

Ying Wang
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ACADEMIC APPOINTMENTS:

Grand Valley State University

Affiliate Professor, Department of Psychology

Aug 2024 –

Visiting Professor, Department of Psychology

Aug 2023 – July 2024

Aquinas College

Jan 2023 – May 2023

Adjunct Professor, Department of Psychology and Counselor Education

Michigan State University

Jan 2023 – July 2023

Visiting Scholar, Department of Human Development and Family Studies

Tsinghua University

Associate Professor, Department of Psychology

2021-2022

Assistant Professor, Department of Psychology

2018-2021

University of Michigan

2016-2017

Postdoctoral Fellow, Psychology Department

The University of Hong Kong

2014-2015

Postdoctoral Fellow, Faculty of Education

EDUCATION:

Ph.D., Psychology, The Chinese University of Hong Kong

2014

M.S., Psychology, Beijing Normal University

2011

B.S., Engineering, Beijing University of Posts and Telecommunications

2008

MAIN RESEARCH INTERESTS:

- Early literacy and cognitive development across cultures
- Bilingual development and contextual influences
- Language development and intervention in neurodiverse populations

Methodologies: SPSS, PROCESS, Mplus, R, JAMOV, EEG

GRANT FUNDING

1. *The Development of Young Children's Perception of Music and Language Sound* 2025 - 2027

Affiliate Faculty Support Fund Grant, CSCE, Grand Valley State University, \$2,973.86
(PI: Wang)

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2. *Hyperlexic Children's Reading Process and Developmental Profile: Evidence from A Cohort-Sequential Study of Children with Autism Spectrum Disorders* 2020-2022
National Natural Science Foundation of China, 31900771, \$35,000 (PI: Wang)
3. *Early Literacy Training Programs for 3-8 Years Old Children* 2021-2022
Horizontal Project, \$42,000, (PI: Wang)
4. *Positive Psychology for Early Childhood Education* 2019-2022
Horizontal Project, \$84,000 (PI: Wang)

PUBLICATIONS († student mentee, * corresponding author):**JOURNAL ARTICLES**

(Total citations: 701, h-index = 12; Source: google scholar, updated on December 31, 2025)

1. Luo, J.†, **Wang, Y.**, Feng, L., Tian, T., & Li, Y. (2025). Closeness, conflict, and depression: Developmental impacts of parental-adolescent perceptual (In) congruence. *Journal of Youth and Adolescence*, 1-14.
2. Xia, L.†, **Wang, Y.***, & Yin, L*. (2025). Orthographic pathways for Chinese word reading and spelling in Children with autism spectrum disorder (ASD). *Scientific Studies of Reading*, 1-20. <https://doi.org/10.1080/10888438.2025.2513875>
3. Chen, Z.†, Zheng, J.†, Gao, Y.†, Fang, J.†, **Wang, Y.***, Chen, H.*, & Wang, T*. (2024). Do children with autism spectrum disorders show selective trust in social robots?. *Journal of Autism and Developmental Disorders*, 1-8. <https://doi.org/10.1007/s10803-024-06474-4>
4. Long, B., **Wang, Y.**, Christie, S., Frank, M. C., & Fan, J. E. (2023). Developmental changes in drawing production under different memory demands in a US and Chinese sample. *Developmental Psychology*, 59(10), 1784. <https://doi.org/10.1037/dev0001600>
5. **Wang, Y.**, Lan, Z., Duan, I., Peng, P., Wang, W., & Wang, T. (2023). A meta-analysis on the cognitive and linguistic correlates of reading skills among children with ASD. *Reading and Writing*, 36(6), 1487-1514. <https://doi.org/10.1007/s11145-022-10338-7>.
6. Liu, J.†, **Wang, Y.*** & Yi, L*. (2023). Heterogeneity and imbalance of reading profiles in autism spectrum disorder. *Research in Autism Spectrum Disorders*, 100, 102088. <https://doi.org/10.1016/j.rasd.2022.102088>
7. Liu, Y.†, Chee, J. H.†, & **Wang, Y.***. (2022). Parental burnout and resilience intervention among Chinese parents during the COVID-19 pandemic. *Frontier in Psychology*, 12, 1034520. <https://doi.org/10.3389/fpsyg.2022.1034520>
8. Lau, C., **Wang, Y.**, Chan, S. W., Chen, E. E., McBride, C., Tse, S. K., ... & Rao, N. (2020). Promoting Chinese literacy in south Asian preschoolers and their mothers in Hong Kong: an intervention study. *Early Education and Development*, 31(4), 561-581. <https://doi.org/10.1080/10409289.2019.1690341>.

