

## Quennie Dong

### Contact Information

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### EDUCATION

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2021–Present	<b>University of California, Berkeley</b> , Berkeley, CA NASP- & APA-approved program Ph.D. Candidate in School Psychology Current GPA: 3.98
2018–2021	<b>Florida International University</b> , Miami FL NASP-approved program Ed.S. in School Psychology Cumulative GPA: 3.99
2014–2018	<b>University of California, Irvine</b> , Irvine, CA B.A. in Psychology and Social Behavior, Minor in Education

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### CERTIFICATIONS

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Pupil Personnel Services Credential, California Department of Education  
Nationally Certified School Psychologist (NCSP; #63252)

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### RESEARCH INTERESTS

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Risk and Resilience of Immigrant and Refugee Youth  
AAPI Wellbeing and Intergenerational Trauma  
Educator Wellbeing  
Affinity Spaces for Educators of Color  
Transformative Social-Emotional Learning  
Cultural Humility

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### HONORS, AWARDS, AND FELLOWSHIPS

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2023	National Institute of Child Health and Human Development Fellowship
2023	APA Division 16 Blue Ribbon Student Poster Award
2023	APA Science in the Morning Competition Award
2023	Western Psychological Services Student Poster Award
2023	Trainers of School Psychologists Graduate Student Scholarship
2022	Incoming Student SASP Diversity Scholarship
2020	FASP Graduate Studies Award-Specialist Level
2020	Nominated for the FASP Faye Henderson Award
2020	College of Arts, Sciences, & Education (CASE) Graduate Student Award in Academic Achievement
2020	Patty del Valle Humanitarian Award
2019	Nominated for the NASP Minority Scholarship
2017–2018	Deans Honor List, UCI
2014	Chancellors Excellence Scholarship, UCI

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## RESEARCH GRANTS (FUNDED)

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\$5,000 Quennie Dong (P.I.). Project: *The Impact of Anti-Asian Discrimination and Violence on Asian American Educators: Exploring and Validating Racism-Related Stress Measures*. Funded by the Asian American Research Center, University of California, Berkeley November 2021-November 2022

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## RESEARCH EXPERIENCE

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2021–Present **Lead Graduate Student Researcher**  
*Project (2022–present)*: Understanding and Improving Trauma-informed Leadership and Teaching Practices in California’s Universal Prekindergarten (UPK) Implementation  
*Project (2021–2023)*: Teacher Resilience and Well-being  
*Project (2021–2022)*: Asian American Educators’ Experience with Anti-Asian Violence and Teacher Workforce Risk, Resilience, and Culture Lab  
Graduate School of Education, University of California, Berkeley  
*Principal Investigator*: Chunyan Yang, Ph.D.

- Prepared study materials (e.g., informed consent forms, study fliers, recruitment emails, study procedures) for IRB application and approval
- Assisted with participant recruitment for short-term and longitudinal studies
- Mentored undergraduate research students throughout the project development
- Engaged in quantitative and qualitative data collection and analysis and prepared findings for conference presentations, and manuscript and research brief development

2021–Present **Graduate Student Researcher**  
University of California, Berkeley  
21<sup>st</sup> Century California School Leadership Academy (21CSLA)  
*Supervisor*: Aki Murata, Ph.D.

- Contributed to manuscript development on educational leaders’ professional learning and exploring equity-oriented leadership practices.
- Conducted qualitative data collection and analysis of equitable school leadership practices and professional learning of educational leaders

Summer 2024 **Graduate Student Researcher**  
AAPI Data  
University of California, Berkeley  
*Supervisor*: Karthick Ramakrishnan, Ph.D.

- Review literature and existing knowledge-base on pathways towards leadership for Asian American and Pacific Islander and the role of civic engagement
- Support conference planning and logistics, including speaker research and outreach.

2018–2019 **Reading Interventionist/ Observer/ Assessor**  
Accelerating Target Language to Achieve Success (ATLAS)

Florida Center for Reading Research  
Miami, FL

*Principal Investigator:* Christopher Lonigan, Ph.D.

