

NAI-JIIN (JIIN) YANG, PH.D.

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Room 375, School of Education, Idaho State University, 921 S. 8th Ave., Stop 8059, Pocatello, ID 83209

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*

Educational Specialist in School Psychology

May 2014

The University of Iowa, Iowa City, Iowa

Major Advisor: Kathryn Gerken, Ph.D.

Master of Arts in Rehabilitation Counseling

May 2008

The University of Iowa (CACREP-Accredited Program), Iowa City, Iowa

Major Advisor: John Wadsworth, Ph.D.

PROFESSIONAL LICENSURE AND CERTIFICATES

- Psychology Service Extender License, State of Idaho (#3861160) — 2024–2026
- Certified School Psychologist, State of Utah (#761663) — inactive
- Certified School Psychologist, State of Idaho (#464923654) — inactive

HONORS AND AWARDS

- Graduate Student Travel Funding Award, Office of Research, Utah State University — 2022, 2023, 2024
- 2nd Place, Research Presentation, 12th Annual James F. Jakobsen Graduate Conference, University of Iowa — 2009
- Graduate Student Travel Grant, 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 APPOINTMENTS

Project EMPWRing Coordinator

Aug 2025 – Current

Partner with local educational agencies, community organizations, and state leaders to expand training pipelines, build workforce capacity, and advance culturally responsive, evidence-based practice across the region.

Pre-Doctoral Psychology Intern

Aug 2024 – Aug 2025

Northwest Neurobehavioral Health, Meridian, ID (APA-Accredited Site)

Clinical Supervisors: Kimberly Parks, Ph.D., Licensed Psychologist; Carolyn Golden, Ph.D., Licensed Psychologist

Served on a multidisciplinary diagnostic assessment team, conducting neuropsychological evaluations for patients with a range of mental health presentations. Delivered evidence-based treatment for autism spectrum disorder, trichotillomania, ADHD, anxiety, and depression, and supervised a psychology doctoral student in administering neuropsychological assessments.

School Psychologist

Aug 2017 – May 2021

Jefferson School District, Rigby, ID

Designed and implemented academic, behavioral, and mental health intervention and prevention programs. Consulted with teachers and administrators to address student needs in compliance with school, district, state, and federal regulations, and administered a range of assessments to evaluate students' academic, cognitive, emotional, and behavioral functioning.

School Psychologist

Aug 2014 – May 2017

Bonneville School District, Ammon, ID

Conducted psychological assessments across academic, social, emotional, and behavioral domains using problem-solving and standardized evaluation methods. Monitored case study evaluations, participated in IEP and problem-solving meetings, and designed systems and services to support students' social, emotional, and educational success in collaboration with staff, families, and the broader school community.

CLINICAL TRAINING

Post-Doctoral Resident in Psychology (Part-Time)

Oct 2025 – May 2026

Idaho State University Counseling and Mental Health Center, Pocatello, ID

Clinical Supervisors: Erika Cole, Ph.D., Licensed Psychologist; Kristin Stewart Yates, Ph.D., Licensed Clinical Professional Counselor

Deliver short-term, goal-focused counseling to enrolled ISU students addressing academic, emotional, and interpersonal concerns.

School Psychologist

Aug 2022 – May 2023

Edith Bowen Laboratory School, Utah State University, Logan, UT

Clinical Supervisor: Chloe Marr, Ph.D., LP

Administered a range of assessment instruments to evaluate students' academic, cognitive, emotional, and behavioral functioning.

Mental Health Service Provider

Aug 2020 – May 2023

Edith Bowen Laboratory School, Utah State University, Logan, UT

Clinical Supervisor: Tyler Renshaw, Ph.D., LP

Implemented school-wide mental health screenings, facilitated group and individual counseling sessions, and provided consultation services for educators and parents.

Advanced Practicum Student

Aug 2021 – May 2022

Integrated Assessment Clinic, Sorensen Center, Utah State University, Logan, UT

Clinical Supervisor: Shelley Upton, Ph.D., LP

Conducted diagnostic evaluations for ADHD, autism spectrum disorder, depression, and anxiety in children and adolescents with suspected neurodevelopmental disabilities, and provided consultation services to youth and their families.

Advanced Practicum Student

Aug 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, Ph.D.

Conducted diagnostic evaluations for ADHD in children and adolescents with suspected ADHD and co-occurring disabilities (e.g., learning disabilities), and provided consultation services to affected children 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, Ph.D.

Conducted structured interviews, administered neuropsychological assessments, and interpreted results in written assessment reports.

Intern

Jan 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, Ph.D.

Conducted structured interviews, administered neuropsychological assessments, and interpreted results in written assessment reports.

Outreach Behavioral Consultation Services for Students with Challenging Behaviors, The University of Iowa Hospitals and Clinics, Iowa City, IA

Clinical Supervisor: David Wacker, Ph.D.

Provided in-class behavioral observation and consultation to partner school districts.

