Huanhuan (Joy) Wang, PhD, LSSP, LP
Curriculum Vitae

School Psychology Program
Department of Educational Psychology
University of Kansas
Joseph R. Pearson Hall, Room 130R
1122 West Campus Road
Lawrence, KS 66045
785-864-2975; joywang@ku.edu

EDUCATIONAL BACKGROUND

2013–2017: **University of South Florida (USF)**, Tampa, FL, United States
- Doctor of Philosophy in School Psychology (APA-Accredited; NASP-Approved)
- Education Specialist in School Psychology (NASP-Approved)
- Master of Arts in School Psychology

2010–2012: **University of Macau**, Macau, China
- Master of Social Science in Clinical Psychology

2004–2008: **China Agricultural University**, Beijing, China
- Bachelor of Biological Science

PROFESSIONAL POSITION

2025–Present: **Assistant Professor**
School Psychology Program, University of Kansas

2018–2025: **Assistant Professor**
School Psychology Track, College of Education, Texas Tech University (TTU)
- My tenure clock was extended 2 years due to the COVID-19 pandemic

CERTIFICATION AND LICENSURE

- Kansas Licensed Psychologist (#03452)
- Texas Licensed Psychologist (#38976)
- Texas Licensed Specialist in School Psychology (#72021; retired)
- Nationally Certified School Psychologist (NCSP; #49896)
- Certified Parent-Child Interaction Therapy (PCIT) Within Agency Trainer
- Certified PCIT Therapist
- Certified trainer of the Helping Our Toddlers, Developing Our Children's Skills program

AWARDS AND HONORS

- 2024: TTU Meritorious Teaching Performance ($1,750)
- 2023: TTU Open Access Publication Initiative Award ($1,000)
- 2023: TTU Meritorious Teaching Performance ($3,380)
- 2022: TTU Meritorious Teaching Performance ($1,450)
- 2021: TTU Meritorious Teaching Performance ($1,000)

- 2017: USF Graduate Student Travel Grant ($500)
- 2016: FASP Faye Henderson Exemplary Leadership Award for Minority Students ($500)
- 2016: USF Graduate Student Travel Grant ($500)
- 2015: USF Graduate Student Travel Grant ($500)
- 2004–2008: China National Scholarship; Academic Excellence Scholarships; Merit Student

RESEARCH INTERESTS

My research specializes in supporting K–12 students' school well-being (behavioral, emotional, and academic), particularly from an **ecological perspective**. My long-term goal is to translate this knowledge into school-based preventions and interventions. To achieve this goal, I pursue the following lines of research: (1) The intersections of interpersonal relationships (i.e., peer relation, teacher-student relationship, and parent-child relation) on youth well-being (Kiefer & Wang, 2016; Wang et al., 2020; Wang & Kiefer, 2020; Wang et al., 2024; Merrin, Wang, et al., 2024); (2) Feasibility of managing young students' severe school behaviors by involving parents (i.e., school-based PCIT; Wang, Fleming, et al., under review; Wang, Gregory, et al., under review); and (3) Supporting students with elevated stress including academic stress (e.g., Suldo, Wang, et al., 2021) and acute stress (e.g., Tan, Wang, et al., 2023; Tan, Wang, & Zhou, 2024). Additionally, I am interested in measurement development (e.g., Wang et al., 2021).

- ***2018–present:*** Principal Investigator, ECO Research Lab
  - ***Members:*** Multidisciplinary research group consisting of graduate students in school psychology and clinical psychology programs, as well as undergraduate students.
  - ***Activities*:** I model how to organize and implement multiple research projects. Further, I mentor students by actively engaging them in all stages of research, including study conceptualization, data collection, data analysis, dissemination of findings, and seeking external research funding.

PUBLICATIONS

*: *Student co-authors.*

Manuscripts Published

- **Wang, J. H.,** *Fleming, T. C., *Wheeler, K. G, *Pascarella, L. A., *Jackson, J. L., Gregory, K. N., *Huckaby, P. L., & * Muñoz, N. (2026). "I would be there the next day" versus "It's not their business": Parent perceptions of school-based PCIT. *Journal of Emotional and Behavioral Disorders, 34*(3), 119–132. https://doi.org/10.1177/10634266261427720 (2023 impact factor: 1.7).
- Wheeler, K., **Wang, J.,** Gregory, K., Banda, D., Hamrick, J., & Hilbert, S. (2026). Child-directed interaction on autistic children's preverbal skills and their parents' linguistic behaviors. *Child & Family Behavior Therapy, 48*(3), 340–369. https://doi.org/10.1080/07317107.2025.2598327 (2024 impact factor: 1.1)
- **Wang, J. H.**, Merrin, G. J., Wang, X., *Liu, Q., & Kiefer, S. M. (2025). Co-occurring early adolescent ACEs and associations with later peer relationships. *Journal of Youth and Adolescence, 54*, 1827–1844. https://doi.org/10.1007/s10964-025-02157-0 (2023 impact factor: 3.7)
- **Wang, J. H.**, Merrin, G. J., Kiefer, S. M., *Jackson, J. L., *Huckaby, P. L., *Pascarella, L. A., *Blake C. L., Gomez, M. D., & Smith, N. D. W. (2024). Peer relations of adolescents with adverse childhood experiences: A systematic literature review of two decades.