- Implemented Dialogic Reading and Language in Motion reading interventions for small groups of kindergarten students three times a week for 30 minutes
- Observed instructional content for 30-minute observation protocol periods and met inter-observer reliability
- Assessed first-grade students using various assessment measures to collect post-test data of students receiving reading interventions

2017–2018

**Research Assistant**

Summer Lab School (SLS) | UCI School of Education  
Irvine, CA

*Principal Investigator:* Doran Zinger, Ph.D.

- Transcribed teacher candidate interviews from the SLS program to identify effective teaching methods used within a science classroom environment
- Conducted qualitative data analysis, including coding interviews, student reflections, and instructional observations to examine the effectiveness of an SLS alternative teaching credential program

2016–2017

**Clinical Outcomes Volunteer**

UCI Child Development School  
Irvine, CA

*Clinical Director:* Sabrina Schuck, Ph.D.

- Scored and assessed parent and teacher intake questionnaires and rating scales for data collection utilized within school-based clinical interventions
- Organized and cleaned Quarterly Clinical Reports to create a comprehensive report of patients' behavioral processes for parents, teachers, and staff members

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**SCHOOL/CLINICAL EXPERIENCE**

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2024–Present

**Behavioral Health Intern**

Central Contra Costa County Behavioral Health, Child and Adolescent Services, Contra Costa, CA

*Supervisor:* Virginia Jule-Frost, LMFT; Robert Mejia, Ph.D.

- Provide individual and family therapy for children and adolescents with moderate to severe emotional difficulties in an outpatient community mental health-based setting.
- Conduct initial clinical assessments, participate in case consultation with staff, have collateral contact with community agencies, and complete appropriate record-keeping/progress notes.

2024–Present

**Graduate Peer Support Providers**

UC Berkeley Graduate Division, Berkeley, CA

*Supervisor:* Kate Perry, Ph.D.

- Meet one-on-one with graduate students at UC Berkeley to assist in navigating processes related to mental health, basic needs, and academia.
  - Provide support to graduate peers through understanding, experience, respect, and an equity-based lens.
  - Collaborate with the Disabled Students Program to provide presentations that cover various topics related to executive functioning, emotional well-being in high pressure academic settings, and navigating networking and socialization through a neurodiversity lens.
- 2021–2022
- Student Clinician**  
UC Berkeley Psychology Clinic, Berkeley, CA  
*School Psychologist Supervisor:* Kate Perry, Ph.D.
- Conducted parent developmental interviews and individual psychological evaluations utilizing various cognitive, academic, and behavioral assessments
  - Wrote a psychoeducational report and presented comprehensive results of the evaluation
- 2020–2021
- School Psychology Intern (1500 hours)**  
Broward County Public Schools, Fort Lauderdale, FL  
*School Psychologist Supervisor:* Christine Collado-Acebal, Ph.D.
- Conducted individual psychological evaluations utilizing various cognitive, academic, and behavioral assessments and generated comprehensive psychoeducational reports
  - Conducted bilingual psychoeducational evaluations in Vietnamese and provided psychoeducational education and resources for Vietnamese families
  - Engaged in consultation with teachers to provide academic and social support
- Spring 2020 Semester
- School Psychology Field Practicum Student (305 hours)**  
Broward County Public Schools, Fort Lauderdale, FL  
*School Psychologist Supervisor:* Gary Matloff, Ph.D., NCSP
- Reviewed records during case conceptualization processes
  - Conducted the Kaufman Brief Intelligence Test- 2<sup>nd</sup> Edition under the guidance of a supervisor
- Fall 2019 Semester
- Miami-Dade Public Schools, Miami, FL  
*School Psychologist Supervisor:* Maria Bendixen, Ed.S.
- Reviewed records during the case conceptualization processes before reevaluations and initial SSTs
  - Conducted classroom and testing observations
- Fall 2018 Semester
- School Psychology Field Observations (28 hours)**  
Miami-Dade Public Schools, Miami, FL  
*School Psychologist Supervisor:* Rita Barrios, Ed.S.
- Attended staffing and initial SSTs
  - Attended professional development training provided for all school personal
- 2017–2018
- Psychology and Social Behavior Intern**  
UCI Child Development School  
Irvine, CA  
*Clinical Director:* Sabrina Schuck, Ph.D.

