

CURRICULUM VITAE

Chieh Li, Ed.D., NCSP
Associate Professor
School Psychology Program
Dept. of Applied Psychology
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EDUCATION

- Ed.D.** School Psychology, 1991, University of Massachusetts, Amherst, MA.
- M.A.** Educational Psychology, 1985, Beijing Teachers College (Capital Normal University), Beijing, China.
- B.A.** English, 1982, Beijing Teachers College (Capital Normal University), Beijing, China.

CERTIFICATIONS

- Nationally certified school psychologist, Certification # 14169
- Licensed school psychologist, Massachusetts, License # 329850
- Psychologist license, Massachusetts, License # 7048

PRESENT POSITION

Associate Professor

Department of Applied Psychology, Bouvé College of Health Sciences, Northeastern University, Boston, Massachusetts

POSITIONS HELD:

Director of Clinical Training, School Psychology PhD and MS/CAGS Programs
Program Director, School Psychology PhD and MS/CAGS Programs

AFFILIATED FACULTY:

- Institute of Health, Equity, and Social Justice (IHESJR), Northeastern University
- MGH (Massachusetts General Hospital) Center for Cross Cultural Student Emotional Wellness
- Asian Studies, Northeastern University

COURSES TAUGHT:

- (1) *Understanding Cultural and Diversity*
- (2) *Advanced Cross-Cultural Psychology*
- (3) *Psychological Testing/Introduction to assessment*
- (4) *Psychology of Individuals with Special Needs*
- (5) *Psycho-educational Assessment of Preschoolers*
- (6) *Applied Research Projects for School Psychology*
- (7) *School-based counseling*
- (8) *Seminar in School Psychology*
- (9) *School Psychology Practicum Seminar*
- (10) *School Psychology Internship Seminar*
- (11) *Introduction to Counseling Theories and Process*
- (12) *Development across Life Span*
- (13) *Consultation and Program Evaluation (spring 2022)*

New Courses Designed for Bilingual School Psychology Specialty

- (1) *CAEP6204 Assessment of Culturally and Linguistically Diverse Children: An Interdisciplinary Approach*
- (2) *CAEP6205 Intervention for Culturally and Linguistically Diverse Children: An Interdisciplinary Approach*

DOCTORAL DISSERTATION (COMMITTEE MEMBER OR CHAIR)

(SP=school psychology; CP=counseling psychology)

<u>Program</u>	<u>Dissertation Title</u>	<u>Status</u>
SP	A Study of Personal Memories of Bilinguals: The Role of Language and Culture in Memory and Affect	Completed 1995
CP	Self-Efficacy as a Predictor of Psychosocial Adjustment of International Students	Completed 1997
CP	Exploration of Mindfulness Based Stress Reduction for Adults	Completed

	Diagnosed with ADHD: A Qualitative Psychological Study	1999
CP		
U of Arizona	Relations between optimism, stress, and health in Chinese and American students	Completed 2003
SP	The Relationship Between Perceived Acceptance and the Academic Achievement of Biracial Students	Completed 2003
CP	Male adolescents' violent antisocial behavior and spirituality	Completed 2004
CP	Exploring the Centrality and Salience of Racial and Ethnic Identities of Multiracial Asian Americans with European Heritage: A Qualitative Study	Completed 2006
SP	The Role of Other-Oriented Empathy in Self-Forgiveness Among Adolescent Males Under the Custody of the Massachusetts Department of Youth Services	Completed 2007
CP	Relationship between gender identity and the effects of stereotype threat on women's math performance	Completed 2009
CP	The role of religious socialization in Asian families for children's self-perceived early academic success and social competence	Completed 2009
SP	Coping, Depression and Changes to Physical Appearance among Female Survivors of Adult Sexual Assault	Completed 2009
CP	Listening to Their Voices:" A Qualitative Exploration of Urban Girls' Experiences in an Arts-Based Girls Program	Completed 2010
SP	Differential Performance on Tasks of Executive Function between Asperger's Syndrome and Attention Deficit Hyperactivity Disorder in Middle School Children	Completed 2010
CP	Building Resilience in the Stronglinks Program: Exploring experiences of stress, coping, and resilience for African American and Latina adolescents in a school-based program	Completed 2011
CP	Impact of Yoga on Military Personnel with Post Traumatic Stress Disorder	Completed 2011

SP	Dominican-Born Mothers' Perceptions of Ethnic Identity Development in Their U.S.-Born Dominican Elementary School Age Children: A Qualitative Study	Completed 2012
CP	Ten Years Later: Exploring the Lived Experiences of College-Aged Muslim American Women after September 11 th	Completed 2012
CP	Korean American College Students' Coping Patterns in Relation to Academic Stress, Parenting Style, and Acculturation	Completed 2013
CP	Examining Cognitive Behavioral Therapy with Asian American Patients in an Acute Psychiatric Partial Hospital Setting	Completed 2013
SP	Investigating High School Exit Examinations, Academic Self-Efficacy, And Projected Student Performance On the PISA Using Structural Equation Modeling	Completed 2014
CP	The Psychosocial Effects of Growing Up in a Chinese Immigrant Entrepreneurial Family: A Phenomenological Study	Completed 2015
CP	Exploring the Effectiveness of a Mindfulness Training App for Managing Stress in a University Student Population	Completed 2017
CP	A Study of Education, Acculturation and Self-Efficacy among Recent Albanian Immigrants	Completed 2019
SP	Acceptability and Outcomes of a Guided-Meditation Intervention for School-Age Second Language Learners	Completed 2019
SP	An Exploratory Study of Young Bilingual and Monolingual Children's Play in A Naturalistic Setting	Completed 2019
SP	Self-Regulated Learning in Urban English Language Learners	Completed 2019
SP	Sequences in Play: A Window into Mental Representation	Completed 2019
SP WJ Univ	Attitudes toward Mental Health Help Seeking among Asian-American Male Students in Highly Selective Colleges	Completed 2023
SP	Immediate And Long-Term Effects of The Sisters of Nia Intervention on Social-Emotional Health, And Positive Identity in Black Girls: A Mixed Methods Study	Proposal 2023

AWARDS

- 2009 Bouve College of Health Sciences Kenerson Faculty Scholarship, Northeastern University
- 2001 Trainer of the Year, Massachusetts School Psychologists Association.
- 1997 Phi Beta Delta, Honor Society for International Scholars.
- 1981 Second Prize for Student Research Thesis, "On Characteristics of Learning and Teaching in Teachers Colleges". Beijing Teachers College, Beijing, China

FUNDED RESEARCH

External

- 2022-24 National Institutes of Health
R21 MD016513: Preventing Depression of Chinese American Adolescents through Mobile Health Application
PI and PD (have 2 other PIs in a multiple PI model)
- 1998 Marion and Jasper Whiting Foundation
Fellowship for "*Why do Chinese Students Perform Well on Spatial tasks? Chinese Teachers' Perspectives*"
- 1988 Creative Education Foundation
Grant for "*A Cross-Cultural Study on the Assumed Boundaries in Creative Problem Solving Process*" (with Dr. Doris Shallcross).

Internal

- 2013 Tier 1 grant for interdisciplinary collaboration, NU Internal
Co-PI with Iris Berent. The phonological grammar in dyslexia: functional and neural evaluation
- 2009 Bouve College of Health Sciences Kenerson Faculty Scholarship
For my project "*Reducing Stress of Immigrant Children: A Culturally Responsive Health Promotion Project in Chinatown*"
- 1996 Northeastern University Minority Faculty Development

Grant for my project “Chinese written language and spatial skills”

PUBLICATIONS

Articles in Refereed Journals

1. Shao, S., Zhang, Y., Yang, M., **Li, C.**, Zhao, R., Liu, Z., Wu, M., Liu, Y., Zhu, Z., & Cui*, L. (In press). The effectiveness of DNA-V intervention on reducing anxiety among adolescents: Outcomes of the face-to-face and web-based interventions. *Journal of School Psychology* (International collaboration, work with graduate students). *Corresponding author.
2. Yue, N., **Li*, C.**, Xu S., Si S., Zhang, Q., & Cui*, L. (2024) Brief meditation on test anxiety of 8th grade Chinese students: Chain-mediating roles of mindfulness and self-efficacy. *School Mental Health*. 10.1007/s12310-024-09652-y (International collaboration, work with graduate students. *Corresponding author).
3. Shao, S., Mao, N., Zhang, Z., Yang, M., He, S., Yue, X., **Li* C.**, & Cui* L. (2024). Adolescents’ loneliness and problematic smartphone use: The mediating role of upward social comparison and the moderating role of self-identity. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23215>. (International collaboration, work with graduate students. *Corresponding author).
4. Zhao, R., Xu, C., Shi, G., **Li, C.**, Shao, S., Shanguan*, F., & Cui*, L. (2024). Connection of social anxiety to impaired pattern of cognitive control and underlying motivational deficiencies: Evidence from ERPs. *Psychophysiology*. <https://doi.org/10.1111/psyp.14598> (International collaboration, work with graduate students. *Corresponding author).
5. Mao, N., Li, T., **Li, C.**, Ding, R., Zhang Q., & Cui L. (2023). Smartphone-based training of cognitive bias modification: Efficacy for reducing social anxiety in Chinese Adolescents. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-023-02619-8> (International collaboration, work with graduate students)
6. Zhao, R., Ma, W., **Li, C.**, Yang, M., He, S., Mao, N., Dong X., & Cui L. (2023). Trait anxiety is related to impaired attention model for controllable threat cues: Evidence from ERPs. *Biological Psychology*. <https://doi.org/10.1016/j.biopsycho.2023.108508> (International collaboration, work with graduate students).
7. Mao, N., Tuerxun R., Xing, Y., Han, Z, **Li, C.** & Cui L. (2023). Can Mental Imagery Boost the Effect of the Positive Cognitive Bias Modification of Interpretation (CBM-I) on Interpretation Bias and Memory Bias? *The Journal of Behavior Therapy and Experimental Psychiatry*. <https://doi.org/10.1016/j.jbtep.2023.101838> (International collaboration, work with graduate students).

8. Abdulkerim, N., & Li, C. (2022). How applicable are mindfulness-based interventions to Muslim clients in the U.S.? *Professional Psychology: Research and Practice*, 53(3), 253–265. DOI:10.1037/pro0000454 (work with graduate student)
9. Kimble, E., Li, C., Kruger, L., Cai, Q., & Bivens, A. (2021). Acceptability of Bilingual Guided Meditation with second language learners in a culturally diverse and economically disadvantaged school setting. *International Journal of Emotional Education*, 13(2), 4-42. (Work with graduate)
10. Zhao, R., Ding, X., Lin, X., Si, S., Zhang, Q., Li, C*, & Cui, L.*(2021). The Efficacy of Character Strengths-Based Group Intervention on Reducing Anxiety among Adolescents and Mediating Role of Self-Efficacy. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02377-0> (International collaboration, work with graduate students. * Corresponding authors).
11. Li, C., Kruger, L., & Abdulkerim, N. (2021). Advancing social justice for English learners: Implications for school psychology training. *Special Issue: Training School Psychologists as Social Justice Change Agents, School Psychology Training and Pedagogy*, 38(1), 54-70. (work with graduate student)
12. Barlas, N., Sidhu, J., & Li, C. (2021). Can social-emotional learning programs be adapted to schools in Pakistan? A literature review. *International Journal of Educational and School Psychology*. 4/7/2021 online, doi:10.1080/21683603.2020.1850374 (work with graduate students)
13. Ni, H., Li, C., Li, B., & Xi, H. (2020). Students' perceptions of resilience promoting factors in Chinese and American elementary schools. *International Journal of Educational and School Psychology*, 8(1), 62-73, Published online 10/22/2018 <https://doi.org/10.1080/21683603.2018.1523030>
14. Chen, R, Zheng, J, Li, T., Zhang, Q, Li, C, & Cui, L. (2020). Cognitive bias modification of interpretation training for Chinese undergraduates with depressive symptoms. *Current Psychology*. <http://dx.doi.org/10.1007/s12144-020-01094-4> (International collaboration, work with graduate students)
15. Li, J., Gao, J., Zhang, Q., Li, C., & Cui, L (2020). The Efficacy of Intolerance of Uncertainty Intervention on Anxiety and its Mediating Role by Multilayer Linear Model Analysis. *Journal of Psychopathology and Behavioral Assessment*. August 18, 2020. <https://doi.org/10.1007/s10862-020-09832-5> (International collaboration, work with graduate student)
16. Mao, N., Xia, L., Zhang, Q., Li, C., & Cui, L. (2020). Mechanisms of cross-modal selective attentional bias for negative faces of anger and disgust in high-trait anxiety individuals. *NeuroReport*, 31(12), 879-884, doi: 10.1097/WNR.0000000000001455 (International collaboration, work with graduate student)

