**CURRICULUM VITAE**

***Eugene H. Wong, Ph.D.***

Department of Child Development (Psychology) Phone: 909-537-5573

California State University Email: ewong@csusb.edu

5500 University Parkway

San Bernardino, CA 92407

**Academic Background**

 Ph.D. University of California, Riverside, June 1991

 Developmental Psychology (Breadth areas: Quantitative and

 Social)

 Advisors: Drs. Keith Widaman and Lisa Bridges

 M.A. University of California, Riverside, June 1989

 Developmental Psychology

 Advisor: Dr. Keith Widaman

 B.A. University of California, Los Angeles, June 1986

 Psychology

**Academic/Professional Positions**

 2021-present Professor (Department of Child Development - CSUSB)

 2002- 2021 Professor (Department of Psychology – CSUSB)

 1998-2002 Associate Professor (Department of Psychology – CSUSB)

 1995-1998 Assistant Professor (Department of Psychology – CSUSB)

 1994-1995 Lecturer in Psychology (Department of Psychology – CSUSB)

 1992-1994 Assistant Professor (University of Maine at Farmington)

 1991-1992 Lecturer in Psychology (CSUSB)

 8/2021-2023 Associate Chair, Department of Child Development

9/2009-8/2021 Director, Human Development Program

 9/2007-6/2009 Coordinator, Human Development Internship Program

 9/1997-6/2005 Coordinator, Human Development Program

 9/1995-6/1997 Coordinator, Human Development Internship Program

 2018 – present Licensed Psychologist (PSY 29900), California

**Teaching Experience**

Interactions with students both in and outside of the classroom continues to be a major emphasis of my professional activities. As a faculty member at CSUSB, it is essential that I have a commitment to teaching in all of its varied aspects. To that end, I value my time in the classroom where highly effective and innovative teaching practices and pedagogy may be actively pursued. Additionally, my interactions with students via advising, the departmental Honors program, the graduate program, and research mentoring are also valuable opportunities during which much teaching occurs. I look forward to continuing opportunities to teach and learn with our students.

My teaching responsibilities are primarily in the areas of child development, typical and atypical development, assessment and evaluation, and applied research methodology.

1. **Courses Currently Taught**

CD 3310 Applied Research Methods

CD 3350 Development of Exceptional Children

CD 4450 Child Assessment

CD 6659 Child Assessment (graduate)

**Professional Development and Activities**

Currently, my research focuses on school-age children’s academic experiences. This research examines the link between the use of computer-based cognitive training programs and improvements in working memory, executive function, processing speed, attention, and social-emotional well-being (five critical contributors to academic success) among K-12 students. The training programs are integrated into the students’ school day and are supported by external funding from school districts, foundations, and grants. To date, there is strong empirical evidence for the efficacy of cognitive training. Moreover, teachers and school administrators strongly endorse the positive benefits (e.g., more consistent completion of school work, greater school engagement, improved classroom behavior, etc.) of the program. Our research has been presented at regional, national, and international conferences, as well as being published in peer-reviewed journals.

1. **Publications** (Listed in reverse chronological order; manuscripts denoted with \* indicates one or more student authors)
2. **Wong, E.H.**, Rosales, K.P., & Looney, L. (2024). Testing the Effectiveness of Computerized Cognitive Training on an At-Risk Student Population. *Behavioral Sciences*. <https://doi.org/10.3390/bs14080711>
3. Looney, L., **Wong, E.H**., Rosales, K.P., Bacon, J.M., & Wiest, D.J. (2024). Supporting learning differences: Effects of cognitive training on cognitive abilities in a school-based sample. Education Sciences. https://doi.org/10.3390/ educsci14010089
4. Looney, L., **Wong, E. H**., Rosales, K.P.,\* Rosales, F.,\* & Tirado, G.M.\* (2023). Teacher ratings of working memory and executive function improvements following school-day cognitive training. *School Psychology International*. <https://doi.org/10.1177/01430343221122454>
5. Rosales, K.P, **Wong, E.H.**, & Looney, L. (2023). The psychometric structure of executive functions: A satisfactory measurement model? An examination using meta-analysis and network modeling. *Behavioral Sciences.* <https://doi.org/10.3390/bs13121003>
6. **Wong, E.H.**, Rosales, K.P., & Looney, L. (2023). Improving Cognitive Abilities in School-age Children via Computerized Cognitive Training: Examining the Effect of Extended Training Duration. *Brain Sciences.*

