

Ying Wang

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EDUCATION:

Ph.D., 2014 Developmental Psychology, The Chinese University of Hong Kong.
M.S., 2011 Developmental Psychology, Beijing Normal University.
B.S., 2008 Engineering, Beijing University of Posts and Telecommunications.

PROFESSIONAL EXPERIENCE:

Aug 2024 – present: Affiliate Professor, Grand Valley State University, Department of Psychology

Aug 2023 – July 2024: Visiting Professor, Grand Valley State University, Department of Psychology

Jan 2023 – July 2023: Visiting Scholar, Michigan State University, Department of Human Development and Family Studies

Jan 2023 – May 2023: Adjunct Lecturer, Aquinas College, Department of Psychology and Counselor Education

2021 – 2022: Associate Professor, Tsinghua University, Department of Psychology

2018 – 2021: Assistant Professor, Tsinghua University, Department of Psychology

2016 – 2017: Post-doctoral Fellow, University of Michigan, Psychology

2014 – 2015: Post-doctoral Fellow, The University of Hong Kong, Faculty of Education

RESEARCH INTERESTS:

Understanding the acquisition and development of early language and literacy skills among neurotypical (NT) children and children with ASD is central to my research. Specifically, I studied language (vocabulary and sentence) and literacy (reading and writing) development and effective interventions to enhance communication and language abilities of young children, as well as the reciprocal relationship between early literacy and cognitive development. Grounded in an applied developmental science perspective, my program of research includes three interrelated goals: 1) examine the reciprocal relations between early literacy acquisition and executive function development; 2) explore the heterogeneity of language and literacy abilities among children with autism and design more individualized literacy instruction protocols for different reading profiles; and 3) characterize and examine the expressive language development using large-scale data in children with ASD. My future research will explore how family and school environment and interaction influence the language and literacy learning of children in early years, and what we can do to make language learning easier for children with exceptional needs.

MAIN RESEARCH SPECIALIZATION:

- Early language and cognitive development in multilingual context

- Language and literacy development in young children with autism spectrum disorder (ASD)
- Positive education for young children and families

TEACHING EXPERIENCE:

Introductory Psychology: One section, Undergraduate course, Grand Valley State University (class size = 25)

Research Methods in Psychology, Four sections, Undergraduate course, Grand Valley State University (class size = 14~25)

Statistic for Social Sciences, Undergraduate course, Aquinas College (class size = 18)

Psychology of Personality, Undergraduate course, Aquinas College (class size = 25)

Lifespan Human Development, Undergraduate course, Tsinghua University (class size = 60 ~ 80)

Psychology of Language, Undergraduate course, Tsinghua University (class size = 40 ~ 60)

Developmental Psychopathology, Graduate course, Tsinghua University (class size = 20 ~ 25)

Writing and Presentation, Graduate course, Tsinghua University (class size = 20 ~ 25)

Major Psychological Approaches, Graduate course tutor, CUHK

Introductory Psychology, International Summer School course tutor, CUHK

Psychology of Gender, Undergraduate course tutor, CUHK

REFERREED PUBLICATIONS (*Indicate student author):

Long, B., **Wang, Y.**, Christie, S., Frank, M. C., & Fan, J. E. (2023). Developmental changes in drawing production under different memory demands in a US and Chinese sample. *Developmental Psychology*, 59(10), 1784.

<https://doi.org/10.1037/dev0001600>

Liu, J., *, **Wang, Y.** & Yi, L. (2023). Heterogeneity and imbalance of reading profiles in autism spectrum disorder. *Research in Autism Spectrum Disorders*.

<https://doi.org/10.1016/j.rasd.2022.102088>

Liu, Y., * Chee, J. H., & **Wang, Y.** (2022). Parental burnout and resilience intervention among Chinese parents during the COVID-19 pandemic. *Frontier in Psychology*.

<https://doi.org/10.3389/fpsyg.2022.1034520>

Wang, Y., Lan, Z., Duan, I., Peng, P., Wang, W., & Wang, T. (2022). A meta-analysis on the cognitive and linguistic correlates of reading skills among children with ASD.