Adolescent Research Review, 9, 477–512. https://doi.org/10.1007/s40894-023-00226-8 (2022 impact factor: 4.7).

- Merrin, G. J., **Wang, J. H.**, Kiefer, S. M., *Jackson, J. L., *Pascarella, L. A., *Huckaby, P. L., *Blake, C. L., Gomez, M. D., & Smith, N. D. W. (2024). Adverse childhood experiences and bullying during adolescence: A systematic literature review of two decades. *Adolescent Research Review, 9*, 513–541. https://doi.org/10.1007/s40894-023-00229-5 (2022 impact factor: 4.7)
- Tan, T. X., **Wang, J. H.**, & *Zhou, Y. (2024). COVID-19 school closures and Chinese children's school readiness: Results from natural experimental data. *British Journal of Educational Psychology, 94*(3), 976–994. https://doi.org/10.1111/bjep.12699 (2023 impact factor: 3.1).
- Tan, T. X., **Wang, J. H.**, *Zhou, Y., & *Deng, Y. (2024). Young children's pre-academic and social skills: Role of parents' locus of control and children's ADHD behaviours. *Oxford Review of Education, 50*(5), 641–657. https://doi.org/10.1080/03054985.2023.2268517 (2022 impact factor: 2.0).
- Tan, T. X., **Wang, J. H.**, *Wang, P., & Huang Y. (2023). Child-parent relationship during the Wuhan COVID-19 lockdown: Role of changes in preschool children's daily routines. *Family Relations*, *72*(1), 92–104. https://doi.org/10.1111/fare.12755 (2021 impact factor: 1.879)
- **Wang, J. H.**, Tan, T, Kamhaus, R., & Yi, Z. (2021). The BASC-3 Behavioral and Emotional Screening System Student Form: Evidence for a unidimensional interpretation among Chinese youth. *Journal of Psychopathology and Behavioral Assessment, 43*, 916–923. https://doi.org/10.1007/s10862-021-09902-2 (2019 impact factor: 2.056).
- Suldo, S. M., **Wang, J. H.**, O'Brennan, L. M., Shaunessy-Dedrick, E., Dedrick, R. F., *DiLeo, L., Ferron, J., M., & Lee, J (2021). A motivational interviewing intervention for adolescents in accelerated high school curricula: Applicability and acceptability in a second sample. *Prevention Science, 22*, 811–825. https://doi.org/10.1007/s11121-021-01204-z (2019 impact factor: 3.103).
- **Wang, J. H**., & Kiefer, S. M. (2020). Joint implications of teachers and classroom peers for adolescents' aggression and engagement. *Journal of Applied Developmental Psychology*, *71*, Article 101199. https://doi.org/10.1016/j.appdev.2020.101199 (2019 impact factor: 2.000)
- **Wang, J. H.**, Kiefer, S. M., *Smith N. D. W., Huang, L., *Gilfix, H. L., & *Brennan, E. M. (2020). Associations of early adolescents' best friendships, peer groups, and coolness with overt and relational aggression. *Journal of Early Adolescence, 40*(6), 828–856. https://doi.org/10.1177/0272431619874400 (2019 impact factor: 2.15)
- Castillo, J. M., Wolgemuth, J. R., Ginns, D. S., *Latimer, J., *Scheel, N., *McKenna, M., March, A. L., Moulton S., **Wang, J.,** Thoman, S., Jenkins, A., Henson, K., & Ferron, J. M. (2018). Protocol for the systematic review of research on professional learning to promote implementation of a multitiered system of support in education. *BMJ Open, 8*(11), 1–8. https://doi. org/10.1136/bmjopen-2018- 024057 (2017 impact factor: 2.413).
- Castillo, J. M., **Wang, J. H.**, *Daye, J., *Shum, K. Z., & March, A. L. (2018). A longitudinal analysis of the relations between professional development, educators' beliefs and perceived skills, and response-to-intervention implementation. *Journal Educational and Psychological Consultation, 28*(4), 413–444. https://doi.org/10.1080/10474412.2017.1394864 (2017 impact factor: 0.636)

- Kiefer, S. M., & **Wang, J. H.** (2016). Associations of coolness and social goals with aggression and engagement during adolescence. *Journal of Applied Developmental Psychology, 44*, 52–62. https://doi.org/10.1016/j.appdev.2016.02.007 (2017 impact factor: 2.636).

