

# CHUNYAN YANG Ph.D., NCSP

Department of Counseling, Clinical, and School Psychology  
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## 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*  
Advisor: 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.
- 2006      **B.S. Chemistry (Teacher Education Track)**  
Central China Normal University, Wuhan, P.R. China

## PROFESSIONAL EXPERIENCE

- 2016-Present      **Assistant Professor**  
Department of Counseling, Clinical, and School Psychology  
University of California, Santa Barbara
- 2014-2016      **School Psychologist**  
Poudre School District, Fort Collins, CO

## AWARDS AND HONORS

- 2016      Outstanding Dissertation Award, American Psychological Association - Division 16
- 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
- 2013, 2011      Graduate Student Professional Development Award, University of Delaware
- 2013, 2011      School of Education Student Travel Award, 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

**CREDENTIALS**

- 2014 - Present National Certification of School Psychologist (#45089)
- 2014 - Present School Psychologist License (Initial), State of Colorado (#123269)
- 2006 – Present National Certification of Teacher in Chemistry in China (Secondary Level)

**PUBLICATIONS****Peer-reviewed Journal Articles**

- 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, 706-709 & 683. Doi: 10.16128/j.cnki.1005-3611.2016.04.029
- 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 Delaware School Climate Survey – Student. *Chinese Journal of Clinical Psychology*, 24, 250-253. Doi: 10.16128/j.cnki.1005-3611.2016.02.014
- 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. Doi:10.1016/j.tate.2015.10.003
- 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, 165-178. Doi: 10.1080/21683603.2015.1094430
- 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. 23. *Chinese Journal of Clinical Psychology*, 23, 594-596. Doi: 10.16128/j.cnki.1005-3611.2015.04.006
- 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.
- Bear, G. G., **Yang, C.**, & Pasipanodya, E. (2015). School Climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*, 3, 115-129.  
Doi:10.1177/0734282914545748
- 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, 247-260. Doi: 10.1080/21683603.2014.883342
- 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, 339-354. Doi: 10.1007/s10984-014-9162-1
- 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, 7-24. Doi: 10.1037/spq0000002 (sample article of the journal)
- Yang, C.**, Cai, M., & Zhang, A. (2008). Practice and innovation of “Three-Phase Model” in teaching bilingual course in fundamental organic chemistry. *Journal of Huazhong Normal University (In Chinese)*, 2, 68-

70.

**Book Chapter**

O'Brennan, L., Furlong, M., & **Yang, C.** (in press). 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.*

**Technical Manual and Research Report**

Bear, G. G., **Yang, C.**, Mantz, L., Pasipanodya, E., Boyer, D., & Hearn, S. (2014). *Technical manual for Delaware School Survey: Scales of school climate, bullying victimization, student engagement, and positive, punitive, and social emotional learning techniques.* Available at University of Delaware, Center for Disabilities Studies, Positive Behavioral Supports and School Climate Project website: <http://wordpress.oet.udel.edu/pbs/wp-content/uploads/2011/12/Technical-Manual-DE-School-Survey-Final-12.8.14.pdf>

**Yang, C.**, & Blank, J. B. (2010). *School climate and school psychology in China: A summary report of graduate student grants for global research, internships and performances.* University of Delaware, Office of Graduate and Professional Education. Available at: <http://www.researchgate.net/publication/282506013>

**Manuscripts In Progress**

Wang, C., **Yang, C.**, Xu, J., & Furlong, M. (in revision). Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample. *International Journal of School & Educational Psychology.*

Mantz L., Bear, G. G., **Yang, C.** & Harris, A. (in revision). Validation of a brief measure of student perceptions of core social-emotional learning skills. *Child Indicators Research.*

Bear, G. G., **Yang, C.**, Mantz L. & Harris, A. (submitted). School-wide practices associated with school climate in elementary, middle and high schools. *Teaching and Teacher Education.*