- Administered the WRAT-4 Academic Achievement Assessment to a clinical population of 1st-grade to 8th-grade students ages 6 to 14 years old
- Provided positive and differential reinforcements under the supervision of behavior specialists to a classroom of 13 students as part of a behavioral intervention program
- Collected data for psychosocial intervention purposes in a school setting with children ages 6 to 14 years old with various Executive Function disorders

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## PROFESSIONAL WORK EXPERIENCE

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- 2022–2023      **AP Psychology Tutor**  
 AR Academics  
 Newport Beach, CA
- Provided individual tutoring to high school students and prepared high school students for the Advanced Placement Psychology exam
  - Taught various topics covered in the Advanced Placement Psychology exam ranging from biological basis of behavior, abnormal psychology, social psychology, learning, motivation and emotion
  - Conducted five 2-hour review sessions for high school students in preparation of the Advanced Placement Psychology exam
- 2019–2020      **Graduate Assistant**  
 Florida International University  
 Department of Counseling, Recreation, and School Psychology  
 Miami, FL  
*Supervisor:* Andy Pham, Ph.D.
- Assisted in program recruitment, admissions/interview days, grant-funded projects, and other programmatic needs
  - Engaged in manuscript development, research, and professional development projects related to the School Psychology program
  - Assisted as a teaching assistant for an intensive two-week Summer Institute course on academic assessments and interventions
- 2017–2018      **Advancement VIA Individual Determination (AVID) Tutor**  
 MacArthur Fundamental Intermediate Middle School  
 Santa Ana, CA  
*Supervisor:* Tammy Manske
- Supported middle school students (6<sup>th</sup>-8<sup>th</sup> grade) enrolled in the AVID elective course by providing direct instructional tutorials to students on various content subject areas
  - Communicated regularly with the AVID coordinator/ teachers regarding student progress and areas of concern to develop future tutorial plans
- 2015–2016      **UCI Counseling Center for Peer Educators**  
 University of California, Irvine  
 Irvine, CA  
*Supervisor:* Jeanne Manese, Ph.D.

- Educated undergraduate students on psychoeducational topics through a series of workshops: Test Anxiety and Stress Management, Community Building, Social Relationships, Grief, Depression and Suicide Prevention
- Collaborated with fellow peer educators to create and present a series of seminars to the student population of UCI

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#### PEER-REVIEWED PUBLICATIONS

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- Dong, Q.**, Lee, M., Yang, C., & Rho, E. (accepted). Stressors and resilience in education: AAPI educators' responses to crisis. In C. M., McCarthy & R. G. Lambert (Eds), *Research on stress and coping in education*. Information Age Publishing.
- Xie, J., Liu, J., Lin, X., Yang, C., Wei, Y., Lin, L., **Dong, Q.**, & Renshaw, Q. (2024). Revision of Chinese version of subjective well-being questionnaire. *Chinese Journal of Clinical Psychology*, 32(4), 887–892. <https://link.cnki.net/urlid/43.1214.R.20240812.1624.028>
- Yang, C., Lim, J. H., Lin, X., Rho, E., & **Dong, Q.** (2024). An initial validation of transformative social and emotional learning (SEL) competencies scale among Asian American Pacific Islander (AAPI) teachers. *School Psychology Review*, 1–16. <https://doi.org/10.1080/2372966X.2024.2355670>
- 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*. Advanced online publication. <https://dx.doi.org/10.1037/spq0000557>
- Yang, C., & **Dong, Q.** (2023). Best practices of school-wide implementation to improve children's social and emotional functioning. In P. L. Harrison, S. L. Proctor & A. Thomas (Eds), *Best practices in school psychology*, (7<sup>th</sup> ed.). National Association of School Psychologists. 317–326.
- Sullivan, A. L., Pham, A. V., Weeks, M., Nguyen, T., & **Dong, Q.** (2021). Enfranchising socially marginalized students. In P. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. Oxford University Press.
- Dong, Q.**, Garcia, B., & Lazarus, P. (2020). Helping children in schools in the aftermath of intimate partner homicide. *The School Psychologist*, 74(3), 14–26.
- Pham, A.V., Lazarus, P., Costa, A., **Dong, Q.**, & Bastian, R. (2020). Incorporating social justice advocacy and interdisciplinary collaborative training in the recruitment and retention of diverse graduate students. *Contemporary School Psychology*, 25, <https://doi.org/10.1007/s40688-020-00322-9>
- Dong, Q.**, Garcia, B., Pham, A.V., & Cumming, M. (2020). Culturally responsive approaches for addressing ADHD within multi-tiered systems of support. *Current Psychiatry Reports*, 22(1), Article 27, 1–10. <https://doi.org/10.1007/s11920-020-01154-3>

