, February). *Psychological Sense of School Membership Scale with cross-cultural pre-adolescent Students*. [Poster Presentation]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
23. **Yang, C.**, Chan, M.†, Chen, C.†, Furlong M., & Dowdy, E. (2018, October). *Promoting school membership through the strength-based approach: A cross-cultural comparison*. [Poster Presentation]. Annual Conference on Advancing School Mental Health. Las Vegas, NV
22. Ruiz, L. E.†, Chen, C.†, & **Yang, C.** (2018, July). *Perception of school climate: Differences between Asian Americans and other racial/ethnic groups from students' and parents' perspectives*. [Poster Presentation]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
21. Chen, C.†, Wang, K.†, & **Yang, C.** (2018, July). *Association between teacher-home communication and bullying victimization: Perspectives from Asian American parents*. [Poster Presentation]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
20. Vo, R.†, Chen, C.†, & **Yang, C.** (2018, July). *Perception of bullying victimization: Differences between Asian Americans and other racial/ethnic groups from students' and parents' perspectives*. [Poster Presentation]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
19. Wang, K.†, Chen, C.†, & **Yang, C.** (2018, July). *Associations between teacher victimization, subjective wellbeing, and teacher burnout among Chinese teachers*. [Poster Presentation]. American Psychological Association 2018 Annual Convention, San Francisco.
18. **Yang, C.**, & Chen, C.† (2018, July). *Resilience to bullying victimization: Moderating role of parents' perceptions of school climate*. [Poster Presentation]. Annual Convention of American Psychological Association, San Francisco.
17. Chen, C.†, & **Yang, C.** (2018, July). *Chinese teacher victimization and wellbeing: Moderating effect of Home-School Collaboration*. [Poster Presentation]. Annual Convention of American Psychological Association, San Francisco.
16. **Yang, C.**, Chen, C.†, & Xie, J. (2018, July). *The development and validation of the Multidimensional Teacher Victimization Scale - Chinese*. [Poster Presentation]. Annual Convention of American Psychological Association, San Francisco.
15. **Yang, C.**, Chen, C.†, Xie, J., & Wang, C. (2018, June). *Teacher victimization and subjective wellbeing: Moderating role of school climate*. [Poster Presentation]. 16th ISQOLS Annual Conference, Hong Kong.
14. Chen, C.†, & **Yang, C.** (2018, June). *Chinese teacher victimization and well-being: Moderating effect of home-school collaboration*. [Poster Presentation]. 16th ISQOLS Annual Conference, Hong Kong.
13. **Yang, C.**, Sharkey, J., Chen, C.†, & Dowdy, E. (2018, Feb). *Student engagement of bullying-victims: The moderating role of school climate*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Chicago, IL

12. Chen, C.†, **Yang, C.** & Bear, G. (2018, Feb). *The relationships between social-emotional competencies and bullying victimization*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Chicago, IL
11. **Yang, C.** (2017, July). School safety: *The role of race, bullying victimization, and perceived fairness of school rules among adolescents*. [Poster Presentation]. Minority Fellowship Program Summer Institute, American Psychological Association. Washington, DC.
10. **Yang, C.** (2017, February). *Effects of student and school demographic factors on school engagement*. [Poster Presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX.
9. Mantz L., Bear, G. G., **Yang, C.** & Harris, A. (2017, February). *Student social-emotional competencies: Development of a school-wide assessment*. [Poster Presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX.
8. **Yang, C.**, Ginsburg-Block, M. & Bear, G. G. (2015, February). *Racial disproportionality in school discipline: Implications from a longitudinal investigation*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Orlando, FL.
7. **Yang, C.**, & Bear, G. G. (2014, February). *A brief measure of parent perception of school climate*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
6. **Yang, C.**, & Bear, G. (2013, August). *School climate and cyber victimization: How are they related?* [Poster Presentation]. American Psychological Association Annual Convention, Honolulu, HI.
5. Bear, G., **Yang, C.**, Huang, X., Zhang, W., & Chen, D. (2013, August). *Student relationships and conduct problems in China and U.S.* [Poster Presentation]. American Psychological Association Annual Convention, Honolulu, HI.
4. Chen, D., & **Yang, C.** (2013, February). *School engagement as mediator between school climate and achievement*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Seattle, WA.
3. **Yang, C.**, Blank, J. C., Bear, G. G., & Pell, M. (2012, February). *A longitudinal investigation of School-Wide Positive Behavior Support*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
2. **Yang, C.**, & Blank, J. C. (2012, February). *Effect of discipline on school liking: Culture and fairness matter*. [Poster Presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
1. Blank, J. C., **Yang, C.**, & Bear, G. G. (2011, February). *Relationships among disciplinary techniques, school climate, and student conduct problems*. [Poster Presentation]. National Association of School Psychologists Annual Convention, San Francisco, CA.