Reading and Writing. <https://doi.org/10.1007/s11145-022-10338-7>.

Lau, C., **Wang, Y.**, Chan, S. W., Chen, E. E., McBride, C., Tse, S. K., ... & Rao, N. (2020). Promoting Chinese literacy in south Asian preschoolers and their mothers in Hong Kong: an intervention study. *Early Education and Development*, 31(4), 561-581.

<https://doi.org/10.1080/10409289.2019.1690341>.

McBride, C., **Wang, Y.**, & Cheang, L. M. L. (2018). Dyslexia in Chinese. *Current*

Developmental Disorders Reports, 5(4), 217-225. <https://doi.org/10.1007/s40474-018-0149-y>.

Wang, Y., McBride, C., Zhou, Y., Malatesha Joshi, R., & Farver, J. A. M. (2018). Becoming literate in Chinese: a comparison of native-speaking and non-native-speaking children. *Journal of Research in Reading*, 41(3), 511-524.

<http://doi.org/10.1111/1467-9817.12122>.

Zhou, Y., McBride, C., Leung, J. S. M., **Wang, Y.**, Joshi, M., & Farver, J. (2018). Chinese and English reading-related skills in L1 and L2 Chinese-speaking children in Hong

- Kong. *Language, Cognition and Neuroscience*, 33(3): 1-13.
<https://doi.org/10.1080/23273798.2017.1342848>.
- Wang, Y., & McBride, C. (2017). Beyond copying: A comparison of multi-component interventions on Chinese early literacy skills. *International Journal of Behavioral Development*, 41(3): 389-390. <https://doi.org/10.1177/0165025416637212>.
- Li, T., Wang, Y., X., Tong., & McBride, C. (2017). A Developmental study of Chinese children's word and character reading. *Journal of Psycholinguistic Research*, 46(1): 141-155. <https://doi.org/10.1007/s10936-016-9429-z>.
- Wang, Y., & McBride, C. (2016). Character reading and word reading in Chinese: Unique correlates for Chinese kindergarteners. *Applied Psycholinguistics*, 37(2), 371-386. <https://doi.org/10.1017/S014271641500003X>.
- Liu, D., Chen, X., & Wang, Y. (2016). The impact of visual-spatial attention on reading and spelling in Chinese children. *Reading and Writing*, 29(7), 1435-1447. <https://doi.org/10.1007/s11145-016-9644-x>.
- Wang, Y., Yin, L., & McBride, C. (2015). Unique predictors of early reading and writing: A one-year longitudinal study of Chinese kindergarteners. *Early Childhood Research Quarterly*, 32, 51-59. <https://doi.org/10.1016/j.ecresq.2015.02.004>.
- McBride, C., & Wang, Y. (2015). Learning to read Chinese: universal and unique cognitive cores. *Child Development Perspectives*, 9(3), 196-200. <https://doi.org/10.1111/cdep.12132>.
- Wang, Y., & McBride, C., Chan, S. (2014). Correlates of Chinese kindergarteners' word reading and writing: The unique role of copying skills? *Reading and Writing*, 27(7), 1281-1302. <https://doi.org/10.1007/s11145-013-9486-8>.
- Wang, Y., & Li, Y. (2012). Effects of early experience on children's psychological development. *Psychological Science*, 35(2), 346-351. (in Chinese)
- Li, Y., Wang, Y., Zheng, Y., & Dong, Q. (2010). The Relationship between English learning anxiety of school-age children and teachers' teaching behaviors. *Psychological Development and Education*, 26(1), 42-47. (in Chinese)
- Li, Y., & Wang, Y. (2009). School environment factors and the development of creativity in children and adolescents: A literature review. *Chinese Journal of Special Education*, 2, 80-85. (in Chinese)

Manuscripts in Preparation/under Review:

- Xia, L.* & Wang, Y. (under review). Orthographic pathways for Chinese reading and writing in children with autism spectrum disorder (ASD).
- Lan, Z.* & Wang, Y. (under review). Visual-motor integration and working memory compensate for each other in Chinese literacy development.
- Zhang, C.* & Wang, Y. (in prep). How do emotion valence and arousal influence bilingual cognitive advantages in executive functions? The case of Chinese-English bilinguals.
- Wang, Y., Duan, I., Liu, J., Wang, D., & Luo, C. (in prep). Characterization of Expressive Language Development Using Large-Scale Data in Mandarin-Speaking Children with Autism Spectrum Disorder.

