

NAN XIAO

Department of Psychological Science
University of California, Irvine
214 Pereira Dr, Irvine, CA 92617
xiaonan.nancy@gmail.com; (614) 806-0614

EDUCATION

- 2022 Doctor of Philosophy in Psychology
The University of Hong Kong, Hong Kong
Dissertation: *Boarding School Experience and Child Development and Attainment among Preschoolers in Rural China.*
- 2017 Master of Social Science in Psychology
The University of Hong Kong, Hong Kong, Graduated with **Distinction**.
Dissertation: *Longitudinal Approach: Effect of Coping Strategies on Pregnant Women's Anxiety in Relation to Infant Injury Prevention Information*
- 2011 Bachelor of Business Administration (Honors) in Accounting and Finance
The Hong Kong Polytechnic University

POSTDOCTORAL SCHOLARSHIP

- 2025- Present Research Scientist, Department of Psychological Science
University of California, Irvine, Irvine, CA
- 2024- 2025 Postdoctoral Scholar, T. Denny Sanford Harmony Institute
Arizona State University, Tempe, AZ
- 2023- 2024 Postdoctoral Scholar, Eliot-Pearson Department of Child Study and Human Development
Tufts University, Medford, MA
- 2021-2023 Postdoctoral Scholar, Crane Center for Early Childhood Research & Policy
The Ohio State University, Columbus, OH

OTHER PROFESSIONAL EXPERIENCE

- 2015-2016 Internship, School Psychology Lab, The Hong Kong University
- 2013-2015 Audit Assistant Manager, KPMG, Hong Kong
- 2011-2013 Accountant, KPMG, Hong Kong

Scholarship and Awards

Postgraduate scholarship (2017-2021) offered by the University of Hong Kong

Prize winner (Ranking **1st** out of **1,949** candidates) of the **Business Assurance Section** for Certified Public Accountant (CPA) examination in Hong Kong (December 2011)

Team leader, Financial Planner Awards 2011, Second prize (university category), joined and presented by the South China Morning Post and the Institute of Financial Planners of Hong Kong.

Team leader, YDC Entrepreneurs' Challenge 2008, Final team, Young Entrepreneurs Development Council, HK

Full undergraduate scholarship 2007-2011 for the top 0.1% in China's National College Entrance Examination

Publications

Articles in Peer-Reviewed Journals

1. **Xiao, N***, Lin, T. J., Lu, M., Jiang, H., Sun, J., Purtell, K. M., & Justice, L. M. (2025). Classroom Social Network Antecedents of Relational Aggression and Victimization for

Kindergarten Children. *Early Childhood Research Quarterly*, 72, 307-316.
<https://doi.org/10.1016/j.ecresq.2025.04.009>