Invited Colloquia

14. **Yang, C.** (2023, June). *Theory, research, and practice of school-wide social-emotional learning*. School of Psychology. School of Psychology. Nanjing Normal University (invited talk)
13. **Yang, C.** (2023, June). *Theory, research and practice of school-wide social-emotional learning*. School of Psychology. School of Education. Perking University
12. **Yang, C.** (2023, June). *Theory, research, and practice of school-wide social-emotional learning*. School of Psychology. Center of Collaborative Innovation Center of Assessment for Basic Education Quality. Beijing Normal University
11. **Yang, C.** (2023, June). *The psychological adjustment and resilience of bullying victims in schools*. School of Psychology. College of Education. Beijing Normal University
10. **Yang, C.** (2023, June). *Theory, research, and practice of school-wide social-emotional learning*. School of Psychology. Hunan Normal University
9. **Yang, C.** (2023, June). *Theory, research and practice of school-wide social-emotional learning*. School of Psychology. Southwestern University

8. **Yang, C.** (2023, June). *Research and practice of social-emotional learning in schools*. Institute of Social Development. Southwestern University of Finance and Economics.
7. **Yang, C.** (2020, November). *Invited speaker. Understanding educators' self-efficacy, compassion fatigue, and school connectedness during the COVID-19 pandemic*. Alberti Center for Bullying Abuse Prevention. University of Buffalo.
6. **Yang, C.** (2020, July). *Invited panelist. Parenting with Chinese American adolescents*. Chicago Chinese Parent Group.
5. **Yang, C.** (2019, April). *Social media and cyberbullying*. Santa Barbara Middle School, Santa Barbara, CA
4. **Yang, C.** (2018, July). *Training and Services in School Psychology in the U.S.*, Hunan Normal University.
3. **Yang, C.** (2018, June). *Training and Career Paths in Counseling, Clinical, and School Psychology in the U.S.* School of Psychology. Department of Psychology, College of Education, South China Normal University.
2. **Yang, C.** (2015, December). *School Climate: A key player in School Discipline and Bullying Prevention*. College of Education, University of California, Santa Barbara
1. **Yang, C.** (2014, February). *School Climate: A key player in School Discipline and Bullying Prevention*. College of Education, University of Wyoming

Other Invited Talks

2. **Yang, C.** (2021, September). *How do principals describe and stress and support they experienced in the workplace in 2020-2021?* 21st Century California School Leadership Academy Fall Retreat. University of California, Berkeley
1. **Yang, C.** (2021, July). *Invited speaker. Resilience to Bullying: The Social-ecological Influence of School Climate. LEAD Program, Berkeley School of Education, UC Berkeley*

Invited Panels

6. **Yang, C.** (2022, May). *Principal Resilience*. 21st Century California School Leadership Academy 21CSLA Research-Practice Webinar. University of California, Berkeley
5. **Yang, C.** (2022, May). *Virtual Learning Event: Social and Emotional Learning Collaboration. Oakland Unified School District – UC Berkeley Research-Practice partnership*. University of California, Berkeley
4. **Yang, C.** (2022, April). *What do we know empirically about Universal Prekindergarten?* An AERA (Virtual) Fireside Chat. University of California, Berkeley
3. **Yang, C.** (2022, May). *Giving Voice to Immigrant Experiences: Supporting and Advancing Practice in Schools Event*. Colorado Bilingual School Mental Health Network and the Colorado Department of Education.
2. **Yang, C.** (2021, May). *School Climate, Bullying, and Social–Emotional Learning: Transdisciplinary and Transnational Science Advancing Positive Youth*. School Psychology Review.
1. **Yang, C.** (2021, April). *Anti-Asian Violence and Mental Health Forum*. Association of Chinese Helping Professionals and Psychologists–International.

