

Nai-Jiin (Jiin) Yang, Ph.D.

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EDUCATION

- **Ph.D. in School Psychology**, Aug 2025
Utah State University (APA-Accredited Program), Logan, Utah
Major Advisor: Tyler Renshaw, Ph.D.
Dissertation: *Examining the Predictive validity of Adolescent Complete Mental Health on High School Academic Performance*
Advisor: Tyler Renshaw, PhD
 - **Educational Specialist in School Psychology**, May 2014
The University of Iowa, Iowa City, Iowa
Major Advisor: Kathryn Gerken, Ph.D.
 - **Master of Art in Rehabilitation Counseling**, May 2008
The University of Iowa (CACREP-Accredited Program), Iowa City, Iowa
Major Advisor: John Wadsworth, Ph.D.
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PROFESSIONAL LICENSURE AND CERTIFICATES

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| ▪ Psychology Service Extender License in the State of Idaho (#3861160) | 2024-2026 |
| ▪ Certified School Psychologist in the State of Utah (#761663) | 2020-2025 |
| ▪ Certified School Psychologist in the State of Idaho (#464923654) | inactive |
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HONORS AND AWARDS

- Graduate Student Travel Funding Award from Office of Research, Utah State University- 2022, 2023, 2024
- Award 2nd Place on research in the 12th Annual James F. Jakobsen Graduate Conference at the University of Iowa-2009
- Graduate Student Travel Grant from the Graduate College, University of Iowa- 2009

PROFESSIONAL AFFILIATIONS

- American Academy of Pediatric Neuropsychology (AAPdN)
- Idaho Psychological Association (IPA)
- National Association of School Psychologists (NASP)
- American Psychological Association (APA)

PROFESSIONAL APPOINTMENT

- **Project EMPWRing Coordinator**, Aug 2025 – current
Responsibility: collaborate with local educational agencies, community partners, and state leaders to expand training programs, strengthen workforce capacity, and promote culturally responsive, evidence-based practices.
- **Pre-Doctoral Psychology Intern**, Aug 2024 – Aug 2025
Northwest Neurobehavioral Health, Meridian, ID (APA-Accredited site)
Clinical Supervisor: Kimberly Parks, Ph.D., Licensed Psychologist; Carolyn Golden, Ph.D., Licensed Psychologist
Responsibility: participate as a member of the team in multidisciplinary diagnostic assessment clinics; conduct diagnostic neuropsychological evaluations for patients with mental health disorders, provide an array of evidence-based treatments for conditions including autism spectrum disorders, trichotillomania, ADHD, anxiety, depression, and supervise psychology doctoral student in administering neuropsychological assessments
- **School Psychologist**, August 2017– May 2021
Jefferson School District, Rigby, ID
Responsibility: Constructing intervention and prevention programs for student in the areas of academic, behavior, and mental health. Consulting with teachers and administrators concerning meeting the needs of students within the scope of school, district, state and federal regulations. Administering a number of assessment instruments in a variety of areas to answer questions concerning the students' academic, cognitive, emotional, and behavioral performance.
- **School Psychologist**, August 2014 – May 2017
Bonneville School District, Amon, ID
Responsibility: providing psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. Monitoring the completion of case study evaluation and participates in Individual Education Plan conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. Collaborating with staff, families, students, and communities the school psychologist promotes effective educational environments.

