

Mei-ki (Maggie) Chan

Professional Position

2025-present	Assistant Professor, School Psychology Program, APA accredited/NASP approved Berkeley School of Education, University of California, Berkeley
2023-2025	Assistant Professor, School Psychology Program, APA accredited/NASP approved Department of Psychology, Utah State University

Education

2023	Ph.D. in Counseling, Clinical, and School Psychology (Combined) The University of California, Santa Barbara
2021	Master of Education (M.Ed.) The University of California, Santa Barbara
2018	PGD.Ed (Teacher Credential in Mathematics) The Chinese University of Hong Kong
2015	B.S.Sc. in Psychology, First Class Honours The Chinese University of Hong Kong

Awards and Fellowships

2026	Lightner Witmer Award, <i>American Psychological Association, Division 16</i>
2026	Early Career Award, <i>Trainers of School Psychologists Association</i>
2023-2024	Early Career Scholar Award, <i>Society of the Study of School Psychology</i>
2023	Outstanding Dissertation Award, <i>American Psychological Association, Division 16</i>
2022	Outstanding Student Reviewer Award, <i>School Psychology Review</i>
2021-2022	Gale and Richard Morrison Fellowship, <i>UCSB</i>
2020-2021	Graduate Student Scholarship Award, <i>Trainers of School Psychologists Association</i>
2019-2020	James Hong Memorial Research Fellowship, <i>UCSB</i>
2018-2019	Gevirtz Graduate School of Education Travel Grant, <i>UCSB</i>
2017-2018	Academic Performance Award, Faculty of Education, <i>The Chinese University of Hong Kong</i>
2017-2018	Tin Ka Ping Foundation Educational Research Fellowship, Faculty of Education, <i>The Chinese University of Hong Kong</i>
2014-2015	Mr. & Mrs. Lam Wing-tak Scholarship, <i>The Chinese University of Hong Kong</i>
2014-2015	Dean's List, Faculty of Social Science, <i>The Chinese University of Hong Kong</i>
2012-2013	Dean's List, Faculty of Social Science, <i>The Chinese University of Hong Kong</i>

Research Grants

2024	Research Catalyst Grant, Utah State University. PI: Mei-ki Chan, Ph.D. Co-I: Tyler Renshaw, Ph.D. Title: Uncovering the Causes of Rater Effects to Improve Efficacy in Identification of Students' Social-Emotional and Behavioral Risks and Access to Services: A Mixed-Methods Approach. (Amount Requested: \$29,060.82)
2024	Early Career Research Grant, Society for the Study of School Psychology

PIs: Mei-ki Chan, Ph.D. & Jared Izumi, Ph.D. Title: Unveiling Rater Bias in Social-Emotional and Behavioral Screening with Cognitive Interviews. (Amount: \$19,947; Duration: 7/1/2024-6/30/2025)

2020 Multidisciplinary Research on the Coronavirus and its Impacts (MRCI) Grant, UCSB; PI: Mei-ki Chan. Title: Elementary School Teacher Well-Being and Supportive Measures Amid COVID-19: A Mixed-Methods Study (Amount: \$2,500)

Peer-reviewed Articles and Book Chapters ([Googler Scholar](#); * Denotes Graduate Student Author; N = 45)