Symposia Leadership

4. **Yang, C.** (Chair, 2022, April). *Supporting the Well-Being of School Community During the COVID-19 Pandemic: Perspectives from Different School Stakeholders*. [Symposium]. American Educational Research Association (AERA) 2022 Annual Meeting (Virtual)
3. **Yang, C.** (Chair, 2021, August). *Racial Discrimination and Mental Health Among Asian American Students During the COVID-19 Pandemic*. [Symposium]. American Psychological Association (APA) Convention 2021. (Virtual)

2. **Yang, C.** (Chair, 2021, April). *Finding resilience during the COVID-19 pandemic: Perspectives from different stakeholders in schools*. [Symposium]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)
1. **Yang, C.** (Chair, 2020, August). *Advancing bullying prevention research through the lens of school-wide social and emotional learning*. [Symposium]. 2020 Annual Convention of American Psychological Association, Visual Conference

II.E.14. Workshop

3. **Yang, C.** (2021, October). *Safe and Supportive School Contexts: Bullying, School Climate, and Social-Emotional Learning*, Berkeley Psychology Internship Consortium, Berkeley, CA
2. **Yang, C.** (2018, December). *Assessment of Culturally and Linguistically Diverse Students*. Santa Barbara Psychology Internship Consortium, Santa Barbara, CA
1. **Yang, C.** (2018, July). *Training and Services in School Psychology in the U.S.*, Hunan Normal University.

TEACHING EXPERIENCE

Courses

- | | |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall, 2023 | EDCP 640/641: School Psychology Seminar: Introduction to the Specialty and Ethics, UMD
EDCP 746: Clinical Supervision, UMD |
| Spring, 2023 | * <i>Teaching Release for Modified Duties Active Service due to newborn care</i>
EDUC 192B: Supervised Research: Social Sciences, UCB
EDUC 299: Special Study and Research, UCB |
| Fall 2022 | * <i>Teaching Release for Modified Duties Active Service due to newborn care</i>
EDUC 192B: Supervised Research: Social Sciences, UCB
EDUC 299: Special Study and Research, UCB |
| Spring, 2022 | * <i>Teaching Release for Spencer Foundation Postdoc Fellowship</i>
EDUC 192B: Supervised Research: Social Sciences, UCB
EDUC 299: Special Study and Research, UCB |
| Fall, 2021 | Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
Instructor, EDUC 213C: School-based Consultation UCB Instructor, EDUC 192B: Supervised
Instructor, EDUC 192B: Supervised Research: Social Sciences, UCB Research: Social Sciences, UCB
EDUC 299: Special Study and Research, UCB |
| Spring, 2021 | * <i>Course Release for Spencer Foundation Postdoc Fellowship</i>
Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
Instructor, EDUC 192B: Supervised Research: Social Sciences, UCB |
| Fall, 2020 | Instructor, EDUC215: Socialization Process Within the Family, UCB
Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
Instructor, EDUC 192B: Supervised Research: Social Sciences, UCB |
| Spring, 2020 | Instructor, EDUC217: Methods in Psychological and Educational Research, UCSB
Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
Instructor, EDUC 299: Special Study and Research, UCB |
| Fall, 2019 | Instructor, EDUC215: Socialization Process Within the Family, UCB |

Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB

Instructor, EDUC 299: Special Study and Research, UCB

Spring, 2019 Instructor, CNCSP 274 F: The School Psychologist as the Intervention Consultant: School Psychology Practicum, UCSB

Instructor, CNCSP 209A: Research Practicum, UCSB

Instructor, CNCSP 199: Independent Students, UCSB

Instructor, CNCSP 199RA: Independent Research Assistants, UCSB

Instructor, CNCSP 596: Directed Read & Research, UCSB

Winter, 2019 Instructor, CNCSP 274 E: Ethics, Diversity, and Specialized Assessment and Intervention School Psychology Practicum, UCSB

Instructor, CNCSP 209A: Research Practicum, UCSB

Instructor, CNCSP 596: Directed Read & Research, UCSB

Instructor, CNCSP 597: Individual Study Comprehensive Exam, UCSB

Instructor, CNCSP197: Special Topics in Applied Psychology, UCSB

Instructor, CNCSP 99RA: Independent Students, UCSB

Fall, 2018 Instructor, CNCSP 250: Cognitive Assessment in Professional Psychology, UCSB

Instructor, CNCSP 209A: Research Practicum, UCSB

Instructor, CNCSP 99RA: Independent Research Assistants, UCSB

Instructor, CNCSP 199: Independent Students, UCSB

Instructor, CNCSP 199RA: Independent Research Assistants, UCSB

Spring, 2018 Instructor, CNCSP 292: Resiliency, Strengths, and Youth Development, UCSB

