

CURRICULUM VITAE

Catherine McBride

PERSONAL DATA

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EDUCATION

- B.A., Oberlin College, 1985 – 1989
- M.A., University of Southern California, 1989 – 1992
- Ph.D., University of Southern California, 1992 – 1994

PROFESSIONAL EXPERIENCE

- Postdoctoral Fellow, Florida State University, 09/1994 – 09/1996
- Assistant Professor, The Chinese University of Hong Kong, 08/1996 – 08/1999
- Associate Professor, The Chinese University of Hong Kong, 08/1999 – 08/2003
- Professor, Department of Psychology, New Asia College, The Chinese University of Hong Kong, 08/2003 – 08/2020
- Associate Dean for Research, Social Sciences Faculty, 2012 – 2016
- Choh-Ming Li Professor of Psychology, Department of Psychology, The Chinese University of Hong Kong, 08/2020 – 08/2022
- Associate Dean for Research, College of Health and Human Sciences, Purdue University, 08/2022 – present
- Professor, Department of Human Development and Family Science, Purdue University, 08/2022 – present

RESEARCH IMPACT HIGHLIGHTS: GLOBAL AND TRANSDISCIPLINARY

APPROACHES TO LITERACY

- President of two societies devoted to understanding reading and writing (SSSR; ARWA)
- Board member of the International Dyslexia Association and The Reading League
- Over 25,000 citations
- Associate editor of four different journals (2 developmental; 2 reading/literacy-related)
- Edited six different books on literacy learning
- Sole author of two different books on literacy learning and impairment
- Created MOOC on literacy learning across cultures viewed in 100 countries
- Lead on government grants on understanding reading and writing totaling over 8 million USD

PROFESSIONAL SOCIETIES

- Elected Board Member, The Reading League 2023-present
- Member, Publications Committee, Soc. for Research in Child Dev.(SRCDD) 2021-2022
- Member, Scientific Advisory Board, International Dyslexia Association 2019-2022
- Founding President, Association for Reading and Writing in Asia 2016-2020
- Past President, Association for Reading and Writing in Asia 2020- present
- International Expert Member, European Literacy Network 2015-present
- President, Society for the Scientific Study of Reading 2014-2015
- International Coordinator, Scientific Studies of Reading 2009-2010
- Elected Board Member, Scientific Studies of Reading 2009-2010
- Fellow, Association for Psychological Science 2004-present
- Member, Society for Research in Child Development 1992-present

MAIN RESEARCH INTERESTS

- Early literacy and mathematics development across cultures
- Reading and writing development and impairment across cultures
- Event-related potential in relation to reading
- Parenting for learning and psychosocial outcomes

RESEARCH OUTPUT

Publications (peer-reviewed journal articles)

(Citations: 25,464; Source: Google scholar, September 7, 2023)

1. Ho, J. C. S., **McBride, C.**, Lui, K. F. H., & Lockiewicz, M. (in press). WordSword – An Efficient Online Word Reading Assessment for Global English. *Assessment*.
2. Pan, D. J., Liu, Y., Zheng, M., Ho, C. S. H., Purpura D. J. & **McBride, C.** (in press). Visual-orthographic Skills Predict the Covariance of Chinese Word Reading and Arithmetic Calculation. *Reading and Writing*.
3. Chung, C. Y., Pan, D. J., Paracchini, S., Jiang, W., So, H. C., **McBride, C.**, Maurer, U., Zheng, M., & Choy, K. W. (revise/resubmit). Dyslexia-related loci are significantly associated with language and literacy In Chinese-English bilingual Hong Kong Chinese twins. *Human Genetics*.
4. Cheah, Z. R. E., Ye, Y., Lui, K. F. H., **McBride, C.**, & Maurer, U. (2023). Spelling as a way to classify poor Chinese-English literacy skills in Hong Kong Chinese children. *Annals of Dyslexia*, 73(1), 90-108. <https://doi.org/10.1007/s11881-022-00262-4>
5. Chung, C. Y., Pan, D. J., Paracchini, S., Jiang, W., So, H. C., **McBride, C.**, Maurer, U., Zheng, M., & Choy, R. (2023). Dyslexia-related loci are significantly associated with language and literacy in Chinese-English bilingual Hong Kong Chinese twins. Preprint. <https://doi.org/10.21203/rs.3.rs-2887801/v1>
6. Ho, J. C. S., **McBride, C.**, & Hong Lui, K. F. (2023). What explains children's digital word reading performance in L2?. *Reading and Writing*, 1-22. <https://doi.org/10.1007/s11145-023-10420-8>
7. Inoue, T., Zheng, M., Lui, K. F. H., **McBride, C.**, & Ho, C. S. H. (2023). Early literacy acquisition in logographic orthographies: Evidence from Chinese and Japanese. *Early Childhood Research Quarterly*, 63, 73-84. <https://doi.org/10.1016/j.ecresq.2022.11.009>
8. Lui, K. F. H., Ye, Y., **McBride, C.**, Yin, L., & Tse, C. Y. (2023). Reduction in right lateralized N2 error response to stroke order violations in poor Chinese word spellers: A study on event-related potential markers for Chinese reading and spelling. *Journal of Experimental Child Psychology*, 229, 105625. <https://doi.org/10.1016/j.jecp.2023.105625>
9. Pan, D. J., Nakayama, M., **McBride, C.**, Cheah, Z. R. E., Zheng, M., & Yeung, C. C. L. (2023). Cognitive-linguistic skills and vocabulary knowledge breadth and depth in

- children's L1 Chinese and L2 English. *Applied Psycholinguistics*, 1-23.
<https://doi.org/10.1017/S0142716422000480>
10. Pan, J., Wang, A., **McBride, C.**, Cho, J. R., & Yan, M. (2023). Online assessment of parafoveal morphological processing/awareness during reading among Chinese and Korean adults. *Scientific Studies of Reading*, 27(3), 232-252.
<https://doi.org/10.1080/10888438.2022.2149335>
 11. Ruan, Y., & **McBride, C.** (2023). Overcoming literacy difficulties in education. In *Overcoming Adversity in Education* (pp. 30-40). Routledge.
<https://doi.org/10.4324/9781003180029-4>
 12. Ruan, Y., Ye, Y., & **McBride, C.** (2023). Effectiveness of parent coaching on the literacy skills of Hong Kong Chinese children with and without dyslexia. *Reading and Writing*, 1-22. <https://doi.org/10.1007/s11145-022-10408-w>
 13. Ruan, Y., Ye, Y., Lui, K. F. H., **McBride, C.**, & Ho, C. S. H. (2023). How Do Word Reading and Word Spelling Develop Over Time? A three-year longitudinal study of Hong Kong Chinese–English bilingual Children. *Reading Research Quarterly*, 58(1), 78-102. <https://doi.org/10.1002/rrq.478>
 14. Wong, Y. K., Bai, B., **McBride, C.**, Shum, M. S. K., & Zhou, Y. (2023). Role of transcription skills in young Chinese language learners' sentence writing: A one year longitudinal study. *Reading and Writing*, 1-24. <https://doi.org/10.1007/s11145-023-10415-5>
 15. Cheah, Z. R. E., Ye, Y., Lui, K. F. H., **McBride, C.**, & Maurer, U. (2022). Spelling as a way to classify poor Chinese-English literacy skills in Hong Kong Chinese children. *Annals of Dyslexia*, 1–19. <https://doi.org/10.1007/s11881-022-00262-4>
 16. Cho, J. R., & **McBride, C.** (2022). Different cognitive correlates of early learning of spelling of different target types in Korean hangul among first language children and adult foreign language learners. *Journal of Learning Disabilities*, 55(2), 138–153.
<https://doi.org/10.1177/0022219420978231>
 17. Lui, K. F. H., Cheah, Z. R. E., **McBride, C.**, & Maurer, U. (2022). Testing the script-relativity hypothesis: Expertise in reading Chinese versus English is associated with better arithmetic skills. *Reading and Writing*, 35(6), 1359–1379.
<https://doi.org/10.1007/s11145-021-10227-5>
 18. **McBride, C.**, Pan, D. J., & Mohseni, F. (2022). Reading and writing words: A cross-linguistic perspective. *Scientific Studies of Reading*, 26(2), 125–138.
<https://doi.org/10.1080/10888438.2021.1920595>