- Chan, M.** (2026). Validation of Student Wellbeing Teacher-Report Scale (SWTRS) using multilevel factor analysis. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000757>
- Chan, M.,** Dowdy, E., Park, H. K., Furlong, M. J., & Nylund-Gibson, K. (2026). Validation of the Social Emotional Distress Survey–Brief Among Adolescents Across 17 Intersecting Sexual and Gender Identities. *Assessment*. Advance online publication. <https://doi.org/10.1177/10731911251413951>
- Chan, M.,** & Benner, A. D. (2026). Through their eyes: Understanding the immediate and cumulative impact of vicarious discrimination on adolescents' socioemotional and cognitive-affective reactions. *Developmental Psychology*, 62(6), 1143–1161. <https://doi.org/10.1037/dev0001979>
- Chan, M.,** & Renshaw, T. L. (2026). Quarterly stability of dual-factor mental health profiles among high school students: A latent transition analysis. *School Psychology*, 41(1), 130–135. <https://doi.org/10.1037/spq0000720>
- Chan, M.,** Nie, Q., Teng, Z., Srisarajivakul, E. N., & Wang, Y. (2026). Promoting sustainable teacher well-being through job and personal resources: A one-year longitudinal study. *School Psychology Review*. Advance online publication <https://doi.org/10.1080/2372966X.2026.2657788>
- Chan, M.,** Srisarajivakul, E. N., & Renshaw, T. L. (2026). Effects of social media time and exposure to same-race members on adolescents' school-based social adjustment. *Journal of Adolescence*, 98(2), 535–549. <https://doi.org/10.1002/jad.70080>
- Pan, Y., **Chan, M.,** Yuan, Y., Li, S., He, L., & Zeng, L. (2026). The change in child sexual abuse victimization among Chinese children and adolescents (2000–2022): A cross-temporal meta-analysis. *Trauma, Violence, & Abuse*, 27(1), 190–202. <https://doi.org/10.1177/15248380241306036>
- Renshaw, T. L., **Chan, M.,** Moore, S. A., Clark, K. N., Franzmann, T. K., & Ruff, E. (2026). Dual-factor mental health profiles in adolescents: Sociodemographic covariates and associations with psychosocial and educational outcomes. *Psychology in the Schools*, 63(6), 1060–1077. <https://doi.org/10.1002/pits.70149>
- Srisarajivakul, E. N., Chan, M.-K., Thornton, K. B., & Renshaw, T. L. (2026). Latent profiles of social media use among adolescents: Exploring differences across demographics, academics, and psychosocial outcomes. *School Psychology*, 41(1), 86–99. <https://doi.org/10.1037/spq0000703>
- Chan, M.,** & Benner, A. D. (2025). Promoting cross-racial and ethnic friendships in schools: Roles of school diversity and interracial climate and intersections with immigrant status. *Journal of Youth and Adolescence*, 54(7), 1718–1731. <https://doi.org/10.1007/s10964-025-02182-z>
- Chan, M.,** & Benner, A.B. (2025). A consideration of diversity conceptualization and measurement: Clarifying ambiguities and moving forward. *Educational Psychologist*, 60(2), 69–87. <https://doi.org/10.1080/00461520.2024.2376020>
- Chan, M.,** Chambers, C., & Jimerson, S. R. (2025). Advancing equitable and socially just practices in school psychology: Transformative science informing mental health, safety, and data-based decisions. *School Psychology Review*, 54(2), 143–152. <https://doi.org/10.1080/2372966X.2025.2457891>