**Yang, C.**, Bear, G. G. & May, H. (to be submitted). The association between social-emotional learning and school engagement: A multilevel approach

**Yang, C.**, Bear, G. G., & May, H. (to be submitted). The multilevel moderation effects of social-emotional learning in the association between bullying victimization and school engagement

**Yang, C.** & Bear, G. G. (in preparation). Validation of the Spanish version of Delaware School Climate Survey-Student

**CONFERENCE PRESENTATIONS**

**Yang, C.**, Ginsburg-Block, M. & Bear, G. G. (2017, February, Accepted). *Multilevel Associations among Bullying Victimization, School engagement and Social-Emotional Learning.* Paper presented at the National Association of School Psychologists Annual Convention, Washington D.C.

**Yang, C.**, Ginsburg-Block, M. & Bear, G. G. (2017, February, Accepted). *Effects of Student and School Demographic Factors on School Engagement.* Poster presented at the National Association of School Psychologists Annual Convention, Washington D.C.

Mantz L., Bear, G. G., **Yang, C.** & Harris, A.. (2017, February, Accepted). *Student Social-Emotional Competencies: Development of a School-wide Assessment.* Poster presented at the National Association

of School Psychologists Annual Convention, Washington D.C.

- Wang, C., Xu, J., **Yang, C.**, & Furlong, M., (2015, September). *Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample*. Paper presented at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- Yang, C.**, & Bear, G. (August, 2013). *School climate and cyber victimization: How are they related?* Poster presentation at Conference of American Psychological Association, Honolulu.
- Bear, G., **Yang, C.**, Huang, X., Zhang, W., & Chen, D. (2013, August). *Student relationships and conduct problems in China and U.S.* Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.
- Chen, D., & **Yang, C.** (2013, February). *School engagement as mediator between school climate and achievement* Poster presented at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the University of Delaware 1<sup>st</sup> 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 presented at the 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 presented at the 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 presented at the 24<sup>th</sup> Annual Marion H. Steele Symposium, Newark, DE.

## RESEARCH SUPPORT

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|----------------------|--|
| 2016                 | <b>Principal Investigator</b> , Diversity Faculty Enrichment Award, UC-Santa Barbara   |
| 2015-Present         | <p><b>Contracted Consultant and Evaluator</b>, Delaware Positive Behavior Support Project, Department of Education and Center for Disability Studies, University of Delaware<br/>Co-Project Directors: Linda Smith and Debby Boyer</p> <ul style="list-style-type: none"> <li>• Supported by Delaware School Climate Transformation grant, a five-year federal grant awarded to the state of Delaware from U.S. Departments of Education</li> <li>• Examined the psychometric properties of the revised version of Delaware School Survey, updated technical manual, provided measurement and assessment feedbacks and reports to the project team, schools and districts</li> </ul> |
| 2012-2013            | <p><b>Graduate Research Fellow</b>, University Competitive Graduate Fellowship awarded from Office of Graduate and Professional Education, University of Delaware (\$16,500)</p> <ul style="list-style-type: none"> <li>• Examined the associations between school climate, student behavior problems, and bullying victimization and the cross-cultural differences of school climate and classroom management techniques</li> </ul>  |
| Summer<br>2011& 2012 | <p><b>Graduate Research Assistant</b>, Delaware Positive Behavior Support Project, Department of Education and Center for Disability Studies, University of Delaware<br/>Co-Project Directors: Linda Smith and Debby Boyer</p> <ul style="list-style-type: none"> <li>• Examined the psychometric properties of the Delaware School Survey including a series of student, teacher, and parents reported school-wide assessment instruments (i.e., the Delaware School Climate Survey, Positive, the Punitive, and Social-Emotional Learning Techniques Scale, the Bullying Victimization Scale, and the School Engagement Scale)</li> </ul>  |
| 2010-2011            | <p><b>Student Principal Investigator</b>, Project Title: "School Climate and Student Behavior Problems: A Perspective from China"</p> <ul style="list-style-type: none"> <li>• Supported by the graduate student research award for Global Research, Internships and Performances awarded from the Office of Graduate and Professional Education, University of Delaware (\$3,750)</li> <li>• Examined Chinese students' perceptions of school climate and student behavior problems by conducting school observations, individual interviews and focus groups with 127 students, teachers and administrators from 10 Chinese schools</li> </ul>                                     |
| 2008-2011            | <p><b>Graduate Assistant</b>, New Directions Early Head Start (NDEHS) Project, Center for Disability Studies, University of Delaware<br/>Project Leader: Heidi Beck</p> <ul style="list-style-type: none"> <li>• Collaborated with family specialist, childcare providers, and parents to conduct quarterly</li> </ul>   |

