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***Last updated May 2021**

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

- 2019-Present **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

- 2021 Society of Hellman Fellows Program, Hellman Foundation
- 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 (¹ doctoral and postdoctoral advisee & mentees; IF = Impact Factor)

Peer-reviewed Journal Articles (n=45)

- Yang, C.** (2021, in press). Online teaching self-efficacy, social-emotional learning (SEL) competencies, and compassion fatigue among educators during the COVID-19 Pandemic. *School Psychology Review*. <http://doi.org/10.1080/2372966X.2021.1903815>
- Grapin, S., Collier-Meek, M., Stacy-Ann, J., **Yang, C.**, & Porillo, N. (2021, in press). Reconceptualizing mentoring for the 21st Century: A systematic mapping of research in school psychology. *School Psychology Review*. [IF = 2.3; 5-year IF = 3.0]
- Yang, C.**, Chen, C.,¹ Lin, X.,¹ & Chan, M.¹ (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 = 2.3; 5-year IF = 3.1] (*American Psychology Association Article Spotlight Forthcoming*)
- Yang, C.**, Lin, X.,¹ & Stomski, M.¹ (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 = 2.3; 5-year IF = 3.0]
- Yang, C.** Chan, M.,¹ Chen, C.,¹ & 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 = 2.3; 5-year IF = 3.1]
- Yang, C.**, Manchanda, S.,¹ Lin, X.,¹ & Teng, Z.¹ (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 = 2.3; 5-year IF = 3.0]

- Chen, C.¹, **Yang, C.** & Nie, Q.¹. (2021). Social-emotional learning competencies and problematic Internet use among Chinese adolescents: A structural equation Modeling Analysis. *Environmental Research and Public Health*. 18(6), <https://doi.org/10.3390/ijerph18063091> [IF = 2.8; 5-year IF = 3.1]
- Nie, Q.¹, **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*. <https://doi.org/10.1177/0886260521997940> [IF = 3.6; 5-year IF = 3.1]
- Yang, C.**, Chen, C.,¹ Chan, M.,¹ Wang, C., Luo, H.,¹ & Lin, X.¹ (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 and 5-year IF are not available]
- Yang, C.**, Chan, M.,¹ & 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 = 3.0; 5-year IF = 4.2]
- Zhang, F.¹, 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 = 3.1; 5-year IF = 4.2]
- Nie, Q.,¹ 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 = 2.5; 5-year IF = 3.2]
- Chen, C.,¹ **Yang, C.**, Chan, M.,¹ & 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 = 2.3; 5-year IF = 3.1]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- Nie, Q.,¹ **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 = 2.3; 5-year IF = 3.1]
- 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 = 2.3; 5-year IF = 3.1]
- Yang, C.**, Sharkey, J. D., Chen, C.,¹ & 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 = 2.3; 5-year IF = 3.0]
- Chan, M.,¹ **Yang, C.**, Furlong, M., Dowdy, E., & Xie, J. (2019). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School & Educational Psychology*. Advance online publication. <https://doi.org/10.1080/21683603.2019.1677539> [IF = 1.6; 5-year IF not available]
- Pan, Y., **Yang, C.**, Liu, C, Chan, M.,¹ 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 = 4.9; 5-year IF = 5.6]

- Teng, Z.,¹ Bear, G.G., **Yang, C.** Nie, Q.,¹ & 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 = 2.3; 5-year IF = 3.1]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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/j.cnki.1005-3611.2018.05.012> [U-J IF = 2.7; MS-JIF = 1.5]
- 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 = 2.3; 5-year IF = 3.1]
- Yang, C.**, Jenkins, L., Fredrick, S. S., Chen, C.,¹ 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 = 2.2; 5-year IF = 3.1]
- 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**)
- 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 = 2.3; 5-year IF = 3.0]
- 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 = 2.3; 5-year IF = 3.1]
- 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 = 1.6; 5-year IF not available]
- 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 = 1.4; 5-year IF = 1.5]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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 = 1.5; 5-year IF = 2.1]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]