CLINICAL TRAINING

- **Post-Doctoral Resident in Psychology (part-time), Aug 2024 – Aug 2025**
Idaho State University Counseling and Mental Health Center, Pocatello, ID
Clinical Supervisor: Erika Cole, Ph.D., Licensed Psychologist; Kristin Stewart Yates, Ph.D., Licensed Clinical Professional Counselor
Responsibility: Deliver short-term, goal-focused counseling services to enrolled ISU students addressing academic, emotional, and interpersonal concerns.
- School psychologist, August 2022 – May 2023
Edith Bowen Laboratory School, Utah State University, Logan, UT
Clinical Supervisor: Chloe Marr, PhD, LP
Responsibility: Administering a number of assessment instruments in a variety of areas to answer questions concerning the students' academic, cognitive, emotional, and behavioral performance.
- Mental Health Service provider, August 2020 – May 2023
Edith Bowen Laboratory School, Utah State University, Logan, UT
Clinical Supervisor: Tyler Renshaw, PhD, LP
Responsibility: Implementing school-wide mental health screenings, offer both group and individual counseling sessions, and providing consultation services for educators and parents
- Advanced Practicum Student, August 2021 – May 2022
Integrated Assessment Clinic, Sorensen Center, Utah State University, Logan, UT
Clinical Supervisor: Shelley Upton, PhD, LP
Responsibility: conducting diagnostic evaluations of Attention Deficit/Hyperactive Disorder, Autism Spectrum Disorder, Depression and Anxiety for children and adolescents with suspected ADHD and other neurodevelopmental disabilities. Providing consultation services for youth and their families.
- Advanced Practicum Student, August 2008 – May 2009
ADHD Evaluation, Center for Disabilities and Development, The University of Iowa Hospitals and Clinics, Iowa City, IA
Clinical Supervisor: Mary Ann Roberts, PhD
Responsibility: conducting diagnostic evaluations of Attention Deficit/Hyperactive Disorder for children and adolescents with suspected ADHD and other disabilities (e.g., learning disabilities). Providing consultation services for children with ADHD and their families.
Pediatric Brain Injury Evaluation, Center for Disabilities and Development, The University of Iowa Hospitals and Clinics, Iowa City, IA
Clinical Supervisor: Mary Ann Roberts, PhD
Responsibility: conducting structured interview, administered neuropsychological assessment, interpreted assessment results, and wrote assessment report.
Clinical Supervisor: Mary Ann Roberts, PhD

- Intern, January 2008 – May 2008
Age 2-5 Autism Evaluation, Center for Disabilities and Development, The University of Iowa Hospitals and Clinics, Iowa City, IA
Clinical supervisor: David Wacker, PhD
Responsibility: conducting structured interview, administered neuropsychological assessment, interpreted assessment results, and wrote assessment report.
- **Outreach Behavioral Consultation services for Students with challenging Behaviors, The University of Iowa Hospitals and Clinics, Iowa City, IA**
Clinical supervisor: David Wacker, PhD
Responsibility: providing in-class behavioral observation and behavioral consultation to partner school districts

RESEARCH TRAINING AND EXPERIENCE

- **School Mental Health Lab, July 2021 – Aug 2025**
Major Advisor: Dr. Tyler Renshaw
- **Self-Regulated Learning Lab, August 2020 – May 2021**
Major Advisor: Dr. Greg Callan

Teaching Experience

- **Adjunct Faculty, May 2025 – Jun 2025**
School Psychology program at Idaho State University
Course: Seminar in School Psychology
Responsibility: implemented lesson plans, taught asynchronous course, and completing evaluation components of the course for the graduate students enrolled
- **Adjunct Faculty, January 2024 – May 2024**
School Psychology program at Idaho State University
Course: Neurocognition and Learning
Responsibility: implemented lesson plans, taught weekly classes, and completing evaluation components of the course for the graduate students enrolled
- **Adjunct Faculty, January 2024 – May 2024**
School Psychology program at Idaho State University
Course: Practicum- Introduction to School Psychology, Special Education, and Learning Disability
Responsibility: implemented lesson plans, provided weekly supervision, taught weekly classes, and completing evaluation components of the course for the graduate students enrolled
- **Adjunct Faculty, August 2016 – Dec 2022, Aug 2025- current**
School Psychology program at Idaho State University
Course: Individual Intelligence Test

Responsibility: implemented lesson plans, taught weekly classes, and completing evaluation components of the course for the graduate students enrolled

Fellowship

- **Utah Regional Leadership Education in Neurodevelopmental Disabilities**, August 2021 – May 2022
Mentor: Maryellen McClain Verdoes, PhD, NCSP, LP
Interprofessional training program that admits a core group of trainees who complete 300 hours of research, didactic, and clinical experiences in neurodevelopmental disability positions

Certifications & Trainings

- Idaho CANS Mental Health 3.0, Aug 2024
- Acceptance and Commitment Therapy for Adolescents, Oct 2022
- ADOS-2 Virtual Introductory/Clinical Workshop Toddler Module, July 2021
- ADOS-2 Virtual Introductory/Clinical Workshop Modules 1-4, July 2021