assessment on the developmental progress of children enrolled in NDEHS (around 100 children, age: 0-48 months)

- Analyzed assessment data and provided quarterly assessment reports and assessment feedbacks to center-based and home-based early childhood intervention providers

### FIELD EXPERIENCE IN SCHOOL PSYCHOLOGY

- 2014-2016 **School Psychologist**, Poudre School District, Fort Collins, CO
- Conducted comprehensive psychoeducational evaluations and functional behavior analysis, coordinated the multi-tier system of supports (MTSS) process at building-level, provided social skill training and counseling services to individual students and groups, provided consultation with teachers and parents, reviewed IEP compliance
  - Conducted Transdisciplinary Play-Based Assessment as a member of district-wide Early Childhood Assessment Team
  - Provided consultation and assessment support to school psychologists and school-based team across district as a member of Multicultural Consultation and Assessment Team
- 2013-2014 **School Psychology Intern**, Delaware Autism Program, McVey Elementary School, and Glasgow High School, Christina School District, Newark, DE  
Supervisors: Laura Donnelly, Psy.D., Nicole Rogers, Psy. D., George G. Bear, Ph.D., Marika Ginsburg-block, Ph.D., Solano Alison, Ed.S., and Amy Lowe, Ed.S.
- Completed 1,500-hour supervised internship by conducting comprehensive psychoeducational evaluations and functional behavior analyses, developing and revising behavior support plans, providing social skill training and counseling services to individual students and groups, providing consultation with teachers and parents, participating in positive behavior support targeted team and classroom-based consultation teams, completing training on the Autism Diagnostic Observation Schedule (ADOS-2), and conducting autism assessment as part of the district-wide assessment team
- Fall 2012 **School Psychology Advanced Practicum Student**, Albany Children's Center and Albany Middle School, Albany Unified School District, Albany, CA (200-hour supervised practicum)
- Spring 2012 **School Psychology Practicum Student**, Bunker Hill Elementary, Appoquinimink School District, Middletown, DE (240-hour supervised practicum)
- Fall 2011 **School Psychology Practicum Student**, P.S. DuPont Middle School, Brandywine School District, Wilmington, DE (235-hour supervised practicum)
- Spring 2011 **School Psychology Practicum Student**, Carrie Downie Elementary School, Colonial School District, Newcastle, DE (235-hour supervised practicum)

### TEACHING EXPERIENCE

- 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
- Fall 2005       **Student Teacher**, No.1 Middle School Affiliated to Central China Normal University, Wuhan, P.R. China

#### **OTHER PROFESSIONAL CONTRIBUTION**

- 2016-present    **Committee Member**, Department Graduate Curriculum Committee, UCSB
- 2016-present    **Reviewer**, International Journal of Mental Health Promotion
- 2009-2015       **Grant Proposal Reviewer**, 21<sup>st</sup> 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**, 10<sup>th</sup> Annual Cross-University Collaborative Mentoring Conference, University of Lehigh, PA

#### **PROFESSIONAL AFFILIATION**

National Association of School Psychologists  
 American Psychological Association & Division 16: School Psychology