17. Krishnan, K, **Li, C.**, Kruger, L., Kimble, E., Aki, G., & Ruah, R. (2019.) Self-regulated learning in English language learners who are persisting despite failure on a High School Exit Exam. *Journal for Multicultural education*, 13 (2), 140-154
<http://dx.doi.org/10.1108/JME-03-2018-0015> (work with graduate students)

18. Hou, Z., **Li, C.**, & Xu, X. (2019). College students' happiness and demographic variables: A study with 2780 Inner Mongolian undergraduates from ten universities (人口学变量对大学生综合幸福感的影响: 基于内蒙古十所高校 2780 名大学生抽样调查数据的实证分析) *Higher Education Development and Evaluation 《高教发展与评估》* 35 (1), doi: 10.3963/j.issn.1672-8742.2019.01.011 (in Chinese with English abstract). (First and second authors equally contributed to this international collaboration and publication)

19. Sun, X., Yang, R., Zhang, Q., Xiao, J., **Li, C.**, & Cui, L. (2019). Cognitive Bias Modification for Interpretation Training via Smartphones for Social Anxiety in Chinese Undergraduates. *Journal of Experimental Psychopathology*, 10(3), DOI: 10.1177/2043808719875274

20. **Li, C.**, Cai, Q., Elias, S., & Wilson-Jones, L. (2019). Mindfulness and Well-being: A mixed method study of Bilingual Guided Meditation in Higher Education. *Journal of Research Initiatives*, 5 (1) Article3. <https://digitalcommons.uncfsu.edu/jri/vol5/iss1/3>

21. Hou, Z., **Li, C.**, & Xu, X. (2018) Parental health conditions and college students' happiness: A study on happiness of 2780 Mongolian and Han college students in Inner Mongolia. (父母身体健康状况与大学生主观幸福感: 对内蒙古地区 2780 名蒙汉族大学生幸福感的调查研究). *University Education Science 《大学教育科学》*, No.3 of 2018, 87-96. (Published in Chinese with English abstract). (First and second authors equally contributed to this international collaboration and publication)

22. **Li, C.**, Kruger, L., Beneville, M., Kimble, E., & Krishnan, K. (2018). The Unintended Consequences of High-Stakes Testing on English Language Learners: Implications for the Practice of School Psychology. *School Psychology Forum*, 12 (3), 79-90. (work with graduate students)

23. Tennant, R., **Li, C.**, Junkosky, S., & Kruger, L. (2018). Brazilian immigrant adolescents: Stress and support identified in Ecomap drawings. *Higher Education Studies*, 8 (4), DOI: [10.5539/hes.v8n4p139](https://doi.org/10.5539/hes.v8n4p139). (work with graduate student)

24. **Li, C.** & Li, H. (2017). Chinese immigrant parents' perspectives on psychological wellbeing, acculturative stress, and support: Implications for multicultural consultation. *Special Issue on Acculturation, Journal of Educational and Psychological Consultation*. 27 (3) 245-270. 17 Feb 2017, 1-26. <http://dx.doi.org/10.1080/10474412.2016.1275648> Link to the article: <http://www.tandfonline.com/eprint/bT7gS7IDjHKckJFHmiWe/full>

25. **Li, C.**, Abdulkerim, N., Jordan, C., & Son, C. G. (2017). Overcoming communication barriers to serving culturally and linguistically diverse patients. *North American Journal of*

Medicine and Science. 10 (3),103-109. DOI: 10.7156/najms.2017.1003103.
<http://www.najms.com/index.php/najms/article/view/357> (Work with students)

26. Beneville, M. & Li, C. (2018) Evidence-based literacy instruction for East/Southeast Asian English language learners: A review of the research and recommendations for practice. *Journal for Multicultural Education*, 12 (1), 50-66 www.emeraldinsight.com/doi/abs/10.1108/JME-12-2016-0061 (Research with graduate student)
27. Kimble, E., & Li, C. (2017). Efficacy of mindfulness- and acceptance-based treatments for culturally and linguistically diverse patients: Communicating this to patients. *North American Journal of Medicine and Science*, 10 (4), 171-175. DOI:10.7156/najms.2017.1004171 (Work with student)
28. Li, C., Li, H., & Niu, J. (2016). Intercultural stressors in Chinese immigrant students: Voices of Chinese-American mental health professionals. *Asian-American Journal of Psychology*, 7(1), 64-73. <http://dx.doi.org/10.1037/aap0000044>
29. Li, C., Kruger, L., Krishnan, K. (2016). Empowering immigrant patients with disabilities: advocating and self-advocating. *North American Journal of Medicine and Science*, 9(3):116-122. doi: 10.7156/najms.2016.0903116. <http://najms.com/index.php/najms/article/view/242>
30. Kruger, L., Li, C., Kimble, E., Ruah, R., Stoianov, D., & Krishnan, K. (2016). Impact of Repeatedly Failing a High School Exit Exam: Voices of English Language Learners. *The Urban Review*, 48(3), 463-483. doi: 10.1007/s11256-016-0363-z <https://link.springer.com/article/10.1007/s11256-016-0363-z> (Work with students)
31. Ni, H., Li, C., & Wang, C. (2016). Students' perceptions of resilience promoting factors in Chinese and American middle schools. *School Psychology International*. 37 (5), 435-455. doi: 10.1177/0143034316664391
32. Tang, J., Li, C., Rodgers, R., Ballou, M. (2016). Efficacy of Cognitive Behavioral Therapy Combined with Medication: A Comparative Study with Asian American and White Patients. *Asian Journal of Psychiatry*, 24, 46-50. <http://dx.doi.org/10.1016/j.ajp.2016.08.012>
33. Li, C., Ni, H., & Stoianov, D. (2015). Meeting the psychoeducational needs of minority students: A discussion of the necessity of multicultural competence. In special issue "Challenging the Assumptions of Multicultural School Psychology", *School Psychology Forum: Research in Practice*, 9 (2), 88-95. (work with graduate student)
34. Li, C. & Kimble, E. (2015). Cultural Considerations in the Selection of Evidence-Based Psychosocial Interventions for Chinese-American/Immigrant Children with Autism Spectrum

Disorders. *North American Journal of Medicine and Science*, 8(3), 129-134. DOI: 10.7156/najms.2015.0803129 (work with graduate student)

35. Tang, J., Li, C., Rodgers, R., & Ballou, M. (2015). Effectiveness of Cognitive Behavioral Therapy with Asian American Patients in an Acute Psychiatric Partial Hospital Program. *North American Journal of Medicine and Science*. 8(4),154-159. doi: 10.7156/najms.2015.0804154
36. Johnston, J.M., Minami, T., Greenwald, D. Li, C., Khalsa, S.B., & Reinhardt, K. (2015) Yoga as a treatment for military service personnel with PTSD. *Psychological Trauma: Theory, Research, Practice and Policy*. 7(6), 555-562. May 25, 2015. <http://dx.doi.org/10.1037/tra0000051>
37. Ni, H., Li, C., & Zhao, J. (2014). Cultural consideration of resilience for Chinese immigrant children and adolescents. *North American Journal of Medicine and Science*, 7(3), 123-128. DOI 10.7156/najms.2014.0703123 <http://najms.net/wpcontent/uploads/v07i03p112.pdf>
38. Ni, H. & Li, C. (2013). Cultural differences in teachers' narrative evaluations of students in non-academic areas: A study of school report cards of students from four ethnic backgrounds. *International Journal of Quantitative Research in Education* 1 (2), 123-146. <http://www.inderscience.com/offer.php?id=56464>
39. Li, C. & Fiorello, C. A. (2011). Evolving practicum issues in school psychology preparation. *Special Issue: Current Issues in Training in School Psychology, Psychology in the Schools*, 48 (9), 901-910.
40. Chaudhry, S. & Li, C. (2011). Is solution-focused brief therapy culturally appropriate for Muslim American counselees? *Journal of Contemporary Psychotherapy*,41(2), 109-113, DOI: 10.1007/s10879-010-9153-1 (work with doctoral student). <http://link.springer.com/article/10.1007%2Fs10879-010-9153-1>
41. Li, C. & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. In special issue, *Journal of Educational and Psychological Consultation*, 19 (1), 26-44. DOI:10.1080/10474410802462769
42. Vazquez-Nuttall, E., Li, C., & Kaplan, J.P. (2006). Home-School Partnerships with Culturally Diverse Families: Challenges and Solutions for School Personnel. Special issue, *Journal of Applied School Psychology* 22(2), 81-102. (work with doctoral student).
43. Li, C., Zhu, W., & Nuttall, R. (2003) Familial Handedness and Spatial Ability: A Study with Chinese Students Ages 14-24. *Brain and Cognition*, 51 (3), 357-384.

44. **Li, C.**, Zhu, W., Zhao, S. & Nuttall, R. (2002). Spatial abilities and academic major: A study with Chinese undergraduates. *Academic Journal of Capital Normal University*, No. 2 (in Chinese), p.p.120-124.
45. **Li, C.** & Nuttall, R. (2001). Writing Chinese and Mathematics Achievement: A study with Chinese-American undergraduates. *Mathematics Education Research Journal*, 13(1), 15-27.
46. **Li, C.** (2000) Instruction effect and developmental levels: A study on Water Level Task with Chinese children 9-17. *Contemporary Educational Psychology*, 25, 488-498.
47. **Li, C.**, Nuttall, R., & Zhao, S. (1999). Effect of writing Chinese characters on success of Water-Level Task. *Journal of Cross-Cultural Psychology*, 30(1), 91-105.
48. **Li, C.**, Nuttall, R., & Zhao, S.(1999). A test of the Piagetian Water-level Task with Chinese students. *The Journal of Genetic Psychology*, 160 (3), 369-380.
49. **Li, C.**, Nuttall, R., & Zhu, W. (1999). Writing Chinese characters and success on Mental Rotation Test. *Perceptual and Motor Skills*, 88, 1261-1270.
50. **Li, C.** (1998). Impact of acculturation on Chinese-Americans' life and its implications for helping professionals, *International Journal of Reality Therapy*, 17(2), 7-11.
51. Liu, T. & **Li, C.** (1998). Psychoeducational interventions with Southeast Asian students: An ecological approach. *Special Services in the Schools*, 13(1/2), 129-148.
52. **Li, C.** & Shallcross, D. (1992), The effect of the assumed boundary in the solving of the Nine-Dot Problem on a sample of Chinese and American students 6-18 years old, *Journal of Creative Behavior*, 24(1), 53-64.
53. Nuttall, E.V., **Li, C.** & Nuttall, R.L. (1988). Views of the Family by Chinese and U.S. Children: A Comparative Study of Kinetic Family Drawings. *Journal of school psychology*, 26(2), 191-194.