- 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](https://doi.org/10.16128/j.cnki.1005-3611.2017.04.026) [U-J IF = 2.7; MS-JIF = 1.5]
- 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 = 2.7; 5-year IF = 3.6]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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 = 2.7; 5-year IF = 3.6]
- 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 = 1.6; 5-year IF not available]
- 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> [U-J IF = 2.7; MS-JIF = 1.5]
- 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 = 2.3; 5-year IF = 3.0]
- 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 = 1.3; 5-year IF = 1.6]
- 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 = 1.6; 5-year IF not available]
- 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 = 2.3; 5-year IF = 2.5]
- 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 = 2.3; 5-year IF = 3.1]

Book Chapters Published and Accepted (n = 3)

- Yang, C.** (accepted). *Applications of Positive Psychology to Schools in China*. Handbook of Positive Psychology in Schools (3rd)
- Furlong, M., Dowdy, E., Moffa, K.,¹ Beratone, A.,¹ **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

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

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.

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

Bear, G. G., **Yang, C.**, Harris, A., Mantz, L., Boyer, D., & Hearn, S. (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.

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.

Bear, G.G., & **Yang, C.** (2012) *Technical manual for Delaware School Climate Surveys*. 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.

Other Publications/Media

Keith, T. (2020). "Bullied" (Documentary). [Yang, C. as Cast/Researcher Interviewee].

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 SIH6-5. National Association of School Psychologists

FUNDED RESEARCH GRANT, CONTRACT, AND TRAVEL GRANTS

Principal Investigator: *Project: Influence of Anti-Asian discrimination and violence on Asian American teachers' wellbeing and teacher workforce: A mixed-method longitudinal study*. Hellman Fellowship Program, Society of Hellman Fellows. July 2021 – June 2022. Amount: \$59,998.

Principal Investigator, *Project: Resilience to Teacher-directed Violence: The Roles of School Climate and Social and Emotional Competence among Novice Teachers*. Spencer Foundation Postdoc Fellowship Program. October 2020 – September 2022. Amount: \$70,000.

Co-Investigator and Steering Committee Member, *Project: Understanding and Intervening on Inequities in Chronic Absenteeism and its Downstream Consequences among High School Students*. William T. Grant Foundation Institutional Challenge Grant Program. PIs: Drs. Emily Ozer and Susan Stone. June 2020 – May 2023. Amount: \$649,974.

- Principal Investigator**, Project: *Understanding Chinese American Adolescents' Risk and Resilience Trajectories in COVID-19 Pandemic* University of California Office of President Emergency COVID-19 Research Seed Funding Program. May 2020 – January 2021. \$24,925
- Principal Investigator**, Project: *A Short-term Longitudinal Study of Pre-service and First-year Teachers' Victimization Experience and Wellbeing* Funded by the Society for the Study of School Psychology Early Career Awards Program. July 2019 – December 2021. Amount: \$ 19,879
- Principal Investigator**, Project: *Pre-service teachers' experience with school violence and subjective wellbeing: A mixed-methods study*, funded by UCSB Regents' Junior Faculty Fellowship. Summer of 2019. \$7,500 (Awarded but declined due to transition from UCSB to UCB)
- Principal Investigator**, Project: *Pre-service and First-year Teachers' Experience with School Violence and Their Wellbeing: A Longitudinal Study*. Funded by the UCSB Academic Senate Research Grant. July 2019 – June 2020. Amount. \$14,878. (Awarded but declined due to the transition from UCSB to UCB).
- Principal Investigator**, Project: *Evaluation for Bullying Prevention and Intervention Programs in Santa Maria High Schools*, funded by Fighting Back Santa Maria Valley. January 2019 – June 2019. Amount: \$44,956.
- Principal Investigator**, Project: *Project: Family-School Engagement and Bullying Victimization among Racial/Ethnic Diverse Families*. funded by UCSB Academic Senate Research Grant. July 2018 to June 2019. Amount: \$3,600
- Principal Investigator**, Project: *Youth's Resilience towards Cyberbullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective*, funded by UCSB Academic Senate Research Grant. July 2017 to June 2019. Amount: \$10,000.
- Principal Investigator**, Project: *Youth's Resilience towards Bullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective*, funded by UCSB Faculty Career Development Award. Summer of 2017. Amount: \$7,500
- Principal Investigator**, UCSB Faculty Enrichment Award to support diversity research, 2016. Amount: \$25,000.
- 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.
- Co-Investigator**, Project: *School Climate, Bullying, Student Engagement, and Classroom Management Techniques: Differences in Means and Relations Among Variables*, funded by The Society for the Study of School Psychology and the International School Psychology Association, a school psychology international research initiative grant awarded to international researchers outside of the US. P.I.s: Drs. Xianyou He and Xishan Huang. 2014 – 2015. Amount: \$9,900.
- 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
- 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
- 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
- Graduate Student Travel Grant**, awarded by School of Education, University of Delaware. February 2011 and August 2013. Amount: \$1,000