- Chan, M., & Chen C.** (2025). Validating ideal and actual positive affect measure among Chinese adolescents: Affect Valuation Theory. *Journal of Psychoeducational Assessment*. 43(2), 216–233. <https://doi.org/10.1177/07342829241297892>
- Chan, M. K., Furlong, M. J., & Ruff, E.** (2025). Instruments for Dual-Factor Mental Health Screening in Elementary Schools: Implications in Mental Health Classification. *Contemporary School Psychology*, 29(2), 333–345. <https://doi.org/10.1007/s40688-024-00521-8>
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J.** (2025). School climate perception among Latinx and White students: An examination of intersecting race/ethnicity and socioeconomic identities in context. *School Psychology Review*. 54(2), 237–249. <https://doi.org/10.1080/2372966X.2023.2301234>
- Chen, Y., Hall, B. J., **Chan, M.**, Wang, Q., Li, J., & Chen, C. (2025). The longitudinal mediating effect of emotion regulation strategies on the reciprocal relationship between parental psychological control and problematic internet use: A three-wave cross-lagged panel analysis. *Journal of Adolescence*, 97(7), 1850–1868. <https://doi.org/10.1002/jad.70007>
- Furlong, M. J., **Chan, M.**, Dowdy, E., Park, H. K., Nylund-Gibson, K., & Geng, A. (2025). Toward an enhanced understanding of the Dual-Factor Model of Mental Health. *School Mental Health*, 18, 91–108. <https://doi.org/10.1007/s12310-025-09816-4>
- Izumi, J. T., & **Chan, M.** (2026). Incremental predictive validity and equity in universal social–emotional and behavioral health screening. *School Psychology*, 41(3), 364–370. <https://doi.org/10.1037/spq0000723>
- Renshaw, T. L., Ormiston, H., Zakszeski, B., & **Chan, M.** (2025). Examining the stability of SAEBRs scores, classifications, and latent profiles. *Journal of School Psychology*. 110, 1–19. <https://doi.org/10.1016/j.jsp.2025.101438>
- Nie, Q., Yang, C., Chen, C., Furlong, M., **Chan, M.**, Zhang, D., ... & Teng, Z. (2025). Growing minds, diverging paths: Psychological suzhi trajectories and adolescent adjustment in China. *Journal of Youth and Adolescence*, 54(12), 3023–3040. <https://doi.org/10.1007/s10964-025-02228-2>
- Zakszeski, B. N., Ormiston, H. E., Renshaw, T. L., **Chan, M.**, & Osgood, D. (2025). Stability, Latent Profiles, and Sociodemographic Predictors of Student-Rated Social, Emotional, and Behavioral Risk. *School Mental Health*, 17(2), 642–658. <https://doi.org/10.1007/s12310-025-09757-y>
- Furlong, M. J., **Chan, M.**, Dowdy, E., & Nylund-Gibson, K. (2024). Diminished adolescent social well-being during the COVID-19 pandemic. *Child Indicators Research*, 17, 901–930 <https://doi.org/10.1007/s12187-024-10108-7> (Q1; 5-year IF: 2.7)
- Pan, Y., **Chan, M.**, Hu, T., & Liu, G. (2024). The longitudinal association between self-esteem and social relationships among Chinese adolescents: A between-and within-person effects analysis. *Journal of Happiness Studies*. 25(7), 106. (Q1; 5-year IF: 4.5)
- Furlong, M., O'Malley, M., **Chan, M.**, Dowdy, E., Goodwin, J., Ortiz, A., Nylund-Gibson, K., & Hanson, T (2024). The California Student Wellness Index development, validation, and multi-tier applications. *Contemporary School Psychology*. (N/A; IF: 1.3)
- Jimerson, S., Allen, J., Arora, P., Blake, J., Canivez, G., Chambers, C., **Chan, M.**, Espelage, D., Gonzalez, J., Gormley, M., Graves, S., Holland, S., Huang, F., January, S., Kaur, L., Kim, E., LaSalle, T., Mittelstet, A., Phelps, C, Reinke, A., Renshaw, T., Song, S., Sullivan, A., Wang, C., Worrell, F., & Yang, C. (2024). Advancing diversity, equity, and inclusion in school psychology science and scholarship: Changing training and practice in the field of school psychology. *Canadian Journal of School Psychology*. Advance online publication <https://doi.org/10.1177/08295735241266746> (Q2; 5-year IF: 2.5)
- Chan, M.**, Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2023). Associations of school diversity with students' race-based victimization and school connectedness: A combined influence of student and teacher racial/ethnic diversity and socioeconomic diversity. *Journal of Youth and Adolescence*, 52, 44–60. <https://doi.org/10.1007/s10964-022-01715-0> (Q1; 5-year IF: 5.7)
- Nylund-Gibson, K., Garber, A. C., Carter, D. B., **Chan, M.**, Arch, D. A. N., Simon, O., Whaling, K., Tartt, E., & Lawrie, S. I. (2023). Ten frequently asked questions about latent transition