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#### PEER-REVIEWED PUBLICATIONS (under review)

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- Yang, C., Rho, E., **Dong, Q.**, & Lee, M. (submitted). Unveiling the invisible and the silent: Empowerment and silence of Asian American educators.
- Yang, C., Rho, E., **Dong, Q.**, & Cheung, R. (submitted). A mixed-method analysis of the support network, school climate perception, and well-being of teachers as the early implementers of Universal Pre-kindergarten policy in California.
- Dong, Q.**, & Yang, C. (submitted). Understanding the intergenerational transmission of historical trauma in Southeast Asian American refugees: An integrated perspective of family socialization and resilience.

- Dong, Q.**, Murata, A., Lin, X., & Cheung, R. (under review). From learning to leading: Designing communities of practice toward equity-minded educational leadership. Manuscript submitted for publication.
- Murata, A., Lin, X., & **Dong, Q.** (under review). Leading for equity to bridge opportunity and achievement gaps in schools: Leadership actions and gap orientations. Manuscript submitted for publication.
- Murata, A., Lin, X., **Dong, Q.**, & Cheung, R. (under review). Towards social justice school leadership: Unexpected ways the COVID-19 pandemic helped create new opportunities for equitable education. Manuscript submitted for publication.

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#### PEER-REVIEWED PUBLICATIONS (in progress)

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- Dong, Q.**, & Yang, C. (in progress). The impact of anti-Asian discrimination and violence on Asian American educators: Exploring and validating racism-related stress measures.
- Dong, Q.**, Hyung, L., Carlos, E., & Yang, C. (in progress). Racial/ethnic attitudes among Asian Americans associated with racism-related stress during COVID-19.

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#### NON-PEER REVIEWED PUBLICATIONS

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- Dong, Q.**, Murata, A., Lin, X., & Cheung, R. (under review). Designing with equity: How communities of practice foster educational leaders' development through self-determination theory [research brief].
- Ahmad, M., & **Dong, Q.** (under review). Addressing substance use concerns within the South Asian American community. *Communiqué*.
- Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2024). Transformative learning of school leaders: The role of professional community for critical reflection [research brief].
- Wiegand, R., Lahman, K., Uribe, C., & **Dong, Q.** (2022). Introducing National School Psychology Week 2022 and recognizing 2021 champions. *Communiqué*, 51(2), 35.
- Swami, S., Atwal, K., **Dong, Q.**, Wang, C., Li, C., Truong, D., Cooper, J., & Scherr, T. [contributors]. National Association of School Psychologists. (2023). Supporting Asian American and Pacific Islander students and their families: Tips for educators in K-12 settings [handout].

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#### CONFERENCE PRESENTATIONS

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- Dong, Q.**, Mayes, M., Lin, X., Kang, N., & Yang, C. (2024, April). Trauma informed practices in transitional kindergarten: A multiple case study exploring teachers' perspectives and implementation challenges. In C. A. Wiltshire (chair), Challenging Behaviors, Expulsion & Trauma-informed Practices. [Paper session]. American Educational Research Association, Philadelphia, PA.
- Dong, Q.**, Murata, A., & Cheung, R. (2023, November). Make space and take space: The radical care of affinity groups. In R. Cheung (chair), Four Approaches to Create a Synergistic Leadership Change: Resetting Educational Leadership For Equity. [Symposium]. University Council for Educational Administration, Minneapolis, MN.
- Murata, A., **Dong, Q.**, Lin, X., Cheung, R. (2023, November). Leading for equity: Leadership actions to bridge achievement and opportunity gaps. In R. Cheung (chair), Four Approaches to Create a Synergistic Leadership Change: Resetting Educational Leadership For Equity. [Symposium]. University Council for Educational Administration, Minneapolis, MN.