Book Chapters

1. **Li, C.**, Cai, A. & Liu, D. (2023) Wellbeing and Chinese language study: A case of cross-disciplinary teaching. Book chapter in Nobuko C. Chandler & L. Jin (eds), *A Transdisciplinary Approach to Chinese and Japanese Language Teaching (TACJ): Pedagogical Collaboration Across Languages, Disciplines, Communities, and Borders*. Publisher: Routledge. DOI: 10.4324/9781003266976-9

2. **Li, C. & Li, H.** (2016). Chapter 15, Longing for a balanced life: Voices of Chinese-American/immigrant adolescents. In Bonnie K. Nastasi, & Amanda P. Borja (Eds.), *International handbook of psychological well-being of children and Adolescent: Bridging the gaps between theory, research and practice*. 247-269. New York, NY: Springer. DOI 10.1007/978-1-4939-2833-0_15
3. **Li, C. & Wang, Z.** (2014). School-based assessment with Asian children and adolescents. In Lorraine T. Benuto, Nicholas Thaler, & Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer. (Collaboration with graduate student)
4. **Li, C.** (2012). Exploring the treasure of Chinese culture, good health and simple life style (in Chinese: 探索中华文化瑰宝, 返璞归真身心健康). In Chengjun Zhang et al. (Eds.), *Hua xia ren wu zhuan ji*, Beijing, China: Editorial Board of Daily History of P.R. China.
5. **Li, C.** (2011). Exploring the treasure of Chinese culture overseas (in Chinese: 在海外探索中华文化瑰宝). In Beijing ZhongHeZhiYuan Cultural Center (Eds.), *Rising China* (a documentary book on inspiring people in China and abroad). Beijing, China: National Science and HighTech Copy Right Committee.
6. Vasquez-Nuttall, E., **Li, C.**, Dynda, A. M., Ortiz, S.O., Armengol, C., Walton, J., & Phoenix, K. (2007). Cognitive Assessment of Culturally and Linguistically Diverse Students. In Esquivel, G. B., Lopez, E. C. & Nahari, S. (Eds.), *Handbook of Multicultural School Psychology*. New York: Taylor & Francis, Inc. (work with graduate students)
7. **Li, C.**, Zhu, W., & Nuttall, R. (2001). Spatial and verbal abilities in visual art students: A study with Chinese undergraduates. In Columbus, F. (Ed.). *Progress in Education* 3, (pp.263-273). New York: NOVA Science Publishers.
8. **Li, C.**, Walton, J. R., & Nuttall, E.V.(1999). Preschool evaluation of culturally and linguistically diverse children. In Nuttall, E.V., Romero, I., & Kalesnik, J. (Eds.), *Assessing and Screening Preschoolers: Psychological and Educational Dimensions-Revised*, 296-317. Boston, MA: Allyn and Bacon.
9. Vasquez-Nuttall, E., **Li, C.**, Sanchez, W., Nuttall, R. L., & Mathison, L. J. (2002). Assessing the culturally and linguistically different child with emotional and behavioral problems. In Breen, M. J., & Fiedler, C. R. (Eds.) *Behavioral Approaches to the Assessment of Youth with Emotional-Behavioral Disorders: A Handbook for School Based Practitioners. (2nd ed.)*, Austin, Texas: Proed. (work with graduate student).
10. **Li, C.** (1989), I Miss you from the other side of the ocean, in Wu, B. (Ed.), *I Love My Mother*, Books on Education of Love (in Chinese), pp.53-69. Beijing, China: Chinese Children Press.

Book Review in Contemporary Psychology (An APA Journal)

1. **Li, C.** & Vazquez-Nuttall, E. V. (1996). Context, context, context: Powerful factor in language learning. *Contemporary Psychology*, 41(5), 501-503.

Invited Journal Articles

1. **Li, C.**, Kruger, L., Mule, C., Cicala, G., Smith, B.M., Lippus, K., Cataldo, J.L., Santora, K.A. (2010). Including Social Justice in the Training of School Psychologists. In Shriberg (ed.) *Teaching for Social Justice in School Psychology Graduate Programs: Strategies and Lessons Learned*, special issue of *Trainer's Forum*. (work with graduate students)

Developed Professional Guidelines/References for the Field

1. National Association of School Psychologists. (2015). *The provision of school psychological services to bilingual students* [Position statement]. Bethesda, MD: Author. (Members of the NASP position statement writing group: Bryn Harris (chair), **Chieh Li**, Emilia Lopez, Monica Oganis, Samuel Ortiz, and Marlene Sotelo-Dynega)
2. APA Div. 16 Working Group Globalization of School Psychology. (2012). *Transnational/Multicultural School Psychology: Annotated Bibliography*. (A member of the authors). <http://www.apadivisions.org/division-16/leadership/working-groups/globalization/transnational-multicultural.pdf>
3. Caterino, L., **Li, C.**, Hansen, A., Harris, A., Forman, S., Miller, G., & CDSPP Practicum Taskforce. (2010.) *Practicum Competencies Outline for school psychology*. <https://sites.google.com/site/cdspshome/file-cabinet> (led as chair of the taskforce)

Translations of Journal Articles (from English into Chinese)

1. **Li, C.** & Cai, J. (1985). Philosophy and History of Science, by J. T. Clark. *Science and Philosophy*, Vol.42, No.6 (in Chinese), December, 1985, pp.1-33.
2. Chen, H., & **Li, C.** (1984). Tendency of Social Psychology, by B.B. Bunker, *Academic Journal of Beijing Teachers College* (in Chinese), December, 1984, No.4, pp.100-108.
3. **Li, C.** (1981). "Exactly, What Is Thinking?" Einstein's Answer, by Holton, *Information of Science and Technology Abroad* (in Chinese), January, 1981, pp.35-40.

Articles on Professional Newsletters

1. Li, C., Shriberg, D., Lifter, K., Hoffman, J., Kruger, L., Sanchez, W., Mason, E., Chung, Y. B. (2012). Dr. Ena Vazquez-Nuttall (1937-2011): Inspiring Leader; Multicultural Psychology Pioneer; Dedicated Bilingual School Psychologist; and Advocate for Social Justice. *The School Psychologist*, 66 (1), 32-34. (this article was also reprinted in *National Association of School Psychologists Communiqué*, March, 2012).
2. **Li, C.**, & Tang, J. (2011). Conducting socio-emotional assessments for Asian American students: Multicultural considerations. *Massachusetts School Psychologists Association Newsletter*. (work with graduate student)
3. Harvey, V., Amador, A., Finer, D., Gotthelf, D., Hintze, J., Kruger, L., **Li, C.**, Lichtenstein, R., Rogers, L., Struzziero, J., & Wandle, C. (2010). Improving Field Supervision through Collaborative Supervision Institutes. *National Association of School Psychologists Communiqué*, 38(7),
4. Mulé, C., Lippus, K., Santora, K., Cicala, G., Smith, B., Cataldo, J., & **Li, C.** (2009). Advancing social justice through primary prevention. *National Association of School Psychologists Communiqué*, 37(8), 6-7. (work with graduate students).
5. Chaudhry, S. & **Li, C.** (2009). Cultural awareness of Muslim Americans: Implication for counseling Muslim children and parents. *Massachusetts School Psychologists Association Newsletter*, 29 (1), 1-7. (work with graduate student).
6. **Li, C.** & Liu, T. (1993), How to effectively work with Asian-American families. National Association of School Psychologists Communiqué, 21(6), pp.23-25.
7. **Li, C.** & Shallcross, D. (1993). Our accidental findings. Our Gifted Children, No.10, pp7-9.

Article on the Spotlight (cultural competence) of NASP website

Li, C. (02/28/2013). Making a difference: A story of a bilingual school psychology supervisor Elaine Leong. (http://www.nasponline.org/resources/culturalcompetence/docs/elaine_leong.pdf)

Invited Articles on Parent Education (by magazine on parent education)

1. **Li, C.** (1986). A comparison of drawings of “My Family” of Chinese and American children”, *Parents Must Read* (in Chinese, 父母必读), June, 1986, p.31.

2. **Li, C.** (1985). Professor Roberts speaking on “Family Therapy”, *Parents Must Read* (in Chinese, 父母必读), December, 1985, p.13.
3. **Li, C.** (1985). Teaching creativity to parents, *Parents Must Read* (in Chinese, 父母必读), November, 1985, p.11.
4. **Li, C.** (1985). Draw lots and do spontaneous role-play, *Parents Must Read* (in Chinese, 父母必读), October, 1985, p.17.
5. **Li, C.** (1985). How to use feedback to help your children with their behavior adjustment? *Parents Must Read* (in Chinese, 父母必读), April, 1985, p.19.
6. **Li, C.*.** (1985). Brainstorm session at home, *Parents Must Read* (in Chinese, 父母必读), March, 1985, p.6. (*published in penname Xiao Li).
7. **Li, C.** (1985). In children's hearts..., *Parents Must Read* (in Chinese, 父母必读), March, 1985, p.11.
8. **Li, C.** (1984). Helping children with general cognitive development. *Parents Must Read* (in Chinese, 父母必读), September, 1984, pp.15-17.

PRESENTATIONS AND ABSTRACTS

International: Refereed

1. **Li, C., Waldron, F., & Li, S.** (2023). Applying critical consciousness in the promotion of psychological wellbeing of minoritized youth: Exploring new counseling strategies. Round Table Discussions presented in the annual Colloquium of International School Psychology Association, Bologna, Italy, July 6, 2023. (work with graduate students).
2. **Li, C., Li, X., & Cai, Q.** (2019). Nurturing Second-Language Learners through Guided Meditation in the Classroom: An exploration in U.S. and China. Poster presentation at the annual Colloquium of International School Psychology Association, Basel, Switzerland, July 8-12, 2019.
3. **Hou, Z., & Li, C.** (2018). Individual resilience factors related to happiness of students with poorer parental health: A Study with Mongolian and Han college students in China. Paper presentation at annual Colloquium of International School Psychology Association, Tokyo, Japan, July 26-28, 2018.

4. Wolkoff, E., & Li, C. (2018). Support for high quality field supervisors. Round Table presentation and discussion at annual Colloquium of International School Psychology Association, Tokyo, Japan, July 26-28, 2018.
5. Barlas, N, Sidhu, J. Li, C. , & Yeung, T.S. (2018). Can Social-Emotional Learning Programs be adapted in Pakistan? A literature review. Paper presentation at annual Colloquium of International School Psychology Association, Tokyo, Japan, July 26-28, 2018. (Collaboration with students)
6. Ni, H., Li, C. & Zhao, J. (2015). Chinese students' resilience and mental health. Paper presented 2nd Annual Conference of Sino-American Educational Research Association. Shanghai, China, 2015, 07/05/2015.
7. Li, H. & Li, C. (2013). Promoting mental health of Chinese American/immigrant children and adolescents: Using their own suggestion/feedback. Project report in the Symposium: *Promoting Psychological Well-Being Globally Project: Implications for Conceptualizing Well-Being and Developing School-Based Programs*, at annual Colloquium of International School Psychology Association, Porto, Portugal, July 18, 2013.
8. Ni, H. & Li, C. (2013). Chinese and American teachers' evaluation criteria as reflected in narrative student evaluations—How general cultural values are specified in school settings. In Symposium: Teaching across Sociocultural and Linguistic Boundaries at 2013 International Conference of CAERDA (Chinese American Educational Research and Development Association). San Francisco, CA, April, 2013.
9. Li, C. & Li, H. (2012). Chinese-American/Immigrant students' views on psychological wellbeing. Research chapter presented in the Symposium: *Promoting Psychological Well-Being Globally Project-- Reports from American partners*, at annual Colloquium of International School Psychology Association, Montreal, Canada, July 9-13, 2012.
10. Harvey, V. & Li, C. (2012). Improving field supervision through collaborative supervision institutes. Paper presented at annual Colloquium of International School Psychology Association, Montreal, Canada, July 9-13, 2012.
11. Li, C. & Song, L. (2012). Do American Adolescents Respond to Eastern Meditation for Stress Reduction? Research paper presented at Unite for Sight 9th Annual Global Health & Innovation Conference, Yale, New Haven, CT, April, 2012.
12. Li, C. & Li, H. (2011). Towards culturally responsive intervention: Progress report. Project report in the Symposium: *Promoting Psychological Well-Being Globally Project--- Updates*

from Research Partners, at annual Colloquium of International School Psychology Association, Vellore, India, July19-23, 2011.

13. Li, H. & Li, C. (2010). Cultural interpretation of psychological well-being of Chinese immigrant children. Project report in the Symposium: *Promoting Psychological Well-Being Globally Project--- Updates from Research Partners*, at annual Colloquium of International School Psychology Association, Dublin, Ireland, July 24, 2010.
14. Li, C. (2011). Multi-methods and multi-facets of assessment of counseling outcome. Guest speaker at the Counseling Center, Capital Normal University, Beijing, P. R. China, December, 2011.
15. Li, C. (2009). Advances in quality control of training of psychologists in the United States: What are applicable to China? Workshop presented at Chinese Mental Health Development Summit, Hubei, China, October, 2009.
16. Li, H., Giuliano, A. J., & Li, C. (2009). Advances in adolescent psychosis: early identification among Chinese population. Paper presented at Chinese Mental Health Development Summit, Hubei, China, October, 2009.
17. Li, C., & Miller, G. on behalf of Family-School Task Force of School Psychology Futures (2006). Family-school partnerships: Report from U.S. Futures Task Force, presented at annual Colloquium of School Psychology Association, Hangzhou, China, July, 2006. International
18. Doll, B., Li, C., & Brehm, K. (2006). ClassMaps and resilient classrooms: making classrooms great places to learn (my section: Resilient classrooms: Applicability to Chinese schools). Workshop presented at annual Colloquium of International School Psychology Association, Hangzhou, China, July, 2006.
19. Li, C. (2004). Multicultural issues and needs of children and families around the world: a focus for the future of school psychology. In Symposium: Issues and International implications from 2002 Conference on the future of school psychology, at annual Colloquium of International School Psychology Association, Exeter, England, 2004.