2. **Xiao, N.**, Zhang, X., & Chan, C. L. W. (2025). Implications of boarding on preschool beginners' physiological stress responses over 12 weeks and school refusal. *Stress and Health*, 41(2), e70022. <https://doi.org/10.1002/smi.70022>
3. Zhang, X., & **Xiao, N.** (in press). A tale of two cities: Examining the impact of COVID-19 Lockdown on Young Children's Emotional Distress. *American Journal of Orthopsychiatry*.
4. Zou, X., Zhang, X., **Xiao, N.**, Xie, W., & Wang, P. (2025). Bidirectional longitudinal relations between caregiving styles and young rural Chinese children's academic skills. *Early Childhood Research Quarterly*, 72, 238-249. <https://doi.org/10.1016/j.ecresq.2025.03.006>
5. Huo, S., Yang, X., **Xiao, N.**, & Zhang, X. (2025). Development of reading attitudes in preschool children: Trajectories, antecedents and consequences. *Early Childhood Research Quarterly*, 72, 215-228. <https://doi.org/10.1016/j.ecresq.2025.03.005>
6. Liu, Y., Zhang, X., & **Xiao, N.** (2025). Early predictors of mathematics learning difficulty in rural Chinese children. *Learning and Individual Differences*, 118, 102630. <https://doi.org/10.1016/j.lindif.2025.102630>
7. **Xiao, N.***, Dore, R., Sun, J., Purtell, K., Lin, T. J., & Justice, L. M. (2024). Media Use in Daily Routines and Young Children's Social Skills. *Early Education and Development*, 36(3), 499–514. <https://doi.org/10.1080/10409289.2024.2423389>
8. **Xiao, N.**, Zhang, X., Xie, W., Chan, W. L., & Liu, T. (2024). Towards home-school partnership: parents' perspectives on school-based parent activities in childcare centres in Hong Kong. *Educational Studies*, 1–20. <https://doi.org/10.1080/03055698.2024.2424536>
9. Lu, M. S., Lin, T. J., Justice, L. M., Purtell, K., Ansari, A., & Xiao, N. (2024). Classroom social hierarchy and associations between children's behavioral control and peer relationships. *Journal of Applied Developmental Psychology*, 94, 101698. <https://doi.org/10.1016/j.appdev.2024.101698>
10. Yan, J., Zhang, X., **Xiao, N.**, Zou, X., Li, H., & Wang, Y. (2024). Cross-Lagged Associations Between Caregiver-Child and Teacher-Child Relationships and Approaches to Learning in Rural Preschoolers: The Moderating Role of Boarding Status. *Early Education and Development*, 1–17. <https://doi.org/10.1080/10409289.2024.2423383>
11. **Xiao, N.**, Chen, J., Justice, L. M., & Zhang, X. (2023). Children's Learning Experiences in Rural Boarding Preschools: Classroom Quality and Associations with Developmental Outcomes. *Early Education and Development*, 1-19. <https://doi.org/10.1080/10409289.2022.2139545>
12. Foster, T. J., **Xiao, N.**, Pelfrey, G. L., Gonzalez-Villasanti, H., Brock, M., & Justice, L. (2023). Peer-Mediated Intervention for Socially Isolated Preschoolers: An Early-Stage Feasibility Study. *Language, Speech, and Hearing Services in Schools*, 1-15. https://doi.org/10.1044/2023_LSHSS-23-00090
13. Dore, R.A., **Xiao, N.**, Sayers, R., Purtell, K.M., & Justice, L.M. (2023). Does home media use predict preschoolers' skill gains? A time diary study. *Translational Issues in Psychological Science*, 9(3), 263–276. <https://doi.org/10.1037/tps0000365>
14. Xie, W., Zhang, X., **Xiao, N.**, & Zou, X. (2023). The role of dependency-oriented parenting in the intergenerational transmission of dependency: An actor–partner interdependence model. *Journal of Family Psychology*, 37(8), 1169–1178. <https://doi.org/10.1037/fam0001105>

15. Zhang, R. P., Zhang, X., **Xiao, N.**, Ren, P., & Li, X. Y. (2023). Parenting Practices and Rural Chinese Children's Self-control and Problem Behaviors: A Comparison of Left-behind and Non-left-behind Children. *Journal of Child and Family Studies*, 1-12. <https://doi.org/10.1007/s10826-022-02422-x>
16. Li, H., Law, W., Zhang, X., & **Xiao, N.** (2023). Social Support and Emotional Well-Being among Boarders and Day School Students: A Two-Wave Longitudinal Study. *Children and Youth Services Review*, 155, 107217. <https://doi.org/10.1016/j.childyouth.2023.107217>
17. Zou, X., Zhang, X., Xie, W., & **Xiao, N.** (2023). Cross-lagged associations between father-child numeracy activities and very young children's number competence. *Journal of Applied Developmental Psychology*, 87, 101567. <https://doi.org/10.1016/j.appdev.2023.101567>
18. **Xiao, N.**, & Zhang, X. (2021). Interest in spatial activities predicts young children's spatial ability development: A two-year longitudinal study. *Contemporary Educational Psychology*, 64, 101943. <https://doi.org/10.1016/j.cedpsych.2021.101943>
19. Xie, W., Zhang, X., **Xiao, N.**, & Chan, W. L. (2021). Need for and concerns about non-parental childcare programs for infants and toddlers in Hong Kong: Voices of parents. *Children and Youth Services Review*, 131, 106260. <https://doi.org/10.1016/j.childyouth.2021.106260>
20. **Xiao, N.**, Che, Y., Zhang, X., Song, Z., Zhang, Y., & Yin, S. (2020). Father-child literacy teaching activities as a unique predictor of Chinese preschool children's word reading skills. *Infant and Child Development*, e2183. <https://doi.org/10.1002/icd.2183>

Book Chapter

- McWayne, C. M., & **Xiao, N.** (in press). Culturally Inclusive Family-School Connections in a Global Society. In S. M. Luna, B. L. Wright & M. Tesar (Eds.), *Bloomsbury Handbook of Critical Perspectives in Early Childhood*. Bloomsbury Academic.

