

Quennie Dong, Ph.D.

Pronouns: she/her/hers

Department of Disability and Psychoeducational Studies

University of Arizona

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EDUCATION

Ph.D. Education, School Psychology 2021–2026

Berkeley School of Education

University of California, Berkeley (APA Accredited & NASP Approved Program)

Dissertation: *Navigating racialization in education: A systems-level exploration of risk and resilience among the Asian American community*

Ed.S. School Psychology 2018–2021

Department of Counseling, Recreation, and School Psychology

Florida International University (NASP Approved Program)

B.A. Psychology and Social Behavior, Minor in Education 2014–2018

School of Social Ecology

University of California

PROFESSIONAL APPOINTMENTS

Assistant Professor (Tenure-track), School Psychology Program 2026–Present
Disability and Psychoeducational Studies, University of Arizona

Adjunct Assistant Professor, Department of Counseling Spring 2026
Kalmanovitz School of Education, St. Mary's College

School Psychology Doctoral Intern, Berkeley Psychology Internship Consortium 2025–2026
(APA-accredited internship)

PROFESSIONAL CREDENTIALS

Nationally Certified School Psychologist (NCSP; #63252)

SCHOLARLY ACTIVITY

PEER-REVIEWED PUBLICATIONS

1. Yang, C., Rho, E., **Dong, Q.**, & Cheung, R. (2026). A mixed-method analysis of the support network, school climate, and well-being of teachers as the early implementers of universal pre-kindergarten policy in California. *Early Childhood Research Quarterly*. Advanced online publication.

2. **Dong, Q., & Yang, C.** (2026). Measuring the unspoken, voicing the lived: A mixed-methods validation and exploration of racism-related stress among Asian American educators. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000741>
3. Yang, C., Rho, E., **Dong, Q.**, Lim, J. H., & Kodaarasu, K. (2026). Revisiting the healthy context paradox and emotional contagion debate: A preregistered replication study on the interplay of teacher victimization, burnout, and school climate in the United States. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000734>
4. Rho, E., Kodaarasu, K., Yang, C., Lin, X., **Dong, Q.**, & Cheung, R. (2026). “We understand, but need support”: Teachers’ perspectives on trauma-informed practices in universal transitional kindergarten. *School Psychology Review*, 1–15. <https://doi.org/10.1080/2372966X.2026.2622300>
5. Xie, J., Liu, J., Lin, X., Yang, C., Wei, Y., Lin, L., **Dong, Q.**, & Renshaw, T. (2024). Revision of Chinese version of subjective well-being questionnaire. *Chinese Journal of Clinical Psychology*, 32(4), 887–892. <https://link.cnki.net/urlid/43.1214.R.20240812.1624.028>
6. Yang, C., Lim, J. H., Lin, X., Rho, E., & **Dong, Q.** (2024). An initial validation of transformative social and emotional learning (SEL) competencies scale among Asian American Pacific Islander (AAPI) teachers. *School Psychology Review*, 1–16. <https://doi.org/10.1080/2372966X.2024.2355670>
7. Yang, C., **Dong, Q.**, Rho, E., & Teng, Z. (2023). Associations between school-wide practices and school-wide bullying: Advancing the cross-country understanding of teachers’ perspectives from the U.S. and China. *School Psychology*, 39(2), 213–223. <https://dx.doi.org/10.1037/spq0000557>
8. Pham, A.V., Lazarus, P., Costa, A., **Dong, Q.**, & Bastian, R. (2020). Incorporating social justice advocacy and interdisciplinary collaborative training in the recruitment and retention of diverse graduate students. *Contemporary School Psychology*, 25, <https://doi.org/10.1007/s40688-020-00322-9>
9. **Dong, Q.**, Garcia, B., Pham, A.V., & Cumming, M. (2020). Culturally responsive approaches for addressing ADHD within multi-tiered systems of support. *Current Psychiatry Reports*, 22(1), Article 27, 1–10. <https://doi.org/10.1007/s11920-020-01154-3>

MANUSCRIPTS “UNDER REVIEW”

1. Yang, C., Lim, J., Rho, E., Lin, X., & **Dong, Q.** (revised & resubmitted). Advancing equity centered social and emotional learning (SEL): Validation of the transformative SEL competencies scale-brief for U.S. teachers. Manuscript submitted for publication.
2. Yang, C., Lim, J., Rho, E., & **Dong, Q.** (under review). Patterns of discipline and support from teachers’ perspectives: A multilevel latent profile analysis of school-wide practices and outcomes across K–12 schools. Manuscript submitted for publication.