Instructor, CNCSP 597: Individual Student Comprehensive Examination

Instructor, CNCSP 209A: Research Practicum

Instructor, CNCSP 199: Independent Students

Instructor, CNCSP 199RA: Independent Research Assistants

Winter, 2018 Instructor, CNCSP 215: Cognitive and Affective Bases of Behaviors, UCSB

Instructor, CNCSP 209A: Research Practicum

Instructor, CNCSP 199: Undergraduate Independent Students, UCSB

Fall, 2017 Instructor, CNCSP 250: Cognitive Assessment, UCSB

Instructor, CNCSP 209A: Research Practicum, UCSB

Instructor, CNCSP 199: Undergraduate Independent Study, UCSB

Spring 2017 Instructor, CNCSP 292: Resiliency, Strengths, and Youth Development, UCSB

2011-2012 Instructor, Human Development: K-8, University of Delaware

2008 -2011 Guest Lecturer, Capstone in Family Relationships & Topics in Human Development and Family Studies, University of Delaware

Summer 2009 Teaching Assistant, Chemistry in Society, Center for Talented Youth, The Johns Hopkins University

MENTORING AND ADVISING EXPERIENCES

Doctoral Students

<u><i>Doctoral Advisees/Mentees</i></u>	<i>Programs of Study, Achievements, and Placements</i>
Makeda Mayes (Since Fall 2022)	<ul style="list-style-type: none"> Student in the Ph.D. Program in School Psychology, UCB 2022 UC Berkeley Chancellor's Graduate Fellowship
Kayla Thomas	<ul style="list-style-type: none"> Student in the Ph.D. Program in School Psychology, UCB

(Since Fall 2022)	<ul style="list-style-type: none"> ● 2022 UC Berkeley Chancellor's Graduate Fellowship
Jin Hyung Lim (Since Fall 2022)	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB ● 2022 Graduate Study Fellowship from Korea Foundation for Advanced Studies ● Fulbright Graduate Student Fellowship ● 2022 UC Berkeley Asian American Research Center Graduate Student Research Award ● Student Poster Blue Ribbon Winner at 2023 American Psychological Association (APA) Conference, Division 16: School Psychology
Cassandra Yee (Since Fall 2021)	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB
Quennie Dong (Since Fall 2021)	<ul style="list-style-type: none"> ● 2021 UC Berkeley Asian American Research Center Graduate Student Research Award ● 2023 Trainers of School Psychologists (TSP) Graduate Student Scholarship ● 2023 APA Science in the Morning Competition Award Winner ● Student Poster Blue Ribbon Winner at 2023 American Psychological Association (APA) Conference, Division 16: School Psychology ● WPS Student Poster Winner at 2023 American Psychological Association (APA) Conference, Division 16: School Psychology
Mai Xi Lee (Since Fall 2021)	<ul style="list-style-type: none"> ● Student in the Ed.D. Program in Leaders for Equity and Democracy/LEAD, UCB
Meg Stomski (Since Fall 2020)	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB ● 2021 AERA Adolescence & Youth Development SIG Scholar ● Student Poster Blue Ribbon Winner at 2021 American Psychological Association Conference, Division 16: School Psychology
Xueqin Lin (Since Fall 2020)	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB ● 2021 Trainers of School Psychologists (TSP) Graduate Student Scholarship ● 2021 AERA Adolescence & Youth Development SIG Scholar ● Student Poster Blue Ribbon Winner at 2021 American Psychological Association Conference, Division 16: School Psychology
Jennie Greenstein (Since Fall 2020)	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB ● 2020 Marcus A. Foster Fellowship
Meiki Chan (Advisee: Fall 2018-Fall 2019; Mentee: since Fall 2018)	<ul style="list-style-type: none"> ● Student graduated in Ph.D. Program in Counseling, Clinical, and School Psychology, UCSB ● Current Position: Tenure-track Assistant professor in School Psychology, Utah State University (starting from Fall 2023) ● 2020 Graduate Student Scholarship from Trainers of School Psychologists ● 2019 James Hong Memorial Research Fellowship, UCSB
Chun Chen (Advisee: Fall 2017- Spring 2021, Mentee: since Fall 2017)	<ul style="list-style-type: none"> ● Student graduated from the Ph.D. Program in Counseling, Clinical, and School Psychology, UCSB ● Current Position: Tenure-track Assistant professor in Applied Psychology, Chinese University of Hong Kong, Shenzhen (Fall 2021- Present) ● 2020 UCSB International Center for School-Based Youth Development's Award for Student Leadership in School-Based Research ● 2018 James Hong Memorial Research Fellowship, UCSB ● 2018 Student Travel Award, Asian American Psychological Association 2018 Annual Conference
<u>Other Doctoral Mentees</u>	<i>Programs of Study, Achievements, and Placements</i>
Sarah Manchanda	<ul style="list-style-type: none"> ● Student in the Ph.D. Program in School Psychology, UCB