Manuscript Submitted for Publication (* indicates correspondence author)

1. **Xiao, N.***, Betar, S. K., & McWayne, C. M. (under review). *Home-School Dynamics Predicting Low-income Young Children's Classroom Engagement and Emergent Science Knowledge*.
2. Low, S., **Xiao, N.**, & Osborne, K. M. (under review). *A Parallel Growth Model of SEL and Academic Achievement: Considerations for Theory and Universal Programming*.
3. Li, L. W., **Xiao, N.**, McWayne, C. M. (under review). *Teachers' Inclusion of Family Life in Classroom Learning as a Unique Predictor of Caregivers' Perceived Family Engagement for a Low-income Population*.
4. Cheung, K., **Xiao, N.***, Hyun, S., McWayne, C. M. (under review). *Chinese Immigrant Parenting Behaviors and Preschool Children's Social Competence: The Moderating Role of Chinese Social Values*.
5. Yang, Y., Zhang, X., **Xiao, N.**, & Hu, X. (under review). *The role of language, spatial, and executive functioning skills in rural Chinese children's developmental trajectories of math and reading achievement*.
6. Zong, W., Zhang, X., & **Xiao, N.** (under review). *Longitudinal Associations Between Young Rural Chinese Children's Behavioral Regulation and Facial Emotion Recognition*.
7. Planke, J. A., Justice, L. M., Purtell, K., Jiang, H., & **Xiao, N.** (Under Review). *Family Involvement and Preschoolers' Social Functioning: The Mediating Role of the Teacher-Child Relationship*.

Manuscript under Preparation

1. **Xiao, N.**, Purtell, K., Choi, J. Y., Foster, T., Jiang, H., & Justice, L. (in preparation). *Peer Experiences Predicting School Engagement for Young Children from Low-income Families*.
2. **Xiao, N.**, & Zhang, X. (in preparation). *Does boarding predict better social adjustment of rural preschoolers? A Contextualist Perspective*. Manuscript in preparation.
3. **Xiao, N.**, Osborne, K. M., & Low, S. (in preparation). *Early Elementary Classroom Climate Universally Predicting Academic Gains Through Gains in Social-emotional Skills*.
4. Lin, T. J., Lu, M., **Xiao, N.**, Purtell, K., & Justice, L. (in preparation). *Contextual/Instructional Factors Shaping the Evolution of Classroom Social Networks in Early Childhood Classrooms*.
5. Li, H., Zhang, X., & **Xiao, N.** (in preparation). *Preschool Children's School Liking: Its Relational Antecedents and Pre-Academic Outcomes*.

Research Funding and Projects

Internally Funded Research

Osborne, K. R. M. (MPI), McDonald, A. (MPI), **Xiao, N.**, Peng, A., & Low, S. *Educator Voices Project*. Sanford Harmony Institute, Arizona State University (\$25,000). 08/01/2024-07/31/2025.

Research Grants

2023 – 2026 Co-Investigator (PI: Dr. Xiao Zhang, The University of Hong Kong). *The Impact of Preschool Boarding Experience on Rural Children's Physical, Academic, and Social Development*. National Natural Science Foundation of China (No. 32271117). RMB¥540,000.

2022-2023 Co-PI (PI: Monica Lu, The Ohio State University). Using Real-Time and Video-Based Teacher Coaching to Improve Teacher Facilitation of High-Quality and Equitable Dialogue in Early Head Start Classrooms. Crane Center for Early Childhood Research and Policy (Research-Practice Seed Grant), \$10,000.

2020 – 2022 Co-Investigator (PI: Dr. Xiao Zhang, The University of Hong Kong). *Transition to Boarding Preschool and Young Children's Neurophysiological and Emotional-Behavioral Development*. National Natural Science Foundation of China (No. 31970999). RMB¥580,000.