PUBLICATIONS AND CONFERENCE PRESENTATIONS

Journal Articles

1. Renshaw, T. L., Clark, K. N., Farley, C. D., Franzmann, T. K., & **Yang, N-J.** (2024). Global and specific student subjective well-being as predictors of school outcomes. *School Mental Health*. . <https://doi.org/10.1007/s12310-024-09684-4>
2. Fan,C., Tsai,C., Zhang,Y., & **Yang, N.** (2023). An Exploration of Staff's Beliefs about School-Wide Positive Behavior Support: Factor Validation Using the Beliefs about Behavior Survey. *Journal of Applied School Psychology*, 40(3), 193–221. <http://doi.org/10.1080/15377903.2023.2290726>
3. Golson, M. E., Brunson McClain, M., O'Dell, S. M., Gormley, M. J., Roanhorse, T. T., **Yang, N. J.**, Kettlewell, P., & Shahidullah, J. D. (2023). Assessment and Management of Attention-Deficit/Hyperactivity Disorder: Pediatric Resident Perspectives on Training and Practice. *Clinical pediatrics*, 99228231163687. Advance online publication. <https://doi.org/10.1177/00099228231163687>
4. Bocanegra, J. O., Gallup, J., Hou, M., Gubi, A., Fan., C., **Yang, N.**, & Perihan, C. (2023). COVID-19, mental health, technology use, and job satisfaction among school psychology trainers. *Contemporary School Psychology*, 1–12. Advance online publication. <https://doi.org/10.1007/s40688-023-00449-5>
5. Fan,C., Juang,Y., **Yang, N.**, & Zhang, Y.(2021).An Examination of the Effectiveness of a School-Based Behavioral Consultation Workshop. *Consulting Psychology Journal: Practice and Research*, 73(1), 88-102.

6. Callan, G. L., **Yang, N.**, Zhang, Y., Sciuchetti, & M. B. (2020). Narrowing the self-regulated learning research-to-practice gap in school psychology. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-020-00323-8>
7. Fan, C., Juang, Y., Hsing, C., **Yang, N.**, & Wu, I. (2020). The Development of School Psychology in Taiwan: Status Quo and Future Directions. *Contemporary School Psychology*.
8. Fan, C., Zhang, Y., Juang, Y., & **Yang, N.** (2020). An Examination of the Psychometric Properties of the Consultation Self-Efficacy Scale. *Journal of Educational and Psychological Consultation*, 31(2), 246–267.
<https://doi.org/10.1080/10474412.2020.1793348>
9. Fan, C., Zhang, Y., Cook, C. R., & **Yang, N.** (2018). An Examination of the Factor Structure of the RtI Readiness and Implementation Survey. *Journal of Applied School Psychology*. 34(4). 360-387. Impact Factor=0.76

Manuscripts In Preparation

1. **Yang, N.**, & Renshaw, T., Franzmann, T. K. (under review). Association of Internalizing and Externalizing Screener Scores with Student Well-Being and Academic Performance Problems. *School Mental Health*.
2. **Yang, N.**, & Renshaw, T., Franzmann, T. K., & Fan, C (in preparation). Validation of Dual Factor Model of Mental Health.
3. **Yang, N.**, & Renshaw, T. (in preparation). Complete Mental Health Screening Results as Predictors of Concurrent Academic performance.

Conference Presentations

1. **Yang, N.**, Renshaw, T., & Franzmann, T (accepted). *Unlocking Well-Being and Academic Difficulties Through Mental Health Screener Insights*. Paper presentation at the National Association of School Psychologists (NASP) 57th Annual Convention. Chicago, IL.
2. Fan, C., **Yang, N.**, Tsai, C., & Chuang, C. (accepted). Mental Health Linked to Academic Performance among Rural Taiwanese Students. Poster presentation at the National Association of School Psychologists (NASP) 57th Annual Convention. Chicago, IL.
3. Fan, C., Chuang, Y., **Yang, N.**, & Chuang, C (accepted). School Behavioral Consultation in Taiwan: Benefits, Barriers, and Collaborative Growth. Poster presentation at the National Association of School Psychologists (NASP) 57th Annual Convention. Chicago, IL.
4. Fan, C., Tsai, C., Chuang, C, **Yang, N** (2025). *Factor Analyses of SWTRS within the Dual-Factor Model of Mental Health*. Poster presentation at the American Psychological Association (APA) 2025 Annual Convention. Denver, CO.
5. **Yang, N.**, Renshaw, T., Franzmann, T., & Fan, C. (2024). *Validating Dual-Factor Model of Mental Health*. Poster presented at the American Psychological Association (APA) 2024 Annual Convention. Seattle, WA.
6. Fan, C., Hsing, C., & **Yang, N.** (2023). *Perceptions of Interdisciplinary Collaboration Among Taiwanese School Mental Health Trainers*. Poster presented at the National Association of School Psychologists (NASP) 55th Annual Convention. Denver, CO.
7. **Yang, N.**, Fan, C., & Tsai, C. (2022). *Examining Satisfaction among General Education Teachers of RtI Implementation: The Impact of the RtI*