 <https://doi.org/10.3390/brainsci13121618>

1. Wiest, G.M, Rosales, K.P., Looney, L., **Wong, E.H**., & Wiest, D.J. (2022). Utilizing Cognitive Training to Improve Working Memory, Attention, and Impulsivity in School-aged Children with ADHD and SLD. *Brain Sciences*. <https://doi.org/10.3390/brainsci12020141>
2. Wiest, D.J**., Wong, E.**H., Bacon, J.M., Rosales, K.P., & Wiest, G.M. (2020)\*. The Effectiveness of Computerized Cognitive Training on Working Memory in a School Setting. *Applied Cognitive Psychology*. DOI: 10.1002/acp.3634.
3. Pumaccahua, T.T., **Wong, E.H**., & Wiest, D.J. (2017)\*. Effects of Computerized Cognitive Training on Working Memory in a School Setting. *International Journal of Learning, Teaching, and Educational Research*, 16 (3), 88-104.
4. Wilcox-Herzog, A., Ward, S., **Wong, E. H**., & McLaren, M. (2015). Preschool teacher’s ideas about how children learn best: An examination of beliefs about the principles of developmental appropriate practice. *International Handbook of Research on Teacher Beliefs*. New York: Routledge.
5. Wiest, D.J. **Wong, E. H**., Minero, L.P. & Pumaccahua, T.T. (2014)\*. Utilizing Computerized Cognitive Training to Improve Working Memory and Encoding: Piloting A School-based Intervention. *Education*, 135, 264-270.
6. Wilcox-Herzog, A., McLaren, M., Ward, S. & **Wong, E. H**. (2013). Results from the quality early childhood training program. *Journal of Early Childhood Teacher Education*, 34, 335-349.
7. Araujo, G. C. & **Wong, E. H**. (2005).\* High risk drinking and college students’ self perceptions. *Psychological Reports*, 97, 936-944.
8. Passaro, P.D., Moon, M., Wiest, D. J., & **Wong, E. H.** (2004). A model for school psychology practice: Addressing the needs of students with emotional and behavioral challenges through the use of an in-school support room and reality therapy. *Adolescence*, 39, 503-517.
9. **Wong, E. H**., Wiest, D. J., & Cusick, L. (2002). Perceptions of autonomy support, parent attachment, competence and self worth as predictors of motivational orientation and academic achievement: An examination of sixth- and ninth-grade regular education students. *Adolescence*, 37, 255-265.
10. Olson, K. L. & **Wong, E. H**. (2001).\* Loneliness in marriage. *Family Therapy*, 28, 105-111.
11. Wiest, D. J., **Wong, E. H**., Brotherton, S., & Cervantes, J. M. (2001). Postmodern counseling: Using narrative approaches in the school setting. Family Therapy, 28, 1-17.
12. Wiest, D. J., **Wong, E. H**., Cervantes, J. M., Craik, L., & Kreil, D. A. (2001). Intrinsic motivation among regular, special, and alternative education high school students. *Adolescence*, 36, 111-126.
13. Wiest, D. J., **Wong, E. H**., & Cervantes, J. M. (1999). Creating intrinsic motivation with the classroom: Core principles for beginning teachers. *Journal of Classroom Management*
14. **Wong, E. H**. & Wiest, D. J. (1999). Adolescent depression: Links to academic coping and perceived autonomy support. *Education*, 119, 668-673.