2018–2020 Principal Investigator. *The Neurophysiological and Emotional-Behavioral Development of Rural Boarding Preschool Students upon New Entry of Preschool*. Sunglory Education Institute Junior Scholar Award Program. (No. SEI-QXZ-2018-13). RMB¥8,000.

Scholarly Presentations

Referred Presentations at National Conferences

1. **Xiao, N.**, & Quas, J. (2025, August). A Decade of Trends on Technology-Facilitated Exploitation of Minors: Demographics and Prior Adversity. In K. Valentino (Chair). *Online Victimization in the Context of Child Maltreatment: Predictors of Risk and Opportunities for Intervention* [Symposium]. 2025 APA Annual Convention, Denver, CO.
2. **Xiao, N.** & McWayne, C. M. (2025, May). Home-School Dynamics Predicting Low-income Young Children's Classroom Engagement and Emergent Science Knowledge. In N. Xiao & C. McWayne (Chairs). *School-based relational factors and child outcomes from preschool to*

adolescence: Role of engagement and connectedness [Symposium]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN.

3. **Xiao, N.**, Low, S., & Osborne, K. M. (2025, May). *Socio-emotional Learning and Academic Growth for Young Children: Considerations for Theory and Universal Programming*. Paper presented at the 2025 SRCD Biennial Meeting, Minneapolis, MN, United States.
4. Garcia D.I., Bermudez V. N., Diez V., Lan-Millan A., Aguilar V., Mae R., **Xiao N.**, Parker C., Orlando K., Rodriguez R., Solomon L., McWayne C.M., Bustamante A. (April, 2025). *Fostering culturally sustaining early education: Lessons from the implementation of the RISE program* [Accepted Roundtable Session]. AERA Annual Meeting. Denver, Colorado, USA.
5. Li, H., Zhang, X., & **Xiao, N.** (April, 2025). Relational predictors and early academic outcomes of rural Chinese preschoolers' school liking: A longitudinal study. Paper presented at the American Educational Research Association Annual Meeting 2025, Denver, USA.
6. **Xiao, N.**, Li, L. W., & McWayne, C. (2024, June). *Teachers' Inclusion of Family Life in Classroom Learning as a Unique Predictor of Family Engagement for a Low-income Population*. Paper presented at the ACF's National Research Conference on Early Childhood, Arlington, VA, United States.
7. **Xiao, N.**, Purtell, K., Choi, J. Y., Foster, T., Jiang, H., & Justice, L. (2024, June). *Peer Experiences Predicting School Engagement for Young Children from Low-income Families*. Paper presented at the ACF's National Research Conference on Early Childhood, Arlington, VA, United States.
8. **Xiao, N.**, & Zhang, X. (2023, March). *Is boarding preschool experience associated with rural Chinese preschoolers' social adjustment?* Paper presented at the 2023 SRCD Biennial Meeting, Salt Lake City, UT, United States.
9. **Xiao, N.**, Lin, T. J., Lu, M., Sun, J., Ansari, A., Chen, J., Purtell, K., & Justice, L. (2023, March). *Classroom Social Network Characteristics, Relational Aggression and Victimization Behaviors, and Developmental Implications for Young Children*. Paper presented at the 2023 SRCD Biennial Meeting, Salt Lake City, UT, United States.
10. Zhang, X., & **Xiao, N.** (2023, March). *Examining the Impact of COVID-19 Lockdown on Young Children's Emotional Distress Using Propensity Score Matching*. Paper presented at the 2023 SRCD Biennial Meeting, Salt Lake City, UT, United States.
11. Foster, T. J., **Xiao, N.**, Pelfrey, G. L., Gonzalez-Villasanti, H., Brock, M., & Justice, L. (2023). *Piloting a Peer-Mediated Intervention for Socially Isolated Preschoolers*, Salt Lake City, UT, United States
12. Lu, M., Lin, T. J., **Xiao, N.**, Wen, Z. Y., & Shen, Y. (2023). *A Research-Practice Partnership to Promote Classroom Dialogue in Early Head Start*. Paper presented at the 2023 SRCD Biennial Meeting, Salt Lake City, UT, United States.
13. **Xiao, N.**, Dore, R., Sun, J., Lin, T. J., Purtell, K., & Justice, L. (2022). *Media Use in Daily Routine and Young Children's Social Skills*. Paper presented at the 2022 APA Annual Convention, Minneapolis, MN, United States.
14. **Xiao, N.**, Lin, T. J., Lu, M., Sun, J., Ansari, A., Chen, J., Purtell, K., & Justice, L. (2022). *Cross-Informant Congruency of Relational Victimization for Young Children at School*. Paper presented at the 2022 APA Annual Convention, Minneapolis, MN, United States.