Scholarly Textbook

- Wang, Y. & Peng, K. (Eds.). (2023). *Positive Education with Young Children*. Tsinghua University Press.

Book chapters

- Wang, Y.** (2017). The role of early childhood education in promoting early literacy. In Kucirkova, N., Snow, C., Grover, V., & McBride, C. (Eds). *The Routledge International Handbook of Early Literacy Education*. Abingdon, UK & New York, USA: Routledge.
- Wang, Y., Lam, S. S.-Y., Mo, J., & McBride-Chang, C.** (2014). Pinyin knowledge as a potentially important marker of early literacy development and impairment in mainland Chinese children. In Chung, K. K. H., Yuen, K. C. P., & McInerney, D. M. (Eds). *Understanding Developmental Disorders of Auditory Processing, Language and Literacy across languages: International perspectives*. Charlotte, NC: Information Age Publishing.
- Sun, J., Rao, N., & **Wang, Y.** (2015). Cognitive research in developing countries. Chapter prepared for A. Farrell, S. L. Kagan, & K. Tisdall (Eds.). *Sage Handbook of Early Childhood Research*. Newbury Park, USA: Sage.

ACADEMIC CONFERENCE PUBLICATIONS:

- Xia, L. & **Wang, Y.** (February 2022). Orthographic pathways for reading and writing Chinese in children with autism spectrum disorder (ASD). *Oral Paper presented at the sixth Annual Meeting of Association for Reading and Writing in Asia, Online*.
- Liu, J. & **Wang, Y.** (October 2021). The Reading imbalance hypothesis of autism: Distinct reading profiles in Chinese children with ASD and the early correlates. *Oral paper presented on the PhD Forum at the 23rd Chinese Academic Conference of Psychology, Inner Mongolia, China. (Online)*
- Liu, J. & **Wang, Y.** (May 2021). Profiles and predictors of reading abilities in Chinese children with autism spectrum disorder. *Oral Paper presented at the Twentieth Annual Meeting of International Society for Autism Research, Online*.
- Liu, J. & **Wang, Y.** (March 2021). Cognitive and linguistic correlates of reading ability among Chinese children with ASD. *Oral Paper presented at the fifth Annual Meeting of Association for Reading and Writing in Asia, Online*.
- Wang, Y., Lan, Z., & Liu, J.** (September 2020). Exploring the reciprocal relations between Chinese literacy skills and executive function development. *Oral Paper presented at the fourth Annual Meeting of Association for Reading and Writing in Asia, Online*.
- Wang, Y., & Lan, Z.** (July 2020). Exploring the compensatory pattern of visual-motor integration and working memory for Chinese early literacy skills. *A paper accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled)*.
- Wang, Y., McBride, C., & Ho, CSH.** (July 2019). Universal and unique correlates of spelling in Chinese and English poor spellers. *Poster presented at the Twenty-sixth Annual Meeting of Society for the Scientific Study of Reading Conference, Toronto, Canada*.
- Wang, Y., Ahmed, S., & Morrison., F. J.** (April 2017). Developmental differences in subcomponents of self-regulation and their relationships with academic achievement: A Two-year Study. *Symposium Paper presented at the 2017 SRCD Biennial Meeting, Austin, Texas, USA*.
- Wang, Y., Ahmed, S., & Morrison., F. J.** (September 2016). Gender and SES differences in subcomponents of executive function in kindergarten and first grade. *Poster presented at the 2016 International Mind, Brain and Education Society (IMBES), Toronto, Ontario, Canada*.
- Wang, Y., McBride, C., Zhou, Y. L., Joshi, R. M., & Farver, J. A. M.** (July 2016). How can non-Chinese-speaking children learn Chinese more effectively? *Paper presented at*

the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading Conference, Porto, Portugal.