RESEARCH TRAINING AND EXPERIENCE

School Mental Health Lab

Jul 2021 – Aug 2025

Major Advisor: Dr. Tyler Renshaw

Self-Regulated Learning Lab

Aug 2020 – May 2021

Major Advisor: Dr. Greg Callan

TEACHING EXPERIENCE

Adjunct Faculty

May 2025 – Current

School Psychology Program, Idaho State University

Courses: Seminar in School Psychology; Individual Intelligence Testing; Neurocognition and Learning

Developed lesson plans and taught asynchronous coursework, and evaluated graduate student performance.

Adjunct Faculty

Jan 2024 – May 2024

School Psychology Program, Idaho State University

Course: Neurocognition and Learning

Developed lesson plans, taught weekly class sessions, and evaluated graduate student performance.

Adjunct Faculty

Jan 2024 – May 2024

School Psychology Program, Idaho State University

Course: Practicum — Introduction to School Psychology, Special Education, and Learning Disability

Developed lesson plans, provided weekly practicum supervision, taught weekly class sessions, and evaluated graduate student performance.

Adjunct Faculty

Aug 2016 – Dec 2022; Aug 2025 – Current

School Psychology Program, Idaho State University

Course: Individual Intelligence Testing

Developed lesson plans, taught weekly class sessions, and evaluated graduate student performance.

SERVICE

Social Chair, Idaho School Psychologist Association

Aug 2026 – Current

Committee: Social Committee

Coordinate all in-person and virtual social events for the association, organize fundraising events held at the annual conference, and manage social media postings promoting association activities.

FELLOWSHIP

Utah Regional Leadership Education in Neurodevelopmental Disabilities

Aug 2021 – May 2022

Mentor: Maryellen McClain Verdoes, Ph.D., NCSP, LP

Selected for this interprofessional fellowship and completed 300 hours of research, didactic, and clinical training in neurodevelopmental disability service delivery.

CERTIFICATIONS AND 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 — Jul 2021
- ADOS-2 Virtual Introductory/Clinical Workshop, Modules 1–4 — Jul 2021

PUBLICATIONS AND CONFERENCE PRESENTATIONS

Journal Articles

1. Yang, N., Renshaw, T. L., Tsai, C., & Franzmann, T. K. (2026). Association of self-reported internalizing and externalizing screener scores with student well-being and academic performance problems. *School Mental Health*, 18, 914–925.
2. Fan, C., Tsai, C., Chuang, C., Hsieh, M., Wang, H., & Yang, N. (2026). Psychometric validation of the Student Wellbeing Teacher-Report Scale in Taiwan. *School Psychology Review*. Advance online publication.
3. 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>
4. 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. <https://doi.org/10.1080/15377903.2023.2290726>
5. 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*. Advance online publication. <https://doi.org/10.1177/00099228231163687>
6. 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*. Advance online publication. <https://doi.org/10.1007/s40688-023-00449-5>
7. 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.
8. 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>
9. 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*.
10. 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>
11. Fan, C., Zhang, Y., Cook, C. R., & Yang, N. (2018). An examination of the factor structure of the Rtl Readiness and Implementation Survey. *Journal of Applied School Psychology*, 34(4), 360–387. Impact Factor = 0.76

Manuscripts in Preparation

1. Fan, C., Hsing, C., Chen, P., Chuang, C., & Yang, N. (under review). Rethinking the framework, practice, and research of school mental health in Taiwan using the dual-factor model. Manuscript submitted for publication.
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. (2026). Complete mental health as a predictor of academic outcomes. Presented at the 2026 Convention of the American Psychological Association (APA), Washington, DC.
2. Fan, C., & Yang, N. (2026). Psychometric validation of the Student Wellbeing Teacher-Report Scale in Taiwan. Presented at the 2026 Convention of the American Psychological Association (APA), Washington, DC.
3. Fan, C., Yang, N., & Bocanegra, J. O. (2026). Bridging distances: Competencies, barriers, and support strategies in rural school psychology. Presented at the 2026 Convention of the American Psychological Association (APA), Washington, DC.

4. **Yang, N.**, Renshaw, T., & Franzmann, T. (2026). *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.
5. Fan, C., **Yang, N.**, Tsai, C., & Chuang, C. (2026). 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.
6. Fan, C., Chuang, Y., **Yang, N.**, & Chuang, C. (2026). 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.
7. 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.
8. **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.
9. 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.
10. **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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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 the International School Psychology Association (ISPA) 38th Annual Convention, Basel, Switzerland.
18. Fan, C. & **Yang, N.** (2018). *The functions and roles of school psychologists in the U.S.* Invited presentation at National Taiwan Normal University and University of Taipei, Taipei, Taiwan.
19. 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.
20. 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.
21. 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.
22. **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, Seattle, WA.
23. **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, Iowa City, IA.

24. **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, Chicago, IL.
25. McClintick-Greene, H., Yang, L., Fan, C., & **Yang, N.** (2009). *Examining the adequacy of home-school communication for Midwestern immigrant families*. Poster presented at the Midwestern Psychological Association (MPA) Annual Convention, Chicago, IL.
26. 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.