Manuscripts and Book Chapters Under Review

- Braunstein, B., Legra, C., **Wang, J. H.,** Smith, N. D., W. (**under review**). *Feeling like a "fish out of water": A mother's reflection on parent-directed interaction phrasing as part of PCIT.*
- Lawrence, T. I., Li, C., **Wang, J. H.,** Kwok, O., & Yoon, M (**under review**). Longitudinal implications of situational and personal factors on adolescent aggression: A two-part mixed-effects model.
- Lawrence, T. I., **Wang, J. H.**, Li, C., Allen, J. P., Anderon, G., & Walker, K (**under review**). Trait anger and adolescent aggressive behavior: Assessing the moderating roles of alcohol, cannabis use and gender differences.
- Lawrence, T. I., & **Wang, J. H. (under review).** *Cognitive processing therapy.* In *Victimology*. STM Learning, Inc.
- Lawrence, T. I., & **Wang, J. H. (under review).** *Screening tools.* In *Victimology*. STM Learning, Inc.

Manuscripts and Book Chapters in Preparation

- Suldo, S. M., Shaunessy-Dedrick, E., Ferron, J. M., Dedrick, R. F., **Wang, J. H.**, & O'Brennan, L. M. *Evaluation of advancing coping and engagement for high school students in accelerated curriculum: A randomized controlled trial* [Current status: writing].
- Pascarella, L. A., **Wang, J. H.,** & Wheeler, K. *PCIT CALM for autistic children with Anxiety: Effects on child anxiety and parental accommodation* [Current status: Writing].
- **Wang, J. H.,** Gregory, K. N., *Fleming, T. C., *Huckaby, P. L., Merrin, G. J., *Pascarella, L. A., & * Muñoz, N. *"They can change the world": Principal perceptions of school-based PCIT.* [**Revising from a reject**].
- **Wang, J. H.**, Merrin, G. J., Liu, Q., Lawrence, T., Wang, X., & Kiefer, S. M. *Adolescent reading underachievement: Ecological analyses of ACEs and peer pathways* [Current status: Writing].
- Merrin, G. J., **Wang, J. H.**, Lawrence, T., Liu, Q., Wang, X., & Kiefer, S. M. *ACEs and peer pathways to school dropout: A longitudinal analysis.* [Current status: Writing].
- Lawrence, T., Merrin, G. J., **Wang, J. H.**, Liu, Q., Wang, X., & Kiefer, S. M. *ACEs and peer pathways to criminal justice involvement: A longitudinal analysis.* [Current status: Writing].
- Merrin, G. J., Lawrence, T., **Wang, J. H.**, Liu, Q., Wang, X., & Kiefer, S. M. *ACEs and peer pathways to delinquency: A longitudinal analysis.* [Current status: Writing].
- Merrin, G., J., Jones, A. E., Xu, Y., Zhang, C., Katkow, E., Hirschman, A., Lawrence, T. I., & **Wang, J. H.** *Scoping review: Bullying perpetration and victimization.* [Current status: data collection].
- **Wang, J. H.,** Smith, N., Merrin, G. J., Brestan-Knight, E., Ryan, M., Legra, C., Braunstein, B., He, Z., Mullinax, H. M., & Cocar Montenegro, F., P. *PCIT attrition rate range, patterns, predictors and reasons.* [Current status: data collection; Expect 2–3 manuscripts submission in 2026].

- Kiefer, S. M., & **Wang, J. H.** Adolescent achievement motivation: An umbrella review of the literature In J. M. Mariano, S. M. Kiefer, H. L. Lawford, & J. E. Symonds. *The global handbook of adolescence: Research and youth perspectives.* [Current status: data collection].

GRANTS

- Hamrick, J., & **Wang, J. H.** (2022). *Innovative autism spectrum disorder treatment models* ($1,081,926). Texas Higher Education Coordinating Board, Autism Grant Program. **Unfunded**. Role: Co-PI (contribution: 35%).
- **Wang, J. H.** (2021). *A new approach to address child behavioral problems in schools: Parents and principals' perspectives of parent-child interaction therapy* ($20,000). Society for the Study of School Psychology, Early Career Research Award. **Unfunded**. Role: Principal Investigator.
- **Wang, J. H**., & Dotson, W. (2019). *Reduce disruptive behavior among children with autism: Internet-delivered parent-child interaction therapy (I-PCIT) in community settings* ($40,000). Organization for Autism Research. **Invited for final competition; unfunded**. Role: Principal Investigator.
- **Wang, J. H.** (2019). *Understanding peer relations among youth with childhood trauma: A double-edged sword* ($350,000). William T. Grant Foundation. **Unfunded.** Role: Principal Investigator.
- **Wang, J. H.** (2019*). Experience of peer relations among youth with trauma: A systematic literature review* ($3,960). College of Education, Texas Tech University. **Unfunded**. Role: Principal Investigator.

SCHOLARLY PRESENTATIONS

*: *Student co-authors.*

Accepted Presentations

- Merrin, G. J., Jones, A. E., Xu, Y., Zhang, C., Hirschman, A., Katkow, E., **Wang, J. H.,** Lawrence, T. I., Perez Ternent, A., & Zhang, Z. (2027, April 14–18). *Co-occurring developmental pathways of bullying perpetration and victimization in childhood and adolescence: A scoping review* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON, Canada.
- **Wang, J. H.**, Cocar Montenegro, F. P., Merrin, G. J., & Kiefer, S. M. (2027, February). *Unlocking adolescent academic motivation: Evidence from a decade of Research.* Paper accepted to the 2027 annual convention of the National Association of School Psychologists (NASP). Charlotte, NC.