15. **Xiao, N., & Zhang, X.** (2022, April). *Preschool beginners' physiological stress responses and behavior adjustments in high-poverty communities: Case of boarding preschools*. Paper presented at the AERA Annual Meeting 2022, San Diego, CA, United States.
16. **Xiao, N., & Zhang, X.** (2021, April). *Effects of boarding on physical growth and nutrition health of disadvantaged preschool children*. Paper presented at the 2021 SRCD Biennial Meeting, online.
17. **Xiao, N., & Zhang, X.** (2021, April). *Early boarding experience and emergent academic skills of rural preschoolers: mediation and moderation analysis*. Paper presented at the 2021 SRCD Biennial Meeting, online.
18. **Xiao, N., & Zhang, X.** (2019, March). *Interest in Spatial Activities Predicts Young Children's Spatial Ability Development: A 2-Year Longitudinal Study*. Paper presented at the 2019 SRCD Biennial Meeting, Baltimore, MD, United States.

Organization of conferences and symposia

Symposium Organizer, " *School-based Relational Factors and Child Outcomes from Preschool to Adolescence: Role of Engagement and Connectedness* ". 2025. SRCD Biennial Meeting, Minneapolis, MN, United States.

Teaching Experience

Teaching Assistantship

Fall 2021 Teaching Assistant in ESEPSY 7402 - Educational Psychology: Cognition, Learning, and Instruction, graduate-level online course, The Ohio State University.

- Collaborated with the main instructor in designing the curriculum and learning outcomes, developing teaching content, designing in-class activities, delivering the teaching, and grading essay assessments. Independently delivered part of the seminars, reviewed student discussion forum responses, and prepared summaries to inform teaching.

Invited Lectures

Spring 2023 Guest-lectured in HDFS 3310: Developing Age-Appropriate Curriculum for Infants and Toddlers, undergraduate-level online course, The Ohio State University.

Fall 2022 Guest-lectured in ESSPED8662 Research Designs and Scholarship in Special Education, a graduate-level in-person course, at The Ohio State University.

Spring 2022 Guest-lectured in PSYCHOLOGY3550, Psychology of Childhood, undergraduate-level in-person course, The Ohio State University.

Spring 2022 Guest-lectured in ESEPSY 8405 – Advanced Seminar in Classroom Learning and Instruction, a graduate-level in-person course, The Ohio State University.

- Effectively applying **Information Communication Technology (ICT) tools** in the classroom (e.g., Mentimeter, Slido, Poll Everywhere, etc.) to engage students through a student-centered approach across various classroom sizes and settings, as evidenced by predominately positive student feedback after the sessions.

Teaching Certificate/Endorsement

Fall 2022 Teaching Online Endorsement (15 hours in training), issued by The Michael V. Drake Institute for Teaching and Learning, The Ohio State University.

Spring 2019 Certificate of Teaching and Learning in Higher Education, issued by the Centre for the Enhancement of Teaching and Learning, The University of Hong Kong.

Mentoring

- Tutoring 10+ undergraduate students to support their adaptation to university life during orientation and afterwards.
- Supported 5+ graduate students in terms of preparing application materials, career development and study/ research planning to meet their individual needs.
- Co-supervised master's students' dissertations, mainly focusing on analysis.
- Co-supervised undergraduate students' dissertations: one dissertation received an outstanding dissertation award.