International: Invited

1. Li, C. (2022). Mental health problems encountered by Chinese-American (C-A) children in the US: How can CA teachers help C-A children? *US-China Education Forum 2022 - Adolescent Education and Psychology*, (the conference was provided in both English and Mandarin). Teachers College, Columbia University, New York, NY, March 27, 2022

2. **Li, C.** (2019). Cultural consideration in career counseling for Chinese/Asian-American students. *2019 International Forum for Career Education in Primary and Secondary Schools*, July 2-3, 2019, Beijing, China.
3. Ni, H., **Li, C.**, Tang, M., Jiang, G., Tao, L., & Zhang, et al. (2019). School psychology training in China: Cultural considerations and adaptations in curriculum design. Symposium, 2019 Academic Conference of the Clinical Psychology Committee of the Chinese Psychological Association. July 6, 2019, Wuhan, China.
4. **Li, C.** (2019). An ecological and multicultural approach to counseling in schools: Strategies and tools (探索适合学生生态和文化背景的学校心理咨询: 方法和工具). Guest lectures, June 27 and July 4-5, 2019, Beijing Normal University, Beijing, China.
5. **Li, C.** (2019). Mindfulness-based interventions in schools: Basic skills and an example of including guided meditation in the classroom. Guest lecture, June 28, 2019, Capital Normal University, Beijing, China.
6. **Li, C.** (2019). Solution-focused brief therapy in Chinese cultural context, Guest lecture, Capital Normal University, July1, 2019, Beijing, China.
7. **Li, C.** (2015). Development and supervision of school psychology in the U.S.: An overview. Guest Speaker at the Institute of Developmental and Educational Psychology, School of Psychology and Cognitive Science, East China Normal University, Shanghai, China, 07/03/2015.
8. **Li, C.** (2015). How School Psychologists, School Counselors, and School Social Workers Work in the U.S.: Commonality and differences. Guest Speaker at the School Counseling Department, School of Psychology, Beijing Normal University, Beijing, China, 07/10/2015.
9. **Li, C.** (2014). Social and cultural influence on autism: Cultural consideration of assessment of autism with Chinese children. Autism Panel II: Clinical Treatment and Innovation, *International Autism Forum* of ACMES Spring Medical Conference, Harvard Medical School, Boston, MA, 5/25.
10. **Li, C.** (2013). Competence of counselors and evaluation tools. Guest speaker at the Counseling Center, Capital Normal University, Beijing, P. R. China, May 31, 2013
11. **Li, C.** (2011). Evidence-based counseling for diverse students in schools. Guest speaker at the Counseling Center, Capital Normal University, Beijing, P. R. China, May, 2011.
12. **Li, C.** (2010). Mindfulness Training in the Classroom as a holistic approach to school-based promotion of both mental health and academic performance. Guest speaker at the Beijing No.2 Experimental Primary School, Beijing, P. R. China, May

13. **Li, C.** (2005). Application of brief/solution-focused counseling to anxiety disorder in the context of Chinese culture. Guest lecturer at the Counseling Center, Capital Normal University and Beijing Association of College Counselors, Beijing, P. R. China, July.
14. **Li, C.** (2002). Cross-cultural counseling. Guest speaker at national counselor training institute, Beijing Institute of Educational Administrators, Beijing, P. R. China, July.
15. **Li, C.** (2002). Application of brief/solution-focused counseling in the context of Chinese culture. Guest lecturer at the Counseling Center, Capital Normal University and Beijing Association of College Counselors, Beijing, P. R. China, July.
16. **Li, C.** (1998). Techniques in cross-cultural counseling. Guest lecturer at the Counseling Center, Capital Normal University, Beijing, P. R. China, August.

National: Refereed

1. **Li, C.,** Wan, Q., **McGhee, M.,** Li, H., & Dong, S. (2024). Online Resources for Youth Depression: Cultural sensitivity review by Chinese American Adolescents. Poster accepted for the Annual Convention of American Psychological Association, August 8-10, 2024, Seattle, WA (work with graduate students).
2. **Li, C.,** Yang, S., Wang, R., Li, S., Li, H., & Dong, S. (2024). A new tool that integrates critical consciousness in counseling youth coping with cultural conflicts: Cultural review by Chinese American youths. Paper accepted for the Diversity Challenge Conference: Toward an anti-racist psychological science: Epistemic and methodological considerations. September 13-14, 2024, Boston, MA. (research with graduate students).
3. **Li, C.,** Patel, J., Li, X., Gao, R, He, Z, Li, S, Zhao, X, ... Petal, S. (2023). A review of cultural sensitivity of the 3-Minute MBCT Meditation for Asian and Asian American youth. Poster presentation at the Annual Convention of American Psychological Association, August 3, 2023, in DC. (work with graduate and undergraduate students).
4. Dong, S., **Li, C.,** Li, H., Gandhi, P., Anties, M., Latimer, E., Osorio, A. (2023). Examining Cultural Sensitivity of Brief Mindfulness Meditations for Chinese American Adolescents. Poster presentation at the Annual Convention of American Psychological Association, August 3, 2023, in DC. (work with students in inter-collegial collaborations).
5. **Li, C.,** Ding, Y., Rho, E., Hui, J., He, Z., Li, S., Yang, C., Hwang, J., Wang, C., Dong, Q., Lim, J.H., Lei, Y., Cheong, Y., Patel, J.G., Bhayana, P., Li, J., & Shah, R. (2023). Supporting AAPI community coping with anti-Asian discrimination: Culturally sensitive approaches.

Symposium presented at NASP Annual Convention, 02/7/2023, Denver, CO. (work with graduate and undergraduate students in inter-collegial collaborations).

6. **Li, C., & Waldron, F.** (2023). Efficacy of mindfulness interventions in psychology classrooms: Implications for training. Poster presented at NASP Annual Convention, 02/10/2023, Denver, CO. (work with graduate student).
7. Amabile, A.J., **Li, C.**, Mazza, J.J., & Renshaw, T. (2023). Mindfulness outside the box: Unpacking evidence-based mindfulness interventions in schools. Mini Skill Workshop presented at NASP Annual Convention, 02/10/2023, Denver, CO. (work with former graduate student)
8. Ojeda-Beck, A., Zuazo, E., Peterson, L., & **Li, C.** (2023). Evolving your school psychology practice for multilingual and multicultural students. Mini Skill Workshop presented at NASP Annual Convention, 02/9/2023, Denver, CO.
9. Krishnan, K., & **Li, C.** (2022). Do Adolescent ELs (English learners) Self-Regulate Their Learning - Why This Matters. Poster presented at NASP Annual Convention, 02/17/2022, Boston, MA. (work with graduate).
10. Romero, M., **Li, C.**, Peterson, L. & Ojeda-Beck, A. (2022). From the Grounds Up: Tier 1 Interventions for Emergent Bilinguals. Symposium presented at NASP Annual Convention, 02/17/2022, Boston, MA.
11. Mascarenhas, S., & **Li, C.** (2022). Engaging the Hearts of Asian Indians by Integrating Cultural Strengths. Mini-Skill workshop accepted for NASP Annual Convention, 02/17/2022, Boston, MA. (work with graduate).
12. **Li, C.**, Kruger, L., & Abdulkarim, N. (2021). Advancing social justice for English learners: Implications for school psychology training. (LIFE) Paper presented at Annual conference of *Trainers of School Psychology: Connecting for Action: Social Justice & Advocacy for the Profession*. NASP Annual Convention, Virtual, March 19, 2021. DOI: 10.13140/RG.2.2.16530.58567 (work with graduate student).
13. Ruggeri, K., & **Li, C.** (2021). Meditation as a stress reduction technique: Children's perception and preferences. Poster presentation at the Annual Convention of American Psychological Association, Virtual, August 12-14, 2021. (work with graduate).
14. Kimble, E., **Li, C.**, & Kruger, L. (2020). Meditation for Second Language Learners in High School. Poster presentation at the Annual Convention of National Association of School Psychologists, Baltimore, MD, February 19th 2020. (work with graduate).
15. Shokunbi, F., & **Li, C.** (2020). Impact of Familial Burdens on African-American Students: NASP Practice Model. Poster presentation at the Annual Convention of National Association of School Psychologists, Baltimore, MD, February 19th 2020. (work with graduate student).

16. **Li, C.**, Kruger, L.J., Kimble, E.G., Krishnan, K., Rader, S.N., & Beneville, M.A. (2019). Addressing Unintended Negative Consequences of High-Stakes Testing on ELLs. Poster presentation at the Annual Convention of National Association of School Psychologists, Atlanta, GA. February 27, 2019. (work with graduate students).
17. Peterson, L., **Li, C.**, Ney, E. (2019). Applying Intersectionality to Mental Health Services for English Language Learners. Mini Skill workshop at the Annual Convention of National Association of School Psychologists, Atlanta, GA. March 1, 2019.
18. Abdulkerim, N., & **Li, C.** (2019). Are Mindfulness-Based Interventions Applicable to Muslim Clients? Poster presentation at the Annual Convention of American Psychological Association, Chicago, IL, August 8-11, 2019. (work with graduate student).
19. Wang, C., Zhou, Z., Rao, A., Chen, G., & **Li, C.** (discussant) (2019). Promoting mental health of Asian-American youth by engaging parents at school. Symposium at the Annual Convention of American Psychological Association, Chicago, IL, August 8-11, 2019.
20. **Li, C.**, Cai, Q., Elias, S. (2018). Mindful in Two tongues: Enhancing second-language learning using bilingual guided meditation. Poster presentation at the Annual Convention of American Psychological Association, San Francisco, CA, August 10, 2018.
21. Li, B., Ni, H., & **Li, C.** (2018). Elementary students' perceptions of classroom resilience factors in China and U.S. Poster presentation at the Annual Convention of American Psychological Association, San Francisco, CA, August 10, 2018.
22. Wang, C., **Li, C.**, Arora, P.G., Algios, A., Rustam, K., & Dong, S. (2018). Asian American Mental Health: Perspectives from Youth, Parents, and Professionals. Symposium at the Annual Convention of National Association of School Psychologists, Chicago, IL. February 13, 2018.
23. Peterson, L., **Li, C.**, & Ney, E. (2018). School-based mental health: Considerations for English language learners, paper presented for the Annual Convention of National Association of School Psychologists, Chicago, IL. February 14, 2018.
24. Amabile, A., & **Li, C.** (2018). DBT Skills Training and Socioemotional Outcomes for Behavioral School Adolescents. Poster presentation at the Annual Convention of National Association of School Psychologists, Chicago, IL. February 14, 2018. (work with graduate)
25. Barlas, N., Sidhu, J. & **Li, C.** (2018). Applicability of Available Socio-Emotional Learning Programs in Pakistan. Poster presentation at the Annual Convention of National Association of School Psychologists, Chicago, IL. February 14, 2018. (work with graduate students).

26. Beneville, M., & Li, C. (2017). *Evidence-Based Literacy Interventions for East/Southeast Asian English Language Learners: A Review of the Research and Recommendations for Practice*. Poster presented at Annual Convention of American Psychological Association, Washington, DC, August 3, 2017. (work with graduate student).
27. Terjesen, M. (Chair), Nastasi, B., Ni, H., Li, C., Jimerson, S., Yang, C., Wang, C., & Xie, et al., Worrell, F. (discussant). (2017). *Internationalizing School-Based Research and Practice: Practical Suggestions and Lessons Learned*. Symposium presented at Annual Convention of American Psychological Association, Washington, DC, August 3, 2017.
28. Li, C., Richard, C., & L. Song. (2017). Chinese Teenage Girls' Stress and Resilience Reflected in the Ecomap. Annual Convention of National Association of School Psychologists, San Antonio, TX, February 22, 2017. (research with graduate student).
29. Krishnan, K., Li, C., Kruger, L., Kimble, E., Arki, G., & Ruah, R. (2017). Self-Regulated Learning, English Language Learners, and High School Exit Exams. Annual Convention of National Association of School Psychologists, San Antonio, TX, February 23, 2017. (research with graduate students).
30. Li, C., Barrett, C., & McClure, E. (2016). Addressing the IDEA Exclusionary Clauses When Assessing English Language Learners. Mini skill workshop presented at Annual Convention of National Association of School Psychologists, New Orleans, LA, February, 2016. <https://apps.nasponline.org/professional-development/convention/session-detail.aspx?id=4510>
31. Li, C., Kruger, L., Kimble, E., Krishnan, K., & Aki, G. (2016). A Holistic Approach to Educating English Language Learners (ELLs) of Color: Lessons Learned from ELLs Who Failed the MCAS. Individual presentation at the thirteenth annual Diversity Challenge: "Race, Culture, and Educating Our Youths: Developing Whole People Not Widgets." Boston College, MA, October 28-29, 2016. (research with graduate students).
32. Kruger, L., Li, C., Kimble, E., Ruah, R., Krishnan, K., Stoianov, D., & Holborn, K. (2016). Consequences of high school exit exams for English language learners. Research poster presented at Annual Convention of National Association of School Psychologists, New Orleans, LA, February, 2016. (research with graduate students).
33. Harris, B., Otiz, S., Sotelo-Dynega, M., Li, C., Lopez, E., Kloz, M.B., & Ogamez, M. (2016). The Provision of School Psychological Services to Bilingual Students. Symposium presented at Annual Convention of National Association of School Psychologists, New Orleans, LA, February, 2016.