Graduate Student Thesis Research Grant, awarded by the Department of Experimental Psychology, University of Bristol (UK). 2007. Amount: £450

PAPERS/THESES SUPERVISED

Undergraduate Honor's Theses

Wang, B. (2021, Fall). *Discovering parental control from the parents' perspective: Concerns, Internet behaviors, and parent-child relationships*. [Unpublished Honor's Thesis]. University of California, Berkeley

Prequalifying Papers

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

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

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

Chen C. (2019, Spring). *Ethical Considerations in Balancing Parental Requests and Supporting the Mental Health of Sexual and Gender Minority Students*. [Unpublished prequalifying paper, School Psychology]. University of California, Santa Barbara

CONFERENCE PRESENTATIONS (¹ doctoral and postdoctoral advisee & mentees; n = 62)

Yang, C. & Greenstein, J.¹ (2021, April). *Understanding and Promoting Educators' Wellbeing and Resilience During COVID19 Pandemic*. In Yang, C. (Chair). Finding resilience during the COVID-19 pandemic: Perspectives from different stakeholders in schools. [Symposium]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)

Lin, X.¹, Stomski, M.¹, & **Yang, C.** (2021, April). *Distance learning engagement, family communication, and internalizing problems among Chinese American families during COVID-19 pandemic*. In Yang, C. (Chair). Finding resilience during the COVID-19 pandemic: Perspectives from different stakeholders in schools. [Symposium]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)

Yang, C., Stomski, M.¹ & Lin, X.¹ (2021, April). *Bullying involvement and perceived school safety: Do students feel equally safe?* [Paper Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)

Manchanda, M.¹ & **Yang, C.** (2021, April). Examining the effects of race/ethnicity and immigrant status on school victimization in predominantly Hispanic/Latino schools. [Paper Presentation]. American Educational Research Association (AERA) 2021 Annual Meeting (Virtual)

Lin, X.¹ & **Yang, C.** (2021, February). Predictors of adolescent well-being during the COVID-19 pandemic. [Poster Session]. 2021 National Association School Psychologists Annual Convention (Virtual).

Stomski, M.¹ & **Yang, C.** (2021, February). Educators' online teaching efficacy during COVID-19 pandemic: Effects of demographics. [Poster Session]. 2021 National Association School Psychologists Annual Convention (Virtual).