Referred Presentations

1. **Wang, J. H.**, Merrin, G. J., Liu, Q., Lawrence, T., Wang, X., & Kiefer, S. M. (2026, February 25). *Adolescent reading underachievement: Ecological analyses of ACEs and peer pathways.* Paper submitted to the 2026 annual convention of the National Association of School Psychologists (NASP). Chicago, IL.
2. Merrin, G. J., **Wang, J. H.**, Lawrence, T., Liu, Q., Wang, X., & Kiefer, S. M. (2026, February 26). *ACEs and peer pathways to school dropout: A longitudinal analysis.* Paper submitted to the 2026 annual convention of the National Association of School Psychologists (NASP). Chicago, IL.

3. Merrin, G. J., **Wang, J. H.**, Wang, X., *Liu, Q., & Kiefer, S. M. (2025, June 11). *Early adolescent ACEs and associations with bullying and peer relationship outcomes during late adolescence* [Paper presentation]. World Anti-Bullying Forum 2025, Stavanger, Norway.
4. **Wang, J. H.**, Gregory, K. N., *Huckaby, P. L., * Muñoz, N. N., *Fleming, T. C., & *Pascarella, L. A. (2025, February 20). *"They can change the world": Principal perceptions of school-based PCIT* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
5. **Wang, J. H.**, Merrin, G. J., Wang, X., *Liu, Q., & Kiefer, S. M. (2025, February 21). *An overlooked area in trauma-informed care for adolescents: Peer relations* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
6. *Gregory, K. N., **Wang, J. H.**, Gomez, M., Lee, J., Hawley, P. H. (2025, February 18). *Teacher burnout: An examination of unmet needs* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
7. **Wang, J. H.**, *Wheeler, K., & *Fleming, T. C. (2024, August 10). *A very promising intervention for intensive student behavior: What do principals think of it [Poster presentation]*? American Psychological Association 132nd Annual Convention, Seattle, WA, United States.
8. Merrin, G. J., **Wang, J. H.**, & Blake, C. L. (2023, October 25). *Bullying perpetration and victimization among adolescents with adverse childhood experience: A systematic review* [Paper presentation]. World Anti-Bullying Forum 2023, Raleigh, NC, United States.
9. **Wang, J. H.,** *Pascarella, L. A., *Huckaby, P. L., *Fleming, T. C., * Muñoz, N. N., *Schoener, E. P., *Smith J., & *Gibbs, M. (2022, February 18). *What do parents and principals say about Parent-Child Interaction Therapy* [Paper presentation]? National Association of School Psychologists Annual Convention, Boston, MA, United States.
10. **Wang, J. H.**, Merrin, G. J., *Huckaby, P. L., *Pascarella, L. A., *Jackson, J. L., *Smith, N. D. W., *Schoener, E. P., & Gomez, M. D. (2022, February 18). *Double-edged sword: Peer relations of adolescents with adverse childhood experiences* [Paper presentation]. National Association of School Psychologists Annual Convention, Boston, MA, United States.
11. **Wang, J. H**., *Fleming, T., *Smith, J., *Gibbs, M., *Pascarella, L. A., *Huckaby, P., *Shoumaker, D. B., & *Raborn, J. G. (2021, February 2021). *Addressing child behavioral problems: Parent and administrator perspectives of PCIT* [Paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT (online), United States.
12. Shaunessy-Dedrick, E., Suldo, S., O'Brennan, L., & **Wang., J. H**. (2019, November). *A coping curriculum for AP and IB students: Overview and section on avoiding procrastination* [Poster presentation]. National Association for Gifted Children Annual Convention, Albuquerque, NM, United States.
13. Suldo, S., O'Brennan, L., Shaunessy-Dedrick, E., Dedrick, R., Ferron, J., Shum, K., Storey, E., Hanks, C., Collier, A., Nguyen, D., **Wang, J. H.**, & Gilfix, H. (2019, November). *Equipping freshmen with coping and engagement skills to succeed in accelerated courses: Evaluation of preventative supports* [Poster presentation]. Advancing School Mental Health Annual Conference, Austin, TX, United States.
14. **Wang, J. H.**, & Kiefer, S. M. (2019, March 1). *Joint influence of teachers and classroom peers: Aggression and engagement* [Paper presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.