Service

Ad Hoc Reviewer: Refereed Journal/Conference Submission

Child Development (2024-2025)
Early Education and Development (2025)
SRCD2025 Society for Research in Child Development Biennial Meeting
British Journal of Developmental Psychology (2024)
European Journal of Developmental Psychology (2024)
Frontiers in Psychology (2024)
NRCEC2024 National Research Conference on Early Childhood
Journal of School Violence (2023-2024)
AERA2023 Division E – Counselling and Human Development
AERA2023 SIG-Early Education and Child Development
Journal of Engineering Education (2023)
British Journal of Educational Psychology (2023)
Early Childhood Research Quarterly (2019-2023)
Infant and Child Development (2022)
Children and Youth Services Review (2022)

Leadership and Engagement in Higher Education

Moderator of SHI Brown Bag Sessions and Accountability Lunch Group (Fall 2024- present)

- Coordinating the time and topics across the research institution, including faculty members, postdocs, and research assistants, in monthly informal research sharing sessions.

President, Tufts University Postdoctoral Association (Spring 2024 – Summer 2024)

Postdoctoral scholar representative, Faculty Research Support Advisory Committee (2023-2024)

International Postdoc Assistance, Tufts University Postdoctoral Association (Fall 2023)

- Developed the yearly Postdoctoral Association (PDA) strategic plan, participated in the university's budget meetings, supported the organization of postdoc enrichment activities/job-talk seminars, and communicated with the Tufts University leaders regarding needs and concerns for postdocs backed up by a community survey.

Program Assistant for Editor of *Early Childhood Research Quarterly* (Fall 2021-Spring 2023).

- Assisting with editorial board renewal, efficiency enhancement, and engaging reviewers.

Moderator of CCEC Student Accountability Group and Writing Group (Fall 2022)

- Set up the meeting routines and formats for a group of graduate students at The Ohio State University and moderated the weekly group meetings for one semester. The moderating role was then handed over to a graduate student.

Professional Memberships

Society for Research in Child Development (SRCD) | Since 2022
American Psychological Association (APA) | Since 2022
American Educational Research Association (AERA) | 2022
International Network for Social Network Analysis (INSNA) | Since 2023

Community and Outreach Activities

- 01-02/2021** **Project in charge** of developing a 5-session online intervention program helping families with young children in quarantine facilities in China to develop healthy daily routines for children during the quarantine period.
- 01-07/2017** Volunteered in a project named "Project GO," helping students with autism to strengthen their communication and living skills in school settings; helped design the activities and carry out the activities with the students.
- 03-08/2016** Project in charge of a 2-week **mental health and personal development** summer camp in Chongqing, China, awarded HK\$18,300 by the SERVICE100 Fund of HKU CEDARS (Student Knowledge Exchange Project Grant).
- 10-12/2015** Member of the Blue Letter Project Developmental Team, report published in *Annual Report on China's Civic Philanthropy Development* (2015) by X. J. Hu & J. G. Zhu.
- 07-11/2014** Facilitator of the KPMG social enterprise workshop, providing training to social enterprise owners and staff.
- 2008-2013** Organized two volunteer trips to the rural areas of Shanxi and Liaoning, China.
- 2007-2008** Served as a Healthy Young Ambassador at the Hong Kong Aids Foundation; Hosted lectures on HIV in primary schools, delivered to 500+ students, and organized charity performances broadcast on TV.

Other Skills

Research Methodology and Statistic Skills

- Data analysis with Mplus and R statistics: Growth curve, mixed-effects, cross-lagged modeling, propensity score matching with multiple imputations, social network analysis.
- Certified Pre-K CLASS observer, the year 2021-2022
- Trained on Emotional Availability (EA) observations by Dr. Zeynep Biringen
- Other methods: meta-analysis, class observation, structured interviews, and saliva sample assay

Other Skills

- Completed a 1.5-year 3-stage Play Therapist Training Program instructed by Dr. Heidi G. Kaduson (Past-President of the Board of Directors of the National Association for Play Therapy, USA)
- Completed Mindfulness-Based Cognitive Therapy (MBCT) Program
- Native in Mandarin; Proficient in English and Cantonese; Basic Spanish
- TOEFL 110/120, IELTS 8.0/9.0, GMAT 730/800 & 6.0/6.0
- Python Programming to develop data management and cleaning tools