19. Nayak, S., Gustavson, D. E., Eising, E., Nitin, R., Coleman, P. L., Wang, Y., **McBride**... & Gordon, R. (2022). T27. The genetics of speech prosody perception: Genetic associations with communication-related traits and speech-language disorders. *European Neuropsychopharmacology*, 63, e183. <https://doi.org/10.1016/j.euroneuro.2022.07.330>
20. Pamei, G., Cheah, Z. R. E., & **McBride, C.** (2022). Construct validity of international literacy measures: implications for dyslexia across cultures. *Journal of Cultural Cognitive Science*, 1-15. <https://doi.org/10.1007/s41809-022-00115-x>
21. Pan, D. J., Yang, X., Ku, Y. Y. S., Dulay, K. M., Cheung, S. K., **McBride, C.**, Wong, P., & Ho, C. S. H. (2022). Variability in Asian parents' English and mathematics skills: A family-based study. *Frontiers in Education*. 7:898201. <https://doi.org/10.3389/feduc.2022.898201>
22. Pan, J., Wang, A., **McBride, C.**, Cho, J. R., & Yan, M. (2022). Online assessment of parafoveal morphological processing/awareness during reading among Chinese and Korean adults. *Scientific Studies of Reading*, 1-21. <https://doi.org/10.1080/10888438.2022.2149335>
23. Schmitz, J., Zheng, M., Lui, K. F., **McBride, C.**, Ho, C. S. H., & Paracchini, S. (2022). Quantitative multidimensional phenotypes improve genetic analysis of laterality traits. *Translational Psychiatry*, 12(1), 68. <https://doi.org/10.1038/s41398-022-01834-z>
24. Tong, C. K. Y., Ho, J. C. S., Yang, X., **McBride, C.**, Ng, M. C. Y., & Pan, D. J. (2022). Transfer? Reading, writing, and parental factors in Hong Kong Chinese families across Chinese and English. *Reading and Writing*, 1-27. <https://doi.org/10.1007/s11145-022-10372-5>
25. Xie, Q., Zheng, M., Ho, C. S. H., **McBride, C.**, Fong, F. L. W., Wong, S. W. L., & Chow, B. W. Y. (2022). Exploring the genetic and environmental etiologies of phonological awareness, morphological awareness, and vocabulary among Chinese–English bilingual children: The moderating role of second language instruction. *Behavior Genetics*, 1–15. <https://doi.org/10.1007/s10519-021-10096-2>
26. Yang, X., Pan, D. J., Lo, C. M., & **McBride, C.** (2022). Same or different: Chinese character reading and word reading of young readers with development. *Reading and Writing*, 1–23. <https://doi.org/10.1007/s11145-022-10255-9>

27. Ye, Y., & **McBride, C.** (2022). A Dynamic Interactive Model of Chinese Spelling Development. *Educational Psychology Review*, 34(4), 2897-2917.
<https://doi.org/10.1007/s10648-022-09684-3>
28. Ye, Y., **McBride, C.**, Yin, L., Cheang, L. M. L., Tse, C. Y. (2022). A model of Chinese spelling development in Hong Kong kindergarteners. *Journal of Learning Disabilities*, 55(2), 154–167. <https://doi.org/10.1177/0022219420979959>
29. Ye, Y., Pan, D. J., & **McBride, C.** (2022). Spelling development in Hong Kong early Chinese–English literacy learners. *Reading and Writing*, 1-25.
<https://doi.org/10.1007/s11145-022-10403-1>
30. Ye, Y., Yan, M., Ruan, Y., **McBride, C.**, Zheng, M., & Yin, L. (2022). Exploring the underpinnings and longitudinal associations of word reading and word spelling: A 2-year longitudinal study of Hong Kong Chinese children transitioning to primary school. *Scientific Studies of Reading*, 26(1), 21–37.
<https://doi.org/10.1080/10888438.2021.1871909>
31. Asselborn, T., Johal, W., Tleubayev, B., Zhaxenova, Z., Dillenbourg, P., **McBride, C.**, & Sandygulova, A. (2021). The transferability of handwriting skills: From the Cyrillic to the Latin alphabet. *NPJ Science of Learning*, 6(1), 1-11.
<https://doi.org/10.1038/s41539-021-00084-w>
32. Cheung, S. K., Dulay, K. M., Yang, X., Mosheni, F., & **McBride, C.** (2021). Home literacy and numeracy environments in Asia. *Frontiers in Psychology*, 12, 635.
<https://doi.org/10.3389/fpsyg.2021.578764>
33. Dulay, K. M., Law, S. Y., **McBride, C.**, & Ho, C. S. H. (2021). Reciprocal effects of morphological awareness, vocabulary knowledge, and word reading: A cross-lagged panel analysis in Chinese. *Journal of Experimental Child Psychology*, 206, 105100.
<https://doi.org/10.1016/j.jecp.2021.105100>
34. Lui, K. F. H., Lo, J. C. M., Ho, C. S. H., **McBride, C.**, & Maurer, U. (2021). Resting state EEG network modularity predicts literacy skills in L1 Chinese but not in L2 English. *Brain and Language*, 220, 104984.
<https://doi.org/10.1016/j.bandl.2021.104984>
35. Lui, K. F. H., Lo, J. C. M., Maurer, U., Ho, C. S. H., & **McBride, C.** (2021). Electroencephalography decoding of Chinese characters in primary school children and its prediction for word reading performance and development. *Developmental Science*, 24(3), e13060. <https://doi.org/10.1111/desc.13060>