- Wang, Y.,** Nirmala, R., & Sun, J. (June 2015). Early language development in the east asia pacific. *Paper presented at the Quality Childhood Conference International 2015, Hong Kong.*
- Wang, Y.,** & McBride-Chang, C. (July 2013). The unique correlates of children's word writing in Chinese and English. *Paper presented at the Twentieth Annual Meeting of Society for the Scientific Study of Reading Conference, Hong Kong.*
- Wang, Y.,** & McBride-Chang, C. (April 2013). The unique correlates of Chinese children's word reading and writing development. *Poster presented at the 2013 SRCD Biennial Meeting, Seattle, USA.*
- Wang, Y.,** & McBride-Chang, C. (October 2012). The role of copying skill in early Chinese word reading and writing. *Paper presented at the 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan.*
- Wang, Y.,** & McBride-Chang, C. (July 2012). The unique role of copying skills on Chinese kindergarteners' word writing. *Paper presented at the Nineteenth Annual Meeting of Society for the Scientific Study of Reading Conference, Montreal, Canada.*
- Wang, Y.,** & McBride-Chang, C. (January 2012). Invented pinyin spelling and Chinese reading in kindergarten. *Poster presented at Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences 2012, Hong Kong.*
- Wang, Y.,** Zheng, Y. P., & Li, Y. F. (November 2009). Primary school students' English classroom anxiety and the effect of teachers' teaching behavior on It. *Paper presented at the 12th Chinese Academic Conference of Psychology, Jinan, China.*

AWARDS AND HONORS:

- 2022 **Excellent Teaching Award**, Tsinghua University
- 2022 **Best Teacher of University**, Tsinghua University
- 2020 **Excellent Online Teaching Award**, Tsinghua University
- 2015 Research and Conference Grants, The University of Hong Kong
- 2014 Ph.D. Thesis Award, Department of Psychology, The Chinese University of Hong Kong

RESEARCH GRANTS (Principal Investigator, PI):

1. **Ying Wang (PI)**, "Hyperlexic Children's Reading Process and Developmental Profile: Evidence from A Cohort-Sequential Study of Children with Autism Spectrum Disorders", ref. no: 31900771, **National Natural Science Foundation of China**, 01/2020 – 12/2022, **\$35,000.**
2. **Ying Wang (PI)**, "Positive Psychology for Early Childhood Education", **Horizontal Projects**, 03/28/2019 – 03/28/2022, **\$115,000.**
3. **Ying Wang (PI)**, "Early Literacy Training Programs for 3-8 Years Old Children", **Horizontal Projects**, 01/15/2021 – 10/31/2021, **\$43,000.**

PROFESSIONAL MEMBERSHIPS:

- International Society for Autism Research, 2020 - present
- Association for Reading and Writing in Asia, 2019 - present
- International Society for the Study of Behavioral Development, 2014 - present
- Society for Research in Child Development, 2012 - present
- Society for the Scientific Study of Reading, 2012 - present

PROFESSIONAL EXPERIENCE:

- 2022 – present, Ad hoc reviewer for *Journal of Educational Psychology*
- 2020 – present, Ad hoc reviewer for *Journal of Learning Disabilities*
- 2020 – present, Ad hoc reviewer for *Frontiers in Psychology*
- 2018 – present, Ad hoc reviewer for *Scientific Studies of Reading*
- 2018 – present, Ad hoc reviewer for *Dyslexia*
- 2017 – present, Ad hoc reviewer for *Language and Speech*
- 2017 – present, Ad hoc reviewer for *Language, Cognition and Neuroscience*
- 2016 – present, Ad hoc reviewer for *International Journal of Bilingual Education and Bilingualism*
- 2016 – present, Ad hoc reviewer for *Early Education and Development*
- 2016 – present, Ad hoc reviewer for *Applied Psycholinguistics*
- 2015 – present, Ad hoc reviewer for *International Journal of Behavioral Development*
- 2014 – present, Ad hoc reviewer for *Reading and Writing*
- 2014 – present, Ad hoc reviewer for *Journal of Experimental Child Psychology*