- Manchanda, S.,¹ & **Yang, C.** (2021, February). Teacher support and U.S. Immigrant students' school violence experiences. [Poster Session]. 2021 National Association School Psychologists Annual Convention (Virtual).
- Lee, J. Y.,¹ & **Yang, C.** (2021, February). Bullying victimization and distress: the role of support in schools. [Poster Session]. 2021 National Association School Psychologists Annual Convention (Virtual).
- Chen, C.,¹ & **Yang, C.** (2021, February). Problematic internet use, social-emotional learning competencies, and bullying victimization. [Paper Session]. 2021 National Association School Psychologists Annual Convention (Virtual).
- Yang, C.**, Chan, M.,¹ & Chen, C.¹ (2020, July). A Multilevel Approach to emotional Learning. In Yang, C. (Chair). *Advancing bullying prevention research through the lens of school-wide social and emotional learning*. [Symposium]. 2020 Annual Convention of American Psychological Association, Visual Conference
- Yang, C.** (2020, July). 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
- Chen, C.,¹ Chan, M.,¹ & **Yang, C.** (2020, July). *Social and emotional competencies and bullying victimization: a latent profile analysis*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Nie, Q.,¹ Yang, C., Teng, Z., Pan, Y., Guo, C., & Zhang, D. (2020). *Longitudinal association between school climate and depressive symptoms: Mediating role of psychological suzhi*. [Poster Session]. 2020 Annual Convention of American Psychological Association, Visual Conference
- Manchanda, S.,¹ **Yang, C.**, & Chen, C.¹ (2020, July). *An intersectional examination of the effects of immigration and ethnoracial identity on bullying victimization*. [Poster Session]. 2020 Annual Convention of American Psychological Association, Visual Conference
- Manchanda, S.,¹ **Yang, C.**, & Chen, C.¹ (2020, July). *An Analysis of the Effects of Teacher Support on the School Violence Experiences of U.S. Immigrant Students*. [Poster Session]. Presentation accepted for 2020 American Psychological Association, Visual Conference
- Golshirazi, M. **Yang, C.**, & Chen, C.¹. (2020, July). *Covitality moderates bullying victimization's association with substance among Latinx Youth*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Banas, A.,¹ **Yang, C.**, & Chen, C.¹ (2020, July). *School violence and psychological distress among Latinx Youth: Moderating role of teacher support*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Franci, N.,¹ **Yang, C.**, & Chen, C.¹ (2020, July). *School violence and psychological distress among Latinx Youth: Moderating role of teacher support*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Chun, R.,¹ & **Yang, C.** (2020, July). *Profiles of Adolescents who have used substances despite their parents' or peers' disapproval*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Lee, J.,¹ & **Yang, C.** (2020, July). *Bullying victimization and distress: the moderating role of substance use*. [Poster Session]. Presentation accepted for 2020 Annual Convention of American Psychological Association, Visual Conference
- Yang, C.**, Chan, M.,¹ & Chen, C.¹ (2020, April) *Schoolwide social-emotional learning and bullying victimization: How does School Climate Matter?* Paper to be presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/v73ndav> (Conference Cancelled)

- Yang, C.,** Chan, M.,¹ Chen, C.,¹ Vo, R.,¹ & Lai, C.¹ (2020, April) *Cross-cultural differences of parental perception of school climate between the United States and China*. [Paper Session]. American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/yx2fzmcg> (Conference Cancelled)
- Chan, M.,¹ **Yang, C.,** Chen, C.¹, & Vo, R.¹ (2020, April) *Association between teacher perceived school disciplinary classes and school climate: A latent class analysis*. [Paper Session]. American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/ucprmyy> (Conference Cancelled)
- Yang, C.,** Wang, C. & Kim, E. (2019, February). *Training Asian international students in school psychology: Assets and challenges*. [Poster Session]. 2019 Trainers of School Psychologists Conference. Atlanta, GA
- Chan, M.,¹ **Yang, C.,** Chen, C.,¹ & Furlong, M. (2019, February). The relationships between psychological strengths and school membership. [Poster Session]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
- Chen, C.,¹ **Yang, C.,** & Chan, M.¹ (2019, February). *Latent profile analysis of parent perception of school climate: The effect of children's race and grade level*. [Poster Session]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
- 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 Session]. 2019 National Association School Psychologists Annual Convention, Atlanta, GA
- Yang, C.,** Chan, M.,¹ Chen, C.,¹ Furlong M., & Dowdy, E. (2018, October). *Promoting school membership through the strength-based approach: A cross-cultural comparison*. [Poster Session]. Annual Conference on Advancing School Mental Health. Las Vegas, NV
- Ruiz, L. E.,¹ Chen, C.,¹ **Yang, C.** (2018, July). *Perception of school climate: Differences between Asian Americans and other racial/ethnic groups from students' and parents' perspectives*. [Poster Session]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
- Chen, C.,¹ Wang, K.,¹ **Yang, C.** (2018, July). *Association between teacher-home communication and bullying victimization: Perspectives from Asian American parents*. [Poster Session]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
- Vo, R.,¹ Chen, C.,¹ **Yang, C.** (2018, July). *Perception of bullying victimization: Differences between Asian Americans and other racial/ethnic groups from students' and parents' perspectives*. [Poster Session]. Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
- Wang, K.,¹ Chen, C.,¹ & **Yang, C.** (2018, July). *Associations between teacher victimization, subjective wellbeing, and teacher burnout among Chinese teachers*. Poster presented at the 2018 Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** & Chen, C.¹ (2018, July). *Resilience to bullying victimization: Moderating role of parents' perceptions of school climate*. [Poster Session]. Annual Convention of American Psychological Association, San Francisco.
- Chen, C.,¹ & **Yang, C.** (2018, July). *Chinese teacher victimization and wellbeing: Moderating effect of Home-School Collaboration*. [Poster Session]. Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** Chen, C.,¹ & Xie, J. (2018, July). *The development and validation of the Multidimensional Teacher Victimization Scale - Chinese*. [Poster Session]. Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** Chen, C.,¹ Xie, J., & Wang, C. (2018, June). *Teacher victimization and subjective wellbeing: Moderating role of school climate*. [Poster Session]. 16th ISQOLS Annual Conference, Hong Kong.