36. **McBride, C.**, Pan, D. J., & Mosheni, F. (2021). Reading and writing words: A cross-linguistic perspective. *Scientific Studies of Reading*, 1-14.
<https://doi.org/10.1080/10888438.2021.1920595>
37. **McBride, C.**, & Cheah, Z. R. E. (2021). The “write stuff”: What do we know about developmental dysgraphia? *International Journal for Research in Learning Disabilities*, 5(1), 3-12. <https://doi.org/10.28987/ijrld.5.1.3>
38. Pan, D. J., Yang, X., Lui, K. F. H., Lo, J. C. M., **McBride, C.**, & Ho, C. S. H. (2021). Character and word reading in Chinese: Why and how they should be considered uniquely vis-à-vis literacy development. *Contemporary Educational Psychology*, 65, 101961. <https://doi.org/10.1016/j.cedpsych.2021.101961>
39. Wang, J., Wu, K. C., Mo, J., Wong, W. L., Siu, T. S. C., **McBride, C.**, Chung, K. K. H., Wong, P. C. M., & Maurer, U. (2021). Remediation of a phonological representation deficit in Chinese children with dyslexia: A comparison between metalinguistic training and working memory training. *Developmental Science*, 24(3), e13065. <https://doi.org/10.1111/desc.13065>
40. Yang, X., Dulay, K. M., **McBride, C.**, & Cheung, S. K. (2021). How do phonological awareness, rapid automatized naming, and vocabulary contribute to early numeracy and print knowledge of Filipino children? *Journal of Experimental Child Psychology*, 209, 105179. <https://doi.org/10.1016/j.jecp.2021.105179>
41. Ye, Y., Tong, C. K. Y., **McBride, C.**, Yin, L., & Tse, C. Y. (2021). Concurrent and longitudinal predictors of beginning writing in Chinese: The unique role of copying skills. *Reading and Writing*, 1-21. <https://doi.org/10.1007/s11145-021-10149-2>
42. Ye, Y., Yan, M., Ruan, Y., **McBride, C.**, & Chu, F. Y. (2021). Literacy learning in early Chinese-English bilinguals: The role of pure copying skill. *Early Childhood Research Quarterly*, 55, 263-274. <https://doi.org/10.1016/j.ecresq.2020.12.004>
43. Ye, Y., Yan, M., Ruan, J., **McBride, C.**, Zheng, M., & Yin, L. (2021). Exploring the underpinnings and longitudinal associations of word reading and word spelling: A 2-year longitudinal study of Hong Kong Chinese children transitioning to primary school. *Scientific Studies of Reading*, 1-17.
<https://doi.org/10.1080/10888438.2021.1871909>
44. Cheung, S. K., Dulay, K. M., & **McBride, C.** (2020). Parents’ characteristics, the home environment, and children’s numeracy skills: How are they related in low-to middle-income families in the Philippines? *Journal of Experimental Child Psychology*, 192, 104780. <https://doi.org/10.1016/j.jecp.2019.104780>

45. Liu, C., Cheung, S. K., Chung, K. K. H., **McBride, C.**, Lam, C. B., & Li, X. (2020). The roles of executive functioning and oral language skills in young Chinese children's arithmetic competence. *Learning and Individual Differences, 77*, 101810. <https://doi.org/10.1016/j.lindif.2019.101810>
46. Lau, C., Wang, Y., Chan, S. W., Chen, E. E., **McBride, C.**, Tse, S. K., ... & Rao, N. (2020). Promoting Chinese literacy in south Asian preschoolers and their mothers in Hong Kong: An Intervention Study. *Early Education and Development, 31*(4), 561-581. <https://doi.org/10.1080/10409289.2019.1690341>
47. Pan, J., Cui, X., **McBride, C.**, & Shu, H. (2020). An investigation of the bidirectional relations of word reading to timed visual tasks involving different levels of phonological processing in Chinese. *Scientific Studies of Reading, 24*(4), 275-291. <https://doi.org/10.1080/10888438.2019.1663857>
48. Schmitz, J., Zheng, M., Lui, K. F. H., Ho, C. S. H., **McBride, C.**, & Paracchini, S. (2020). Dissecting genetic factors involved in the relation between behavioral laterality and neurodevelopmental conditions. *European Journal of Human Genetics, 28*(SUPPL 1).
49. Su, M., de Schotten, M. T., Zhao, J., Song, S., Zhou, W., Gong, G., **McBride, C.**, Tardif, T., Ramus, F. & Shu, H. (2020). Influences of the early family environment and long-term vocabulary development on the structure of white matter pathways: A longitudinal investigation. *Developmental Cognitive Neuroscience, 42*, 100767. <https://doi.org/10.1016/j.dcn.2020.100767>
50. Wong, S. W., Cheung, H., Zheng, M., Yang, X., **McBride, C.**, Ho, C. S. H., Leung, J. S. M., Chow, B. W. Y. & Waye, M. M. Y. (2020). Effect of twinning on Chinese and English vocabulary knowledge. *Child Development, 91*(6), 1886-1897. <https://doi.org/10.1111/cdev.13400>
51. Yang, X., & **McBride, C.** (2020). How do phonological processing abilities contribute to early Chinese reading and mathematics? *Educational Psychology, 40*(7), 893-911. <https://doi.org/10.1080/01443410.2020.1771679>
52. Yang, X., **McBride, C.**, Ho, C. S. H., & Chung, K. K. H. (2020). Longitudinal associations of phonological processing skills, Chinese word reading, and arithmetic. *Reading and Writing, 33*, 1679-1699. <https://doi.org/10.1007/s11145-019-09998-9>
53. Zheng, M., **McBride, C.**, Ho, C. S. H., Chan, J. K. C., Choy, K. W., & Paracchini, S. (2020). Prevalence and heritability of handedness in a Hong Kong Chinese twin and

- singleton sample. *BMC Psychology*, 8, 1-12. <https://doi.org/10.1186/s40359-020-00401-9>
54. Dulay, K. M., Cheung, S. K., & **McBride, C.** (2019). Intergenerational transmission of literacy skills among Filipino families. *Developmental Science*, 22(5), e12859. <https://doi.org/10.1111/desc.12859>.
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 56. Lin, D., Sun, H., & **McBride, C.** (2019). Morphological awareness predicts the growth rate of Chinese character reading. *Developmental Science*, 22(4), e12793. <https://doi.org/10.1111/desc.12793>
 57. Lo, J.C.M., **McBride, C.**, Ho, C. S. H., & Maurer, U. (2019). Event-related potentials during Chinese single-character and two-character word reading in children. *Brain and Cognition*. 136:103589. <https://doi.org/10.1016/j.bandc.2019.103589>
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 59. Yang, X., Chung, K. K. H., & **McBride, C.** (2019). Longitudinal contributions of executive functioning and visual-spatial skills to mathematics learning in young Chinese children. *Educational Psychology*, 39(5), 678-704. <https://doi.org/10.1080/01443410.2018.1546831>
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73. Yin, L., & **McBride, C.** (2018). Unspoken knowledge: kindergarteners are sensitive to patterns in Chinese pinyin before formally learning it. *Language, Cognition and Neuroscience, 33*(1), 65-76. <https://doi.org/10.1080/23273798.2017.1360502>
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262. **McBride-Chang, C.**, & Manis, F. R. (1996). Structural invariance in the associations of naming speed, phonological awareness, and verbal reasoning in good and poor readers: A test of the double deficit hypothesis. *Reading and Writing: An Interdisciplinary Journal*, *8*, 323-339. <https://doi.org/10.1007/BF00395112>
263. **McBride-Chang, C.** (1996). Models of speech perception and phonological processing in reading. *Child Development*, *67*(4), 1856-1876. <https://doi.org/10.1111/j.1467-8624.1996.tb01831.x>
264. Wagner, R. K., & **McBride-Chang, C.** (1996). The development of reading-related phonological processing abilities. *Annals of Child Development*, *12*, 177-206.
265. Kaufman, F. R., **McBride-Chang, C.**, Manis, F. R., Wolff, J. A., & Nelson, M. D. (1995). Cognitive functioning, neurologic status, and brain imaging in classical Galactosemia. *European Journal of Pediatrics*, *154*, S2-S5. <https://doi.org/10.1007/BF02143794>
266. **McBride-Chang, C.**, & Chang, L. (1995). Memory, print exposure, and metacognition: components of reading in Chinese children. *International Journal of Psychology*, *30*(5), 607-616. <https://doi.org/10.1080/00207599508246589>
267. **McBride-Chang, C.** (1995). What is phonological awareness? *Journal of Educational Psychology*, *87*(2), 179-192. <https://doi.org/10.1037/0022-0663.87.2.179>
268. **McBride-Chang, C.** (1995). Phonological processing, speech perception, and reading disability: An integrative review. *Educational Psychologist*, *30*(3), 109-121. https://doi.org/10.1207/s15326985ep3003_2

