

NAN XIAO

Eliot-Pearson Department of Child Study and Human Development

Tufts University

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EDUCATION

- 2022 Doctor of Philosophy in Developmental 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

2023- TBD Postdoctoral Scholar, Eliot-Pearson Department of Child Study and Human Development
Tufts University, Medford, MA

Project Coordinator: Readiness through Integrative Science and Engineering [The RISE Project]

2021-2023 Crane Center for Early Childhood Research & Policy
The Ohio State University, Columbus, OH

Project Coordinator: Capacity Building at Solyluna (June 2022 to April 2023)

Member: A Real-Time and Video-Based Coaching Program to Support High Quality and Equitable Classroom Dialogue in Preschool Classrooms (March 2022 – June 2023)

Member: Early Learning Ohio Project (September 2021 - June 2023)

Member: Kindergarten Transition Practices (September 2021 - June 2023)

Member: Network-based Intervention for Language Impairment (September 2021 - June 2023)

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

2009 Marketing Intern, Haier Group, Qingdao, China

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

- 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>
- 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
- 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>
- 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*. Advanced online publication. <https://doi-org.proxy.lib.ohio-state.edu/10.1037/fam0001105>
- 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>
- 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>
- 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.
- Xiao, N.**, & Zhang, X. (2021). Interest in spatial activities predicts young children's spatial ability development: A two-year longitudinal study. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2021.101943>
- 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>
- 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>

Manuscript Submitted for Publication (* indicates correspondence author)

- Xiao, N***, Lin, T. J., Lu, M., Jiang, H., Sun, J., Purtell, K. M & Justice, L. M. (revise & resubmit). *Classroom-level Antecedents and Developmental Consequences of Relational Aggression and Victimization for Kindergarten Children*.

- Xiao, N.***, Dore, R., Lin, T. J., Sun, J., Justice, L. M., & Purtell, K. M. (revise & resubmit). *Media use in after-school routine negatively predicts social skills of young children from kindergarten to grade one.*
- Xiao, N.**, Zhang, X., Xie, W., Chan, W., & Liu, T. (Revise & Resubmit). *Towards home-school partnership: Parents' perspectives on school-based parent activities in childcare centres in Hong Kong.*
- Xiao, N.**, & Zhang, X. (in review). *Implications of boarding on preschool beginners' physiological stress responses over 12 weeks and school refusal.*
- Zhang, X., & **Xiao, N.** (in review). *A tale of two cities in China: Examining the impact of COVID-19 and lockdown on young children's emotional distress using propensity score matching.*
- Planke, J., **Xiao, N.**, Jiang, H., Purtell, K., & Justice, L. (in review). *Family Involvement and Preschoolers' Social Functioning: The Mediating Role of the Teacher-Child Relationship*
- Cheung, K., Hyun, S., **Xiao, N*.**, McWayne, C. M. (in review). *Chinese Immigrant Parenting Behaviors and Preschool Children's Social Competence: The Moderating Role of Chinese Social Values.*
- Huo, S., Yang, X., **Xiao, N.**, Zhang, X. (in review). *Development of reading attitudes in preschool children: Trajectories, antecedents and consequences.*
- Yang, Y., Zhang, X., **Xiao, N.**, & Hu, X. (in review). *The role of language, spatial, and executive functioning skills in rural Chinese children's developmental trajectories of math and reading achievement.*
- Zou, X., Zhang, X., **Xiao, N.**, & Xie, W. (in review). *Longitudinal bidirectional relations between caregiving styles and young rural Chinese children's academic performance*
- Lu, M. S., Lin, T.-J., Justice, L. M., Purtell, K. M., Ansari, A., & **Xiao, N.** (in review). *Classroom Social Hierarchy, Behavioral Control, and Young Children's Peer Experiences.*

Book Chapter Submitted

- McWayne, C. M., & **Xiao, N.** (in review). 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 under Preparation