- Chen, C.,¹ & **Yang, C.** (2018, June). *Chinese teacher victimization and well-being: Moderating effect of home-school collaboration*. [Poster Session]. 16th ISQOLS Annual Conference, Hong Kong.
- Yang, C.**, Sharkey, J., Chen, C.,¹ & Dowdy, E. (2018, Feb). *Student engagement of bullying-victims: The moderating role of school climate*, [Poster Session]. National Association of School Psychologists Annual Convention, Chicago, IL
- Chen, C.,¹ **Yang, C.** & Bear, G. (2018, Feb). *The relationships between social-emotional competencies and bullying victimization*. [Poster Session]. National Association of School Psychologists Annual Convention, Chicago, IL
- Yang, C.** & Chen, C.¹ (2018, Feb). *Adolescents' social and emotional competencies and cyberbullying victimization: The protective role of school climate*. [Paper Session]. National Association of School Psychologists Annual Convention, Chicago, IL
- Yang, C.** (2017, July). *School safety: The role of race, bullying victimization, and perceived fairness of school rules among adolescents*. [Poster Session]. Minority Fellowship Program Summer Institute, American Psychological Association. Washington, DC.
- Yang, C.**, Wang, C. & Xie, J. (2017, August). *Promote students' resilience towards bullying victimization: A cross-cultural perspective*. [Paper Session]. Annual Convention of American Psychological Association, Washington D.C.
- Yang, C.**, Sharkey, J. D., & Dowdy, E. (2017, August). *Adolescents' resilience to cyberbullying victimization: protective role of school climate*. [Paper Session]. Annual Convention of American Psychological Association Annual Convention, Washington D.C.
- Yang, C.** & Bear, G. G. (2017, February). *Multilevel associations among bullying victimization, school engagement, and social-emotional learning*. [Paper Session]. National Association of School Psychologists Annual Convention, San Antonio, TX.
- Yang, C.** (2017, February). *Effects of student and school demographic factors on school engagement*. [Poster Session]. National Association of School Psychologists Annual Convention, San Antonio, TX.
- Mantz L., Bear, G. G., **Yang, C.** & Harris, A. (2017, February). *Student social-emotional competencies: Development of a school-wide assessment*. [Poster Session]. National Association of School Psychologists Annual Convention, San Antonio, TX.
- Wang, C., Xu, J., **Yang, C.**, & Furlong, M., (2015, September). *Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample*. [Paper Session]. 9th World Congress on the Promotion of Mental Health, Columbia, SC.
- 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 Session]. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Yang, C.**, Ginsburg-Block, M. & Bear, G. G. (2015, February). *Racial disproportionality in school discipline: Implications from a longitudinal investigation*. [Poster Session]. National Association of School Psychologists Annual Convention, Orlando, FL.
- Yang, C.**, Bear, G. G., Boyer, D., & Hearn, S. (2014, February). *Bullying victimization and school-wide discipline: Their relations to school climate*. [Paper Session]. National Association of School Psychologists Annual Convention, Washington, DC.
- Yang, C.**, & Bear, G. G. (2014, February). *A brief measure of parent perception of school climate*. [Poster Session]. National Association of School Psychologists Annual Convention, Washington, DC.
- Bear, G. G., **Yang, C.**, Chen, D., & Glutting, J. (2014, February). *School discipline in cross-cultural Perspective*. [Paper Session]. National Association of School Psychologists Annual Convention, Washington, DC.
- Yang, C.**, & Bear, G. (2013, August). *School climate and cyber victimization: How are they related?* [Poster Session]. American Psychological Association Annual Convention, Honolulu, HI.