269. Trickett, P. K., & **McBride-Chang, C.** (1995). The developmental impact of different forms of child abuse and neglect. *Developmental Review, 15*(3), 311-337. <https://doi.org/10.1006/drev.1995.1012>
270. Jacklin, C. N., **McBride-Chang, C.**, McCrory, P., & Gallahan, L. (1994). Neonatal sex-steroid hormones and physical size at four years. *Journal of Pediatric Endocrinology and Metabolism, 7*(3), 253-259. <https://doi.org/10.1515/JPEM.1994.7.3.253>
271. Kaufman, F. R., Richardt, J. K., Ng, W. G., Xu, Y. K., Manis, F. R., **McBride-Chang, C.**, & Wolff, J. A. (1994). Correlation of cognitive, neurologic, and ovarian outcome with the Q188R mutation of the Galactose-1-Phosphate Uridyltransferase gene. *Journal of Pediatrics, 125*(2), 225-227. [https://doi.org/10.1016/S0022-3476\(94\)70197-0](https://doi.org/10.1016/S0022-3476(94)70197-0)
272. Trickett, P. K., & **McBride-Chang, C.** (1994). The classroom performance and behavior of sexually abused females. *Development and Psychopathology, 6*(1), 183-194. <https://doi.org/10.1017/S0954579400005940>
273. **McBride-Chang, C.**, & Jacklin, C. N. (1993). Early play arousal, sex-typed play, and activity level as precursors to later rough-and-tumble play. *Early Education and Development, 4*(2), 99-108. https://doi.org/10.1207/s15566935eed0402_2
274. **McBride-Chang, C.**, Manis, F. R., Seidenberg, M. S., Custodio, R. G., & Doi, L. M. (1993). Print exposure as a predictor of word reading and reading comprehension in disabled and nondisabled readers. *Journal of Educational Psychology, 85*(2), 230-238. <https://doi.org/10.1037/0022-0663.85.2.230>
275. **McBride-Chang, C.**, Jacklin, C. N., & Reynolds, C. A. (1992). Mother-blaming: Psychology and the law. *Review of Law and Women's Studies, 1*, 69-78. <https://heinonline.org/HOL/P?h=hein.journals/scws1&i=73>
276. Jacklin, C. N., & **McBride-Chang, C.** (1991). The effects of feminist scholarship on developmental psychology. *Psychology of Women Quarterly, 15*(4), 547-553. <https://doi.org/10.1111/j.1471-6402.1991.tb00429.x>

Edited Books

1. **McBride-Chang, C.**, & Chen, H.C. (Eds.). (2003). *Reading Development in Chinese Children*. Westport, CT: Praeger Publishers.
2. Kucirkova, N., Snow, C. E., Grøver, V., & **McBride, C.** (Eds.). (2017). *The Routledge International Handbook of Early Literacy Education: A Contemporary Guide to Literacy Teaching and Interventions in a Global Context*. Taylor & Francis.

3. Joshi, R.M. & **McBride, C.** (2019). *Handbook of Literacy in Akshara Orthography*. Switzerland: Springer.
4. Saiegh-Haddad, E., Laks, L., & **McBride, C.** (2022). *Handbook of Literacy in Diglossia and in Dialectical Contexts*. Netherlands: Springer.
5. Joshi, R.M., **McBride, C.**, Kaani, B., Elbeheri, G. (Eds.). (2023) *Handbook of Literacy in Africa*. Springer.
6. Ye, Y., Inoue, T., Maurer, U., **McBride, C.** (Eds.). (2024). *Routledge International Handbook of Visual-motor Skills, Handwriting, and Spelling: Theory, Research, and Practice*. Oxford: Routledge.

Single Authored-Books

1. **McBride-Chang, C.** (2004). *Children's Literacy Development (Texts in Developmental Psychology Series)*. London: Edward Arnold/Oxford Press.
2. **McBride, C.** (2016). *Children's Literacy Development: A Cross-Cultural Perspective on Learning to Read and Write*. Oxford: Routledge.
3. **McBride, C.** (2019). *Coping with Dyslexia, Dysgraphia and ADHD: A Global Perspective*. New York: Routledge.

Reviews:

- [https://www.thelancet.com/pdfs/journals/lanchi/PIIS2352-4642\(19\)30130-0.pdf](https://www.thelancet.com/pdfs/journals/lanchi/PIIS2352-4642(19)30130-0.pdf)
- <https://www.dynaread.com/coping-with-dyslexia-dysgraphia-and-adhd-mcbride>
<https://dyslexiaida.org/book-review-coping-with-dyslexia-dysgraphia-and-adhd-a-global-perspective/>

Select Book Chapters

1. **McBride-Chang, C., & Chen, H. -C.** (2003). Introduction. In C. McBride-Chang & H. C. Chen (Eds.), *Reading Development in Chinese Children* (pp. xi-xvii). Westport, CT: Praeger Publishers. [number of citations: 30]
2. **McBride-Chang, C., & Zhong, Y. -P.** (2003). A longitudinal study of effects of phonological processing, visual skills, and speed of processing on Chinese character acquisition among Hong Kong kindergartners. In C. McBride-Chang & H. C. Chen (Eds.), *Reading Development in Chinese Children* (pp. 37-49). Westport, CT: Praeger Publishers. [number of citations: 30]
3. Cheung, H., **McBride-Chang, C.**, & Chow, B. Y. -W. (2005). Reading Chinese. In R.

- M. Joshi & P. G. Aaron (Eds.), *Handbook of Orthography and Literacy* (pp. 421-438). Mahwah, NJ: Erlbaum. [number of citations: 48]
4. **McBride-Chang, C., & Zhong, Y. -P.** (2006). Emergent literacy skills in Chinese. In P. Li, L. -H. Tan & E. Bates (Eds.), *Handbook of East Asian Psycholinguistics* (V.1: Chinese Psycholinguistics) (pp. 81-90). London: Cambridge University Press. [number of citations: 6]
 5. **McBride-Chang, C., Shu, H., Ng, J. Y. W., Meng, X., & Penney, T.** (2007). Morphological structure awareness, vocabulary, and reading. In R. K. Wagner, K. Tannenbaum, & A. Muse (Eds.), *Vocabulary Development and Its Implications for Reading Comprehension* (pp. 25-49). New York: Guilford.
 6. **McBride-Chang, C., & Liu, P. D.** (2008). English literacy development in Chinese children. In *the Encyclopedia of Language and Literacy Development*. Canadian Language and Literacy Research Network.
 7. Tong, X., Liu, D., & **McBride-Chang, C.** (2009). Metalinguistic and sub-character skills in Chinese literacy acquisition. In V. Connelly & C. Wood (Eds.), *Reading and spelling across languages* (pp. 202-217). London: Routledge.
 8. Liu, P. D., Zhou, Y., Liu, C. M. C. P. D., Zhou, Y., & **McBride-Chang, C.** (2010). Why and how to link it to Chinese literacy teaching and learning. *Teaching and learning Chinese: Issues and perspectives*, 237.
 9. **McBride-Chang, C., Chow, Y. -Y., & Tong, X.** (2010). Early literacy at home: General environment factors and specific parents' input. In D. Aram & E. Osnat (Eds.), *Festschrift for Iris Levin* (in Hebrew) (pp. 30-53). Israel: Tel Aviv University Press.
 10. **McBride-Chang, C., Lin, D., Fong, Y. C., & Shu, H.** (2010). Language and literacy development in Chinese children. In M. H. Bond (Ed.), *The Handbook of Chinese Psychology* (pp. 93-107). New York: Oxford University Press. [number of citations: 26]
 11. **McBride-Chang, C., Chow, Y. Y. Y., & Tong, X.** (2010). Early literacy at home: General environmental factors and specific parent input. In D. Aram & O. Korat (Eds.), *Literacy Development and Enhancement across Orthographies and Cultures*. Springer.
 12. Cheung, H., **McBride-Chang, C., & Tong, X.** (2011). Learning a non-alphabetic script and its impact on later development of English as an L2. In A. Durgunoglu & M. Gerber (Eds.), *Language and literacy development of language learners* (pp. 168-187). New York: Guilford.