15. Woodside, B. M., **Wong, E. H**., & Wiest, D. J. (1999).\* The effect of student-faculty interaction on college students’ academic achievement and self concept. *Education*, 119, 730-733.
16. Wiest, D. J., **Wong, E. H**., Cervantes, J. M., Craik, L., & Kreil, D. A. (1998). Correlates of depression among fifth- and sixth-grade students from regular education, gifted education, and special education. *CACD Journal*, 19, 7-14.
17. Wiest, D. J., **Wong, E. H**., & Kreil, D. A. (1998). Predictors of global self worth and academic performance among regular education, learning disabled, and continuation high school students. *Adolescence*, 33, 601-618.
18. **Wong, E. H**. & Ostdick-Trembath, J. A. (1998).\* The accuracy of children’s self perceptions and perceptions of others: Piloting a field-based measure. *Education*, 118, 605-609.
19. **Wong, E. H**., Wiest, D. J., & Trembath, J. A. (1998).\* Adolescent high risk behavior: A look at regular education, learning disabled, and continuation high school students. *Education*, 119, 58-62.
20. Donohue, T. L. & **Wong, E. H**. (1997).\* Achievement motivation and college satisfaction in traditional and nontraditional students. *Education*, 118, 237-250.
21. Goldman, C. S. & **Wong, E. H**. (1997).\* Stress and the college student. *Education*, *117*, 604-610.
22. Wiest, D. J., Kreil, D., Ramirez, J., Gonzalez, A., & **Wong, E. H**. (1997). A community-systems approach to intervention with high school students exhibiting at-risk behavior. *Issues in Teacher Education*, 6, 5-10.
23. Wiest, D. J., **Wong, E. H**., & Cusick, L., B. (1997).\* High school students’ perceptions of the school experience: A qualitative look. *Issues in Teacher Education*, 6, 40-54.
24. Panori, S. A., **Wong, E. H**., Kennedy, A. L., & King, J. R. (1995).\* A pilot project examining college student satisfaction and self concept. *Psychological Reports*, 77, 255-258.
25. **Wong, E. H**. & Bridges, L. J. (1995). A model of motivational orientation for youth sport: Some preliminary work. *Adolescence*, 30, 437-452.
26. **Wong, E. H**. & Bridges, L. J. (1994). Age-related differences in inter- and intrapersonal variables related to motivation in a group sport setting. *Journal of Social Psychology*, 134(4), 497-510.
27. Galbraith, G. C. & **Wong, E. H**. (1993). Moment analysis of EEG amplitude histograms and spectral analysis: Relative classification of several behavioral tasks. *Perceptual and Motor Skills*, 76, 859-866.
28. **Wong, E.H**., Lox, C.L., & Clark S.E. (1993). Relation between sports context, competitive trait anxiety, perceived ability, and self-presentation confidence. *Perceptual and Motor Skills*. doi:10.2466/pms.1993.76.3.847
29. **Selected Conference Posters, Panels, and Invited Talks** (Presentations denoted with \* indicates one or more student author); listed in reverse chronological order.