3. Yang, C., Rho, E., **Dong, Q.**, & Lee, M. (major revision under review). Unveiling the invisible and the silent: Empowerment and silence of Asian American educators. Manuscript submitted for publication.
4. Yang, C., Lim, J., Rho, E., **Dong, Q.**, Lin, X., & Zhang, Y. (major revision under review). Replication and re-validation of the multidimensional teacher victimization scale (MTVS) in the United States. Manuscript submitted for publication.

MANUSCRIPTS “IN PREPARATION”

1. **Dong, Q.**, Yang, C., Rho, E., & Lim, J. (in progress). Beyond centrality: The role of social network characteristics in AAPI educators’ responses to anti-Asian violence.
2. **Dong, Q.**, Hyung, L., Carlos, E., & Yang, C. (in progress). Racial/ethnic attitudes among Asian Americans associated with racism-related stress during COVID-19.
3. **Dong, Q.**, Yang, C., & Pham, A. (in progress). Understanding the intergenerational transmission of historical trauma in Southeast Asian American refugees: An integrated perspective of family socialization and resilience.

BOOK CHAPTER PUBLICATIONS

1. Lee, M., **Dong, Q.**, & Yang, C. (accepted). AAPI leadership voices and reflections on finding resilience during a time of anti-Asian violence. In O. Hacifazlioglu, R. Cheung, & C. Yang (Eds.), *Leading with resilience: Voices of teacher, school, and system leaders in challenging times*. Information Age Publishing.
2. Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (accepted). The role of professional communities for school leaders to lead for equity: Supporting critical reflection and development of resilience. In O. Hacifazlioglu, R. Cheung, & C. Yang (Eds.), *Leading with resilience: Voices of teacher, school, and system leaders in challenging times*. Information Age Publishing.
3. **Dong, Q.**, Lee, M., Yang, C., & Rho, E. (2026). Stressors and resilience in education: AAPI educators’ responses to crisis. In C. M., McCarthy & R. G. Lambert (Eds), *Educator Support and Sustainability: Addressing Stress and Coping Among an Increasingly Heterogeneous P-20 Educator Workforce*. Information Age Publishing.
4. Murata, A., Lin, X., **Dong, Q.**, & Cheung, R. (2025). Toward leadership for equity: Unexpected ways the COVID-19 pandemic helped create opportunities for equitable education. In P. M. Virella (Ed.), *Leveraging Crisis for Equitable School Improvement: Leadership Strategies from the Field*. Emerald Publishing Limited.
5. Yang, C., & **Dong, Q.** (2023). Best practices of school-wide implementation to improve children’s social and emotional functioning. In P. L. Harrison, S. L. Proctor & A. Thomas (Eds), *Best practices in school psychology, (7th ed.)*. National Association of School Psychologists. 317–326.

6. Sullivan, A. L., Pham, A. V., Weeks, M., Nguyen, T., & **Dong, Q.** (2021). Enfranchising socially marginalized students. In P. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. Oxford University Press.