15. **Wang, J. H.,** Smith, N. D., Brennan, E. M., Gilfix, H., & Kiefer, S. M. (2019, February 27). *Peer contexts and coolness influence on aggression during middle school* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
16. Suldo, S., O'Brennan, L. M., Shum, K. Z., **Wang., J. H.,** Aguirre, M., Gilfix, H. & Shaunessy-Dedrick, E. (2019, February 27). *Teaching teens a superpower: Avoiding procrastination, not schoolwork* [Paper presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
17. Castillo, J. M., **Wang, J. H.**, Shum, K., & Daye, J. (2017, February 24). *Professional development and RtI: Does PD improve implementation* [Paper presentation]? National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
18. Castillo, J. M., Daye, J., Shum, K., & **Wang, J. H.** (2016, November 3). *Professional development and RtI: Does PD improve implementation* [Paper presentation]? Florida Association of School Psychologists Annual Conference, Palm Harbor, FL, United States.
19. O'Brennan, L., Parker, J., Storey, E., Gormley, R., **Wang, J. H.**, & Suldo, S. (2016, November 3). *Integrating mindfulness strategies into a high school coping skills curriculum* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Palm Harbor, FL, United States.
20. Kiefer, S. M., & **Wang, J. H.** (2016, April). *Coolness and social goals: Influence on subsequent aggression and engagement during early adolescence* [Paper presentation]. American Educational Research Association Annual Meeting, Washington DC, United States.
21. Suldo, S, **Wang, J. H.**, Hofmann, N., Hearon, B., Shaunessy-Dedrick, E., Schick, C., Gonzalez, O. H., & Cambric, M. (2016, February 11). *Cultivating students coping skills: Managing stressors at school and beyond* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
22. **Wang, J. H.**, & Kiefer, S. M. (2016, February 10). *Coolness and social goals influence aggression and engagement during adolescence* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
23. **Wang, J. H.**, Oakland, T., & Kane, H. (2016, February 10). *Gender differences in adaptive behavior in young children* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
24. Suldo, S, **Wang, J. H.**, Hofmann, N., Hearon, B., Shaunessy-Dedrick, E., Schick, C., Gonzalez, O. H., & Cambric, M. (2015, October 29). *Helping students cope with stressors at school and beyond* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Kissimmee, FL, United States.
25. **Wang, J. H.**, & Kiefer, S. M. (2015, October 29). *Influence of coolness and social goals on aggression and engagement during adolescence* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Kissimmee, FL, United States.
26. Lynn, C., **Wang, J. H.**, & Storey, E. (2015, October 29). *Responding to suicide: Strategies for prevention, intervention, and postvention in schools* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Kissimmee, FL, United States.
27. **Wang, J. H.**, Oakland, T., & Kane, H. (2015, October 28). *Gender differences in adaptive behavior in young children* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Kissimmee, FL, United States.

28. Kiefer, S. M., & **Wang, J. H.** (2015, March 20). *Influence of coolness and social goals on aggression and engagement during adolescence* [Poster presentation]. Society for Research in Child Development Biennial Convention, Philadelphia, PA, United States.
29. Mattison, A., Frank, M., **Wang, J.,** Hearon, B., & Suldo, S. (2015, February). *Manualized evidence-based intervention for students with anger and reactive aggression* [Poster presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
30. Suldo, S., Shaunessy-Dedrick, E., Hearon, B., **Wang, J. H.**, & Natalie Hofmann. (2015, February 19). *What does it take to succeed in AP and IB? Student, parent, and educator perspectives* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
31. Hearon, B., Suldo, S., Connolly, J., Mattison, A., **Wang, J**. **H**., & Hofmann, N. (2015, February 17). *Universal approaches for identifying secondary students with anxiety and depression* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
32. Suldo, S., Shaunessy-Dedrick, E., Hearon, B., **Wang, J. H.**, & Natalie Hofmann. (2014, November 6). *What does it take to succeed in AP and IB? Student, parent, and educator perspectives* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Sarasota, FL, United States.
33. Hearon, B., Suldo, S., Connolly, J., Mattison, A., **Wang, J. H.,** & Hofmann, N. (2014, November 6). *Universal approaches for identifying secondary students with anxiety and depression* [Paper presentation]. Florida Association of School Psychologists Annual Conference, Sarasota, FL, United States.
34. Roth, R., Hearon, B., Suldo, S., Hofmann, N., **Wang, J. H.**, & Gelley, C. (2014, August). *Students missed and misidentified in school-wide identification of internalizing disorders* [Poster presentation]. American Psychological Association 122nd Annual Convention, Washington, DC, United States.
35. Suldo, S., Garofano, J., Roth, R., Hearon, B., **Wang, J. H.**, Sabnis, S., & Lam Y. H. (2014, August). *Moving a district to a multi-tiered system of support for students' mental health* [Poster presentation]. American Psychological Association 122nd Annual Convention, Washington, DC, United States.