(Since Fall 2019)	<ul style="list-style-type: none"> • California State University Chancellor's Doctoral Incentive Program Fellowship • Awardee of Schwab Dyslexia and Cognitive Diversity Center Innovation Fund (with Yang as faculty PI)
Maedeh Golshirazi (Fall 2019 – Spring 2022)	<ul style="list-style-type: none"> • Student in the Ph.D. Program in School Psychology, UCB • Student Poster Blue Ribbon Winner at 2021 American Psychological Conference, Division 16: School Psychology
Amy Banas (Fall 2019 – Fall 2020)	<ul style="list-style-type: none"> • Student in the Ph.D. Program in Human Development, UCB • Student Poster Blue Ribbon Winner at 2020 American Psychological Conference, Division 16: School Psychology • Student Poster Blue Ribbon Winner at 2021 American Psychological Conference, Division 16: School Psychology
Qian Nie (Jan 2020 – January 2021)	<ul style="list-style-type: none"> • Visiting Doctoral Student, UCB • China Scholarship Council Postgraduate Scholarship in 2019 • Current Position: Postdoc fellow at Southwest University, China (from Fall 2022)

Prequalifying Papers of Doctoral Advisees (Served as the First Reader)

12. Lim, J. H. (2023, Spring). *Short-term Longitudinal Changes in Chinese American Adolescents' Mental Health Problems and School Engagement during COVID-19: A Latent Transition Analysis*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
11. Lim, J. H. (2023, Spring). *Promoting Asian Immigrant Families' Engagement in Multi-Tiered Systems of Support: An Integrative View of Sociocultural and Risk-Resilience Theories*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
10. Lee, M. (2022, Fall). *A Closer Look at AAPI Educators' Experiences during Anti-Asian Violence and Crisis*. [Unpublished prequalifying paper, Leaders for Equity and Democracy/LEAD]. University of California, Berkeley
9. Stomski, M. (2023, Spring). *Validating the Youth Internalizing and Externalizing Problems Screener for Chinese American Adolescents*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
8. Lee, M. (2022, Fall). *Finding Resilience in a Time of Anti-Asian Violence*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
7. Lin, X. (2022, Fall). *Parental Involvement of Asian Immigrant Families: A cultural Mismatch Perspective*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
6. Greenstein J. (2022, Spring). *Feasibility and Effectiveness of a Universally Implemented Kindergarten and First Grade Social-Emotional Learning (SEL) Intervention*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
5. Lin, X. (2022, Fall). *Professional Support, Self-Efficacy, and Compassion Fatigue Among Principals During the COVID_19 Pandemic*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
4. Stomski, M. (2021, Fall). *Asian Immigrant Children's Attributions and Adjustment to Bullying Victimization: An Integrative Perspective of Attribution and Ecological Theories*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
3. Greenstein J. (2021, Spring). *Supporting the resilience of children with Special Learning Disabilities: An Integrated Perspective from Ecological System and Risk/Resilience Theories*. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley
2. Chen C. (2019, Spring). *Conceptual Foundation of Research and Practical Theories: A Social-Ecological Diathesis-Stress Framework*. [Unpublished prequalifying paper, School Psychology]. University of California, Santa Barbara

1. Chen C. (2019, Spring). *Promoting home-school engagement in bullying prevention and intervention*. [Unpublished prequalifying paper, School Psychology]. University of California, Santa Barbara

Prequalifying Papers of Doctoral Students (Served as the Second Reader)

Eunkyung Chung (Spring 2023, completed)
 Patrick Hanlin (Spring 2023, completed)
 Dereck Holiday (Fall 2022, completed)
 Elaine Luo (Fall 2022, completed)