- Bear, G., **Yang, C.**, Huang, X., Zhang, W., & Chen, D. (2013, August). *Student relationships and conduct problems in China and U.S.* [Poster Session]. American Psychological Association Annual Convention, Honolulu, HI.
- Chen, D., & **Yang, C.** (2013, February). *School engagement as mediator between school climate and achievement.* [Poster Session]. National Association of School Psychologists Annual Convention, Seattle, WA.
- Yang, C.**, Blank, J. C., Bear, G. G., & Pell, M. (2012, February). *A longitudinal investigation of School-Wide Positive Behavior Support.* [Poster Session]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Yang, C.**, & Blank, J. C. (2012, February). *Effect of discipline on school liking: Culture and fairness matter.* [Poster Session]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Yang, C.**, & Blank, J. C. (2011, May). *Chinese and American students' perceptions of school climate.* [Paper Session]. Annual School of Education Graduate Research Forum. University of Delaware, Newark, DE.
- Blank, J. C., & **Yang, C.** (2011, May). *Perceptions of school climate in China.* [Paper Session]. University of Delaware 1st Graduate Forum, Newark, DE.
- Yang, C.**, Blank, J. C., & Bear, G. G. (2011, February). *School climate and classroom management in China and U.S.* [Paper Session]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- Blank, J. C., **Yang, C.**, & Bear, G. G. (2011, February). *Relationships among disciplinary techniques, school climate, and student conduct problems.* [Poster Session]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- 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.

INVITED TALKS/WORKSHOP/PANEL DISCUSSION

- Yang, C. (2021, May). *Invited panelist. School Climate, Bullying, and Social-Emotional Learning: Transdisciplinary and Transnational Science Advancing Positive Youth.* *School Psychology Review* (Virtual).
- Yang, C. (2021, April). *Invited panelist. Anti-Asian Violence and Mental Health Forum.* Association of Chinese Helping Professionals and Psychologists-International (Virtual).
- 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 (Virtual).
- Yang, C. (2020, July). *Invited panelist. Parenting with Chinese American adolescents.* Chicago Chinese Parent Group (Virtual).
- Yang, C. (2020, April). *Invited panelist. "Bullied" Panel.* Morgan Hill, CA.
- Yang, C. (2019, April). *Social media and cyberbullying.* Santa Barbara Middle School, Santa Barbara, CA
- Yang, C. (2018, December). *Assessment of Culturally and Linguistically Diverse Students.* Santa Barbara Psychology Internship Consortium, Santa Barbara, CA
- Yang, C. (2018, July). *Training and Services in School Psychology in the U.S.,* Hunan Normal University.
- 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.
- Yang, C. (2014, February). *School Climate: A key player in School Discipline and Bullying Prevention.* College of Education, University of Wyoming

TEACHING AND MENTORING EXPERIENCE

Courses

- Spring, 2021 Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
- Fall, 2020 Instructor, EDUC 192B: Supervised Research: Social Sciences, UCB
 Instructor, EDUC215: Socialization Process Within the Family, UCB
 Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCSB
- Spring, 2020 Instructor, EDUC 192B: Supervised Research: Social Sciences, UCB
 Instructor, EDUC217: Methods in Psychological and Educational Research, UCSB
 Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCSB
- Fall, 2019 Instructor, EDUC 299: Special Study and Research, UCB
 Instructor, EDUC215: Socialization Process Within the Family, UCB
 Instructor, EDUC 204C: Research Seminars: Research Inquiry in Educational Psychology, UCB
- Spring, 2019 Instructor, EDUC 299: Special Study and Research, UCB
 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