TEACHING EXPERIENCES

Courses Taught: University of Kansas (2025–present)

- EPSY975: Therapeutic Interventions in Schools
- EPSY770: Developmental Psychopathology—Diagnosis, Intervention, and Prevention
- EPSY860: Behavior Problems and Personality Assessment

Courses Taught: Texas Tech University (2018–present)

- EPSY5391: Function-based Behavior Assessment & Intervention in Schools
- EPSY5393: Counseling Interventions for School Psychologists
- EPSY5394: Advanced Evidence-Based Interventions
- EPSY5396: Biological Bases for Learning Behavior

Courses Taught: University of South Florida (2016–2018)

- EDG7391: Motivation in Applied Contexts (co-taught with Dr. Sarah Kiefer)

- EDF7138: Adolescent Development (co-taught with Dr. Sarah Kiefer)

New Course Development: Texas Tech University (2018–2020)
- EPSY5393: Counseling Interventions for School Psychologists (2018)
- EPSY5391: Function-based Behavior Assessment & Intervention in Schools (2019)
- EPSY5394: Advanced Evidence-Based Interventions (2020)
- EPSY5396: Biological Bases for Learning Behavior (2020)

Doctoral Committee Chair and Co-Chair
- Yury Munguia (**Completed Summer 2025**). *Implementing Parent-Child Interaction Therapy (PCIT) among Latinx families: Challenges and adaptations.*
- Katherine Wheeler (**Completed Summer 2024**). *Parent-Child Interaction Therapy and language in children on the autism spectrum.*
  - TTU Graduate Student Research Support Award ($1,500)
- Natalie Muñoz (**Completed Summer 2024**). *Teachers' perspectives on a novel approach to involve parents in managing school behavioral issues.*
- Kassi Gregory (**Completed Summer 2023**). *The role of student aggression and secondary traumatic stress on teacher burnout.* Co-chair: Dr. Patricia Hawley.
- Lauren A. Pascarella (**Completed Summer 2022**). *Modified Parent-Child Interaction Therapy (PCIT) for children with autism spectrum disorder and comorbid anxiety symptoms.* Co-chair: Dr. Jason Van Allen.
  - TTU Graduate Student Research Support Award ($1,500)

Doctoral Committee Member
- Michelle Zweibach (2023). *Internal and external factors related to grade level retention in a national sample of elementary students*.
- Misty Boggs-Lopez (2023). *The role of self-efficacy and trauma-informed training for teachers perceived use of trauma-informed classroom interventions.*
- Ariel Kirkland (2023). *Examining school psychologists' predictions of trauma symptom identification self-efficacy using trauma-informed training, years of experience, and provision of therapy.*
- Seth Corley (2022). *School psychologists' perceptions, training, and experience related to early onset schizophrenia*.
- Linda Garza (2021). *Development and evaluation of the Counseling as a Related Service (CRS) scale: School mental health professionals' perceptions and service eligibility of counseling as a related service.*
- Jennifer M. Baker (2020). *A mixed methods approach to examining student transitions from alternative placements back into the classroom.*
- Aaron D. Aguilar (2019). *Examining the use of technically adequate behavioral intervention plans in a self-contained classroom to increase teacher fidelity implementation.*

Undergraduate Honors Thesis Co-chair
- Emily Schoener (2021). *Parent training programs and their school outcomes in children: A systematic literature review*. Co-chair: Lauren A. Pascarella, M.A, PhD candidate.

PROFESSIONAL CLINICAL EXPERIENCES

Postdoctoral Experience

2018–2019: **Texas Tech University**
Supervisor: Michael Gomez, PhD, Licensed Psychologist.

- Advanced PCIT training (12-month Within Agency Trainer course) and delivery.
- Advanced trauma-focused cognitive behavioral therapy (TF-CBT) training and delivery.
- Supervised 10 master students on functional behavioral assessments and interventions.
- Supervised nine doctoral students on school-based individual counseling.

2017–2018: **University of South Florida**
Supervisors: Kathleen Armstrong, PhD, Licensed Psychologist;
Emily Shaffer-Hudkins, PhD, Licensed Psychologist;
Shannon Suldo, PhD, Licensed Psychologist.

- Advanced training and delivery of PCIT.
- Conducted group behavioral parenting training (Hot Docs, a 7-week class).
- Participated in home- or daycare-based coaching for caregivers to manage challenging infant and toddler behaviors.
- Provided individual counseling to children.
- Conducted psychological evaluation for infants, toddlers, and young children (e.g., developmental delay, autism spectrum disorder).
- Participated in intervention research: *Facilitating academic success and emotional well-being among high school students in accelerated curricula.*
  - Conducted motivational interviewing with students at risk of mental health and academic achievement.
  - Monitored the project's intervention delivery fidelity.
  - Managed the project dataset.

Doctoral Internship in School Psychology

2016–2017 (2000+ hours): **Hillsborough High, Rodgers Middle & Pizzo Elementary School**, Hillsborough County, FL
Site Supervisors: Evelyn Hernandez, PsyD, Licensed Psychologist;
Monica Lake, PsyD, Licensed School Psychologist, NCSP.
University Supervisor: George Batsche, EdD, NCSP, Licensed Psychologist.