13. **McBride-Chang, C., & Liu, P. D.** (2011). Chinese reading development and reading disability: Fundamentals and how they might differ across orthographies. In P. McCardle, J. Ren, & O. Tzeng (Eds.), *Dyslexia Across Languages: Orthography and the Brain-Gene-Behavior Link* (pp. 40-55). Maryland: Paul H. Books Publishing.
14. **McBride-Chang, C.** (2012). Shared-book reading: There is no downside for parents. In S. Suggate and E. Reese (Eds.), *Contemporary Debates in Childhood Education and Development* (pp. 51-58). London: Routledge.
15. Li, T., & **McBride-Chang, C.** (2013). How character reading can be different from word reading in Chinese and why it matters for Chinese reading development. In X. Chen, Q. Wang & Y. C. Luo (Eds.), *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children*. New York: Springer.
16. Zhou, Y. -L., Tong, X. -H., Mo, J. -H., & **McBride-Chang, C.** (2014) Cross-language transfer in bilingual students. In A. Clinton (Ed.), *Assessing bilingual children in context: An integrated approach* (pp.27-52). Washington, DC: American Psychology Association.
17. Zhang, J., & **McBride-Chang, C.** (2014). Learning to read around the world. In A. Holliman (Ed.), *The Routledge International Companion to Educational Psychology*. New York: Routledge.
18. Wang, Y., Lam, S. S.-Y., Mo, J., & **McBride-Chang, C.** (2014). Pinyin knowledge as a potentially important marker of early literacy development and impairment in mainland Chinese children. In Chung, K. K. H., Yuen, K. C. P., & McInerney, D. M. (Eds.), *Understanding Developmental Disorders of Auditory Processing, Language and Literacy across languages: International perspectives*. Charlotte, N.C.: Information Age Publishing.
19. Tong, X., Lam, S. S. Y., & **McBride-Chang, C.** (2015). Chinese literacy acquisition: A multidimensional puzzle. *International Encyclopedia of the Social & Behavioral Sciences (2nd ed.)*.
20. **McBride-Chang, C., Tong, X., & Mo, J.** (2015). Developmental dyslexia in Chinese. In William S.-Y. Wang (Ed.), *Oxford Handbook of Chinese Linguistics*.
21. Kurcirkova, N., Snow, C. E., Grøver, V., & **McBride, C.** (2017). Old and new: Reflecting on the enduring key issues in early literacy. In Kucirkova, N., Snow, C. E., Grøver, V., & McBride, C. (Eds.). *The Routledge International Handbook of Early Literacy Education: A Contemporary Guide to Literacy Teaching and*

- Interventions in a Global Context. Routledge.
22. Tong, X., & **McBride, C.** (2020). Neuroscience in reading and reading difficulties. *Educational Neuroscience: Development Across the Life Span*.
 23. **McBride, C.**, Meng, X., Lee, J. –R., & Pan, D. J. (2022). Reading and reading disorders in Chinese. In M. J. Snowling, C. Hulme & K. Nation (Eds.), *The Science of Reading: A Handbook* (pp. 354–371). John Wiley & Sons Ltd.
 24. **McBride, C.**, Inoue, T., Cheah, Z. R. E., & Pamei, G. (2022). Dyslexia in Asia 1. In G. Elbeheri & L. Siang (Eds.), *The Routledge International Handbook of Dyslexia in Education* (pp.397–408). London: Routledge.
 25. Cheang, L. M. L., & **McBride, C.** (2022). Diglossia in Chinese? It’s complicated. *Handbook of Literacy in Dialectal Contexts*, 123-133.

Book Reviews

1. **McBride-Chang, C.** (1997). Mother-blaming as a social phenomenon. *Gender Studies News and Views*, 12, 11-13.
2. **McBride-Chang, C.** (2000). Review of "How language comes to children." *Child Development Abstracts and Bibliography*, 74, 130-131.

RESEARCH GRANTS (PI) (note: grants 1-16 were sponsored by the Hong Kong government)

1. C. McBride (PI), “The nature and stability of phonological processing and its importance relative to visual processing for reading Chinese and English”, ref. no: 420798, GRF, 01/09/1998-31/08/2001, USD76,697.70
2. C. McBride (PI), “Universals and Specifics in Reading Development: Speed of Processing, Phonological Awareness, Morphological Awareness, and Home Literacy Environment”, ref. no: 432501, GRF, 13/08/2001-13/08/2003, USD81938.71
3. C. McBride (PI), “Morphological awareness and Chinese children's literacy development”, ref. no: 448907, GRF, 01/07/2005-30/04/2008, USD154,317.31
4. C. McBride (PI), “Children's literacy development through writing: a 4-culture comparison”, ref. no: 448608, GRF, 01/10/2008-30/09/2011, USD99,422.97
5. C. McBride (PI), “The Development of Reading Comprehension and Writing Composition in Chinese Children”, ref. no: 451210, GRF, 01/07/2010-31/12/2013, USD121,338.96
6. C. McBride (PI), “Reading difficulties in Chinese (L1) and English (L2): Co-occurrence