Bacon, J.M., Rosales, K.P., Looney, L., Romero, J., Rojas Vargas, M., Espino, G., Ferrer, C., & Wong, E.H. (2024).\* Utilizing Extended Cognitive Training to Improve Working Memory Capabilities: A School-day Program. Western Psychological Association.

Looney, L., Rosales, K.P., Bacon, J.M., Gomes, R., Garibay, J., Cano, V., Rhyne, C., Saucedo, A., & Wong, E.H. (2024).\* Does Cognitive Training Impact the ​Predictive Relationship Between Facets of Motivation and Processing Speed?​ Western Psychological Association.

Rosales, K.P., Looney, L., Bacon, J.M., Escalante, J., Flores Castillo, K., Mejia, K., Toland, J., & Wong, E.H. (2024).\* Detecting Changes in the Psychometric Structure of Cognitive​ Abilities via Network Analysis. Western Psychological Association.

Looney, L., Rosales, K.P., Bacon, J.M., Lugo, E.N., Escalante, J., Arteaga, K., Wong, E.H., & Wiest, D.J. (2023).\* The Effectiveness of Computerized Cognitive Training on Students’ Cognitive Flexibility: Evidence for Far Transfer Effects​. Western Psychological Association.

Bacon, J.M., Looney, L., Rosales, K.P., Casella, F.A., Gutierrez-Guzman, V.I., Vazquez-Rodriguez, E., Wong, E.H., & Wiest, D.J. (2023).\*  Utilizing a School-wide Cognitive Training Program to Support Working Memory for Students with Learning Differences​. Western Psychological Association.

Bacon, J.M., Rosales, K.P., Green, D., Clark, S., Wong, E.H. (2023). Integrating A Cognitive Training Program Into the School-day to Support Students’ Academic Performance: A Model for A School-wide Program. Hawaii International Conference on Education.

Arredondo, S., Lugo, E.N., Rosales, K.P., Bacon, J.B., Rivera, I.E., & Wong, E.H. (2022).\* Utilizing Computerized Cognitive Training to Improve Working Memory, Cognitive Flexibility and Processing Speed Among At-risk Youth. Western Psychological Association.

Lugo, E.N., Bacon, J., Looney, L., Rosales, K.P., & Wong, E.H. (2022).\* Utilizing Computerized Cognitive Training for Underserved At-risk Youth during the COVID-19 Pandemic. Western Psychological Association.

 Rivera, I.E., Lugo, E.N., Looney, L., Bacon, J.M., Arredondo, S., & Wong, E.H. (2022).\* Utilizing Computerized Cognitive Training to Improve Working Memory Capabilities. Western Psychological Association.

Bacon, J.M., Salcedo, D.R., Medina, A.A., Hernandez, C., & Wong, E.H. (2020).\* Does Computerized Cognitive Training Improve Working Memory Among Low Performing Elementary Students? Western Psychological Association.

Lugo, E.N, Tirado, G.M., Romero, J., Trejo, K., Rosales, F., & Wong, E.H. (2020).\* Computerized Cognitive Training Effects on Cognitive Flexibility, Processing Speed, and Attention for Primary School Children. Western Psychological Association.

Rosales, F.L., Bacon, J.M., Alvarez, A.D., Morris, H.L., Zamora-Chavez, D., Romero, J., & Wong, E.H. (2019).\* Utilizing Computerized Cognitive Training to Enhance Cognitive Abilities: A Pilot Project with Elementary Students in an After-school Program. Western Psychological Association.

Bacon, J.M., Valenton, Y.Y., Taguba, S.S., Pesqueira, F., Wong, E.H. (2018).\* Utilizing Cognitive Training to Enhance Cognitive Flexibility in an Alternative Day School Sample. Western Psychological Association.

Bacon, J.M., Wong, E.H., Mendez, S., Rosales, F.L, Trujillo, C., Wong, F.W., Wiest, D.J., & Criswell, R. (2018).\* Enhancing Working Memory with an At-risk Populations Utilizing Cognitive Training in a School Setting. Poster presented at the 16th Annual Hawaii International Conference on Education.

Rosales, F.L., Mendez, S., Vasquez, C., Alvarez, A., & Wong, E.H. (2018).\* Can Processing Speed be Enhanced via Cognitive Training? A Pull-out Project with Alternative Day School Students. Western Psychological Association.

Bacon, J.M., Fredricks, A.J., Rosales, F.L., Mendez, S., Wong, E.H., Reimer, J.F., Wiest, D.J., Wiest, G.M., Seitz, A.R., & Flores L.M. (2017).\* Utilizing Cognitive Training in a School Setting: Enhancing Working Memory with an At-Risk Population. Western Psychological Association.