NON-PEER REVIEWED PUBLICATIONS

1. **Dong, Q.** (2025). Affinity in action: Facilitator practices that sustain and uplift leaders of color in education [research brief].
2. Kodaarasu, K., Rho, E., **Dong, Q.**, & Yang, C. (2025). Building bridges: Family engagement approaches among universal transitional kindergarten (UTK) teachers [research brief].
3. Zhang, Y., Rho, E., **Dong, Q.**, & Yang, C. (2025). School climate and teacher well-being at universal transitional kindergarten (UTK): Insights into compassion fatigue, compassion satisfaction, and turnover intention [research brief].
4. Rho, E., **Dong, Q.**, & Yang, C. (2025). Professional and social support networks for California universal transitional kindergarten (UTK) teachers [research brief].
5. Kodaarasu, K., Rho, E., **Dong, Q.**, & Yang, C. (2025). Creating safe spaces: Exploring trauma-informed practices in transitional kindergarten education [research brief].
6. **Dong, Q.**, Murata, A., Lin, X., & Cheung, R. (2024). Designing with equity: How communities of practice foster educational leaders' development through self-determination theory [research brief].
7. Ahmad, M., & **Dong, Q.** (2024). Addressing substance use concerns within the South Asian American community. *Communiqué*, 53(3), 4–5.
8. Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2024). Transformative learning of school leaders: The role of professional community for critical reflection [research brief].
9. Swami, S., Atwal, K., **Dong, Q.**, Wang, C., Li, C., Truong, D., Cooper, J., & Scherr, T. [contributors]. National Association of School Psychologists. (2023). Supporting Asian American and Pacific Islander students and their families: Tips for educators in K-12 settings [handout].
10. Yang, C., **Dong, Q.**, Rho, E., & Lim, J. (2023). Sown to grow: A randomized control trial utilizing weekly emotional check-ins [research-practice partnership brief].
11. Wiegand, R., Lahman, K., Uribe, C., & **Dong, Q.** (2022). Introducing National School Psychology Week 2022 and recognizing 2021 champions. *Communiqué*, 51(2), 35.
12. **Dong, Q.**, Garcia, B., & Lazarus, P. (2020). Helping children in schools in the aftermath of intimate partner homicide. *The School Psychologist*, 74(3), 14–26.

CONFERENCE PRESENTATIONS

1. **Dong, Q.** Nguyen, T., Dizon, A., & Assawakulpaibool, A. (accepted). Beyond the model minority: Understanding southeast Asian student mental health. [Paper presentation]. National Association of School Psychologists, Charlotte, NC.
2. Pérez, J., **Dong, Q.**, & Sheel, S. (2026, April). Failure to learn: Intra-disciplinarity as a process. In *Nested Realities: School, Society, and Transformation in Education*. [Roundtable Session]. American Educational Research Association, Los Angeles, CA.
3. **Dong, Q.**, Yang, C., Kodaiarasu, K., & Vigil, T. (2026, February). Supporting educators and students in the age of artificial intelligence. [Paper presentation]. National Association of School Psychologists, Chicago, IL.
4. **Dong, Q.**, Yang, C., & Pham, A. (2026, February). Building bridges across generations: Supporting southeast Asian students in schools. [Paper presentation]. National Association of School Psychologists, Chicago, IL.
5. Kodaiarasu, K., **Dong, Q.**, Rho, E., & Yang, C. (2026, February). Cultivating SEL in classrooms with artificial intelligence: Educator insights. [Paper presentation]. National Association of School Psychologists, Chicago, IL.
6. D'Costa, **Dong, Q.**, & Stomski, M. (2026, February). Building equitable schools: Affinity spaces as relational pathways to anti-racist practice. [Paper presentation]. National Association of School Psychologists, Chicago, IL.
7. Mock, M., & **Dong, Q.** (2025, October). The triumphs amid challenges of Vietnamese Americans: Appreciating familial histories as sources of strengths and resilience. [Workshop]. International Vietnamese Mental Health Association Conference, Orange, CA.
8. **Dong, Q.**, & Yang, C. (2024, April). Unpacking racism-related stress among Asian American educators: A mixed-methods approach. [Roundtable session]. American Educational Research Association, Denver, CO.
9. **Dong, Q.**, Sablo Sutton, S., Zapien, R., Solórzano, D., & Tang, W. (2024, November). Supporting leaders of color through affinity groups: Renewing leadership engagement for equity [Circle symposium]. University Council for Educational Administration, Los Angeles, CA.
10. **Dong, Q.**, Mayes, M., Lin, X., Kang, N., & Yang, C. (2024, April). Trauma informed practices in transitional kindergarten: A multiple case study exploring teachers' perspectives and implementation challenges. In C. A. Wiltshire (chair), *Challenging Behaviors, Expulsion & Trauma-informed Practices*. [Paper session]. American Educational Research Association, Philadelphia, PA.
11. **Dong, Q.**, Murata, A., & Cheung, R. (2023, November). Make space and take space: The radical care of affinity groups. In R. Cheung (chair), *Four Approaches to Create a Synergistic Leadership Change: Resetting Educational Leadership For Equity*. [Symposium]. University Council for Educational Administration, Minneapolis, MN.