- Lee, M., & **Dong, Q.** (2023, November). The racialization of AAPI educators and potential for liberation: An AsianCrit framework analysis. University Council for Educational Administration, Minneapolis, MN.
- Torres, R., Dong, Q., & Griffiths, A. (2023, October). Adolescent dating violence: Prevention and interventions using a multi-tiered approach. [Paper presentation]. California Association of School Psychologists, Costa Mesa, CA.
- Dong, Q.**, Lim, J., Yang, C., Rho, E., & Liu, B. (2023, August). The impact of anti-Asian hate and racism-related stress on Asian American educators. [Poster presentation]. American Psychological Association Convention, Washington D.C.
- Dong, Q.**, Lim, J., Carlos, E., & Yang, C. (2023, August). Ethnic/racial identity attitudes associated with anti-Asian racism-related stress among Asian American educators. [Poster presentation]. American Psychological Association Convention, Washington D.C.
- Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2023, April). Critical reflection, professional community, and transformative leadership. [Paper session]. American Educational Research Association, Chicago, IL.
- Dong, Q.** (2023, April). An egocentric network analysis of AAPI educators' social support during anti-Asian violence. [Symposium]. In Understanding and Supporting the Well-being of Underrepresented Educators: Perspective Across Identity Locations. American Educational Research Association, Chicago, IL.
- Yang, C., Lim, J. H., **Dong, Q.**, & Rho, E. (2023, April). Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying, engagement, and climate. [Paper session]. American Educational Research Association, Chicago, IL
- Dong, Q.**, Kim, J., & Pham, A. (2023, February). Promoting transformative social-emotional learning for educators. [Paper presentation]. National Association of School Psychologists, Denver, CO.
- Dong, Q.**, Lee, M., Stomski, M., & Yang, C. (2023, February). Fostering AAPI educators' resilience during anti-Asian violence. [Paper presentation]. National Association of School Psychologists, Denver, CO.
- Rho, E., **Dong, Q.**, Hyung, J., & Yang, C. (2023, February). An egocentric network analysis of AAPI educators' social and professional support during anti-Asian violence. In L. Chieh (chair), Supporting AAPI Community Coping with Anti-Asian Discrimination: Culturally Sensitive Approaches. [Symposium]. National Association of School Psychologists, Denver, CO.
- Weigand, R., **Dong, Q.**, & Griffiths, A. (2023, February). Adolescent dating violence: Prevention and intervention using a multi-tiered approach. [Paper presentation]. National Association of School Psychologists, Denver, CO.
- Tanaka, M. L., Yohannanm J., Baker, B. A., Lim, K., Parr, K. M., Robers, A. C., & **Dong, Q.** (2023, February). Examining and promoting socially just practices with everyday language. [Paper presentation]. National Association of School Psychologists, Denver, CO.
- Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2022, November). Transformative leadership through critical reflection in professional communities [Paper presentation]. University Council for Educational Administration, Seattle, WA.
- Lee, M., & **Dong, Q.**, & Yang, C. (2022, November). Professional learning needs and benefits for AAPI educators: Implications for leadership, policy, and practice [Paper presentation]. University Council for Educational Administration, Seattle, WA.
- Weigand, R., & **Dong, Q.** (2022, October). Fostering health relationships among adolescents using a multi-tiered system of supports [Poster presentation]. California Association of School Psychologists, Universal City, CA.