34. Johnson, S., Amabile, A., **Li, C.** , & Cohen, A. (2016). The benefits of a tier 2 mindfulness-based intervention for adolescents with internalizing symptoms. Poster presented at Annual Convention of National Association of School Psychologists, New Orleans, LA, February, 2016. (collaboration with graduate students).
35. Ruah, R., **Li, C.**, & Junkoski, S. (2016). Reducing stress: What Brazilian immigrant adolescents do and recommend. Poster presentation accepted by Annual Convention of American Psychological Association, Denver, Colorado, August 4-7, 2016. (collaboration with graduate student).
36. Ni, H. & **Li, C.** (2015). ClassMaps Survey in Chinese Cultural Context. Research paper presented at Annual Convention of National Association of School Psychologists, Orlando, FL, February, 2015.
37. Kruger, L. Kimble,E., Ruah, R., Krishnan, K., **Li, C.** , Holborn, K., Stoianov, D. & Cameron, A. (2015). Persistence on high school exit exams: Risk and protective factors. Research poster presented at Annual National Convention of Association of School Psychologists, Orlando, FL, February, 2015. (research with graduate students).
38. **Li, C.**, Ruah, R., & Junkoski, S. (2014). Sources of stress and support among Brazilian immigrant adolescents. Poster presentation at Annual Convention of American Psychological Association, Washington, DC, August, 2014. (research with graduate student).
39. **Li, C.** & Li, H. (2014). Interventions for intercultural stress: Chinese immigrant students' and psychologists' perspectives. Poster presentation at Annual Convention of American Psychological Association, Washington, DC, August, 2014
40. **Li, C.**, Kruger, L., Krishnan, K., Concannon, K. M., Cameron, A., Ruah, R., Kim, C., McIvor, T, Kimble, E., & Stoianov, D. (2014). Coping with Failure on High-Stakes Tests: Setbacks and Resilience. Poster presentation at Annual Convention of National Association of School Psychologists, Washington, DC, February 18-21, 2014. (research with graduate students).
41. **Li, C.**, Kruger, L., Kimble, E., Krishnan, K., Stoianov, D., Ruah, R., Cameron, A., McIvor, T., Concannon, K., , & Kim, C. (2014). Discrimination against English language learners: Unintended effects of Massachusetts comprehensive assessment system. Individual presentation at the thirteenth annual Diversity Challenge: "Intersections of Race, Culture, and Health or Mental Health." Boston College, MA, October 24, 2014. (research with graduate students).

42. Hameed, M. & Li, C. (2014). Addressing discrimination against LGBT Muslim Americans: What counselors can do. Individual presentation at the thirteenth annual Diversity Challenge: "Intersections of Race, Culture, and Health or Mental Health." Boston College, MA, October 25-26, 2014. (work with graduate students).
43. Li, C. & Li, H. (2013). Intercultural stressors in Chinese immigrant students' life: Chinese psychologists' voices. Poster presentation at Annual Convention of American Psychological Association, Honolulu, Hawaii, July 31-August 4, 2013.
44. Li, H., & Li., C. (2013). Reducing stress in Chinese-American students' life: Chinese psychologists' perspectives. Research paper presented at Annual National Convention of Asian American Psychological Association, Honolulu, Hawaii, July 30, 2013.
45. Ni, H. & Li, C. (2013). Cultural differences in teachers' narrative evaluations of ethnically diverse students. Poster presentation at Annual Convention of American Psychological Association, Honolulu, Hawaii, July 31-August 4, 2013.
46. Ni, H. & Li, C. (2013). Are there cultural biases in teacher narrative evaluations of students? Research paper presented for poster presentation at Annual Convention of National Association of School Psychologists, Seattle, WA, February, 2013.
47. Li, C. & Li, H. (2013). Intercultural stressors in Chinese immigrant students' life and culturally responsive strategies. Individual presentation at the thirteenth annual Diversity Challenge: "Intersections of Race, Culture, and Health or Mental Health." Boston College, MA, October 18-19, 2013.
48. Li, C. & Song, L. (2012). An outcome study of meditation relaxation course for American teenagers. Poster presentation at National Convention of School Psychologists, Philadelphia, PA, February, 2012.
49. Mason, E., Arzamarski, C., Kruger, L., & Li, C. (2012). High school exit exams, student performance, academic self-efficacy, and motivation. Poster presentation at National Convention of School Psychologists, Philadelphia, PA, February, 2012. (Collaboration with graduate student).
50. Li, H., Seidman, L., & Li., C. (2011). Psychological Well-Being of Chinese Immigrant Children: Parents' Voice. 2011 SSHD (Society for the Study of Human Development)7th Biennial Meeting: October 28 – 30, 2011, Providence, Rhode Island.

51. Li., C., Li, H., Cai, J. & Li, W. (2011). Understanding religious perspectives on psychological wellbeing: Towards culturally responsive intervention. Presented at National Convention of School Psychologists, San Francisco, CA, February, 2011.
52. Li, H., & Li., C. (2011). Acculturation and Stress Perceived by Chinese Immigrant Parents and Children. Presented at National Convention of School Psychologists, San Francisco, CA, February, 2011.
53. **Li, C.**, Strein, W., & CDSPP Practicum Taskforce members (2010). CDSPP Taskforce 2 report on practicum. Presented at CDSPP Annual Conference, Orlando, FL, 2/11, 2010.
54. Niu, J. & **Li, C.** (2010). What personal information are Canadian and Chinese Adults willing to disclose? Why? Research paper presented at the National Convention of American Psychological Science, Boston, MA, May 30, 2010.
55. Mason, E. J., Mulé, C. Foster-Sanda, S., Allison, B., Kruger, L., & **Li, C.** (2010). Trends in Math and Reading Scores With/Without High School Exit Exams. Research paper to be presented at the National Convention of American Psychological Science, Boston, MA, May 30, 2010.
56. **Li, C.** & Song, L. (2010). A Study of Eastern Mindfulness Training in American Classrooms: An application of Eastern mindfulness cultivation to school-based promotion of health in the United States. Research paper presented at the National Convention of American Psychological Association, San Diego, CA, August, 2010.
57. Li, H., **Li, C.**, Nastasi, B. (2010). School-Based Promotion of Mental Health for Chinese American Students from Chinese-American mental health providers' perspective. Research paper presented at the National Convention of American Psychological Association, San Diego, CA, August 2010.
58. Li, H., **Li, C.** Nastasi, B., & Seidman, L. (2009). Cultural interpretations of psychological well-being of Chinese immigrant children. Research paper presented at the 2009 National Convention of American Psychological Association, Toronto, Canada, August, 2009.
59. Cheng, T., **Li, C.** (2009). Facilitating Chinese immigrant children's transition from ESL to regular class. Paper presented at the 2009 National Convention of American Psychological Association, Toronto, Canada, August, 2009. (research project with graduate students).
60. Chaudhry, S., **Li, C.** (2009). Is solution-focused brief therapy culturally appropriate for Arab American and Muslim American counselees? Paper presented at the 2009 National

Convention of American Psychological Association, Toronto, Canada, August, 2009. (*work with doctoral students*).

61. **Li, C.** , Mule, C., Cicala, G., Smith, B.M., Lippus, K., Cataldo, J.L., Santora, K.A. (2009). Advancing Social Justice: From Classroom to Practice in School Psychology, Symposium presented at NASP social justice interest group annual meeting, Boston, MA, February, 2009.
62. **Li, C.** , Kruger, L., Mule, C., Cicala, G., Smith, B.M., Lippus, K., Cataldo, J.L., Santora, K.A. (2009). Including Social Justice in the Training of School Psychologists. Presented at NASP annual meeting trainer's meeting, Boston, MA February, 2009.
63. Li, H., **Li, C.** , Cai, J. S., Li, L. (2009). Acculturation and resilience of Chinese immigrant children in United States. Research paper presented at the 2009 National Convention of School Psychologists, Boston, February, 2009.
64. **Li, C.**, Amper, L., Villers, D., Allen, A., Hong, S., Ivey, A. (2008). A personal growth approach to teaching multicultural competencies. Symposium presented at National Convention of American Psychological Association, Boston, MA, August, 2008 (*work with doctoral students*).
65. **Li, C.** & Wong, F. (2007). Is solution-focused brief therapy culturally appropriate for Asian counselees? Paper presented at 2007 National Convention of School Psychologists, New York, NY, March 30, 2007. (*work with graduate student*).
66. Christopher, T. L., & **Li, C.** (2006). Perceived acceptance and academic achievement of bi-racial and mono-racial students. Paper presented at 2006 National Convention of School Psychologists, Anaheim, CA, March 30, 2006.
67. **Li, C.**, Romer, N., Babigian, R.V., & Hamm, J.E. (2005). Optimism and perceived stress of school psychology practicum /internship students. Paper presented at 2005 National Convention of School Psychologists, Atlanta, GA, April 1, 2005. (*Research with graduate students*).
68. **Li, C.**, Vazquez-Nuttall, E., & Sheridan, S. (2005). Establishing effective home-school partnerships with multicultural families: Work in progress of Future Task Force reported to Trainers of School Psychologists, NASP Convention, 3/30/2005
69. **Li, C.**, Lee, V., Waldron, S., & Wang, X.A.(2005). Using Vineland-II with culturally diverse populations. Research paper presented at 2005 National Convention of American

Psychological Association, Washington, D.C., August, 2005. (Research with graduate students).

70. **Li, C.**, Lee, V. , Waldron, S., Vazquez-Nuttall, E., & Annie Wang. (2004). A Bias Review of the Content of the Vineland Adaptive Behavior Scales by Vietnamese, Chinese and Puerto Rican Parents. Presentation at 2004 National Convention of School Psychologists, Dallas, TX, April 1, 2004. (Presented with graduate students).
71. **Li, C.**, Kruger, L., Vasquez-Nuttall, E & Porter, J. (2003). Multicultural Competency: Using deliberate practice to bridge theory and practice. Paper present at American Psychological Association 2003 Convention, Toronto, Canada, August, 2003. (Presented with graduate student).
72. **Li, C.**, Kruger, L., Sanchez, W., & Vasquez-Nuttall, E.(2002). Practice-Oriented Education in Training of Multicultural Competency of School Psychologists. Paper presented at 2002 National Convention of School Psychologists, Chicago, IL, February 28.
73. **Li, C.** (2001). Why do Chinese students perform well on spatial tasks? Chinese teachers' perspective. Paper present at American Psychological Association 2001 Convention, San Francisco, CA, August, 2001.
74. **Li, C.**, Kruger, L., Sanchez, W., & Vasquez-Nuttall, E.(2001). Practice-Oriented Education in Training of School Psychologists. Paper presented at International Conference Understanding Practice-Oriented Education: Demonstrations and Discussion. Boston, MA, April 25-27, 2001.
75. Romero, I., Vasquez-Nuttall, E., & **Li, C.** (2001). Assessing the culturally and linguistically diverse preschoolers: Examiners, clients and measures. Workshop presented at 2001 National Convention of School Psychologists, Washington, DC, April 17.
76. **Li, C.** & Shriberg, D. (2000). Teaching Multiculturalism within an ecological framework: Student/faculty perspectives. American Psychological Association 2000 Convention, Washington, D.C., August. (Presented with graduate student)
77. **Li, C.** & Liu, T. (1999). Don't forget the effect of acculturation when assessing and making recommendations for Asian-American students. Paper presented at 1999 National Convention of School Psychologists, Las Vegas, NE, April 8.
78. **Li, C.** (1999). Can women do as well as men on math? Paper presented at 1999 American Psychological Association Convention, Chicago, August. American Psychological Association Convention, Boston, August.