12. Murata, A., **Dong, Q.**, Lin, X., Cheung, R. (2023, November). Leading for equity: Leadership actions to bridge achievement and opportunity gaps. In R. Cheung (chair), *Four Approaches to Create a Synergistic Leadership Change: Resetting Educational Leadership For Equity*. [Symposium]. University Council for Educational Administration, Minneapolis, MN.
13. Lee, M., & **Dong, Q.** (2023, November). The racialization of AAPI educators and potential for liberation: An AsianCrit framework analysis. [Paper presentation]. University Council for Educational Administration, Minneapolis, MN.
14. Torres, R., Dong, Q., & Griffiths, A. (2023, October). Adolescent dating violence: Prevention and interventions using a multi-tiered approach. [Paper presentation]. California Association of School Psychologists, Costa Mesa, CA.
15. **Dong, Q.**, Lim, J., Yang, C., Rho, E., & Liu, B. (2023, August). The impact of anti-Asian hate and racism-related stress on Asian American educators. [Poster presentation]. American Psychological Association Convention, Washington D.C.
16. **Dong, Q.**, Lim, J., Carlos, E., & Yang, C. (2023, August). Ethnic/racial identity attitudes associated with anti-Asian racism-related stress among Asian American educators. [Poster presentation]. American Psychological Association Convention, Washington D.C.
17. Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2023, April). Critical reflection, professional community, and transformative leadership. [Paper session]. American Educational Research Association, Chicago, IL.
18. **Dong, Q.** (2023, April). An egocentric network analysis of AAPI educators' social support during anti-Asian violence. [Symposium]. In *Understanding and Supporting the Well-being of Underrepresented Educators: Perspective Across Identity Locations*. American Educational Research Association, Chicago, IL.
19. Yang, C., Lim, J. H., **Dong, Q.**, & Rho, E. (2023, April). Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying, engagement, and climate. [Paper session]. American Educational Research Association, Chicago, IL
20. **Dong, Q.**, Kim, J., & Pham, A. (2023, February). Promoting transformative social-emotional learning for educators. [Paper presentation]. National Association of School Psychologists, Denver, CO.
21. **Dong, Q.**, Lee, M., Stomski, M., & Yang, C. (2023, February). Fostering AAPI educators' resilience during anti-Asian violence. [Paper presentation]. National Association of School Psychologists, Denver, CO.
22. Rho, E., **Dong, Q.**, Hyung, J., & Yang, C. (2023, February). An egocentric network analysis of AAPI educators' social and professional support during anti-Asian violence. In L. Chieh (chair),

- Supporting AAPI Community Coping with Anti-Asian Discrimination: Culturally Sensitive Approaches. [Symposium]. National Association of School Psychologists, Denver, CO.
23. Weigand, R., **Dong, Q.**, & Griffiths, A. (2023, February). Adolescent dating violence: Prevention and intervention using a multi-tiered approach. [Paper presentation]. National Association of School Psychologists, Denver, CO.
 24. Tanaka, M. L., Yohannanm J., Baker, B. A., Lim, K., Parr, K. M., Robers, A. C., & **Dong, Q.** (2023, February). Examining and promoting socially just practices with everyday language. [Paper presentation]. National Association of School Psychologists, Denver, CO.
 25. Murata, A., **Dong, Q.**, Lin, X., & Cheung, R. (2022, November). Transformative leadership through critical reflection in professional communities [Paper presentation]. University Council for Educational Administration, Seattle, WA.
 26. Lee, M., & **Dong, Q.**, & Yang, C. (2022, November). Professional learning needs and benefits for AAPI educators: Implications for leadership, policy, and practice [Paper presentation]. University Council for Educational Administration, Seattle, WA.
 27. Weigand, R., & **Dong, Q.** (2022, October). Fostering health relationships among adolescents using a multi-tiered system of supports [Poster presentation]. California Association of School Psychologists, Universal City, CA.
 28. Kim, J., Estanislao, P., Ucar, S., **Dong, Q.**, & Yu, B. (2022, November). Representation matters: Critical book selection to consider materials that go beyond superficial DEI principles. American Speech-Language-Hearing Association Convention, New Orleans, LA.
 29. **Dong, Q.**, Stomski, M., & Yang, C. (2022, October). Risk and resilience during anti-Asian violence: voices from AAPI educators [Poster presentation]. Asian American Psychological Association, virtual.
 30. Murata, A., Lin, X., **Dong, Q.**, & Cheung, R. (2022, April). Pandemic leadership: Shifting leadership priorities for equity opportunities [Paper presentation]. American Educational Research Association, San Diego, CA.
 31. Lee, M., & **Dong, Q.** (2022, April). Dismantling the Model Minority Myth: AAPI Educators' Perspectives on Anti-Asian Violence and Wellness. [Poster presentation]. Graduate School of Education Research Day, Berkeley, CA.
 32. Machanda, S., **Dong, Q.**, Yang, C., Greenstein, J. & Yee, C. (2022, February). Understanding sources of educators' compassion fatigue during the COVID-19 pandemic [Poster presentation]. National Association of School Psychologists, Boston, MA.
 33. Izuno-Garcia, A. K., Wiegand, R. M., Uribe, C., **Dong, Q.**, & Nygaard, M. A. (2022, February 15-18). Diversifying the field: Supporting and empowering minoritized graduate students [Paper presentation]. National Association of School Psychologists, Boston, MA.