Mentored Doctoral Advisee and Other Doctoral Students with Sponsored Projects

Name (Program/Institution)	My Role	Years Mentored	Awards and Achievements
Cassandra Yee (Ph.D. Program in School Psychology, UCB)	Primary advisor	Starting from Fall 2021	
Quennie Dong (Ph.D. Program in School Psychology, UCB)	Primary advisor	Starting from Fall 2021	
Mai Xi Lee (Ed.D Program in Leaders for Equity and Democracy (LEAD), UCB)	Primary advisor	Starting from Fall 2021	
Meg Stomski (Ph.D. Program in School Psychology, UCB)	Primary advisor	2020-present	<ul style="list-style-type: none"> • 2021 AERA Adolescence & Youth Development SIG Scholar
Xueqin Lin (Ph.D. Program in School Psychology, UCB)	Primary advisor	2020-present	<ul style="list-style-type: none"> • 2021 Trainers of School Psychologists (TSP) Graduate Student Scholarship • 2021 AERA Adolescence & Youth Development SIG Scholar
Jenna Greenstein (Ph.D. Program in School Psychology, UCB)	Primary advisor	2020-present	<ul style="list-style-type: none"> • 2020 Marcus A. Foster Fellowship
Sarah Manchanda (Joint Doctoral Program in Special Education, UCB)	Dissertation committee member, intendent research project mentor, and faculty PI for student grant proposal submission	2019 - present	<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
Chun Chen (Ph.D. Program in Counseling, Clinical, and School Psychology; UCSB)	Primary advisor and dissertation chair (2017-2020), and research mentor (since 2017)	2017 – present	<ul style="list-style-type: none"> • Assistant professor, Chinese University of Hong Kong, Shenzhen (from summer 2021) • 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

			<ul style="list-style-type: none"> • 2018 Student Travel Award, Asian American Psychological Association 2018 Annual Conference • Dissertation successfully defended in May 2020
Meiki Chan (Ph.D. Program in Counseling, Clinical, and School Psychology; UCSB)	Primary advisor (2018-2019) and research mentor (since 2018)	2018 - present	<ul style="list-style-type: none"> • 2020 Graduate Student Scholarship from Trainers of School Psychologists • 2019 James Hong Memorial Research Fellowship, UCSB
Qian Nie (Visiting Ph.D. student from Southwest University, China)	Faculty sponsor and mentor during visiting study	2019 - 2020	<ul style="list-style-type: none"> • China Scholarship Council Postgraduate Scholarship
Amy Banas Ph.D. Program in Human Development, UCB)	Mentor on independent research project	2019 - 2020	<ul style="list-style-type: none"> • Best Student Poster Award at 2020 American Psychological Conference, Division 16: School Psychology

Dissertation Committees

Ji Yun Lee (Dissertation Committee Member, since 2021, UCB)
 Kaley Curtis (Dissertation Committee Member, since 2020, UCB)
 Mayra Cazares (Dissertation Committee Member, since 2020, UCB)
 Deborah Powers (Dissertation Committee Co-Chair, 2019, UCB)
 Maedeh Golshirazi (Dissertation Committee Member, since 2020, UCB)
 Sarah Manchanda (Dissertation Committee Member, since 2020, UCB)
 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)

Master Student Committee

Cynthia Pistone (Oral Exam Committee Member, 2020, UCB, completed)
 Faye Kwan (Oral Exam Committee Member, 2020, UCB, completed)

Qualifying Exam Committees

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)
 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)