Bacon, J.M., Krzeminski, E.J., Rosales, K.P., Wong, E.H., Wiest, D.J., Reimer, J.F., & Escobedo, I.B. (2016).\* Utilizing Teacher Ratings to Predict Improvement Following Working Memory Training. Western Psychological Association.

Morales-Gracia, M., Wong, E.H**.**, Looney, L., and Gonzalez-Alfaro, K.A. (2016).\* Higher Education Latinx Student Disparity: Perceptions of Effective Instructors. Western Psychological Association.

Reimer, J.F., Seitz, A.R, Wong, E.H**.**, Carlos, V., Romo, M.R., Selim, M.S., Rosales, K., Taggart, C., Rendler, K., & Macias, G. (November, 2016).\* Evidence of Near Transfer Effects in Low Working Memory Capacity Individuals Using Both Working Memory-based and Non-Working Memory-based Cognitive Training Tasks. Psychonomic Society.

Romo, M. R., Carlos, V., Selim, M. S., Rosales, K, Meyer, T., Rendler, K., Taggart, C., Seitz, A. R., Wong, E., H., & Reimer, J. F. (April, 2016).\* Game-based cognitive training effect in young adults. Western Psychological Association.

Wong, E.H. (2016). Story Telling and Teaching: It’s a Great Match!!!! Invited talk at the annual meeting of the Western Psychological Association.

Morales-Gracia, M., Gonzalez-Alfaro, K., Bacon, J.M., Orona, B.S., Espinosa, A., & Wong, E.H. (2015).\* Student Perceptions of Instructor Qualities: What Makes for Effective Professors? Western Psychological Association.

Pumaccahua, T., Wong, E. H., & Wiest, D.J. (2015).\* Application of a Cognitive Training Program in a School Setting. National Association of School Psychology.

Wiest, D.J., Wong, E.H., Bacon, J.M., & Hoyt, A. (2015).\* Utilizing Cognitive Training to Remediate Working Memory in School-age Children: Teacher Perceptions. European Congress of Psychology (Milan, Italy).

Wong, E.H.(2015). Some of the Core Nuts and Bolts of Highly Effective Teaching. Invited talk at the annual meeting of the Western Psychological Association.

Wong, E.H. (2015). Using Cognitive Training in the School Setting. Invited talk at the UC Riverside Developmental Brown Bag series.

Younger, C.M., Petty, C.N., Rosales, K.P., Ochoa-Gomez, M.M., Krzeminski, E.J., Wong, E.H**.**, & Wiest, D.J. (2015).\* Utilizing Cognitive Training to Remediate Working Memory in School-age Children. Western Psychological Association.

Miller, B. A., Tsukahara, J., Carlos, V., Romo, M., Selim, M. S., Rosales, K., Rivera, L., Wong, E., Koshino, H., & Reimer, J. (April, 2014).\* Effect of low attentional control on working memory and intelligence. Western Psychological Association.

Reimer, J., Wong, E.H., Carlos, V., Miller, B.A., Romo, M.R., Selim, M.S., & Rosales, K. (2014).\* Utilizing Cognitive Training to Enhance Low working Memory Capacity. Psychonomic Society.

Younger, C.M., Krzeminski, E.J., Morales-Gracia, M., Gonzalez-Alfaro, K., Pumaccahua, T.T., Wong, E. H., & Wiest, D. J. (2014).\* Utilizing Cognitive Training to Remediate Cognitive Abilities Following a TBI. Western Psychological Association.

Nelson, C.D. & Wong, E.H. (2013).\* The Effects of Alcohol Consumption on the Quality of Intimate Relationships. Western Psychological Association.

Wiest, D. J., Wong, E.H., Jett, A.M., Pumaccahua,T.T., Patterson, A., & Minero, L.P. (2013).\* Utilizing Computerized Cognitive Training to Enhance Encoding and Working Memory Among Elementary Students. NEI Psychopharmacology Congress.