79. **Li, C.** (1999). State-of the art of preschool evaluation of culturally and linguistically diverse children, presented in Symposium of Assessing Preschoolers--- Developments in play, Neuropsychology, Cognition, and Multiculturalism, 1999 American Psychological Association Convention, Boston, August.
80. **Li, C. & Liu, T.** (1997). Impact of acculturation on Asian-Americans' life and its implications for helping professionals. Paper presented at the 1997 Convention of Asian American Psychological Association, Chicago, August.
81. **Liu, T. & Li, C.** (1997). The relationships of acculturation to academic achievement of Hmong refugee youth. Paper presented at 1997 National Convention of School Psychologists, Anaheim, CA, April.
82. **Li, C. & Lee, L.** (1996). Psychological assessment of Asian-American children. Workshop presented at 1996 Convention of American Psychological Association, Toronto, August. (Presented with graduate student).
83. **Li, C., Nuttall, R., & Zhao, S.** (1996). A study on spatial ability of Chinese undergraduates. Paper presented at the 1996 Asian American Psychological Association Convention, Toronto, August.
84. **Liu, T. & Li, C.** (1996). Psychological Intervention for Southeast Asians. Paper presented at 1996 Convention of National Association of School Psychologists, Atlanta, March.
85. **Nuttall, E. V., Li, C. & Pierce, S.** (1995). School psychologists: Their status in the provision of effective early intervention services to culturally and linguistically different children. Paper presented at 1995 Convention of American Psychological Association, New York, August. (Presented with graduate student)
86. **Liu, T. & Li, C.** (1995). Psycho educational Assessment of Southeast Asians. Paper presented at National Convention of School Psychologists, Chicago, March, 1995.
87. **Li, C.** (1994). Psycho-Educational Program in Regular and Special Classrooms, Paper presentation at annual National Convention of School Psychologists, Seattle, Washington, March.
88. **Liu, T. & Li, C.** (1994). How Can School Psychologists Best Meet the Needs of Hmong-Americans? Workshop presented at annual National Convention of School Psychologists, Seattle, Washington, March.

89. **Li, C.** (1993). Psychological intervention in the classroom - an experimental prevention program, at annual Convention of National Association of School Psychologists, Washington DC, April.
90. **Li, C. & Liu, T.** (1993). In the Year 2000 how can school psychologists improve race and ethnic relations in the schools? Presentation at annual convention of National School Psychologists, Washington DC, April, 1993.
91. **Li, C. & Liu, T.** (1992). How to effectively work with Asian-American families, workshop presented at annual convention of National School Psychologists, San Francisco, CA, March, 1992.
92. **Li, C. & Shallcross, D.** (1989). A Comparative study of problem-solving with Chinese and American youth, paper presented at the annual conference of the Creative Problem Solving Institute, Buffalo, NY, June, 1989.
93. Nuttall, E.V., **Li, C.** & Nuttall, R.L. (1986). A Comparative study of Chinese and American Children family drawings, paper presented at the annual convention of National Association of School Psychologists, Hollywood, Florida, Spring, 1986.
94. Nuttall, E.V., **Li, C.** & Nuttall, R.L. (1986). Family drawings of Chinese and American elementary school children, paper presented at the Annual Conference of Association for Counseling and Development, Los Angeles, CA, Spring, 1986.

National: Invited

1. **Li, C., & Zuazo-Legido, E.** (2024). Test anxiety: Strategies for supporting emerging bilingual students. School Psychology Multilingual Meetup, May 17, 2024.
- 2.
3. **Li, C.** (2024). Helping immigrant youth cope with acculturative stress and depressive feelings: Empowering strategies: School Psychology Multilingual Meetup, January 26, 2024
4. **Li, C., & Ibarra, C.** (2023). Elevating psychological wellbeing of emerging bilingual children through mindfulness methods. Multilingual Interest Group Virtual Meetup, 3/10/2023.
5. Wong, J., Li, C., & NASP Bilingual Interest Group Leadership Team (2021). Strategies and Resources to support linguistically diverse populations in the fight against racial discrimination and hate crimes. NASP Bilingual Interest Group Virtual Meetup, 5/14/2021

6. **Li, C.** (2021). Checklist for addressing the IDEA Exclusionary Clauses when assessing English Learners for specific learning disabilities. NASP Bilingual Interest Group Virtual Meetup. January 22, 2021.
7. **Li, C.,** Kruger, L., Cox, C., Mulé, C., McPherson, C., & Quilty, J, C. (2012). Northeastern University social justice activity 2011-2012 report. Symposium conducted at the annual National Association of School Psychology (NASP) Social Justice Interest Group (SJIG) meeting, Philadelphia, PA, February, 2012. (Collaboration with graduate students)
8. **Li, C.** & CDSPP Practicum Taskforce members (2011, February). Practicum competencies outline: A reference for school psychology doctoral programs. Presented at CDSPP Annual Conference, Deerfield Beach, FL.
9. **Li, C.,** Kruger, L., Mulé, C., McPherson, C., & Arzamarski, C. (2011, February). Northeastern University social justice activity report. Symposium conducted at the annual National Association of School Psychology (NASP) Social Justice Interest Group (SJIG) meeting, San Francisco, CA. (Collaboration with graduate students)
10. **Li, C.,** Kruger, L., & Mule, C. (2010). Advancing Social Justice: From Classroom to Practice in School Psychology, Symposium presented at NASP social justice interest group annual meeting, Chicago, Illinois. (Collaboration with graduate student)
11. **Li, C.** (2002). Shortage of School Psychologists: A multicultural and ecological perspective. Essay accepted by School Psychology Future Conference, Indianapolis, IN, November 14-16.
12. Sharby, N. & **Li, C.** (1999). Understanding children with disabilities and their families from a cultural perspective: Implications for health professionals. Distributed at White House Conference on Mental Health, June 7, 1999. (Collaboration with graduate student)

Regional/Local

1. **Li, C.** (2023). Preventing depression of Chinese American Adolescents: An exploration of new strategies and tools. Research project presented at Addressing Disparities in Asian Populations through Translational research (ADAPT), Boston, MA, 06/14/2023
2. **Li, C.** Waldron, F., & Crossing, A. (2023). Empowering women of color through critical consciousness. Workshop presented at *2023 Women of Color in the Academy*, Northeastern University, Boston, MA, May 19, 2023.

3. **Li, C.** (2023). Elevating equity & wellbeing of culturally & linguistically diverse students. “Faculty Flash Talks: Building Cross Campus Collaborations Amongst The Institute for Health Equity and Social Justice Research and The Center for Transformative Action”, Northeastern University, Boston, MA, 3/20/2023.
4. **Li, C.** (2022). Guided Meditation in the Classrooms: Cultural, linguistic, and Developmental Considerations for Diverse Students Massachusetts School Psychologists Association (MSPA) fall conference on *Elevating Equity*, Norwood, MA, October, 2022.
5. **Li, C., & Abdulkerim, N.** (2022). How Applicable Are Mindfulness-Based Interventions to Muslim Clients in the U. S.? Department of Applied Psychology, Northeastern University, Boston, MA, January 2022
6. **Li, C.** (2022). Incorporating bilingual guided meditation in the classroom: Theory, practice, and outcome. Workshop organized by CATLR ([Center for Advancing Teaching & Learning Through Research](#)) and CSDS, Northeastern University, Boston, MA, February, 2022.
7. **Li, C.** (2021). What can parents do amid Anti-Asian violence? Webinar, Chinese Families Network, Chelmsford, MA, March 28, 2021.
8. **Li, C.** (2019). Raising Children in the U.S. Workshop at Chinese Language School, Chelmsford, MA, April 12, 2019.
9. **Li, C.** (2015). Intercultural Stressors in Chinese Immigrant Students’ Environment and What We Can Do. Presented at the symposium: the Global Mental Health: a Chinese Perspective” event at UMass Medical school, Worcester, MA, 08/26/2015.
10. Cai, Q., **Li, C.**, & Kimble, E. (2015). Bilingual Guided Meditation (BGM®): Academic Anxiety Reduction and Foreign Language Learning Enhancement. Paper presented at the conference for Advancing Evidence-based Teaching, Northeastern University, Boston, MA, 05/05/2015.
11. **Li, C.**, Cai, Q., & Kimble, E. (2014). Bilingual guided meditation: Academic anxiety reduction & foreign language learning enhancement. Fall Faculty Development Conference ***Shifting the Paradigm***. College of Professional Studies, Northeastern University, October 9, 2014. (Collaboration with graduate student)
12. **Li, C.** & Rogers, L. (2012). Main points for introducing the problem-solving and case study approach we teach and require of our students (Li focused on Multicultural Issues), presented at Massachusetts School Psychology Trainers Supervision Institute, Boston, MA, June, 2012.

13. **Li, C.** (2012). Helping children realize their dreams (帮助孩子实现他们的梦想): Advances in school psychology-international. Presentation for teachers from China visiting the U.S. Harvard Law School, Cambridge, MA, 7/21/2012
14. Arzamarski, C., Mason, E., Kruger, L., & **Li, C.** (2011). 2011 Annual Meeting of the New England Psychological Association. (Collaboration with graduate student)
15. **Li, C.**, Torreiro-Casal, M., Arzamarski, C., & Boadi, N. K. (2011). Culture and view of health. Presented at the Diversity week of Northeastern University, Boston, MA, March 30, 2011. (Collaboration with graduate student)
16. **Li, C.** (2010). Assessing culturally and linguistically diverse children, presented at Massachusetts School Psychology Trainers Supervision Institute, Boston, MA, June 29, 2010.
17. **Li, C.** (2008). Multicultural Issues in Supervision, presented at Massachusetts School Psychology Trainers Supervision Institute, Boston, MA, June 25-27, 2008.
18. **Li, C.** (2007). Building home-school partnerships with multicultural parents, workshop presented at Guidance Counselors Inservice, Needham Public Schools, MA, May 9, 2007.
19. **Li, C.** (2000). Considering acculturation in the assessment process. Invited presentation at Annual Convention of Massachusetts School Psychologists Association, Westborough, MA, May.
20. **Li, C.** (1999). Parenting in two cultures. Invited presentation to Chinese immigrant parents at Chinese Language School, Newton, MA, Sunday, October 17, 1999.

Manuscript under Review

1. Waldron, F., **Li, C.**, Crossing, A., & Briesch, A. Efficacy of Afrocentric interventions for Black Students' social-emotional development in urban schools: A meta-analysis. *Journal of Black Psychology* (work with graduate student).

Manuscript in Progress for refereed journals

1. **Li, C.**, Wan, Q., McGhee, M., Li, H., & Dong, S. (2024). Online Resources for Youth Depression: Cultural sensitivity review by Chinese American Adolescents (work with graduate student)

2. **Li, C.**, Yang, S., Wang, R. Li, S., Li, H., & Dong, S. A New Tool that Integrates Critical Consciousness in Counseling Youth Coping with Cultural Conflicts: Cultural Review by Chinese American Youths. (work with graduate student)
3. Li, X., **Li, C.**, Li, S., & team. Guided Meditation in foreign language classrooms in graduate school. (International collaboration, work with graduate student)
4. Dong, S., **Li, C.**, Li, H., & team. Cultural sensitivity review of brief mindfulness meditations by Chinese American Adolescents (work with students)
5. **Li, C.**, & Bekkum, K. Weighing sources of support and stress through a 5-minute assessment activity: A cultural review of Chinese American Adolescents (work with graduate student)

Projects in Progress

6. **Li, C.**, Li, H., Dong, S., and research team (intercollege collaboration). *Preventing Depression of Chinese American Adolescents through Mobile Health Application*, funded by NIH R21, 2022.
7. **Li, C.** Research Team (with Northeastern University student). *Preventing Depression of Asian American Adolescents through Culturally Responsive Support and Resources*. Asian American adolescents (AAAs), traditionally perceived as a model minority (i.e., smart, diligent, quiet), experience serious acculturative stress and depression coupled with cultural barriers to care and racial/cultural discrimination, facing a major mental health disparity. This project addresses the disparity by developing a culturally tailored, personalized, interactive, accessible, and economical depression prevention. The program will be highly scalable and easily adaptable for other minority groups.