Direct Tier III (intensive) support for students

- Individual counseling with a CBT framework (e.g., anger, anxiety, stress, social skills deficits, and academic struggles).
- Functional behavioral assessment & interventions (e.g., aggression, task avoidance).
- Psychological evaluations (e.g., specific learning disabilities, autism spectrum disorder, emotional behavioral disability, intellectual disabilities, and gifted).
- Mentored students with academic challenges.

Direct Tier II (supplemental) support for students

- Co-facilitated four groups for students with anger problems (intervention: Coping Power).
- Co-implemented a mindfulness program (intervention: Inner Explorer).

Direct Tier I (universal) support for students

- Conducted classwide social-emotional training.
- Assisted in school-wide positive behavior support.

Indirect Services

- Teacher/parent consultation on students' emotional, behavioral, and academic well-being.
- Case consultation for Chinese-speaking students.
- Facilitated meetings (e.g., MTSS, student support service PLC).
- Explained psychological evaluations during eligibility meetings.
- Provided in-service training for teachers and other school personnel (e.g., managing classroom behaviors, functional behavioral assessment, motivational interviewing).

Practicum in School Psychology

2015–2016 (8 hours per week): **Leto Comprehensive High School**, Tampa, FL
Site Supervisor: Rance Harbor, PhD
University Supervisors: Lindsey O'Brennan, PhD, Shannon Suldo, PhD
Advanced practicum: Focus on school-based mental health services

- Individual CBT (e.g., anxiety, depression, eating problems, academic stress).
- Group counseling (anxiety group; the C.A.T. project).
- Implemented evidence-based interventions learned in prior coursework: MATCH-ADTC, (Brief) Coping Cat, the C.A.T. Project, Skillstreaming, Best of Coping, etc.
- Fluent with record reviews, observations, and interviews (student, parent, and teacher).
- Fluent with social-emotional/behavior rating scales: *Behavioral Assessment System for Children-2* (BASC-2), *Adolescent Psychopathology Scale* (APS), *Achenbach System of Empirically Based Assessment* (ASEBA)*, Multidimensional Students' Life Satisfaction Scale* (MSLSS), *Behavioral Rating Inventory of Executive Function* (BRIEF), *Conner's Rating Scale-3*, *Multidimensional Anxiety Scale for Children-2* (MASC-2), *Revised Children's Manifest Anxiety Scale-2* (RCMAS-2)*, Children's Depression Inventory-2* (CDI-2), etc.

2014–2015 (16 hours per week): **Hudson Elementary School**, Hudson, FL
Site Supervisor: Katina Tucker, Ed.S.
University Supervisor: Julia Ogg, PhD, NCSP
2nd year practicum: Focus on academic and behavioral assessment & interventions
Direct Tier III support:

- Conducted functional behavioral assessment and implemented behavior interventions (e.g., non-compliance, off-task behavior).
- Provided social skills training.
- Intervened academic problems (reading fluency and math computation) via Response to Intervention (RtI): problem identification (Aimsweb); problem analysis; intervention implementation (Graphosyllabic Analysis & Touch Math); progress monitoring (Aimsweb).
- Utilized Brief Experiment Analysis to find the most effective evidence-based intervention for phonemic awareness difficulty (Elkonin Boxes).
- Administered norm-referenced assessments (e.g., Kaufman Test of Educational Achievement II, Woodcock-Johnson Achievement III).

Direct Tier II support:

- Co-facilitated an anger management group for boys.
- Co-facilitated the check-in-check-out program.

Direct Tier I support:

- Provided classwide social skill training (identify feelings; first-grade class).
- Read Independent Reading Level Assessment books with first- and second-grade students.

Indirect Services

- Teacher/parent consultation regarding students' behavioral and academic well-being.
- Participated in School-Based Intervention Team meetings.

2013–2014 (8 hours per week): **Crestwood Elementary School**, Tampa, FL
Site Supervisor: Elizabeth Luis, Ed.S.
University Supervisor: Linda Raffaele Mendez, PhD
1st year practicum: Focus on assessment of academic and behavioral problems

- Fluent with data collection through the first two steps of the RtI framework: problem identification and problem analysis (collected data through curriculum-based assessment, systematic observations, teacher interviews, record reviews, etc.).
- Analyzed the instructional designs of English Language Arts and Math classes.
- Observed norm-referenced assessment administration (e.g., Kaufman Assessment Battery for Children II).
- Attended RtI meetings at the school.

Practicum in Clinical Psychology
2011–2012 (440 hours): **The School of the Nations,** Macau, China
Supervisors: Kay Sio Nga Chang, PsyD (fall), Mary Man Yee Poon, PsyD (spring).

- Individual cognitive behavioral therapy (e.g., anxiety, peer relationships).

2011 summer (220 hours): **Caritas Longevity Special Day Care Center,** Macau, China
Supervisor: Soo Yun Uhm, PhD

- Individual counseling for elderly clients with adjustment issues.
- Co-led a workshop on cognitive distortion.

2010–2011 (340 hours): **Caritas Mental Retardation Center,** Macau, China
Supervisor: Kay Sio Nga Chang, PsyD

- Individual counseling (e.g., emotion regulation, following directions, adjustment difficulties).