- and cognitive and perceptual correlates in Hong Kong children”, ref. no: 451811, GRF, 01/10/2011-31/03/2014, USD82,806.03
7. C. McBride (PI), Hong Kong Prestigious Fellowship Award, "A Review of “Universal” Models of Word Reading in Relation to Chinese Learning" USD76,697.70, 2012 – 2013
 8. C. McBride (PI), “Central Policy Unit - Public Policy Research Funding Scheme (2013-2014) - Processes of Children's Literacy Acquisition in Chinese as a Second Language”, ref. no: 2013.A4.001.13A, PPR, 31/12/2013-31/12/2015, USD58,940.70
 9. C. McBride (PI), “Reading Development in Chinese and in English: Genetic and Neuroscience Correlates”, ref. no: CUHK8/CRF/13G, CRF, 01/05/2014-30/04/2018, USD960,176.59
 10. C. McBride (PI), “Laterality and Neurodevelopmental Disorders”, ref. no: X-CUHK404/14, Scottish Funding Council/Research Grants Council, 02/01/15-01/01/16, USD15,978.69
 11. C. McBride (PI), “A Longitudinal Study of Chinese Children's Spelling Development”, ref. no: 14654116, GRF, 01/01/2017-31/12/2019, USD176,321.37
 12. C. McBride (PI), “Reading, writing, and mathematics: Behavioral genetics, molecular genetics, and neuro markers of early academic achievement in Hong Kong Chinese children”, ref. no.: C4054-17W, CRF, 01/05/2018-30/04/2021, USD858,577.96
 13. C. McBride (PI), “Developmental dyslexia in Chinese: Behavioral and neural indicators across cultures”, ref. no:14600818, GRF, 01/01/2019 – 31/12/2021, USD98,112.34
 14. C. McBride (PI), “Optimizing predictions of dyslexia cross-culturally: Chinese and English compared”, ref. no: SRFS2122-4H03, SRFS, 2022 – 2026, USD1,001,424.67.
 15. C. McBride (PI), “Multimodal approaches to testing and prediction in early academic achievement: Chinese, English, and Mathematics”, ref. no: T44-410/21-N, TRS, 01/01/2022 – 2026, USD4,242,580.08.
 16. C. McBride (PI), “Parental promotion of children’s early numeracy, mathematical language, and vocabulary knowledge: An intervention study”, ref. no: 14618221, GRF, 2022 – 2024, USD161,054.26.
 17. C. McBride (PI, responsible for 10%), “Improving Reading Instruction in Indiana (Science of Reading),” \$100,000 for Spring 2023. Lilly Endowment and Indiana Department of Education.

18. C. McBride (PI, responsible for 10%), “Purdue University Science of Reading Implementation Grant,” 08/01/2023-07/31/2026. Lilly Endowment and Indiana Department of Education. USD \$1,500,000.
19. C. McBride (PI), “Online Assessment for Models of English Literacy in Children”, Large Grant Request ID#: 10045337, Spencer Foundation, 2024-2025, total requested amount USD \$ 496,400. Submitted.

RESEARCH GRANTS (CI)

1. C. McBride (CI), “The early predictors of reading development and dyslexia in Chinese children”, National Foundation of China, 2005, USD43,860 (PI: Twila Tardif, Weiling Liang, & Fei Xu),
2. C. McBride (CI), “Temporal processing and cognitive processing in Chinese dyslexic children: Behavioral and electrophysiological investigation”, GRF, 2005, USD106,306.34 (PI: K.K.H. Chung, T. Penney, C. S.-H. Ho, & H. Cheung)
3. C. McBride (CI), “Developmental Dyslexia in Chinese: Cognitive Deficits, Sensory Impairment and Genetic Mechanism”, ref. no: 30870758, National Natural Science Foundation of China, 2008-2011, USD51170.00. (PI: Shu Hua, Liu Hongyun, Lijun)
4. C. McBride (CI), “Making speech three-dimensional: Adding tone to consonant-and vowel-based speech perception and language acquisition research, quantification and theory”, ref. no: DP0988201, ARC (Australia) Discovery Project, 2008-2011, USD258,831.25 (PI: Denis Burnham, T Kuratate, K Mattock)
5. C. McBride (CI), “Longitudinal predictors of behavioural regulation, oral language and reading-related cognitive skills in Chinese reading achievement across Chinese children from different SES backgrounds”, GRF, 2008-2011, USD115,051.50 (PI: Kevin Chung)
6. C. McBride (CI), Korean Hangul reading science.” Social Science Korea (SSK) supported by the National Research Foundation of Korea, Korean Government (NRF-2013S1A3A2054928), 2013-2016, USD\$ 630,000 (PI: J.R. Cho).
7. C. McBride (CI), “International expert member of the European Cost Action IS1401/ELN-Strengthening Europeans’ capabilities by establishing the European Literacy Network (ELN)”, the EU Framework Programme Horizon 2020, 2015-2018.
8. Rao, N., McBride, C., Chen, E.C., Becher, Y., & Tse, S.K. (2014). Promoting early

development and learning in children from ethnic minorities.

9. C. McBride (CI), “Relationships among parental beliefs, home numeracy activities, young children’s numeracy skills and interest”, GRF, 2019-2022, USD\$ 86609.15 (PI: Sam S.K. Cheung).
10. C. McBride, Knopik, S. Schmitt, R. Duncan, S. Eason, & J. Finders (CIs), “STEM Ed PRF: The PURPOSE Postdoctoral Training Initiative”. National Science Foundation, 2022-2025, USD\$1,250,000.00 (PI: D. Purpura).
11. C. McBride (CI), “Lexico-semantic abilities in early language growth and delay.” National Institutes of Health. National Institutes of Health, 2023-2024. USD485,678. (PI: Arielle Borovsky). Award number: 3R01DC018593-03S1
12. C. McBride (CI), “One stone, three birds? Effects of joint play of digital versus non-digital number board games on young children, parents and their relationship”, GRF, 2023-2024, USD\$ 1,039,200.00 (PI: Sam S.K. Cheung). Project number: 18611423

RESEARCH GRANT (CONSULTANT)

C. McBride (Consultant), “Bilingual and cross-linguistic perspectives on developmental dyslexia”. HD111637. National Institutes of Health (NIH), 2023-2028. USD3,486,600. (PI I. Kovelman).

AWARDS AND HONORS

1. Phi Beta Kappa, Oberlin College, 05/1989
2. Outstanding Senior Research Paper in Psychology, Oberlin College, 05/1989
3. American Association of University Women, American Scholar Dissertation Fellowship, US \$14, 5000.00, 07/1993 - 07/1994
4. Outstanding Dissertation of the Year, USC Psychology Department, 08/1994
5. James S. McDonnell Foundation Postdoctoral Fellowship, James S. McDonnell Foundation, 09/1994 – 09/1996
6. American Educational Research Association Division C Student Paper Award, American Educational Research Association, 04/1996
7. Voting Membership Status, Society for the Scientific Studies of Reading, 08/1998
8. Fellow, Association for Psychological Science, 2006
9. Exemplary Teaching Award, The Chinese University of Hong Kong, 2006
10. Outstanding Research Award, The Chinese University of Hong Kong, 2007

11. President, Society for the Scientific Study of Reading, 2010 – 2012
12. Hong Kong Prestigious Fellowship Award, 2012
13. Institute for Advanced Study in Europe (EURIAS) Senior Fellowship: Understanding dyslexia across cultures, 2017 – 2018
14. Founding President, Association for Reading and Writing in Asia (ARWA), 2016 – 2020
15. International expert member of the European Cost Action IS1401/ELN - Strengthening Europeans' capabilities by establishing the European Literacy Network (ELN) funded by the EU Framework Programme Horizon 2020, 2015 – present
16. Mentorship Award, Faculty of Social Sciences, The Chinese University of Hong Kong, 2020
17. Choh-Ming Li Professorship, The Chinese University of Hong Kong, 2020
18. Senior Research Fellowship, Hong Kong Government, 2021