Articles on HEALTH NEWSLETTERS Reaching Ethnic/Linguistic Minorities

1. Hou, Z., & **Li, C.** (2016). See perfectionism from mental health perspective: A psychological understanding of the concept, characteristics, and structure of perfectionism (从心理健康的角度看完美主义: 对完美主义概念、特征与结构的心理学解读), *North American Journal of Medicine & Health* (北美医学与健康), http://najmh.org/20160221_1/
2. Song, L. & **Li, C.** (2014). Reducing negative emotions of students through meditation: Effect of Eastern mindfulness in American classrooms (通过冥想训练缓解学生的负向情绪—东方冥想课在美国中学课堂中的效果). *North American Journal of Medicine &*

Health (北美医学与健康), <http://najmh.org/v07i05p004a1/>
www.najmh.org/category/issue/2014-10/

3. **Li, C.** (2014). Sociocultural influences on autism: Cultural considerations in the assessment of autism for Chinese children (series No. 3) **(社会与文化对自闭症的影响—在为中国孩子做“自闭症”诊断时需要考虑的文化差异问题 (之三))**. *North American Journal of Medicine & Health (北美医学与健康)*, Vol. 7(3), <http://najmh.org/v07i03p023a1/> or www.najmh.org/category/issue/2014-06/
4. **Li, C.** (2014). Cultural considerations in the assessment of adaptive abilities in daily life and social interaction for Chinese children (在评估中国儿童的生活与社会适应能力时需要考虑的文化差异问题). *North American Journal of Medicine & Health (北美医学与健康)*, Vol. 7(2), <http://najmh.org/v07i02p005a1/> or www.najmh.org/category/issue/2014-04/
5. **Li, C.** (2013). Cultural considerations when diagnosing autism for Chinese children (在为中国孩子做“自闭症”诊断时需要考虑的文化差异问题). *North American Journal of Medicine & Health (北美医学与健康)* August,2013, www.najmh.org
6. **Li, C.** (2012). What parents should do to reduce the negative impact on children by the national tragedy of shooting in Newtown school? –Tips for parents from NASP **(家长怎样做才能减轻震惊全国的学校枪击惨案对孩子的影响? ——简介全国学校心理学家协会(NASP) 给家长的建议)**. *North American Journal of Medicine & Health (北美医学与健康)*, Vol. 28, p23, www.najmh.org
7. **Li, C.** (2012). What parents should know about psychological problems of Asian-American children related to conflicts between Chinese and American cultures (亚裔孩子在中美文化冲突中产生心理问题,家长需要了解什么). *North American Journal of Medicine & Health (北美医学与健康)*, Vol. 25. p. www.najmh.org.
8. **Li, C.** (2012). What do school psychologists do? (学校心理学工作者是做什么的?) *North American Journal of Medicine & Health (北美医学与健康)*, Vol.23, p.14, www.najmh.org
9. **Li, C.** (2011). Story sharing: Learning and practicing simple concepts of being a good person of traditional Chinese culture may benefit your physical and mental health (in Chinese 分享：学习与实践中中华优秀传统文化中一些朴素的做人的理念有益于身心健康). *North American Journal of Medicine & Health (北美医学与健康)*, Vol.22 December, 2011 p.9-10. <http://www.najmh.org/wp-content/uploads/2011/12/J1-22.pdf>
10. **Li, C.** (2008). Massachusetts School Psychology Association (MSPA) webpage: Message to the people of China (in both English and Chinese) 2008 (www.mspa-online.com).

REPORTS ON MY RESEARCH IN THE MEDIA

- 2024/5/14 Northeastern University Research: The aftermath of COVID-19 continues to hurt high schoolers. Chieh Li has a vision for healing.
<https://research.northeastern.edu/the-aftermath-of-covid-19-continues-to-hurt-high-schoolers-chieh-li-has-a-vision-for-healing/>
- 2021/5/18 Northeastern Global News: **English learners in public schools are often left behind. What can help them catch up?**
<https://news.northeastern.edu/2021/04/27/english-learners-in-public-school-classrooms-are-often-left-behind-what-can-help-them-catch-up/>
- 2008/10/23 Boston Globe- South cited my comments on bilingual education from an interview.
http://www.boston.com/news/local/massachusetts/articles/2008/10/23/sharing_languages_students_gain_an_edge/)
- 2001/9/28 The Chronicle of Higher Education reported my research, entitled “Want to give your children an extra edge on the SAT? Teach them to write Chinese” on Research: WHO KNEW, p. A30.
- 2001/9/05 Chance News 10.07 cited the full report from Boston Globe on my research, entitled ““Putting Chinese to the test: Learning language may boost SATs”. On www.dartmouth.edu/~chance/chance_news.
- 2001/7/17 Vancouver, Canada’s medical website www.iMedAsia.com reported my research with both English and Chinese versions, entitled “Ability to Write Chinese Linked to Higher Math Scores”, on Health News: Top Stories.
- 2001/7/16 Valley Times (in Pleasanton, CA) cited the full report from Boston Globe on my research, entitled “Study: Chinese literacy helps with math”.
- 2001/7/16 West County Times (in Richmond, CA) cited the full report from Boston Globe on my research, entitled “Study: Chinese literacy helps with math”.
- 2001/7/14 Castra Costa Times, CA, cited article from Boston Globe on my research, entitled “Study: Count on Chinese to do the math”, on SCIENCE, p.A9.
- 2001/7/13 Daily Journal, (in Manassas, VA) reported my research, entitled “Learning Chinese may help on SATs”.
- 2001/7/12 World Journal (世界日报, a Chinese newspaper distributed nation wide in the U.S.), wrote a news report entitled “Writing Chinese and higher SAT Score: Chinese-American Scholar Chieh Li found from her research that writing Chinese may facilitate processing images”, on B2.

- 2001/7/10 InteliHealth reported my research, entitled: “Learning Chinese May Help Students on Tests, Researchers Say”, Section: Health News.
- 2001/7/8 Sunday Bulletin, Norwich, CT, reported my research, entitled: “Chinese language and higher SAT scores linked”, on New England Newsclip.
- 2001/7/7 Boston Globe reported their interview of me regarding my findings on writing Chinese and SAT mathematics score, entitled “Putting Chinese to the test: Learning language may boost SATs”, on the front page of City & Region section, pp.B1 and B4.
- 2001/7/7 Public radio station WBUR reported my findings on writing Chinese and SAT mathematics score briefly.
- 2001/7/7 The Associate Press State & Local Wire reported my research, entitled “Link between learning Chinese language, higher SAT scores explored”, Section: State and regional.
- 1999/2/2 Boston Globe had a brief report about part of my findings, entitled “A Character Issue” Under Lesson Plan, B2.
- 1999/1/28 Channel 5 (WCVD, in Boston, MA) aired their interview of me regarding my research on writing Chinese and spatial ability, on 5 O’clock News.
- 1999/1/15 World Journal (世界日报, a Chinese newspaper distributed nation wide in the U.S.), interviewed me and reported “Northeastern University Assistant Professor Chieh Li found from her research that writing Chinese may facilitate spatial ability and math”, on B1.
- 2007 NASP website multicultural practice page: Picture of Li and student presenting at NASP

REPORTS ON MY SERVICE TO THE COMMUNITY IN THE MEDIA

2014/6 美中医学交流学会龙舟节义诊咨询 admin Posted in 2014.06,
<http://najmh.org/v07i03p041a1/>

2010/7/28 World Journal (世界日报, a Chinese newspaper distributed nationwide in the U.S.), 學中國文化 如置身「中國村」記者李靜雯波士頓報導, (with picture of Northeastern University Prof. Chieh Li and Kwong Kow Chinese School Principal Yanyu Zhou , Chinatown) http://www.worldjournal.com/view/full_ma/8908484/article-%E5%AD%B8%E4%B8%AD%E5%9C%8B%E6%96%87%E5%8C%96-%E5%A6%82%E7%BD%AE%E8%BA%AB%E3%80%8C%E4%B8%AD%E5%9C%8B%E6%9D%91%E3%80%8D?instance=ma_story1

2010/8/23 SAMPAN (the only bilingual Chinese-English Newspaper in New England) reported Northeastern University Prof. Chieh Li collaborating with Kwong Kow Chinese School in Chinatown on understanding Chinese-American children in the article 廣教學校與心理專家合作：解開華裔學子心理糾結, in 華埠新聞 (Chinatown news), p.4.

<http://sampan.org/zh-hant/category/regionalzh/chinatownzh/>

2010 / 8/27 World Journal (世界日報, a Chinese newspaper distributed nationwide in the U.S.), http://www.worldjournal.com/view/full_news/9291498/article-廣教暑期班結業-展現成果

2010 /9/10 SAMPAN (the only bilingual Chinese-English Newspaper in New England). Appeared in the picture of the report of Commencement of Kwong Kow Chinese School in Chinatown, p.1.

LEADERSHIP AND VOLUNTEER EXPERIENCES

Professional Service --International

- 2015 Served as one of the volunteer translators (Chinese-English) for the 2nd Annual Conference of Sino-American Educational Research Association. Shanghai, China, 2015, 07/05/2015.
- 2011-2014 Member of APA Division 16 subgroup *Transnational/Multicultural School Psychology* of working group on the globalization of school psychology, led by Greek school psychology professor Chryse Hatzichristou.
- 2009 Co-chair of conference on Chinese Mental Health Development Summit, Hubei, China.
- 2008 Contacted International Association of School Psychology (ISPA), National Association of School Psychology (NASP) and American Psychological Association (APA) about what our profession can do to respond to the need for crisis intervention after the devastating earthquake in Sichuan, China. After receiving warm responses from ISPA, assisted ISPA crisis intervention efforts, including translating ISPA president's letter to China into Chinese and contacting school psychologists/counselors in China.
- 2000 Coordinated international exchange activities between the Counseling Center at Northeastern University and directors of two counseling centers of universities in Beijing, China (Capital Normal University, Beijing Polytechnic University). Served as liaison, hostess, and interpreter for the exchange

activities, including a visit to NU campus and a forum on commonality and differences in student needs and counseling approaches.

1998-99 Helped the Counseling Center at Northeastern University and Capital Normal University in Beijing, China set up professional exchange activities.

1995 Helped Cardinal Stritch College, Wisconsin, and Capital Normal University, Beijing, China, to establish academic exchange activities. Served as an interpreter for the exchange activities, including mutual visits to and meetings at the two campuses.

Professional Service – National Committees

2010/8-2011/8 Chair– (National) Council of Directors of School Psychology Programs (CDSPP)

2009/8-2010/8 Chair elect– CDSPP

2008-2009 Member of the Executive Committee of CDSPP

2009-2011 Chair of the CDSPP practicum taskforce
(Our task force has adapted the *APA Practicum Competencies Outline* for school psychology doctoral programs. It is available online on the CDSPP website.)

7/2021-6/2022 Chair of Leadership Team of NASP Bilingual Interest Group

7/2020 -6/2021 Co-Chair of Leadership Team of NASP Bilingual Interest Group

2008 - Present Member of Leadership Team of NASP Bilingual Interest Group

2023- Present Co-Chair of taskforce on teaching module and materials for training bilingual-Mandarin school psychologists, NASP Bilingual Interest Group

2010- School Psychology Program Reviewer of National Association of School Psychology (NASP)

2015 Member of NASP Search Committee for editor of *School Psychology Forum* (a NASP journal)

2004-2008 Member of a task force of Future of School Psychology on Home-School Partnership. My task (together with E. Vazquez-Nuttall, et al.) was to

develop multicultural resources for training programs and provide multicultural perspectives for the existing 11 modules of service of our profession.

Our task force has developed a series of materials on Home-School Partnership available online.