Wong, E.H., Wiest, D.J., Pumaccahua, T.T., Nelson, C., & Niere, K. (2012).\* Using Cognitive Training to Enhance Attention and Working Memory for Students with ADHD: A Preliminary Study. Western Psychological Association.

Armendarez, J. J. & Wong, E. H. (2012).\* A Qualitative Analysis of Two Parents with ASD children. Western Psychological Association.

Wiest, D. J., Wong, E. H., Looney, L. B., Wiest, G., & Pumacchua, T. T. (2012).\* Using Cognitive Training to Improve Working Memory and Encoding in School Children. International School Psychology Association.

Wiest, D. J., Wong, E. H., & Pumacchua, T. (2012).\* Using Cognitive Training to Enhance Attention and Working Memory for Students with ADHD: Does It Work? World Psychiatric Conference.

Wong, E. H., Wiest, D. J., Pummachua, T. T., Nelson, C., & Niere, K. (2012).\* Using Cognitive Training to Enhance Attention and Working Memory for Students with ADHD. Western Psychological Association.

Adams, M.M. & Wong, E.H. (2011).\* Parenting Styles and Emotional Intelligence of Parents of Grade-school Children. Western Psychological Association.

Patterson, A.M., Wong, E.H., Wiest, D.J., Lakamp, S., Saylor, A., & Armendarez, J. (2011).\* Using Cognitive Training to Enhance Working Memory. Western Psychological Association.

Vargas, D., Wong, E.H., & Kamptner, N.L. (2011).\* Peers as a Social-contextual Factor on Adolescents’ Academic and Career Motivation. Society for Research in Child Development.

Calderon, J.R.. & Wong, E.H. (2010).\* College Students’ academic motivation and locus of control as predictors of school performance. Western Psychological Association.

Vargas, D., Kamptner, N.L., & Wong, E. H. (2010).\* Parental Monitoring as a Predictor of Adolescent Females’ Sexual Debut. Western Psychological Association.

Wiest, D.J., Patterson, A.M., Wong, E.H., & Nelson, B. (2010).\* The Effect of Computerized Cognitive Training on Working Memory of Learning Disabled Adolescents. International School Psychology Association.

Looney, L.B., Wiest, D.J., Wong, E.H., Nelson, R.B., & Beiswenger, A. (2009).\* Siblings of Children with Autism: A Qualitative Look. International School Psychology Association.

Patterson, A.M., Wong, E.H., Wiest, D.J., & Nelson, B. (2009).\* Using Cognitive Training to Improve Working Memory and Attention. Western Psychological Association.

Wiest, D.J., Patterson, A.M., Wong, E.H., Nelson, B., Looney, L.B., & Miller, K., (2009).\* Using Cognitive Training to Enhance Attention and Working Memory for Students with ADHD: A Preliminary Study. Western Psychological Association.

Wong, E. H., Wiest, D. J., Garcia, A. V., & Trifonopoulos, S. C. (2005).\* Academic Coping as a Predictor of Motivational Orientation. Western Psychological Association.

Garcia, A. V. & Wong, E. H. (2004).\* Teacher Autonomy support and Elementary Students’ Academic Achievement: A Mediation Effect. Western Psychological Association.

Heyming, L, Newton, F., Wong, E. H., & Kwasman, A. (2004).\* Effects of Graphomotor Exercises and Music on Children with ADHD. Western Psychological Association.

Olson, K, Hickman, A, Cross, K., & Wong, E. H. (2004).\* Chronic Dieting and Social Phobia. Western Psychological Association.

Wong, E. H., Wiest, D. J., Cervantes, J. M., & Garcia, A. V. (2004).\* Academic Self Regulation as a Predictor of Academic Competence and Self Worth. Western Psychological Association.