PROFESSIONAL SERVICE

EDITORIAL SERVICE

Editorial Board Member
2020–present: *School Psychology Review*
2020–present: *School Mental Health*
2019–2021: *Psychology in the Schools*

Ad Hoc Reviewer
Adolescent Research Review, Asian Journal of Social Psychology, Developmental Psychology, Journal of Early Adolescence, Journal of Research on Adolescence, Journal of School Psychology, Learning and Individual Differences, School Mental Health, School Psychology Quarterly, Social Development.

Conference Proposal Reviewer
2015: School and Educational Context Panel, Society for Research on Adolescence (Supervisor: Dr. Sarah Kiefer)

INTERNATIONAL SERVICE

2015: Co-translated International Test Commission Guidelines for Translating and Adapting Tests into Chinese

2014–2015: Co-translated International Test Commission Guidelines on Test Use into Chinese (Supervisor: Dr. Thomas Oakland)

NATIONAL AND STATE SERVICE

2026: KASP trainer representative

2019: NASP program accreditation reviewer

SERVICE TO UNIVERSITY

2019–2025: Dean's representative for dissertation defenses across campus at TTU

SERVICE TO COLLEGE

2020: College of Education, program reviewer, TTU

SERVICE TO DEPARTMENT

2019–2020: Merit Pay Ad Hoc Committee, TTU

2019: Faculty search committee for Developmental Learning Science, TTU

SERVICE TO PROGRAM

2023–2024: Faculty search committee for School Psychology, TTU

2022–2023: Faculty search committee for School Psychology, TTU

2021–2022: Faculty search committee for School Psychology, TTU

SERVICE TO SCHOOLS AND COMMUNITY

2022–2023: Supported a local (Lubbock, TX) school psychologist to build a school-based mental health clinic on evidence-based interventions (e.g., PCIT, TF-CBT).

2020: Region 17 Mental Health Virtual Conference (Lubbock, TX), guest speaker. *Address child behavioral problems during COVID-19: Implications of Parent-Child Interaction Therapy for schools.*

2019: Region 17 Special Education Summer Conference (Lubbock, TX), guest speaker with Dotson, W., Gomez, M., & Harris, J. *Multidisciplinary interventions for complex cases: ABA, PCIT, & TF-CBT*.

2018–2019: Research advisor to a local International Baccalaureate (IB) high school student (Lubbock, TX) for her end-of-program research project.

2015: Area 7 of Hillsborough County School Psychologist Professional Development Meeting (Tampa, FL), guest speaker with Suldo, S, Hofmann, N., Hearon, B., Shaunessy-Dedrick, E., Schick, C., Gonzalez, O. H., & Cambric, M. *Helping students cope with stressors at school and beyond*.

PROFESSIONAL AFFILIATIONS

2026–present: Kansas Association of School Psychologists (KASP)

2023–present: American Psychological Association (APA)

2013–present: National Association of School Psychologists (NASP)

2018–2021: Texas Association of School Psychologists (TASP)
2014–2018: International School Psychology Association (ISPA)
2013–2018: Florida Association of School Psychologists (FASP)
2012–2013: Macao Psychological Professional Society

PROFESSIONAL DEVELOPMENT

2020: Child-Adult Relationship Enhancement (CARE) Facilitator Training
- **Trainer:** Robin Gurwitch, PhD; Duke University Medical Center, Durham, NC
- Half-day + 12-month consultation [*Note: The 12-month consultation was interrupted by the COVID-19 pandemic*].

2020: Child-Adult Relationship Enhancement (CARE), half-day
- **Trainer:** Robin Gurwitch, PhD; Duke University Medical Center, Durham, NC

2019: Trauma-Focused Cognitive Behavioral Therapy, 6-month consultation
- **Trainer:** Michael Gomez, PhD; Lubbock, TX

2018: Trauma-Focused Cognitive Behavioral Therapy, 3-day introductory training
- **Trainer:** Michael Gomez, PhD; Lubbock, TX

2018: WPS Autism Diagnostic Observation Schedule, Second Edition Clinical Workshop
- **Trainer:** Rachel Hundley, PhD; Austin, TX

2018: NASP PREPaRE WS1: Comprehensive School Safety Planning
- **Trainer:** Ms. Nickie Zenn; Tampa, FL

2015: Certified Youth Mental Health First Aider
- **Trainers**: Drs. Natalie Romer & Shannon Suldo; Tampa, FL

REFERENCES

Shannon Suldo, PhD
Professor and Licensed Psychologist
School Psychology Program, **University of South Florida**
Email: suldo@usf.edu
Phone: (813) 974-2223

Sarah Kiefer, PhD
Professor
Educational Psychology Program, **University of South Florida**
Email: kiefer@usf.edu
Phone: (813) 974-0155

Gabriel "Joey" Merrin, PhD
Assistant Professor
Human Development and Family Science, **Syracuse University**
Email: gjmerrin@syr.edu
Phone: (315) 443-4827