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9. McBride, C., **Wang, Y.**, & Cheang, L. M. L. (2018). Dyslexia in Chinese. *Current Developmental Disorders Reports*, 5(4), 217-225. <https://doi.org/10.1007/s40474-018-0149-y>.
10. **Wang, Y.**, McBride, C., Zhou, Y., Malatesha Joshi, R., & Farver, J. A. M. (2018). Becoming literate in Chinese: a comparison of native-speaking and non-native-speaking children. *Journal of Research in Reading*, 41(3), 511-524. <http://doi.org/10.1111/1467-9817.12122>.
11. Zhou, Y., McBride, C., Leung, J. S. M., **Wang, Y.**, Joshi, M., & Farver, J. (2018). Chinese and English reading-related skills in L1 and L2 Chinese-speaking children in Hong Kong. *Language, Cognition and Neuroscience*, 33(3), 1-13. <https://doi.org/10.1080/23273798.2017.1342848>.
12. **Wang, Y.**, & McBride, C. (2017). Beyond copying: A comparison of multi-component interventions on Chinese early literacy skills. *International Journal of Behavioral Development*, 41(3): 389-390. <https://doi.org/10.1177/0165025416637212>.
13. Li, T., **Wang, Y.**, X., Tong., & McBride, C. (2017). A Developmental study of Chinese children's word and character reading. *Journal of Psycholinguistic Research*, 46(1): 141-155. <https://doi.org/10.1007/s10936-016-9429-z>.
14. **Wang, Y.**, & McBride, C. (2016). Character reading and word reading in Chinese: Unique correlates for Chinese kindergarteners. *Applied Psycholinguistics*, 37(2), 371-386. <https://doi.org/10.1017/S014271641500003X>.
15. Liu, D., Chen, X., & **Wang, Y.** (2016). The impact of visual-spatial attention on reading and spelling in Chinese children. *Reading and Writing*, 29(7), 1435-1447. <https://doi.org/10.1007/s11145-016-9644-x>.
16. **Wang, Y.**, Yin, L., & McBride, C. (2015). Unique predictors of early reading and writing: A one-year longitudinal study of Chinese kindergarteners. *Early Childhood Research Quarterly*, 32, 51-59. <https://doi.org/10.1016/j.ecresq.2015.02.004>.
17. McBride, C., & **Wang, Y.** (2015). Learning to read Chinese: universal and unique cognitive cores. *Child Development Perspectives*, 9(3), 196-200. <https://doi.org/10.1111/cdep.12132>.
18. **Wang, Y.**, & McBride, C., Chan, S. (2014). Correlates of Chinese kindergarteners' word reading and writing: The unique role of copying skills? *Reading and Writing*, 27(7), 1281-1302. <https://doi.org/10.1007/s11145-013-9486-8>.
19. **Wang, Y.**, & Li, Y. (2012). Effects of early experience on children's psychological development. *Psychological Science*, 35(2), 346-351. (in Chinese)
20. Li, Y., **Wang, Y.**, Zheng, Y., & Dong, Q. (2010). The Relationship between English learning anxiety of school-age children and teachers' teaching behaviors. *Psychological Development and Education*, 26(1), 42-47. (in Chinese)

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21. Li, Y., & **Wang, Y.** (2009). School environment factors and the development of creativity in children and adolescents: A literature review. *Chinese Journal of Special Education*, 2, 80-85. (in Chinese)

IN PROGRESS:

Jordan, T., **Wang, Y.**, & Swets, B. (revise/resubmit). From tones to tunes: language-to-music transfer effects in Children enrolled in mandarin immersion education.