- analysis. *Psychological Methods*, 28(2), 284–300. <https://doi.org/10.1037/met0000486> (Q1; 5-year IF: 11.5)
- Chan, M.**, Furlong, M. J., Nylund-Gibson, K., & Dowdy, E. (2022). Heterogeneity among moderate mental health students on the Mental Health Continuum-Short Form (MHC-SF). *School Mental Health*, 12, 416–430. <https://doi.org/10.1007/s12310-021-09476-0> (Q1; 5-year IF: 3.2)
- Chan, M.**, Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2022). Relations of students' perceived support profiles with academic and psychological functioning among adolescents. *Journal of School Psychology*, 91, 160–177. <https://doi.org/10.1016/j.jsp.2022.01.006> (Q1; 5-year IF: 5)
- Yang, C., **Chan, M.**, Lin, X., & Chen, C. (2022). Teacher victimization and teacher burnout: Multilevel moderating role of school climate in a large-scale survey study. *Journal of School Violence*, 21(2), 206–221. <https://doi.org/10.1080/15388220.2022.2041023> (Q1; 5-year IF: 2.7)
- Yang, C., **Chan, M.**, Nickerson, A. B., Jenkins, L., Xie, J.-S., & Fredrick, S. S. (2022). Yang, C., Chan, M. K., Nickerson, A. B., Jenkins, L., Xie, J. S., & Fredrick, S. S. (2022). Teacher victimization and teachers' subjective well-being: Does school climate matter?. *Aggressive Behavior*, 48(4), 379–392. <https://doi.org/10.1002/ab.22030> (Q1; IF: 2.9)
- Denson, N., Ing, M., Arch, D. A. N., Garber, A. C., **Chan, M.**, Carter, D. B., & Nylund-Gibson, K. (2022). A latent class analysis of students' openness to learning from diverse others. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000451> (Q1; 5-year IF: 3.1)
- Chan, M.**, Sharkey, J. D., Lawrie, S. I., Arch, D. A. N., & Nylund-Gibson, K. (2021). Elementary school teacher well-being and supportive measures amid COVID-19: An exploratory study. *School Psychology*, 36(6), 533–545. <https://doi.org/10.1037/spq0000441> (Q1; 5-year IF: 3.2)
- Yang, C., **Chan, M.**, Chen, C., & Jimerson, S. R. (2021). Parental perceptions of school climate in the United States and China: Advancing cross-country understanding. *School Psychology*, 36(1), 24–33. <https://doi.org/10.1037/spq0000421> (Q1; 5-year IF: 3.2)
- Yang, C., Chen, C., Lin, X., & **Chan, M.** (2021). School-wide social emotional learning and cyberbullying victimization among middle and high school students: Moderating role of school climate. *School Psychology*, 36(2), 75–85. <https://doi.org/10.1037/spq0000423> (Q1; 5-year IF: 3.2)
- Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., **Chan, M.**, & Furlong, M. J. (2021). Validation of a social emotional wellness survey among Japanese elementary school students. *The Educational and Developmental Psychologist*, 38(1), 121–130. <https://doi.org/10.1080/20590776.2021.1899748> (5-year IF: 1.6)
- Furlong, M. J., Piqueras Rodríguez, J. A., Chacón-Gutiérrez, L., Dowdy, E., Nylund-Gibson, K., **Chan, M.**, Soto-Sanz, V., Marzo, J. C., Rodríguez- Jiménez, T., & Martínez-González, A. E. (2021). Assessing College Students' Social and Emotional Strengths: A Cross-Cultural Comparison from Mexico, United States, and Spain. *European Journal of Psychology and Educational Research*, 4(2), 123–137. <https://doi.org/10.12973/ejper.4.2.123>
- Yang, C., **Chan, M.**, & Ma, T. (2020). Social-emotional competencies and in-person bullying victimization: The moderating role of school climate across elementary, middle, and high schools. *Journal of School Psychology*, 82, 49–69. <https://doi.org/10.1016/j.jsp.2020.08.002> (Q1; 5-year IF: 5)
- Chen, C., Yang, C., **Chan, M.**, & Jimerson, S. (2020). Bully victimization and parental perception of school climate across U.S. and China. *School Psychology*, 35(5), 311–320. <http://dx.doi.org/10.1037/spq0000405> (Q1; 5-year IF: 3.2)
- Yang, C., Chen, C., **Chan, M.**, Wang, C., Luo, H., & Lin, X. (2020). Training experience in the US school psychology program: Understanding Asian international students' assets, challenges, and coping. *Contemporary School Psychology*, 1–12. <https://doi.org/10.1007/s40688-020-00320-x> (N/A; IF: 1.3)