- 2007- Member of NASP Social Justice Interest Group, have led students presentations and publications on how school psychologists can promote social justice for all children
- 1995-96 Member of panel on multicultural competencies for school psychologists in Division 16, American Psychological Association
- 1993-94 Member of Multicultural Committee of the National Association of School Psychologists

Professional Service – Editorial Advisory Board and Ad hoc Review

- 2023-24 Ad hoc reviewer of manuscript for *Journal of School Psychology*
- 7/2020-Present Editorial Advisory Board member of *School Psychology Review*
- 2013-Present Editorial Advisory Board member of *Journal of Educational and Psychological Consultation*
- 2015-Present Editorial Review Board: *School Psychology Training and Pedagogy* (formerly *Trainers' Forum*, a journal for Trainers of School Psychology in the U.S.).
- 2019 Ad hoc reviewer of manuscript on bilingual DLI programs for *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*
- 2018 Ad hoc reviewer of language and multicultural issues for *European Journal of Educational Research*
- 2018-2020 Invited Article Editor of Traditional Chinese Mind-Body health techniques for *Sage Open*
- 2010-May, 2019 Editorial Advisory Board member of *School Psychology Forum: Research in Practice* (a NASP journal)

- 2011-2017 Editorial Advisory Board member of *North American Journal of Medicine & Health (Chinese version)* (北美医学与健康)
- 2011-2017 Ad hoc reviewer of psychological and multicultural issues for *North American Journal of Medicine and Science*
- 2017 Ad hoc reviewer of multicultural issues and cross-cultural research for *Cultural Diversity and Ethnic Minority Psychology* (a journal of American Psychological Association)
- 2006- Present Ad hoc reviewer on multicultural issues and cross-cultural research for *Journal of Educational Psychology* (a journal of American Psychological Association)
- 2012 Ad hoc reviewer of multicultural, bilingual and social justice issues for *School Psychology Review* (a journal of National Association of School Psychology)
- 2013-15 Ad hoc reviewer on multicultural, global, bilingual and social justice issues for *Trainers' Forum* (journal of Trainers of School Psychology in the U.S.)
- 2010 Reviewer of manuscript on language issues for the journal *Topics in Early Childhood Special Education*
- 2006 Reviewer of Division 16 on multicultural issues and cross-cultural research proposals for the APA Annual Convention
- 2016-17 Reviewer of proposals for cross-division collaborative programming for 2017 & 2018 APA annual convention
- 2018-19 Reviewer of proposals for cross-division collaborative programming Division 16 of APA annual convention 2019
- 2019-20 Reviewer of proposals for Division 16 of APA annual convention 2019
- 2017 Reviewed the draft Madison Assessment of Cultural Competence/Responsiveness in School Psychology (MACCS)
- 2000 Conducted bias review of all try-out items for the revised version of K-ABC (Kaufman cognitive test, Assessment Battery for Children) and K-TEA (Kaufman achievement test) for children from Asian cultural background
- 1995- Reviewed numerous book chapters on multicultural, bilingual and social justice issues in counseling, consultation and psycho-educational

assessment of diverse children for NASP (National Association of School Psychologists) and other organizations/publishers

Professional Service – State Committees

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| 2007-17 | Member of Massachusetts School Psychology Trainers (Committee) |
| 2004 -Present | Member of Board of Massachusetts School Psychology Association, Liaison to International School Psychology Association |
| 2016-2019 | Member of Diversity Committee of Massachusetts School Psychology Association |
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Professional Service –Mentoring

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| 2019-Present | Mentor in Directory of APA Division 16 Committee of Ethnic Minority Affairs |
| 2019 | Mentor in the <i>Diversity Mentorship Meet & Greet Event</i> organized by SASP, APA Division 16, August 9, 2019, Chicago. |
| 2001 | Helped doctoral student of counseling psychology from UMass-Amherst with her dissertation on <i>coping strategies of Chinese career women in the U.S.</i> |
| 2000 | Mentored school psychology doctoral students from Indiana University on multicultural research (coordinated and assigned by APA Division of Educational Psychology). |

Community Presentations/Services

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| 7/19/2024 | Li, C., Young, S. & research team. Anxiety among Chinese American adolescents: What can parents and children do? In-Person presentation at Kwong Kow Chinese School, Boston, MA. |
| 6/19/2024 | Li, C., & Li, H. <i>Promoting mental health and happiness of Chinese American adolescents: What can high schoolers do?</i> Virtual presentation hosted by Newton Education Support Network, Newton, MA |
| 5/8/2024 | Li, C., Li, H., & Dong, S. <i>Depression among Chinese American adolescents: What can parents do?</i> Virtual presentation hosted by Newton Education Support Network, Newton, MA |

- 3/18/2021 **Li, C.** *What can parents do amid Anti-Asian Violence?* Virtual presentation invited by Chinese Families Network.
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- 4/12/2019 **Li, C.** Conducted workshop on cross-cultural parenting for immigrant parents on raising children in the U.S. in a Chinese community, Chelmsford Chinese Language School, Chelmsford, MA,
- 1/20/2015 **Li, C.** Assessing English Language Learners (ELL) based on the IDEA Nondiscriminatory Assessment Guidelines. Presented on MPA (Massachusetts Psychological Association) Webinar for graduate Students.
- 6/26/2014 **Li, C.** Presented on Assessment of ELL Students: Addressing the IDEA Exclusionary Clauses, at *Diversity in Action, Massachusetts Field Supervision Institute*
- 6/15/2014 **Li, C.** Provided free consultation to ethnic minorities as community service, organized by the American-Chinese Medical Exchange Society during the Greater Boston Dragon Boat Festival, MA.
- 2013 **Li, C.** Presented *multicultural assessment and counseling* at the inservice of ACCEPT Educational Collaborative, Pittaway School, Ashland, MA
- 1/22/2010 **Li, C.** Presented “*Is solution-focused brief therapy culturally appropriate for Asian counselees?*” at the inservice of Multicultural Research, Commonwealth Research Center, Massachusetts Mental Health Center, Beth Israel Deaconess Medical Center, Boston, MA.
- 10/17/2010 **Li, C.** Presented *communicating with students from different cultures* at the inservice for teachers in Kwong Kow Chinese School, Boston Chinatown, MA.
- 2008 **Li, C.** Outreach to the Chinese American communities in the Greater Boston Area to support children coping with acculturative stress. Presented a series of workshops in the Chinese communities (e.g., Quincy School in Boston, Kwong Kow Chinese School, Boston Chinatown Neighborhood Center, and Newton Chinese Language School), on the following topics:
1. Mental health issues of Chinese-American children and adolescents: What can parents and teachers do?
 2. What can Chinese teachers do to promote mental and physical health for Chinese American students?
 3. Educating Children in the United State: Challenges and Solutions for Immigrant Parents.

4. Reducing children’s stress through understanding cultural differences and acculturation.
5. Positive parenting
6. Building a supportive community for children.
7. MCAS: What immigrant parents should know (presented with Dr. Kruger)

2006 **Li, C.** Presented *Building home-school partnerships with Asian-American families* at the summer conference of Massachusetts Teachers Association, August 8, 2006

2002 **Li, C.** Guest speaker on "Parenting in the United States---a cross-cultural perspective", Chinese Language School, Newton, MA, October.

1996-1999 **Li, C.** Member of the advisory board for “Teach-Boston”, Boston Public Schools.

College and University Committee Services

2022-Present	Member of Bouve College Merit & Sabbatical Committee
2021-Present	Member of Bouve College Diversity, Equity, & Inclusion Committee
8/2019 -7/2020	Co-Chair of Faculty Council of Bouve College of Health Sciences
2017 - August 2019	Member of Faculty Council of Bouve College of Health Sciences
2018-2021	Member of Conference Preparation Committee for Women of Color in the Academy
2018-2019	Member of Bouve College Mental Health Taskforce
2018-Summer 2019	Member of Academic Affairs Committee of Bouve College
2016-2017	Chair of Graduate Academic Standing Committee of Bouve College
2015	Member of Graduate Academic Affairs Committee of Bouve College
2012-2013	Member of Diversity Committee of Bouve College of Health Sciences
2011-2013	Member of Teaching Committee (Ad Hoc) of Bouve College of Health Sciences
2010-2011	Member of Diversity Committee Bouve College of Health Sciences
2008-2009	Chair of Diversity Committee of Bouve College

(Our committee reviewed multicultural competency requirements for physical and mental health providers nationwide and selected multicultural competency requirements for our college)

2007-08	Member of Bouve College Diversity Committee
2001-2008	NU President Advisory Board on Diversity Issues, Asian group
2001-2002	Leadership Team for advancing ACE (academic common experience): Lead facilitator in social/cultural perspective
2001-2002	Member of Graduate Committee of Bouve College of Health Sciences
1998-2003	Advisory Board for Women's Studies program
1999	Member of NU's Wellness Committee
1997	Member of Graduate Committee of Bouve College in the fall quarter

College and University Services – Other

2024	Northeastern University Tier 1 Research Grant Review
2024-	Advisory board member, Project INTEGRATE: Scholars Providing Integrated Academic and Behavior Supports to Students. OCEP Funded project, PI: R. Coddling.
11/9/2021	<i>Understanding the challenges of culturally and linguistically diverse students.</i> Presentation to undergraduates in the Northeastern chapter of Lean On Me (a noncrisis, peer-to-peer, text support hotline)
Summer 2020	(Volunteer) Faculty advisor of NU LANG (Language Accessibility of Northeastern COVID-19 Guidelines) Initiative
2010-present	(Volunteer) Faculty member of Asian Studies Program
1998-99	Presented my research finding on Chinese-American women's mathematics achievement to class of Women's Studies
1997	Helped teachers at NU Children's Center to resolve difficulties in children due to cultural conflicts, including meeting and consulting with teachers, developing practical intervention strategies together, and attending group meeting with Asian parents.
1996	Presented to <i>staff</i> at NU Counseling Center on Acculturation Process

and its effect on Asian-Americans

1996 Presented to *Asian students* at NU Counseling Center on Acculturation Process and its effect on Asian-Americans

Department Committee Services

2024	Member of Tenure and Promotion Committee
9/2022-8/2023	Chair of Department Merit Committee Member of Department Merit Committee
9/2023-Present	
2021-2022	Chair of Department Diversity, Equity and Inclusion Committee
9/2019 – 8/2020	Advisor of Department Student Multicultural Committee
2019 Spring	Member of Department Chair Search Committee
2018	Member of Tenure and Promotion Committee
2017	Member of Workload Committee
2017	Member of Merit Committee
2016-2017	Co-Advisor of Department Student Multicultural Committee
2021-Present	Faculty Advisor of NU SASP Chapter
2017 January 1- August 31	Interim Faculty Advisor of NU SASP Chapter
2016	Chair of Merit Committee
2016	Member of Faculty Search Committee
2015	Member of Tenure and Promotion Committee
2012-2013	Member of Merit Committee
2013 Spring	Chaired memorial program for Dr. Adriana Rodriguez
2012 Spring	Chaired memorial program for Dr. Ena Vazquez-Nuttall
2011 Fall	Chaired Ad Hoc committee on oral exam of ethics for student whose native language is not English

2009-2011	Member of Colloquium Committee
2009 Spring	Chaired Dr. Ena Vazquez-Nuttall's retirement committee
2008-09	Member of faculty search committee
2006-2008	Member of Executive Committee of the Combined Ph.D. Program
2002	Member of Department Merit Committee
2002	Member of Department faculty search committee
2000-2002	Member of subcommittee on comprehensive-exam reform for the PhD program
1999	Served on Dept. Committee on Multicultural Curriculum Issues
1998-99	Served on the Curriculum Committee of the doctoral program
1997	Served on the subcommittee of admissions of the combined doctoral program
1996-2013	Assisted school and counseling programs in the department with admissions of students from Chinese-speaking countries
1995-2008	Committee member of Combined PhD Program of School and Counseling Psychology

EXPERIENCES OF MEDITATION AND MINDFULNESS

Personal

1993- Present	Studying Eastern (Taoist and Buddhist) mindfulness and meditation
1998- Present	Practicing mindfulness and meditation daily Using mindfulness and meditation as a holistic approach to my own wellbeing (including physical, mental, social, intellectual, and spiritual)
2010- Present	Including a five-minute meditation relaxation in my courses during the break and received very positive feedback from students

Philanthropic/Volunteer:

Leading Mindfulness/Meditation Sessions

2013-2015 Led after-school mindfulness and meditation sessions weekly as a volunteer (together with Dr. Libo Song from China and graduate students) in Boston Latin School to help students reduce stress and improve psychological, physical and academic wellbeing

Summer & fall of 1999, fall of 2000 and winter of 2000 Led weekly *Wellness Activity* on meditation, 1 hour/week on campus of Northeastern University

Sharing Knowledge on Mindfulness/Meditation as an Approach to Wellbeing

2012 Presented stress *Reduction through Mindfulness* to Northeastern University physician assistant class, 6/21/2012

2012 Presented *Eastern Mindfulness Training in American Classrooms- an application of Eastern mindfulness cultivation to school-based promotion of health* at the colloquium sponsored by the Department of Counseling and Applied Educational Psychology, Bouve College of Health Sciences, Northeastern University (NU), spring, 2012

2002 Presented at Counseling Center of Northeastern University on advanced traditional Chinese internal qigong (a meditation-like exercise) as an approach to wellbeing of the whole person

1997-99 Presented on “Chi, a holistic approach to wellness” during NU Wellness week [Chi (气) is a concept in Taoist meditation, Traditional Chinese medicine, and Traditional Chinese Qigong. It is often translated as “bio-energy” in English.

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA)

Division 16 of American Psychological Association

National Association of School Psychologists (NASP)

International School Psychology Association (ISPA)

Massachusetts School Psychologists Association (MSPA)

NASP Bilingual School Psychologists Interest Group

NASP Social Justice Interest Group