Undergraduate Students Mentored

Tina Zhen	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2021-Present) Undergraduate Research Assistance Program
Brittany Liu	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020-Present) Undergraduate Research Assistance Program
Bill Wang	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020-Present) Undergraduate Research Assistance Program
Grace Cen	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020-Present) Undergraduate Research Assistance Program
Jacqueline Elder	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020-Present) Undergraduate Research Assistance Program
Claire Qiu	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020-Present) Undergraduate Research Assistance Program
Raymond Vo	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2017-Present) Faculty Research Assistance Program
Estefania Ruiz	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2017-2019) Dream Scholar Faculty Mentoring Program at UCSB (2017-2019) Faculty Research Assistance Program (Fall 2018)
Ke Wang	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2017-2019) Received 2018 Student Travel Award, Asian American Psychological Association 2018 Annual Conference
Sarah Peret	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019) Faculty Research Assistance Program (Fall 2018 and Winter 2019)
Rachel Sun	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019) Faculty Research Assistance Program (Fall 2018)
Maggie Yao	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019) Faculty Research Assistance Program (Fall 2018)
Carmen Lai	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019)
Joshua Roh	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019)
Ho Moon	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019)
Michelle Lee	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019)
Joshua Roh	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2018-2019)
Chetana Tallon	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2019)
Yixuan Yan	Undergraduate research assistant at the Risk, Resilience, and Culture Lab (2020 – present)
Tammy Yabiku	Postgraduate research assistant at the Risk, Resilience, and Culture Lab (2020 - present)

DEPARTMENT AND UNIVERSITY SERVICE

2020-2021	Committee of Academic Leadership – Professional Programs, Committee Member, GSE, UCB Personnel Review Ad-hoc Reviewer, GSE, UCB
2019-2020	Admission Committee Member, GSE, UCB Committee of Academic Leadership – Professional Programs, Committee Member, GSE, UCB All Program Meeting, Committee Chair, School Psychology Program, GSE, UCB
2018-2019	Faculty Executive Committee Member, Gevirtz School of Education, UCSB Faculty Committee Member, Campus-wide Graduate Student Fellowship, UCSB Fellowship Committee Chair, CCSP, UCSB School Psychology Program Recruitment Committee Member, CCSP, UCSB Sunshine Committee Member, CCSP, UCSB

Faculty Organizer for Annual Transition and Recognition Ceremony, CCSP, UCSB
 Faculty mentor, UCSB Dream Scholar Faculty Mentorship Program
 Faculty mentor, UCSB Graduate Scholar Program

- 2017-2018 Faculty Legislature Committee Member, UCSB
 Faculty Executive Committee Member, Gevirtz School of Education, UCSB
 Fellowship Committee Member, CCSP, UCSB
 Member of Working Group on one-year assessment course sequence, CCSP, UCSB
 Faculty mentor, UCSB Graduate Scholar Program
- 2016 - 2017 Graduate Curriculum Committee Member, CCSP UCSB
 Department Graduate Recruitment Committee Member, UCSB
 UCSB Graduate Scholar Program

NATIONAL-LEVEL PROFESSIONAL SERVICE

- 2019-2021 Planning Committee Member, School Psychology Research Collaboration Conference (SPRCC), Society of Study in School Psychology
- 2019-2021 APA Division 16's Selected Committee Member on Youth and Families (CYF).
- 2018-2019 Committee Chair, APA Division 16 School Psychology Outstanding Dissertation Award
- 2016-2018 Proposal Reviewer, APA Annual Convention – Division 16: School Psychology
- 2017-2018 Award Reviewer, APA Division 16 School Psychology Outstanding Dissertation Award in 2017
- 2009-2015 Grant Proposal Reviewer, 21st Century Community Learning Centers, Delaware Department of Education and Center for Disabilities Studies, University of Delaware
- 2011 Convention Proposal Reviewer, National Association of School Psychologists Annual Convention
- 2011 Interpreter and Co-organizer, International Symposium of the Advances and Practices of Mental Health Education in Schools, Guangzhou, China
- 2010 Invited Presenter, South China Normal University, Guangzhou, P.R. China.
- 2010-2011 Committee Member, 10th Annual Cross-University Collaborative Mentoring Conference, University of Lehigh, PA

Editorial Service

Editorial Fellow, *School Psychology Review* (since 2021)

Editorial Board (Since 2018)

School Psychology Quarterly

Journal of School Psychology

School Psychology Review

Ad-hoc Reviewer

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

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