Lan, Z. [†] & **Wang, Y.** (under review). Visual-motor integration and working memory compensate for each other in Chinese literacy development.

Zhang, C. [†] & **Wang, Y.** (under review). How do emotion valence and arousal influence bilingual cognitive advantages in executive functions? The case of Chinese-English bilinguals.

Wang, Y., Duan, I., Liu, J., Wang, D., & Luo, C. (in prep). Characterization of expressive language development using large-scale data in mandarin-speaking children with autism spectrum disorder.

SCHOLAR TEXTBOOK

Wang, Y. & Peng, K. (Eds.). (2023). *Positive education with young children*. Tsinghua University Press.

BOOK CHAPTERS

1. **Wang, Y.** (2017). The role of early childhood education in promoting early literacy. In N. Kucirkova., C. Snow., V. Grover., & C. McBride. (Eds). *The Routledge international handbook of early literacy education*. (pp. 13-25). Routledge.
<https://doi.org/10.4324/9781315766027>
2. Sun, J., Rao, N., & **Wang, Y.** (2015). Cognitive research in developing countries. In A. Farrell, S. L. Kagan, & K. Tisdall (Eds.). *The sage handbook of early childhood Research*. (pp. 449-466). Sage publications.
3. **Wang, Y.**, Lam, S. S.-Y., Mo, J., & McBride-Chang, C. (2014). Pinyin knowledge as a potentially important marker of early literacy development and impairment in mainland Chinese children. In D. M. McInerney., K. C. P. Yuen., & K. K. H. Chung. (Eds). *Understanding developmental disorders of auditory processing, language and literacy across languages: International perspectives*. (pp. 189-206). Information Age Publishing.

ACADEMIC CONFERENCE PUBLICATIONS:

Xia, L. [†] & **Wang, Y.** (February 2022). Orthographic pathways for reading and writing Chinese in children with autism spectrum disorder (ASD). *Oral Paper presented at the sixth Annual Meeting of Association for Reading and Writing in Asia, Online*.

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- Liu, J.[†] & **Wang, Y.** (October 2021). The Reading imbalance hypothesis of autism: Distinct reading profiles in Chinese children with ASD and the early correlates. *Oral paper presented on the PhD Forum at the 23rd Chinese Academic Conference of Psychology, Inner Mongolia, China. (Online)*
- Liu, J.[†] & **Wang, Y.** (May 2021). Profiles and predictors of reading abilities in Chinese children with autism spectrum disorder. *Oral Paper presented at the Twentieth Annual Meeting of International Society for Autism Research, Online.*
- Liu, J.[†] & **Wang, Y.** (March 2021). Cognitive and linguistic correlates of reading ability among Chinese children with ASD. *Oral Paper presented at the fifth Annual Meeting of Association for Reading and Writing in Asia, Online.*
- Wang, Y.,** Lan, Z., & Liu, J. (September 2020). Exploring the reciprocal relations between Chinese literacy skills and executive function development. *Oral Paper presented at the fourth Annual Meeting of Association for Reading and Writing in Asia, Online.*
- Wang, Y.,** & Lan, Z. (July 2020). Exploring the compensatory pattern of visual-motor integration and working memory for Chinese early literacy skills. *A paper accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled).*
- Wang, Y.,** McBride, C., & Ho, CSH. (July 2019). Universal and unique correlates of spelling in Chinese and English poor spellers. *Poster presented at the Twenty-sixth Annual Meeting of Society for the Scientific Study of Reading Conference, Toronto, Canada.*
- Wang, Y.,** Ahmed, S., & Morrison., F. J. (April 2017). Developmental differences in subcomponents of self-regulation and their relationships with academic achievement: A Two-year Study. *Symposium Paper presented at the 2017 SRCD Biennial Meeting, Austin, Texas, USA.*
- Wang, Y.,** Ahmed, S., & Morrison., F. J. (September 2016). Gender and SES differences in subcomponents of executive function in kindergarten and first grade. *Poster presented at the 2016 International Mind, Brain and Education Society (IMBES), Toronto, Ontario, Canada.*
- Wang, Y.,** McBride, C., Zhou, Y. L., Joshi, R. M., & Farver, J. A. M. (July 2016). How can non-Chinese-speaking children learn Chinese more effectively? *Paper presented at the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading Conference, Porto, Portugal.*
- Wang, Y.,** Nirmala, R., & Sun, J. (June 2015). Early language development in the east asia pacific. *Paper presented at the Quality Childhood Conference International 2015, Hong Kong.*
- Wang, Y.,** & McBride-Chang, C. (July 2013). The unique correlates of children's word writing in Chinese and English. *Paper presented at the Twentieth Annual Meeting of Society for the Scientific Study of Reading Conference, Hong Kong.*