- Stifel, W. F., Feinberg, D. K., Zhang, Y., **Chan, M.**, & Wagle, R. (2020) Assessment during the COVID-19 pandemic: Ethical, legal, and safety considerations moving forward. *School Psychology Review*, 49(4), 438–452. <http://dx.doi.org/10.1080/2372966X.2020.1844549> (Q1; 5-year IF: 3.6)
- Chan, M.**, 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 and Educational Psychology*, 9(2), 151–171. <https://doi.org/10.1080/21683603.2019.1677539>
- Chan, M.**, Au, W. T. & Hoyan, C. (2019). Exploring theater experiences among Hong Kong audiences. *Cogent Arts & Humanities*, 6, 1–19. <https://doi.org/10.1080/23311983.2019.1588689>. (5-year IF: 0.8)
- Pan, Y., Yang, C., Liu, G., **Chan, M.**, & Liu, C. (2019). Peer victimization and problem behaviors: The roles of self-esteem and parental attachment among Chinese adolescents. *Child Development*. 1–16. <https://doi.org/10.1111/cdev.13319> (Q1; 5-year IF: 6.8)
- He, W. J., Wong, W. C., & **Chan, M.** (2017). Overexcitabilities as important psychological attributes of creativity: A Dabrowskian perspective. *Thinking Skills and Creativity*, 25, 27–35. <https://doi.org/10.1016/j.tsc.2017.06.006> (Q1; IF: 3.7)
- Chan, M.**, & Au, W. T. (2016). Developing and validating a Theater Experience Scale. *Empirical Studies of the Arts*, 35, 169–193. <https://doi.org/0276237416662737>. (IF: 1.8)

National and International Conference Presentations (*Denotes Graduate Student Author; #Denotes Undergraduate Student Author)

- Chan, M.**, Srisarajivakul, E. N., Renshaw, T. L., & *Wang, Y. (2025, April) *A combined influence of student and teacher racial/ethnic and socioeconomic diversity on psychosocial experiences*. American Educational Research Association (AERA) 2025 Annual Meeting. Denver, Colorado, United States.
- Chan, M.**, *Ruff, E., Furlong, M., *Wang, Y., & #Brown, M.E. (2025, February) *Validating and applying dual-factor mental health screeners in elementary schools* [Poster session]. National Association of School Psychologists (NASP) 2025 Convention. Seattle, USA.
- Chan, M.**, *Wang, Y., & #Brown, M.E. (2025, February) *Teacher well-being trajectories and relations with attrition* [Poster session]. National Association of School Psychologists (NASP) 2025 Convention. Seattle, USA.
- *Ruff, E., Renshaw, T. L., *Wang, Y., & **Chan, M.** (2025, February) *Multidimensional item response theory analysis of student subjective wellbeing questionnaire* [Poster session]. National Association of School Psychologists (NASP) 2025 Convention. Seattle, USA.
- Chan, M.**, & Benner, A.B. (2024, September) *Does diversity matter? How interpersonal, structural, and individual factors influence adolescents' adjustment to diversity* [Symposium session]. European Association for Research on Adolescence (EARA) 2024 Conference. Limassol, Cyprus
- Chan, M.**, & Benner, A.B. (2024, September) *Relations of vicarious discrimination with emotional health and perceived social difficulties among U.S. adolescents: A daily diary study* [Paper session]. European Association for Research on Adolescence (EARA) 2024 Conference. Limassol, Cyprus
- Mistry, R., Benner, A.B., & **Chan, M.** (2024, June) *Unmet financial needs versus wants, social isolation, and U.S. adolescents' daily mood & sleep*. The 27th Biennial Meeting of the International Society for the Study of Behavioral Development. Lisbon, Portugal.
- Chan, M.**, Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2024, April) *A combined influence of student and teacher racial/ethnic and socioeconomic diversity on psychosocial experiences*. American Educational Research Association (AERA) 2024 Annual Meeting. Philadelphia, Pennsylvania, United States.
- Chan, M.**, Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2024, April) *Association of racial/ethnic diversity with school climate: Intersecting race/ethnicity and socioeconomic identities*. American Educational Research Association (AERA) 2024 Annual Meeting. Philadelphia, Pennsylvania, United States.