- Kim, J., Estanislao, P., Ucar, S., **Dong, Q.**, & Yu, B. (2022, November). Representation matters: Critical book selection to consider materials that go beyond superficial DEI principles. American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Dong, Q.**, Stomski, M., & Yang, C. (2022, October). Risk and resilience during anti-Asian violence: voices from AAPI educators [Poster presentation]. Asian American Psychological Association, virtual.
- Murata, A., Lin, X., **Dong, Q.**, & Cheung, R. (2022, April). Pandemic leadership: Shifting leadership priorities for equity opportunities [Paper presentation]. American Educational Research Association, San Diego, CA.
- Lee, M., & **Dong, Q.** (2022, April). Dismantling the Model Minority Myth: AAPI Educators' Perspectives on Anti-Asian Violence and Wellness. [Poster presentation]. Graduate School of Education Research Day, Berkeley, CA.
- Machanda, S., **Dong, Q.**, Yang, C., Greenstein, J. & Yee, C. (2022, February). Understanding sources of educators' compassion fatigue during the COVID-19 pandemic [Poster presentation]. National Association of School Psychologists, Boston, MA.
- Izuno-Garcia, A. K., Wiegand, R. M., Uribe, C., **Dong, Q.**, & Nygaard, M. A. (2022, February 15-18). Diversifying the field: Supporting and empowering minoritized graduate students [Paper presentation]. National Association of School Psychologists, Boston, MA.
- Dong, Q.**, Zavalía, M., Mavrakis, A., Lopez, J., Pham, A., & Delcampo, A. (2021, February). Cultural Considerations in Promoting Social-Emotional Learning with K-12 Students. [Paper presentation]. National Association of School Psychologists Annual Convention, virtual.
- Pham, A. V., Lazarus, P., **Dong, Q.**, & Bastian, R. (2021, February). Integrating Social Justice Advocacy and Interdisciplinary Collaboration in Graduate Training. [Pre-recorded paper presentation]. National Association of School Psychologists Annual Convention, virtual.
- Bastian, R., **Dong, Q.**, Lazarus, P., Pham, A., & Costa, A. (2020, November). Promoting Practices for Recruitment and Retention of Diverse Graduate Students. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
- Lazarus, P., **Dong, Q.**, Bastian, R., Costa, A., & Pham, A. (2020, November). Sustaining a Social Justice Committee in a School Psychology Program. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
- Dong, Q.**, & Lazarus, P. (2020, February). Providing support for child victims of parent homicide and IPHS. [Practitioner conversation session]. National Association of School Psychologists Annual Convention, Baltimore, MD.
- Nguyen, T., Weeks, M. R., **Dong, Q.**, Sullivan, A. L., & Pham, A. (2020, February). Narrowing opportunity gaps: Enfranchising socially-marginalized students. [Poster session presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD.
- Lazarus, P., & **Dong, Q.** (2019, November). Providing support for child victims of parent homicide and IPHS. [Paper presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
- Bastian, R., Lazarus, P., Pham, A., Garcia, B., Lopez, J., & **Dong, Q.** (2019, November). The development of a social justice committee within a school psychology program. [Poster presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
- Dong, Q.**, Heng, E. T., Guan, T., Correa, J. M., & Higa, E. (2018, May). Exit ticket analysis: Implications for formative assessments. [Poster session presentation]. Undergraduate Research Opportunities Program Symposium, Irvine, CA.

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## PROFESSIONAL SERVICE

2024–Present	<i>Restorative Justice Ambassador</i> , UC Berkeley School of Education
2023–Present	<i>Co-chair</i> , UC Berkeley Admissions Committee
2023	<i>Student representative</i> , UC Berkeley School Psychology Faculty Search Committee
2023–2024	<i>Mentor</i> , Getting into Graduate School (GiGs) Mentorship Program
2023–2024	<i>Student representative</i> , UC Berkeley School of Education Climate Council
2022–2024	<i>Member</i> , NASP Multicultural Affairs Committee, Asian Pacific Islander Subcommittee
2022–2023	<i>Committee member</i> , UC Berkeley Conference Planning Committee
2022–2023	<i>Student Board Representative</i> , California Association of School Psychologists (CASP)
2021–2023	<i>Advocacy Coordinator</i> , NASP Graduate Student Committee
2021–2022	<i>Committee member</i> , UC Berkeley Program Advisory Committee
2019–2021	<i>Newsletter Co-Editor</i> , FIU School Psychology Newsletter
2019–2021	<i>Member</i> , The SPSA Public Relations Committee
2019–2021	<i>Member</i> , The SPSA Social Justice Committee
2019–2021	<i>Member</i> , The SPSA Scholarship Committee
2019–2020	<i>President</i> , The School Psychology Student Association (SPSA)
2018–2020	<i>Admissions Committee Member</i> , FIU School Psychology Program