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Wang, Y., & McBride-Chang, C. (April 2013). The unique correlates of Chinese children's word reading and writing development. *Poster presented at the 2013 SRCD Biennial Meeting, Seattle, USA.*

Wang, Y., & McBride-Chang, C. (October 2012). The role of copying skill in early Chinese word reading and writing. *Paper presented at the 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan.*

Wang, Y., & McBride-Chang, C. (July 2012). The unique role of copying skills on Chinese kindergarteners' word writing. *Paper presented at the Nineteenth Annual Meeting of Society for the Scientific Study of Reading Conference, Montreal, Canada.*

Wang, Y., & McBride-Chang, C. (January 2012). Invented pinyin spelling and Chinese reading in kindergarten. *Poster presented at Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences 2012, Hong Kong.*

AWARDS AND HONORS:

Excellent Teaching Award, Tsinghua University	2022
Best Teacher of University Award, Tsinghua University	2022
Excellent Online Teaching Award, Tsinghua University	2020
Ph.D. Thesis Award, The Chinese University of Hong Kong	2014

TEACHING EXPERIENCE:**Graduate Courses**

Developmental Psychopathology, *Tsinghua University*

Writing and Presentation, *Tsinghua University*

Literacy and Cognitive Development, *Tsinghua University*

Undergraduate courses

Research Methods in Psychology, *Grand Valley State University*

Introductory Psychology, *Grand Valley State University*

Statistic for Social Sciences, *Aquinas College*

Psychology of Personality, *Aquinas College*

Lifespan Human Development, *Tsinghua University*

Psychology of Language, *Tsinghua University*

MENTOR EXPERIENCE:**Graduated MPhil students**

2021 Juan Liu (Honors Thesis in Psychology, Tsinghua University)

Chinese Reading and Statistical Learning Mechanism in Children with ASD

2022 Liming Xia (Honors Thesis in Psychology, Tsinghua University)

Orthographic Pathways for Chinese Reading and Writing in Children with ASD

2022 Jinghan, Chee

The Influence of Teacher-Student Relationship on Children's Behavior and Academic Achievement

Ying Wang

INTERNAL & EXTERNAL SERVICE

Committee Member of MPhil and PhD Dissertations, Tsinghua University 2019-2022

Committee Member, Scientific Research Ethics Committee, Tsinghua University 2019-2022

Ad hoc reviewer for: *Journal of Educational Psychology; Journal of Learning Disabilities Frontiers in Psychology; Scientific Studies of Reading; Dyslexia; Language, Cognition and Neuroscience; International Journal of Bilingual Education and Bilingualism; Early Education and Development; Applied Psycholinguistics; International Journal of Behavioral Development; Reading and Writing; Journal of Experimental Child Psychology*

PROFESSIONAL MEMBERSHIPS:

Society for Research in Child Development (SRCD)

International Society for Autism Research (INSAR)

Society for the Scientific Study of Reading (SSSR)

REFERENCES

Mary Bower Russa, Ph.D.

Professor, Psychology
Grand Valley State University
(616) 331-2907

bowerm@gvsu.edu

Fred Morrison, Ph.D.

Professor Emeritus of Psychology
University of Michigan
(734) 645-9051

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Kaiping Peng, Ph.D.

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Catherine McBride

Distinguished Professor,
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Development and Family Science
Purdue University
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