- Chan, M., & Chen, C.** (2023, August) *Applying the measure of ideal and actual affect discrepancies in mental health screening*. American Psychological Association (APA) 2023 Annual Meeting. Washington D.C., United States.
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E.** (2023, August) *Association between school climate and school diversity*. American Psychological Association (APA) 2023 Annual Meeting. Washington D.C., United States.
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E.** (2021, April) *Associations between social support profiles and psychological functioning among early and late adolescents*. Paper presented at American Educational Research Association (AERA) 2021 Annual Meeting. Virtual Conference.
- Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J.** (2021, February) *Profile of perceived social support and impact on psychological functioning across students in early and late adolescence*. Poster presented at National Association of School Psychologists (NASP) 2021 Convention.
- Chan, M., Dowdy, E., & Furlong, M. J.** (2020, August) *Influence of bullying victimization on academic performance across social emotional skills profiles*. Poster presented at American Psychological Association (APA) 2020 Convention. Washington, DC., United States.
- Chan, M., Yang, C., Chen, C. & Vo, R. Q.** (2020, April) *Association between teacher-perceived school disciplinary classes and school climate: A latent class analysis* [Roundtable Session]. Paper presented at American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.
- Yang, C., **Chan, M.**, & Chen, C. (2020, Apr 17 - 21) *Schoolwide social emotional learning and bullying victimization: How does School Climate Matter?* Paper presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.
- Yang, C., **Chan, M.**, Chen, C., Vo, R., & Lai, C. (2020, Apr 17 - 21) *Cross-cultural differences of parental perception of school climate between the United States and China*. Paper presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.
- Chan, M. & Yang, C.** (2020, February) *Relations of disciplinary techniques profiles with school climate and bullying*. Paper presented at the National Association of School Psychology (NASP) 2020 Convention. Baltimore, MD, United States.
- Chan, M., Yang, C., & Furlong, M. J.** (2019, February) *The relationships between psychological strengths and school membership*. Poster presented at National Association of School Psychologists (NASP) 2019 Convention. Atlanta, GA, United States.
- Chan, M., Yang, C., Chen, C., Furlong, M. J., & Dowdy, E.** (2018, October) *Promoting school membership through the strength-based approach: A cross-cultural comparison*. Poster presented at 2018 Annual Conference on Advancing School Mental Health. Las Vegas, NV, United States.
- He, W. J., & **Chan, M.** (2017, August) *Music training facilitates creative thinking via greater interhemispheric interaction*. Paper presented at International Conference on Education, Psychology, and Organizational Behavior (ICEPO 2017). Osaka, Japan.
- Chan, M., He, W. J., & Wong, W. C.** (2017, July) *Can music exposure enhance computational thinking? Insights from the findings on the music-creativity relations*. Poster presented at International Conference on Computational Thinking Education 2017. Hong Kong, China.
- He, W. J., **Chan, M.**, & Wong, W. C. (2017, May) *Music exposure, emotional responses, and creativity: Perspective from the arousal-and-mood hypothesis*. Paper presented at Asian Conference on Education and Psychology. Bangkok, Thailand.
- He, M. W. J., Wong, W. C., & **Chan, M.** (2016, July). *A study of the predictive power of overexcitabilities to creativity*. Paper presented at the 14th Asia Pacific Conference on Giftedness. Macau, China.
- Chan, M., & Au, W. T.** (2015, July). *Developing and validating a Theatre Experience Scale*. Paper presented at the 2015 International Conference on Psychology and The Arts. Valletta, Malta.