- Xiao, N.**, Lin, T. J., Lu, M., Sun, J., Ansari, A., Justice, L. M., Purtell, K. M., & Chen, J. (in pre). *Informants' congruency of relational victimization for young children at school: Associations between varying informant reports and children's developmental outcomes.*
- Xiao, N.**, & Zhang, X. (in pre). *Early boarding experience and emergent academic skills of rural preschoolers: Mediation and moderation analysis.* Manuscript in preparation.
- Xiao, N.**, & Zhang, X. (in pre). *Effects of boarding on physical growth and nutrition health of disadvantaged preschool children.* Manuscript in preparation.
- Xiao, N.**, & Zhang, X. (in pre). *Does boarding predict better social adjustment of rural preschoolers? A Contextualist Perspective.* Manuscript in preparation.

- Li, L. W., **Xiao, N.**, McWayne, C. M. (in pre). *Teachers' Inclusion of Family Life in Classroom Learning as a Unique Predictor of Caregivers' Perceived Family Engagement for a Low-income Population.*
- Lin, T. J., Lu, M., **Xiao, N.**, Purtell, K., & Justice, L. (in prep). *Contextual/Instructional Factors Shaping the Evolution of Classroom Social Networks in Early Childhood Classrooms.*
- Tang, J., **Xiao, N.**, Zhang, X., & Riser, D. (in prep). *Predictors of families' selection of boarding schools for their young children in rural China.*
- Li, H., Zhang, X., & **Xiao, N.** (in prep). *Preschool Children's School Liking: Its Relational Antecedents and Pre-Academic Outcomes*
- Sun, J., Jiang, H., **Xiao, N.**, Justice, L. M., & Purtell, K. M. (in prep). *The Different Roles of Peers in the Development of Academic Achievements in Early Childhood Years.*
- Yan, J., Zhang, X., **Xiao, N.**, & Zou, X. (in prep). *The relations between caregiver-child and teacher-child relationships and children's approaches to learning in rural boarding preschools: A cross-lagged model.*

Research Funding and Projects

Research Fundings

- 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

Refereed Presentations at National Conferences

- Xiao, N.**, & Zhang, X. (2023). *Is boarding preschool experience associated with rural Chinese preschoolers' social adjustment?* Paper presented at the 2023 SRCD Biennial Meeting, Salt Lak City, UT, United States
- Xiao, N.**, Lin, T. J., Lu, M., Sun, J., Ansari, A., Chen, J., Purtell, K., & Justice, L. (2023). *Classroom Social Network Characteristics, Relational Aggression and Victimization Behaviors, and Developmental Implications for Young Children.* Paper presented at the 2023 SRCD Biennial Meeting, Salt Lak City, UT, United States

- Zhang, X., & **Xiao, N.** (2023). *Examining the Impact of COVID-19 Lockdown on Young Childre's Emotional Distress Using Propensity Score Matching*. Paper presented at the 2023 SRCD Biennial Meeting, Salt Lak City, UT, United States
- 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 Lak City, UT, United States
- 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 Lak City, UT, United States
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Teaching Experience

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, graduate-level in-person course, 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, graduate-level in-person course, The Ohio State University.

Teaching Assistantship

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

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.

Service

Ad Hoc Reviewer: Refereed Journal/Conference Submission

British Journal of Developmental Psychology (2024)
AERA2023 Division E – Counselling and Human Development
AERA2023 SIG-Early Education and Child Development
NRCEC2024 National Research Conference on Early Childhood
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)

President for the Tufts University Postdoctoral Association (Spring 2024 - present)

International Postdoc Assistance for the Tufts University Postdoctoral Association (Fall 2023)

Program Assistant for Editor of *Early Childhood Research Quarterly* (Fall 2021-Spring 2023).
Assisting the journal with editorial board renewal, efficiency enhancement, and engaging reviewers.

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

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, project 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 broadcasted 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

Basic Python Programming