Passaro, P.D., Moon, M., Wiest, D. J., & Wong, E. H. (2003). A Model for School Psychology Practice: Addressing the Needs of Students with Emotional and Behavioral Challenges Through the Use of an In-school Support Room and Reality Therapy. California Association of School Psychologists.

Wong, E. H., Wiest, D. J., Cervantes, J. M., & Garcia, A. V. (2003).\* Scholastic Competence and Academic Coping as Predictors of Motivational Orientation. Western Psychological Association.

Wiest, D. J., Wong, E. H., & Cervantes, J. M. (2002). A Developmental Look at Learning Disabilities: Implications for Teachers and Parents. California Association of Private School Organizations.

Wong, E. H., Wiest, D. J., & Cervantes, J. M. (2002). Academic Coping Among Elementary Students: Links to Scholastic Competence and Self Worth. Western Psychological Association.

Wong, E. H., Wiest, D. J., & Cervantes, J. M. (2001). Predictors of Motivational Orientation Among 6th Grade GATE and Regular Education Students. Western Psychological Association.

Wong, E. H., Wiest, D. J., & Cervantes, J. M. (2000). Motivational Orientation: Academic Coping, Anxiety, Scholastic Competence, and Self Worth as Predictors. Western Psychological Association.

Wiest, D. J., Wong, E. H., Cervantes, J. M., & Brow-Petrovick, M. (1999).\* Competence, Autonomy and Attachment as Predictors of Achievement, Mastery and Curiosity across Student Populations. National Association of School Psychologists.

Wiest, D. J., Wong, E. H., Cervantes, J. M., & Craik, L. (1999). Group Differences in High School Seniors for Regular, Alternative, and Special Education. World Conference of the American Counseling Association.

Wiest, D. J., Wong, E. H., Craik, L. R, Keil, D. A., Cervantes, J. M., & Brow-Petrovick, M. (1999).\* Measures of Competence, Autonomy, and Attachment for Gifted and Regular Education Students in the 6th Grade. California Association of School Psychologists.

Olson, K. L. & Wong, E. H. (1998).\* Loneliness, Social Contact, and Chatroom use. Western Psychological Association.

Goldman, C. G. & Wong, E. H. (1997).\* The Relation of Stress to College Students’ Self Perceptions. Western Psychological Association.

Craik, L., Wiest, D. J., Wong, E. H., & Kreil, D. (1997). Attachment and Academic Competence in Middle School Learning Disabled Students. International Conference on Learning Disabilities.

Donohue, T. L. & Wong, E. H. (1997).\* Motivational Attributions for College Attendance: A look at Traditional and Nontraditional Students. Western Psychological Association.

Wiest, D. J., Cervantes, J., Brotherton, S., Wong, E. H. (1997). Multicultural Approaches to Assessment and Intervention for children with Learning and Behavioral problems. International Conference on Learning Disabilities.

Wong, E. H., Wiest, D. J., Cusick, L. B. (1997).\* Autonomy Support and Attachment as Predictors of Motivation and Academic Performance. Western Psychological Association.

Donohue. T. L. & Wong, E. H. (1996).\* Achievement Motivation and College Satisfaction Among Non-traditional and Traditional students. Western Psychological Association.

Wiest, D. J. & Wong, E. H. (1996). Predictors of Academic Performance and Self worth Among High School Students. California Educational Research Association.

Wong, E. H., Panori, S. A., Javadi, T., Ostdick, J. A., & Tapert, S. E. (1996).\* Children’s Self-perceptions and Perceptions of Others: Age-related Trends. Western Psychological Association.

King, J. R., Wong, E. H., Kennedy, A. L., & Panori, S. A. (1994).\* Correlates of College Student Self Concept: A Preliminary Look. New England Psychological Association.

Wong, E. H., Bridges, L. J., & Talken, T. (1993).\* Participation Motives Among Youth Soccer Participants: Similarities and Differences Across Divisions. Association for the Advancement of Applied Sport Psychology.