So, W. C., Wong, M. K. Y., **Chan, M.**, & Au, R. H. Y. (2015, May). *The development of co-speech gesture and its semantic integration with speech in six – to 12 –year-old children with autism spectrum disorders*. Poster presented at the 2015 International Meeting for Autism Research. Salt Lake City, UT, United States.

Book Chapter

Renshaw, T. L., **Chan, M.**, Phan, M. L., & Farley, C. D. (2025). Assessing mindfulness with youth. In M. Twyford, K. Eklund, E. Dowdy, R. W. Kamphaus, & C. R. Reynolds (Eds.), *Culturally informed approaches to behavioral and educational assessment* (pp. 358–372). Guilford Press.

Technical Reports (# These authors contributed equally to the work.)

Sharkey, J. D., & **Chan, M.** (2021). *Edward Byrne Memorial Justice Grant (JAG) Co-Response Crisis Intervention Team (CIT) Interim Report*. A report funded by Santa Barbara County through a California Board of State and Community Corrections 2019 Edward Byrne Memorial Justice Assistance Grant.

Chan, M#., Schalscha, K. V#., Sarkissian, A. D#., Donnell, E. O., Vega, V., Harris, Tamela., Larez, Natalie., & Cid., D. D., Sharkey, J. D. (2019). *Investigating Social-Ecological Influences of University Substance Use: Student, Faculty, and Staff Perspectives*. A report funded by an Academic Senate grant to Jill D. Sharkey with the Department of Counseling, Clinical, and School Psychology.

Invited Presentations

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| March 2026 | <i>Empowering School Communities to Address Children and Youth Mental Health Crisis</i> , 2026 14 th Conference for Chinese Psychologists, Shenzhen, China. |
| Dec 2025 | <i>Supporting Your Child's Mental Health: Guidance for Caregivers (in Cantonese)</i> , Family Connections Centers, San Francisco, CA, USA. |
| Nov 2025 | <i>Universal Mental Health Screening: Benefits, Implementation, and Ethical Considerations</i> , American Psychological Association. Division 16. Virtual. |

Teaching

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| Spring 2025 | Instructor, Graduate Course: Diversity and Social Justice in School Psychology, USU |
| Fall, 2024 | Instructor, Graduate Course: Practicum in School Psychology, USU |
| Spring, 2024 | Instructor, Graduate Course: Behavioral and Mental Health Intervention in School Psychology, USU |
| 2023-2024 | Instructor, Graduate Course: Practicum in School Psychology, USU |
| 2021-2022 | Teaching Assistant, Graduate Course: Advanced Practicum Supervision, UCSB |
| Summer, 2021 | Instructor, Undergraduate Course: Positive Psychology Across the Lifespan, UCSB |
| Winter, 2020 | Teaching Assistant, Graduate Course: Cognitive Assessment, UCSB |
| Summer, 2020 | Teaching Assistant, Undergraduate Course: Positive Psychology Across the Lifespan, UCSB |
| Fall, 2019 | Teaching Assistant, Graduate course: Cognitive Assessment, UCSB |

Mentoring

University of California, Berkeley

Qualifying Exam

Committee Chair

Makeda Mayes (Education PhD, 2025, Completed, UC Berkeley)

Committee Member

Ilke Bayazitli (Education PhD, 2026, Completed, UC Berkeley)

Oral Exam

Rodrigo Sandoval-Perez (Master, 2026, Completed, UC Berkeley)

Undergraduate Advisee

Kyla Kuo, URAP Program, (2026-present UC Berkeley)