EDITORSHIPS

1. Associate Editor, *International Journal of Behavioural Development* (2015-2022)
2. Associate Editor, *Reading and Writing* (2011-2016)
3. Associate Editor, *Developmental Psychology* (2006-2013)
4. Associate Editor, *Journal of Research in Reading* (2009-2011)
5. Associate Editor, Education Section, *International Encyclopedia of Social and Behavioral Sciences* (2nd edition) (2011)
6. Consulting Editor, *Journal of Educational Psychology* (2006-present)
7. Editorial Board, *The Reading League Journal* (2023 – present)
8. Editorial Board, *Scientific Studies of Reading* (2002-present)
9. Editorial Board, *Child Development Perspectives* (2011-2022)
10. Editorial Board, *Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology, and Education* (book series--2004-present)
11. Editorial Board, *Reading Research Quarterly* (2006-present)
12. Editorial Board, *Educational Researcher* (2010-2022)
13. Editorial Board, *Applied Psycholinguistics* (2012-2022)
14. Editorial Board, *Child Development* (2013-2015)
15. Editorial Board, *Journal of Experimental Child Psychology* (2005-2012)
16. Editorial Board, *Annals of Dyslexia* (2003-2010)
17. Editorial Board, *Psychological Science* (2007-2008)

Ad hoc reviewer for many journals, including

1. Applied Psycholinguistics (U.K.)
2. Behavior Research Methods, Instruments, and Computers (U.S.)
3. Bilingualism (U.S.)
4. British Journal of Educational Psychology (U.K.)
5. Child Development (U.S.)
6. Creativity Research Journal (U.S.)
7. Development and Psychopathology (U.S.)
8. Early Education and Development (U.S.)
9. Economic and Social Research Council (U.K.)
10. Educational Research Journal (HK)
11. Educational Research Quarterly (U.S.)
12. Experimental Psychology (Germany)
13. International Journal of Behavioral Development (Canada)
14. International Journal of Psychology (U.S.)
15. James S. McDonnell Foundation Grants Committee (U.S.)
16. Journal of Child Language (U.K.)
17. Journal of Early Adolescence (U.S.)
18. Journal of Experimental Psychology (U.S.)
19. Journal of Psychology in Chinese Societies (HK)
20. Journal of Special Education (U.S.)
21. Journal of Speech, Hearing, and Language Research (U.S.)
22. Language and Cognitive Processes (U.S.)
23. Perceptual and Motor Skills (U.S.)
24. Phonological Processing Test Battery, Pro-Ed (U.S.)
25. Psychologia (Japan)
26. Psychological Reports (U.S.)
27. Self and Society (U.S.)

SELECT KEYNOTE SPEECHES/ DISTINGUISHED LECTURES

1. McBride-Chang, C. (2008). *Babel in Print: Children's Literacy Development across Cultures*. Keynote presentation presented at the 20th Biennial Meeting of the International Society for the Study of Behavioral Development. Wurzburg, Germany. (July 16).

2. McBride-Chang, C. (2009). *How Chinese dyslexia might be similar and different from manifestations of dyslexia in other languages*. Invited presentation for The Dyslexia Foundation workshop on dyslexia across cultures. Taipei, Taiwan (January 18).
3. McBride-Chang, C. (2010). *New angles on Chinese literacy development*. Keynote presentation presented at the Research on Reading Chinese Conference, OISE, University of Toronto, Canada (July 2).
4. McBride-Chang, C. (2011). *Is Chinese Special?* Invited presentation for the University of Jyväskylä. Jyväskylä, Finland (September).
5. McBride-Chang, C. (2011). *Diversity and Overlap in Literacy Skills for Children Learning L1 Chinese and L2 English: Implications for Educators*. Keynote presentation presented at the Centre for Research in Pedagogy and Practice. National Institute of Education. Singapore (Dec 16).
6. McBride-Chang, C. (2012). *Models of Speech Perception and reading in L1 Chinese and L2 English*. Invited presentation for the Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences. Hong Kong Institute of Education (Jan 4-7), Hong Kong.
7. McBride-Chang, C. (2012). *The ABCs of Chinese: Fundamental Challenges in Learning to Read Chinese in L1 and L2*. Keynote presented at the 11th Chinese Articulation Workshop. Chinese International School, Hong Kong (April 20-21).
8. McBride-Chang, C. (2012). *Bilinguals and reading difficulties*. Invited presentation for the Psychology of Bilingualism Summer Institute, Fordham University (July 5), Fordham University, New York, USA.
9. McBride-Chang, C. (2012). *Writing for and submitting to international journals*. Keynote presentation presented at the 18th Annual Conference of the International Association for World Englishes (IAWE) Parallel Session. Sun Yat-sen University, Guangzhou, China (December 9).
10. McBride, C. (2013). *(How) is Chinese special? Unique features of the Chinese orthography and implications for early literacy development*. Keynote presented at the 2nd International Conference on Psycholinguistics. Fujian, China (November 23).
11. McBride, C. (2016). *Making the Implicit Explicit*. Keynote presentation presented at the READ 2016: A three-day International Conference on Dyslexia and Learning Disability. Mumbai, India (January 29).
12. McBride, C. (2016). *Windows into Writing for Literacy Development*. Keynote

- presentation presented at the READ 2016: A three-day International Conference on Dyslexia and Learning Disability. Sunville Banquets, Worli, Mumbai, India (January 30).
13. McBride, C. (2017). *Dyslexia across cultures: Current Observations and future directions*. Presentation presented at the EDA Autumn Seminars 2017 “Contributions for bridging the gap between research, policies and practice –for people with dyslexia and other specific learning disabilities”. University Hospital, LMU Munich, Germany (October 8).
 14. McBride, C. (2017). *Work through and work around strategies for helping those with dyslexia*. Presentation to the 1st Literacy Summit. Porto, Portugal (November 2).
 15. McBride, C. (2018). *Reading in two languages: Universals and specifics of poor readers*. Keynote Presentation presented at the ELN Conference. Winterthur, Switzerland (February 9).
 16. McBride, C. (2018). *Dyslexia Assessment in Multilingual Populations*. Presentation presented at the 69th Annual IDA Reading, Literacy & Learning Conference. Mashantucket, Canada (October 26).
 17. McBride, C. (2019). *The Write Stuff: How to Detect Writing Difficulties and What to Do About Them*. Keynote presentation presented at the READ 2019: Literacy Instruction. Mumbai, India (March 4).
 18. McBride, C. (2019). *Helping Children with Dyslexia: A Global Perspective*. Keynote presentation presented at the Dyslexia Association Hong Kong. Hong Kong Football Club, Hong Kong (March 14).
 19. McBride, C. (2019). *A Practical Look and Management of Dyslexia in English and Chinese*. Keynote presentation presented at The Character of Dyslexia. The ISF Academy, Hong Kong (April 9).
 20. McBride, C. & Ong, J.T. (2022). *MOOC: Teaching Struggling Readers Around the World*. Keynote presentation presented at the Reading, Literacy, & Learning: Annual IDA Conference. San Antonio, TX (November 11).
 21. McBride, C. (2023). “*What have you done for me lately?*”. Keynote presentation presented at the 1st Winter Congress of the International Psychology Students Initiative. Zurich, Switzerland (January 30).
 22. McBride, C. (2023). *Early Metalinguistic Predictors of Literacy Learning: A Longitudinal Perspective*. Invited talk presented at the National Institute of Education (NTU). Singapore (March 1st).

23. McBride, C. & Ong, J.T. (2023) *What is Scientific Research?* Invited presentation presented at the Reading League Indiana Coffee Chat, Zoom. (April 8).