Dissertation Committees

Mai Xi Lee (Dissertation Committee **Chair**, since 2023, UCB, active)
 Xueqin Lin (Dissertation Committee **Chair**, since 2023, UCB, active)
 Julia Zhu (Dissertation Committee Member, since 2021, UCB, active)
 Sarah Manchanda (Dissertation Committee Member, since 2020, UCB, active)
 Deborah Powers (Dissertation Committee **Co-Chair**, fall 2022, UCB, completed)
 Maedeh Golshirazi (Dissertation Committee Member, summer 2022, UCB, completed)
 Viviane Chang (Dissertation Committee Member, summer 2022, UCB, completed)
 Ji Yun Lee (Dissertation Committee Member, summer 2022, UCB, completed)
 Kaley Curtis (Dissertation Committee Member, summer 2022, UCB, completed)
 Mayra Cazares (Dissertation Committee Member, spring 2022, UCB, completed)
 Chun Chen (Dissertation Committee **Chair**, May 2020, UCSB, completed)
 Augustina Bertone (Dissertation Committee Member, 2019, UCSB, completed)
 Sruthi Swami (Dissertation Committee Member, 2019, UCSB, completed)

Qualifying Exam Committees

Meg Stomski (Qualifying Exam Committee Member, 2023, UCB, active)
 Jennie Greenstein (Qualifying Exam Committee Member, 2023, UCB, completed)
 Tu Moua Carroz (Qualifying Exam Committee Member, 2023, UCB, completed)
 Eunkyung Chung (Qualifying Exam Committee Member, 2023, UCB, completed)
 Darryl Diptee (Qualifying Exam Committee Member, 2023, UCB, completed)
 Mai Xi Lee (Qualifying Exam Committee Member, 2023, UCB, completed)
 Dereck Holiday (Qualifying Exam Committee Member, 2023, UCB, completed)
 Melissa Virrueta-Ayala (Qualifying Exam Committee Member, 2023, UCB, completed)
 Xueqin Lin (Qualifying Exam Committee Member, 2023, UCB, completed)
 Hua Luo (Qualifying Exam Committee Member, 2023, UCB, completed)
 Amia Nash (Qualifying Exam Committee Member, 2022, UCB, completed)
 Bowen Wang (Qualifying Exam Committee Member, 2022, UCB, completed)
 Julia Zhu (Qualifying Exam Committee Member, 2021, UCB, completed)
 Vivian Chang (Qualifying Exam Committee Member, 2021, UCB, completed)
 Ji Yun Lee (Qualifying Exam Committee Member, 2020, UCB, completed)
 Sarah Manchanda (Qualifying Exam Committee Member, 2020, UCB, completed)
 Neika Portillo (Qualifying Exam Committee Member, 2020, UCB, completed)
 Talia Leibovitz (Qualifying Exam Committee Chair, 2020, UCB, completed)
 Maedeh Golshirazi (Qualifying Exam Committee Member, 2020, UCB, completed)
 Deborah Powers (Qualifying Exam Committee Member, 2019, UCB, completed)
 Kimberly Manuel (Qualifying Exam Committee Member, 2019, UCB, completed)
 Chun Chen (Qualifying Exam Committee Chair, 2019, UCSB, completed)
 Ida Taghavi (Qualifying Exam Committee Member, 2019, UCSB, completed)
 Rhea Wagle (Qualifying Exam Committee Member, 2019, UCSB, completed)

Post-Doctoral Mentees

Zhaojun Teng (Jan 2020 – January 2021): Visiting Post-doctoral Scholar, UC Berkeley

Yangu Pan (July 2022 – June 2023): Visiting Post-doctoral Scholar, UC Berkeley

Binyuan Su (July 2022 – June 2023): Visiting Post-doctoral Scholar, UC Berkeley

Junior Faculty Mentees

Chun Chen (Since Fall, 2021): Assistant Professor, Chinese University of Hong Kong, Shenzhen

Meiki Chan (Since Fall 2023): Assistant Professor, Utah State University

Undergraduate Students

Bella Kang (Fall 2022-Present)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB Youth Equity Discovery Initiative program, UCB
Anna Zhao (Fall 2022)	Research assistant at the Risk, Resilience, and Culture Lab Undergraduate Research Assistance Program, UCB Youth Equity Discovery Initiative program, UCB
Tina Zhen (Fall 2021, Spring 2022)	Research assistant at the Risk, Resilience, and Culture Lab Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB
Kristen Chen (Fall 2021, Spring 2022)	Undergraduate research assistant at the Risk, Resilience, and Culture Lab Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB
Brittany Liu (Fall 2020-Fall 2022)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB
Bill (Biao) Wang (Fall 2020)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB <i>Undergraduate Honor's Thesis: Discovering parental control from the parents' perspective: Concerns, Internet behaviors, and parent-child relationships.</i>
Grace (Aoying) Cen (Fall 2020-Spring 2021)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB
Jacqueline Elder (Fall 2020, Spring 2021)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB
Claire Qiu (Fall 2020, Spring 2021)	Research assistant at the Risk, Resilience, and Culture Lab, UCB Undergraduate Research Assistance Program, UCB i4Y's Youth Equity Scholars (YES) program, UCB
Raymond Vo (Fall 2017 – Spring 2021)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB Faculty Research Assistance Program, UCSB
Estefania Ruiz (Fall 2017-Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB Faculty Mentoring Program at UCSB, UCSB Faculty Research Assistance Program, UCSB