Shakthi Shree Thoota, URAP Program, (2026-present UC Berkeley)

Nixon BobMan Cheng, URAP Program, (2026-present UC Berkeley)

Dawn Schumacher, URAP Program, (Jan 2026-May 2026 UC Berkeley)

Utah State University

Doctoral Advisee

Emily Ruff (School Psychology, 2023–2025, USU)

Yufu Wang (School Psychology, 2024–2025, USU)

Undergraduate Advisee

Margaret Brown (Psychology Major, 2023–2024, USU)

Laura Kohler (Psychology Major, 2023–2024, USU)

Sophia Baumann (Psychology Major, 2024–2025, USU)

Doctoral Dissertation Committee

Committee Member

Mary Phan (School Psychology, Completed, USU)

Camille Lund (Curriculum & Instruction, Completed, USU)

Caleb Farley (School Psychology, Completed, USU)

Comprehensive Exam

Committee Member

Aliya Halterman (School Psychology, 2023, Completed, USU)

Mary Phan (School Psychology, 2024, Completed, USU)

Kris Franzmann (School Psychology, 2024, Completed, USU)

Professional Services

Served as Editorial Board Member

School Psychology (2024-Present)

Family Process (2024-Present)

School Psychology Review (2024-Present)

Psychology in the Schools (2025-Present)

Served as Ad-Hoc Reviewer:

Educational Psychology Review

School Mental Health

Journal of Adolescence

Journal of Education

Teaching and Teacher Education

Current Psychology

International Journal of School and Educational Psychology

NASP Convention, 2019

American Psychological Association (APA) Convention, 2020
Journal of School Psychology

Served as Scholarship/ Award Reviewer:

Member, Committee for Outstanding Dissertation Award,

American Psychological Association, Division 16, 2024

Chair, Committee for Outstanding Dissertation Award,

American Psychological Association, Division 16, 2025

Chair, Committee for Outstanding Dissertation Award,

American Psychological Association, Division 16, 2026

Professional Credential

Nationally Certified School Psychologist #66619 (current)

Licensed Psychologist # 13555150-2501 (Utah, current)

Pupil Personnel Services Credential (California, current)

Professional Affiliation

American Psychological Association - Division 16, School Psychology (Present)

National Association of School Psychologists (Present)

American Educational Research Association (Present)

Utah Association of School Psychologists (2023-2025)

Clinical Experiences

2026 May-Present	Postdoctoral Training, Cabot Road Treatment, 20 hours/week Supervisor: Sally L. Payson Hays, Ph.D., L.P.
2022-2023	Pre-doctoral Internship, Hawaii Psychology Internship Consortium (APA Accredited), School Based Behavioral Health, Kauai, 40 hours/week Supervisor: Mike Taylor, Ph.D., L.P.
2021-2022	School Psychology Externship, Vandenberg Middle School, Lompoc Unified School District, 10 hours/week Supervisor: Erin Dowdy, Ph.D., NCSP, L.P.; Ulla Lorenz, Ph.D., NCSP.
2020-2021	School Psychology Externship, Hollister Elementary School and Learning Tree Preschool, Goleta Unified School District, 10-12 hours/week Supervisor: Elyse Naylor, Ed.S., NCSP; Erin Dowdy, Ph.D., NCSP., L.P.
2019-2020	School Psychology Practicum, Foothill Elementary School, Goleta Unified School District, 16-18 hours/week Supervisor: Amanda Fox, Ed.S., NCSP; Jill Sharkey, Ph.D., NCSP; Skye Stifel, Ph.D., NCSP.
2019-2020	Graduate Student Clinician, Hosford Clinic/Parent-Child Interaction Therapy Clinic, University of California, Santa Barbara Supervisor: Miya Barnett, Ph.D., L.P.
2018-2019	Practicum Student, Hosford Clinic, University of California, Santa Barbara Supervisor: Heidi Zetzer, Ph.D., L.P.