34. **Dong, Q.**, Zavalia, M., Mavrakakis, A., Lopez, J., Pham, A., & Delcampo, A. (2021, February). Cultural Considerations in Promoting Social-Emotional Learning with K-12 Students. [Paper presentation]. National Association of School Psychologists Annual Convention, virtual.
35. Pham, A. V., Lazarus, P., **Dong, Q.**, & Bastian, R. (2021, February). Integrating Social Justice Advocacy and Interdisciplinary Collaboration in Graduate Training. [Pre-recorded paper presentation]. National Association of School Psychologists Annual Convention, virtual.
36. Bastian, R., **Dong, Q.**, Lazarus, P., Pham, A., & Costa, A. (2020, November). Promoting Practices for Recruitment and Retention of Diverse Graduate Students. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
37. Lazarus, P., **Dong, Q.**, Bastian, R., Costa, A., & Pham, A. (2020, November). Sustaining a Social Justice Committee in a School Psychology Program. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
38. **Dong, Q.**, & Lazarus, P. (2020, February). Providing support for child victims of parent homicide and IPHS. [Practitioner conversation session]. National Association of School Psychologists Annual Convention, Baltimore, MD.
39. Nguyen, T., Weeks, M. R., **Dong, Q.**, Sullivan, A. L., & Pham, A. (2020, February). Narrowing opportunity gaps: Enfranchising socially-marginalized students. [Poster session presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD.
40. Lazarus, P., & **Dong, Q.** (2019, November). Providing support for child victims of parent homicide and IPHS. [Paper presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
41. Bastian, R., Lazarus, P., Pham, A., Garcia, B., Lopez, J., & **Dong, Q.** (2019, November). The development of a social justice committee within a school psychology program. [Poster presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
42. **Dong, Q.**, Heng, E. T., Guan, T., Correa, J. M., & Higa, E. (2018, May). Exit ticket analysis: Implications for formative assessments. [Poster session presentation]. Undergraduate Research Opportunities Program Symposium, Irvine, CA.

TEACHING & MENTORING

COURSES TAUGHT:

University of Arizona

- SERP 685: Child Behavior Disorders and Adjustment (FA 25)

St. Mary's College of California

- SPSY 762: Research Methods & Program Evaluation (SP 25)

HONORS & AWARDS

APA Division 16 2026 Outstanding Contributions to Anti-Racism in School Psychology Student Award	2026
School Psychology Review Student Reviewer of the Year	2026

PROFESSIONAL SERVICE

<i>Committee member</i> , APA Division 16 Inaugural Research Committee	2026–Present
<i>Subcommittee Co-chair</i> , NASP Racial and Ethnic Equity Committee, Asian American and Pacific Islander Subcommittee	2026–Present
<i>Editorial Board Member</i> , School Psychology Review	2026–Present

PROFESSIONAL MEMBERSHIP

Society for Research in Child Development (SRCD)	2026–Present
International Vietnamese Mental Health Association (IVMHA)	2025–Present
Asian American Psychology Association (AAPA)	2022–Present
AAPA Division of Southeast Asian Americans (DoSEAA)	2022–Present
APA Division School Psychology (Division 16)	2021–Present
American Psychological Association (APA)	2021–Present
American Educational Research Association (AERA)	2021–Present
National Association of School Psychologists (NASP)	2021–Present