Ke Wang (Fall 2017-Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB <i>*Student Travel Award Recipient, Asian American Psychological Association 2018 Annual Conference</i> <i>*Student Poster Blue Ribbon Winner at 2018 American Psychological Conference, Division 16: School Psychology</i>
Sarah Peret (Fall 2018 -Winter 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB Faculty Research Assistance Program, UCSB
Rachel Sun (Fall 2018)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB Faculty Research Assistance Program, UCSB
Maggie Yao (Fall 2018 – Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB Faculty Research Assistance Program, UCSB
Carmen Lai (Fall 2018 – Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB
Joshua Roh (Fall 2018 – Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB
Ho Moon (Fall 2018 – Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB
Michelle Lee (Fall 2018 – Spring 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB
Chetana Tallon (Fall, 2019)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB
Yixuan Yan (Fall 2020)	Research assistant at the Risk, Resilience, and Culture Lab, UCSB

Postgraduate Research Assistants/Mentees

Shuxiang Guo (Summer 2023)	Summer research intern at the Risk, Resilience, and Culture Lab, UCB
Ella Rho (Fall 2021-Present)	Lab manager at the Risk, Resilience, and Culture Lab, UCB Postgraduate research assistant at the Risk, Resilience, and Culture Lab, UCB
Brittany Liu (Summer 2022-Present)	Postgraduate research assistant at the Risk, Resilience, and Culture Lab, UCB <i>*Currently graduate student in Public Health at UCB</i>
Tammy Yabiku (Fall 2020-Spring 2022)	Postgraduate research assistant at the Risk, Resilience, and Culture Lab, UCB <i>*Currently doctoral student in the School of Education at UCLA</i>

Masters Students

Spring 2022	Natasha Weidner (Oral Exam Committee Member, UCB, completed)
Spring 2022	Tina Kuang (Oral Exam Committee Member, UCB, completed)
Spring 2020	Cynthia Pistone (Oral Exam Committee Member, UCB, completed)
Spring 2020	Faye Kwan (Oral Exam Committee Member, UCB, completed)

PROFESSIONAL SERVICE EXPERIENCES

Editorships, Editorial Boards, and Reviewing Activities

Editorial Board

- 2018 - present School Psychology Review
- 2018 - present Journal of School Psychology
- 2018 - present School Psychology Review

Reviewing Activities for Journals and Presses

Ad-hoc Reviewer

- Journal of Educational Psychology
- Child Development
- European Journal of Developmental Psychology
- Journal of Early Adolescence
- Human Development
- Journal of Well-being Assessment
- International Journal of Mental Health Promotion
- Journal of Child and Youth Service
- Evaluation and Program Planning
- Cultural Diversity and Ethnic Minority Psychology
- Child & Youth Care Forum
- Journal of School Violence
- Teaching and Teacher Education
- Journal of Social and Personal Relationships
- Developmental Psychology
- Journal of Experimental Educational Psychology

Reviewing Activities for Agencies and Foundations

- 2021 Grant Panelist, Smart and Connected Communities (S&CC) Program, National Science Foundation
- 2019 Chair, Award Review Committee, APA Division 16 School Psychology Outstanding Dissertation Award in 2019
- 2017 - 2018 Award Review Committee, APA Division 16 School Psychology Outstanding Dissertation Award in 2017 and 2018
- 2009-2015 Grant Proposal Reviewer, 21st Century Community Learning Centers, Delaware Department of Education and Center for Disabilities Studies, University of Delaware

Reviewing Activities for Conferences

- 2022 Early Career Scholar Applicant Reviewer, School Psychology Research Collaboration Conference (SPRCC), Society of Study in School Psychology
- 2016-2018 Proposal Reviewer, APA Annual Convention – Division 16: School Psychology
- 2011 Convention Proposal Reviewer, National Association of School Psychologists Annual Convention