SELECT INVITED UNIVERSITY PRESENTATIONS AT

Beijing Normal University, Chinese Academy of Sciences, Uc Berkeley, Eth (Zurich), Purdue University, Harvard University, University of Sydney, University of Zurich, Haskins Laboratories, Washington University (Saint Louis), University of Nebraska (Omaha)

CONFERENCE ORGANIZATION

Organized the 20th Annual Meeting of the Society for the Scientific Study of Reading,

*Montreal, July 11-14, 2012

*Hong Kong, 10-13 July 2013

POSTGRADUATE STUDENTS

Graduated PhD students (Total: 19)

- Xiuli Tong, Professor, University of Hong Kong
- Dan Lin, Associate Head (Research), Associate Professor, Education University of Hong Kong
- Phil Duo Liu, Associate Professor and Department Chair, Education University of Hong Kong
- Sam Sum Kwing Cheung, Associate Professor, Education University of Hong Kong
- Angel Nga Man Leung, Assistant Professor, Education University of Hong Kong
- Juan Zhang, Associate Professor, Interim Director of Centre for Early Childhood Education and Child Development, University of Macau
- Yanling Zhou, Assistant Professor, Education University of Hong Kong
- Ying Wang, Assistant Professor, University of Tsinghua
- Sylvia Kalindi, Mitacs Postdoctoral Fellow, Mount Saint Vincent University
- Xiuhong Tong, Assistant Professor, Education University of Hong Kong
- Lanny Jianhong Mo, Research Associate, The Chinese University of Hong Kong
- Katrina May Dulay, Lecturer, City University of London
- Xiujie Yang, Associate Professor, Beijing Normal University
- Jason Chor Ming Lo, Postdoctoral Fellow, University of Wisconsin
- Yanyan Ye, Assistant Professor, Beijing Normal University at Zhuhai

- Natalie Wong, Postdoctoral Fellow, The Chinese University of Hong Kong
- Jana Chi San Ho, Postdoctoral Fellow, Purdue University
- Mengge Yan, Research Assistant Professor, National University of Singapore
- Yijun Ruan, Lecturer, Department of Applied Psychology, Fuzhou University

Graduated MPhil students (Total: 15, including)

- Bonnie Wing Yin Chow, Associate Professor, University College London, London
- Silvia Clement-Lam, Postdoctoral Trainee, University of Connecticut, U.S.A.
- Cecilia Cheung, Associate Professor, University of California, Riverside, U.S.A.
- Fateme Mohseni, Ph.D. candidate, Washington University in Saint Louis, U.S.A.

EXTERNAL SERVICE

- Honorary Advisor, LiPace, Diploma in Child Psychology Programme, Open University of Hong Kong, 2001-2004
- Consultant, Early Literacy Instruction Project, National Center on Educational Outcomes (U.S.), 2003
- Adjudicator, UNICEF Young Envoys Club, 2005
- Organizing Committee, Processing Chinese and Other East Asian Languages Conference, 2005
- Onsite Supervisor, Ohio University, 2005-2006
- Website for parents and teachers on optimal parent-child reading:
<http://www.psy.cuhk.edu.hk/~qefproject>, 2005
- Ph.D. External Examiner, University of Alberta, Hong Kong University, University of Toronto, London Metropolitan University; University of Melbourne, Queens University (Canada) 2007-present
- External examiner for tenure and promotion cases Dalhousie University (Canada), University of Maryland (U.S.), Ohio State University (U.S.), University of Toronto (Canada), Hong Kong University, National University of Singapore, University of Sydney, Harvard University, Fordham University (U.S.) 2006-present
- University Grants Committee Member (Hong Kong), 2011-2013
- External Evaluator, Hong Kong Shue Yan University, 2010; 2011; 2013; National University of Singapore, 2015; National Institute of Education, Nanyang Technical University, 2017-present

IMPACT

1. Optimizing preschool training

Catherine McBride's team helped to optimize preschool training in mathematics and literacy in some of the poorest regions of the Philippines, as well as in Hong Kong. Through training programs, the team helps teach teachers and parents to promote children's knowledge and interests in numeracy, language, and literacy skills.

Arcanys Early Learning Foundation:

<https://www.youtube.com/watch?v=wYLgn4eN9mg&feature=youtu.be>

ICM Family Academy:

<https://www.youtube.com/watch?v=MNBwb8GlfO8&feature=youtu.be>

CUHK Sustainable Development Goals Programme 2016-Project Outcomes:

<http://www.gpism.cuhk.edu.hk/programmes/cuhk-sustainable-development-goals-programme/sharing-from-past-participants-in-2016>

2. Dyslexia Early Screening Scale (DESS)

Based on research led by Catherine McBride, the Hong Kong Dyslexia Early Screening Scale (HKDESS) was launched as a dyslexia screening tool among pre-school children in June of 2017. The HKDESS benefits paediatricians, clinical/educational psychologists, developmental-behavioural specialists and paediatric neurologists by offering new method to examine children.

Hong Kong Child Assessment Service website:

<https://www.dhcas.gov.hk/en/dess.html>

3. Massive Open Online Course

Teaching Struggling Readers Around the World is a Massive Open Online Course (MOOC) benefits the teachers, parents and individuals who want to learn the basics of learning to read across different writing systems around the world.

MOOC promotional video:

<https://www.youtube.com/watch?v=nHhhY3HAxtI&feature=youtu.be>

World Learning website:

<https://www.worldlearning.org/program/teaching-struggling-readers-around-the-world/>

News Reception:

<https://medium.com/@WorldLearning/how-a-new-tool-could-help-children-everywhere-learn-to-read-18e20fbb351e>

4. Literacy Learning in Chinese Website

Catherine McBride and her team created a website ‘Reading and Writing’ in 2013 to provide evidence-based information for Chinese learners. This website assists parents of young children who are learning Chinese, as well as those who are learning Chinese as a second language. It can now be found on the Cayan Educational Design Limited website.

5. Cayan Educational Design Limited (CAYAN)

CAYAN is a new social enterprise devoted to early education through play and helping all children, particularly those at-risk for reading difficulties, learn. CAYAN promotes both individual play and also games that groups of children can play to enhance learning.

Cayan Educational Design Limited:

<https://www.cayanedu.com/>

SHORT BIO: Catherine (Cammie) McBride is currently the Associate Dean for Research for the College of Health and Human Sciences and a Professor in the Department of Human Development and Family Science at Purdue University. She was formerly the Choh-Ming Li Professor of Psychology at The Chinese University of Hong Kong, past President of the Society for the Scientific Study of Reading (SSSR), and founding President of the Association for Reading and Writing in Asia (ARWA). Her work focuses primarily on reading and writing across cultures. She has also served on the Scientific Advisory Board for the International Dyslexia Association (IDA) and the Publications Committee for the Society for Research in Child Development (SRCD). The author of more than 250 peer-reviewed journal articles and editor of six books, McBride wrote both *Children’s Literacy Development: A Cross-Cultural Perspective on Learning to Read and Write* (2016) and *Coping with Dyslexia, Dysgraphia, and ADHD: A Global Perspective* (2019). In 2021, she was awarded (as Project Coordinator) over five million dollars (USD) in research funding for work on literacy and mathematics learning in studies integrating molecular and behavioral genetics, neuroscience, and cognitive-linguistic skills with online digitalized testing tools in children before coming to Purdue University, where this work continues. She is currently co-lead on a 1.5 million dollar grant from Lilly to improve teacher training in the area of literacy. For more information on her work, please go to her website, cammiemcbride.com.