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### EDITORIAL WORK

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2024–Present	<i>Junior Copyeditor</i> , Berkeley Review of Education
2024–Present	<i>Student Editor</i> , Student Editorial Board, School Psychology Review
2023	<i>Research Grant Proposal Reviewer</i> , NASP Graduate Student Research Grant
2019	<i>Proposal Reviewer</i> , 2020 NASP Convention
2019–2020	<i>Editorial Assistant</i> , APA Division 16, <i>The School Psychologist</i>

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### PROFESSIONAL MEMBERSHIP

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2021–Present	California Association of School Psychologists (CASP), Student Member
2022–Present	Asian American Psychology Association (AAPA), Student Member
2021–Present	American Psychological Association (APA), Student Member
2021–Present	American Educational Research Association (AERA), Student Member
2018–Present	National Association of School Psychologists (NASP), Student Member
2018–2021	Florida Association of School Psychologists (FASP), Student Member

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### PROFESSIONAL DEVELOPMENT

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March 2024	UC Berkeley School Psychology 56 <sup>th</sup> Annual Conference- Exploring Culturally Responsive Practices through an Anti-Oppressive and Anti-Racist Lens
March 2023	UC Berkeley School Psychology 55 <sup>th</sup> Annual Conference- Advancements in Transformative Social Emotional Learning

March 2022	UC Berkeley School Psychology 54 <sup>th</sup> Annual Conference- Schools as Safe Spaces: The Importance of Trauma-Informed Practiced in Education
April 2021	Professional Learning Community- ADOS-2 Training
March 2021	LGBTQ+ Curriculum and History
November 2020	Suicide Risk Assessment
September 2020	Florida Association of School Psychology Annual Conference
April 2020	Behavioral Threat Assessment for Mental Health Professionals PCIT for Traumatized Children Web Course Motivational Interviewing for Behavioral Health Professionals
February 2020	National Association of School Psychology Conference
November 2019	Florida Association of School Psychology Annual Conference FASP Workshop: Working Together to Support the SEL of Gifted and High Achieving Students
November 2018	Florida Association of School Psychology Annual Conference FASP Workshop on Sanford Harmony Social Emotional Learning

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### TRAININGS

September 2024	Child and Adolescent Needs and Strengths (CANS)
April 2024	Peer Review Masterclass
December 2022	Psychological First Aid
July 2021	CITI Program: Human Research for Social and Behavioral Research Investigators
July 2020	FEMA Response Training: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Workshop
April 2020	PCIT for Traumatized Children Web Course (10 hours)

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### LANGUAGE SKILLS

English: Native language  
 Vietnamese: Fluent (speaking, listening), Basic (reading, writing)

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### REFERENCES

Chunyan Yang, Ph.D. & NCSP  
 Associate Professor  
 School Psychology Program  
 College of Education  
 University of Maryland, College Park  
*Email: [yangcy@umd.edu](mailto:yangcy@umd.edu)*

Kate Perry, Ph.D.  
 Program Director, School Psychology Program  
 Training Co-Director, Berkeley Psychology Internship Consortium  
 University of California, Berkeley  
*Email: [kperry@berkeley.edu](mailto:kperry@berkeley.edu)*

Andy Pham, Ph.D.  
 Associate Professor  
 FIU School Psychology Program Director  
 Florida International University  
*Email: [avpham@fiu.edu](mailto:avpham@fiu.edu)*

Aki Murata, Ph.D.  
 Director of Research  
 21<sup>st</sup> Century California School Leadership Academy (21CSLA)  
 Berkeley, CA  
*Email: [akimurata@berkeley.edu](mailto:akimurata@berkeley.edu)*