Committees, Professional & Campus Service

Campus Service – Department

- 2019-present All Program Meeting, Committee Faculty Chair, School Psychology Program, BSE, UCB
 2018-2019 Fellowship Committee Chair, CCSP, UCSB
 School Psychology Program Recruitment Committee Member, CCSP, UCSB
 Sunshine Committee Member, CCSP, UCSB
 2017-2018 Faculty Organizer for Annual Transition and Recognition Ceremony, CCSP, UCSB
 Fellowship Committee Member, CCSP, UCSB
 Member of Working Group on one-year assessment course sequence, CCSP, UCSB
 2016 - 2017 Graduate Curriculum Committee Member, CCSP UCSB
 Department Graduate Recruitment Committee Member, CCSP, UCSB

Campus Service – College/School of Education

- 2021-2023 Personnel Committee Member, Berkeley School of Education (BSE), UCB
 2020-2021 Committee on Academic Leadership – Professional Programs, Committee Member, BSE, UCB
 Personnel Review Ad-hoc Reviewer, BSE, UCB
 2019-2020 Admission Committee Member, BSE, UCB
 Committee on Academic Leadership – Professional Programs, Committee Member, BSE, UCB
 2018-2019 Faculty Executive Committee Member, Gevirtz Graduate School of Education (GGSE), UCSB
 2017-2018 Faculty Executive Committee Member, GGSE, UCSB

Campus Service – University

- 2022-2023 Committee Member on Undergraduate Scholarships, Honors, and Financial Aid, UCB
 2018-2019 Faculty Committee Member, Campus-wide Graduate Student Fellowship, UCSB
 Faculty mentor, Dream Scholar Program, UCSB
 Faculty mentor, Graduate Scholar Program, UCSB
 2017-2018 Faculty Legislature Committee Member, UCSB
 Faculty mentor, Graduate Scholar Program, UCSB
 Faculty mentor, Dream Scholar Program, UCSB

Campus Service – Other

- 2023 – present Advisory Board Member, Greater Good Science Center, UCB
 2022 – present Faculty Affiliate, Institute for Research on Labor and Employment, UCB
 2022 – present Faculty Affiliate, Asian American Research Center, UCB
 2020 – present Steering Committee Member, UC Berkeley-San Francisco Unified School District Research-Practice Partnership, UCB
 2020 – present Berkeley - Psychology Internship Consortium Training Committee, UCB
 2019 – present Research Partner, UC Berkeley-Oakland Unified School District Research-Practice Partnership, UCB

Inter-institutional and Regional

- 2010-2011 Committee Member, 10th Annual Cross-University Collaborative Mentoring Conference, University of Lehigh, PA

Leadership Roles in Meetings and Conferences

- 2022-2024 Planning Committee Co-Chair, School Psychology Research Collaboration Conference (SPRCC), Society of Study in School Psychology

2019-2022 Planning Committee Member, School Psychology Research Collaboration Conference (SPRCC), Society of Study in School Psychology

Other Non-University Committees, Memberships, Panels, etc.

2019-2022 APA Division 16's Selected Committee Member on Youth and Families (CYF).

External Service and Consulting

International Activities

2023- 2025 External Examiner for the Educational Psychology (EP) Program at the Department of Psychology, the University of Hong Kong (HKU)

2011 Interpreter and Co-organizer, International Symposium of the Advances and Practices of Mental Health Education in Schools, Guangzhou, China

Consultancies (to local, state and federal agencies; companies; organizations)

2023-Present Research Evaluation Consultant, Sown to Grow, Oakland, CA

2014-2017 Research Consultant, Project: *Delaware Positive Behavior Support and School Climate & Student Success Projects* funded by a 5-year federal School Climate Transformation Grant awarded to the Delaware Department of Education by the US Department of Education.

Community & Other Service

2021-present Sunday School Teacher, Chinese for Christ Berkeley Church, Berkeley, CA

CREDENTIALS AND LICENSE ELIGIBILITY

National Certification of School Psychologist (Since 2014)
 Certified School Psychologist in Colorado (2014-2017)

PROFESSIONAL AFFILIATIONS

2010 – present Member, National Association of School Psychologists
 2011 – present Member, American Psychological Association
 2017 – present Member, Bullying Research Network (BRNET)
 2019 – present Member, American Educational Research Association
 2014 – 2016 Member, National Education Association
 2010 – 2013 Member, Delaware School Psychologist Association