- Readiness Factors*. Poster presented at the National Association of School Psychologists (NASP) 54th Annual Convention. Boston. MA.
8. Fan, C., **Yang, N.**, & Tsai, C. (2022). *Cross-Cultural Examination of Staff Beliefs about School-Wide Positive Behavior Support*. Poster presented at the National Association of School Psychologists (NASP) 54th Annual Convention. Boston. MA.
 9. Zhang, Y., Fan, C., Yang, N., Juang, Y., Cook, C. R., & Jiang, X., (2021). *Can I consult? Examination of the Psychometric Properties of the Consultation Self-Efficacy Scale in Chinese Speaking Schools*. Poster presented at the 2021 conference of the International School Psychology Association (ISPA), Nicosia, Cyprus.
 10. Fan, C., Zhang, Y., Juang, Y., & **Yang, N.** (2021). *An Examination of Pre-Service Consultant Trainees' Consultation Self-Efficacy in Taiwan*. Poster presented at the National Association of School Psychologists (NASP) 53rd Annual Convention. Salt Lake City, UT.
 11. Fan, C., Zhang, Y., Juang, Y., & **Yang, N.** (2021). *Exploration of Factors Impacting Utilization of School-Based Behavior Consultation*. Poster presented at the National Association of School Psychologists (NASP) 53rd Annual Convention. Salt Lake City, UT.
 12. Juang, Y., Fan, C., Zhang, Y., & **Yang, N.** (2020) *Workshop Works! Effectiveness of a Time Efficient School Based Behavior Consultation Workshop*. Poster presented at the National Association of School Psychologists (NASP) 52nd Annual Convention. Baltimore, MD.
 13. Juang, Y., Fan, C., Zhang, Y., & **Yang, N.** (2020). *Can I consult? Validation of Consultation Self Efficacy Scale in Taiwan*. Poster presented at the National Association of School Psychologists (NASP) 52nd Annual Convention. Baltimore, MD.
 14. Zhang, Y. Fan, C. Qiong , Y., Cook, C. R., & **Yang, N.** (2019). *Cross Cultural Adaptation of the College Student Subjective Wellbeing Questionnaire (CSSWQ) for Chinese Colleges: A Validation and Generalizability Study*. Poster presented at International School Psychologists Association (ISPA) 38th Annual Convention. Basel, Switzerland.
 15. Fan, C. & **Yang, N.** (2018). *The Functions and Roles of School Psychologists in the U.S.* Invited to present at National Taiwan Normal University and University of Taipei. Taipei, Taiwan.
 16. Fan, C., Zhang, Y., Cook, C. R., & **Yang, N.** (2018). *Relations among RtI Implementation Determinants and Staff Satisfaction*. Poster presented at the National Association of School Psychologists (NASP) 50th Annual Convention. Chicago, IL.
 17. Fan, C., Zhang, Y., & **Yang, N.** (2017). *An Examination of the Factor Structure of the RtI Readiness Survey*. Poster presented at the National Association of School Psychology (NASP) 49th Annual Convention. San Antonio, TX.
 18. Fan, C. & **Yang, N.** (2016). *Is Reading Fluency Disability a Distinct Disorder?* Poster presented at the National Association of School Psychology (NASP) 48th Annual Convention. New Orleans, LA.
 19. **Yang, N.**, Missall, K., & Gerken, K. (2011). Case Study: The Effectiveness of Repeated Reading on five Low-Achieving Elementary-Aged Students. Poster presented at the National Association of School Psychologists Convention at Seattle, WA.

20. **Yang, N.** (2010). Case Study: The Effectiveness of Repeated Reading on a Low-Achieving Fourth-Grade Student. Poster presented at the University of Iowa Jakobsen Conference at Iowa City, IA.
 21. **Yang, N.**, Yang, L., & McClintick-Greene, H. (2010). Parental Involvement among ELL Parents with Elementary-Age Children. Poster presented at the National School Psychologists Association Convention at Chicago, IL.
 22. McClintick-Greene, H., Yang, L., Fan, C., & **Yang, N.** (2009). *Examining the Adequacy of Home-school Communication for Midwestern Immigrant Families*. Poster presented at Midwestern Psychological Association (MPA) Annual Convention. Chicago, Illinois.
 23. Fan, C., McClintick, H., Yang, L., & **Yang, N.** (2008). Facilitating Home-School Partnerships for New Immigrant Families. Poster presented at the Iowa School Psychology Association Conference. Johnston, IA.
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