Wong, E. H. & Lox, C. L. (1993). Competitive Trait Anxiety and Physical Self Efficacy Among NCAA Division II Athletes. Association for the Advancement of Applied Sport Psychology.

Wong, E. H. (1991). An Observational Study of Coaching Behaviors in Youth Sports: Similarities and Differences Across Age Groups. Association for the Advancement of Applied Sport Psychology.

Wong, E. H. & Bridges, L. J. (1991). A Developmental Model of Competence and Control in Sports Participation. International Society for the Study of Behavioural Development.

1. **Recent Grants and External Funding (Contracts)**

**The Prentice School (Schlinger Foundation) – Orange County**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $175,000.00

Date of Contract: 2024-2025 academic year

**San Bernardino County Superintendent of Schools**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $254,000.00

Date of Contract: 2023-2024 academic year

**San Bernardino County Superintendent of Schools**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $200,000.00

Date of Contract: 2022-2023 academic year

 **San Bernardino City Unified School District**

BEFAST at Hillside Elementary School

 Amount of Contract: $61,000.00

 Date of Contract: 2022-2023 academic year

**The Prentice School (Schlinger Foundation) – Orange County**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $100,000.00

Date of Contract: 2021-2022 through 2023-2024 academic years

**San Bernardino County Superintendent of Schools**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $200,000.00

Date of Contract: 2020-2021 academic year

**The Office of Community Engagement (CSUSB)**

Supporting the Response to Intervention Model in Schools: Utilizing Prescreening of Cognitive Abilities

Amount of Award: 5,000.00

Date of Award: one time grant to support equipment purchase during 2019-20 AY

**San Bernardino County Superintendent of Schools**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of External Contract: $72,000.00

Project Period: Academic Year 19/20

**San Bernardino County Superintendent of Schools**

Foster Youth Program Assessment

Amount of Contract: $130,000.00

Date of Contract: 4/2018 – 4/2019

**San Bernardino County Superintendent of Schools**

BEFAST (Building Executive Functions for Academic Success Training)

Amount of Contract: $72,000.00

Date of Contract: 2018-2019 academic year

**Recent Community Engagements**

July, 2024 **San Bernardino County Southern Region Student**

 **Wellness Conference**

 Connecting with Harder to Reach Students: Lessons Learned from

 An Innovative School-day Program

 Co-presenters: Jennifer M. Bacon and Mark D. Agars

October, 2022 **Prentice School (Orange County) Educational Workshop**

Using A Neuropsychological Model to Understand School Achievement

April, 2022 **Prentice School (Orange County) Educational Workshop**

 **(webinar)**

 Foundations of Working Memory

 August, 2020 **Institute for Child Development and Family Relations**

 **Webinar**

 Is My Child Experiencing Anxiety? Children’s Emotional

 Well-being During Unpredictable Times

 May, 2020 **San Bernardino County Water Education Committee**

 **Webinar**

 The Foundations of Social Emotional Learning

 May, 2020 **Institute for Child Development and Family Relations**

 **Webinar**

 Child and Family Challenges Related to COVID-19

**Honors and Recognitions**

**Outstanding Research Mentor,** California State University, San Bernardino, Office of Student Research, 2023-24

**Outstanding Professor**, California State University, San Bernardino, 2016-17

**John. M. Pfau Endowed Professor**, California State University, San Bernardino, 2016-17

**Outstanding Advisor**, California State University, San Bernardino, 2016-17

**Fellow,** Western Psychological Association, 2016

**Outstanding Teaching Award,** Western Psychological Association, 2014

**Outstanding Faculty Service Award,** Department of Psychology, 2011-2012

**Golden Apple Award for Outstanding Teaching and Instruction**, California State University, San Bernardino, 2004/05

**Outstanding Teaching and Instruction Award,** College of Social and Behavioral Sciences, CSU San Bernardino, 2003/04

**Outstanding Faculty Member**, University of Maine at Farmington, 1992-1993