

ELLA RHO

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EDUCATION

Durham University

Master of Science by Research (MScR) in Psychology

- Advisor: Dr. Niklas Ihssen

Durham, England, UK

Oct. 2019 – Sep. 2021

Bachelor of Science (BSc) with Honours in Psychology

- Advisor: Dr. Niklas Ihssen

Oct. 2016 – Jun. 2019

CURRENT POSITION

Risk Resilience and Culture Lab, University of Maryland, College Park

Research Associate / Lab Manager

- Principal Investigator/Mentor: Dr. Chunyan Yang

College Park, MD, US

Apr. 2025 – Present

Risk Resilience and Culture Lab, University of California, Berkeley

Research Associate / Lab Manager

- Principal Investigator/Mentor: Dr. Chunyan Yang

Berkeley, CA, US

Nov. 2021 – Aug. 2025

JOURNAL PUBLICATIONS

1. Yang, C., Lim, J.H., & **Rho, E.** (2025). A correlational meta-analysis of inhibiting and promotive factors of racial/ethnic bullying among youth. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2025.102104>
2. **Rho, E.** & Yang, C. (2025). Tracing silent struggles: Examining the characteristics and correlates of teacher victimization through egocentric network analysis. *School Psychology*. <https://doi.org/10.1037/spq0000699>
3. Lim, J.H., **Rho, E.**, & Yang, C. (2024). Evidence-based practices of the culturally responsive social and emotional learning (SEL) programs: A systematic review and meta-analysis. *School Psychology Review*, 1-16. <https://doi.org/10.1080/2372966X.2024.2432853>
4. Yang, C., Lim, J.H., Lin, X., **Rho, E.** & Dong, Q. (2024). An initial validation of transformative social and emotional learning (SEL) competencies scale among Asian American Pacific Islander (AAPI) teachers. *School Psychology Review*, 1-16. <http://dx.doi.org/10.1080/2372966X.2024.2355670>
5. Yang, C., **Rho, E.**, Lin, X. & Stomski, M. (2024). Empowerment and silence: A grounded theory exploration among new teachers. *School Psychology*, 39(3), 291–301. <https://doi.org/10.1037/spq0000612>
6. Yang, C., Dong, Q., **Rho, E.**, & Zhaojun, T. (2023). Associations between school-wide practices and school-wide bullying: Advancing the cross-country understanding of teachers' perspectives from the U.S. and China. *School Psychology*, 39(2), 213–223. <https://doi.org/10.1037/spq0000557>
7. Kester, K., Abura, M., Sohn, C., & **Rho, E.** (2022). Higher education peacebuilding in conflict-affected societies: beyond the good/bad binary. *International Journal of Comparative Education and Development*, 24(3/4), 160–176. <https://doi.org/10.1108/IJCED-04-2022-0027>

MANUSCRIPTS UNDER REVISION

1. **Rho, E.**, Kodaiarasu, K., Yang, C., Lin, X., Dong, Q., & Cheung, R. (under revision). "We understand, but need support": Teachers' perspectives on trauma-informed practices in universal transitional kindergarten. *School Psychology Review*.

2. Yang, C., **Rho, E.**, Dong, Q., & Cheung, R. (under revision). A mixed-method analysis of the support systems and well-being of teachers as the early implementers of universal pre-kindergarten policy in California. *Early Childhood Research Quarterly*.
3. Yang, C., **Rho, E.**, Dong, Q., Lim, J.H., & Kodaiarasu, K. (under revision). Revisiting the healthy context paradox and emotional contagion debate: A pre-registered replication study on the interplay of teacher victimization, burnout, and school climate in the U.S. *School Psychology*.
4. Yang, C., **Rho, E.**, Dong, Q., & Lee, M.X. (under revision). Unveiling the invisible and the silent: Empowerment and silence of Asian American educators. *Journal of School Psychology*.
5. Choe, D., **Rho, E.**, Lim, J.H., & Kim, M. (under revision). Exploring the impact of school ethnic-racial socialization on self-esteem among Asian American youth. *Journal of Diversity in Higher Education*.
6. Yang, C., Lim, J.H., **Rho, E.**, Dong, Q., Lin, X. & Zhang, Y. (under revision). Replication and re-validation of the multidimensional teacher victimization scale (MTVS) in the United States. *Journal of School Psychology*.
7. Choe, D. & **Rho, E.** (under revision). From silence to solidarity: Asian American youth navigating school ethnic-racial socialization. *Journal of School Psychology*.

BOOK CHAPTERS

1. Dong, Q., Yang, C., Lee, M. X., & **Rho, E.** (in press). *Stress and coping among minoritized teachers*. In *Stress and Coping Among Minoritized Teachers*. Information Age Publishing.
2. **Rho, E.**, Lim, J.H., Yang, C., Stomski, M., & Hacifazlioglu, O. (accepted). *Navigating the first year: Exploring the professional and social support systems for new teachers*. In *Leading with Resilience: Voices of Teacher, School, and System Leaders in Challenging Times*.
3. Yang, C. & **Rho, E.** (in press). *Building resilience and mitigating risk in new teachers during the pandemic: A job demand-resources perspective*. In *Motivation and Achievement during the COVID-19 Pandemic* (Advances in Motivation and Achievement, Vol. 23).

RESEARCH BRIEFS

1. **Rho, E.**, Dong, Q., & Yang, C. (2025). *Professional and social support networks for California Universal Transitional Kindergarten (UTK) Teachers*. 21 Century California School Leadership Academy (21CSLA) Brief. <https://21cslacenter.berkeley.edu/publications/support-networks-utk-teachers-1>
2. Kodaiarasu, K., **Rho, E.**, Dong, Q., & Yang, C. (2025). *Creating safe spaces: Exploring trauma-informed practices in transitional kindergarten education*. 21 Century California School Leadership Academy (21CSLA) Brief. <https://21cslacenter.berkeley.edu/publications/creating-safe-spaces>
3. Zhang, Y., **Rho, E.**, Dong, Q., & Yang, C. (2025). *School climate and teacher well-being at Universal Transitional Kindergarten (UTK): Insights into compassion fatigue, compassion satisfaction, and turnover intention*. 21 Century California School Leadership Academy (21CSLA) Brief. <https://21cslacenter.berkeley.edu/publications/school-climate-and-tk-teacher-well-being>
4. Kodaiarasu, K., **Rho, E.**, Dong, Q., & Yang, C. (2025). *Building bridges: Family engagement approaches among transitional kindergarten teachers*. 21 Century California School Leadership Academy (21CSLA) Brief. <https://21cslacenter.berkeley.edu/publications/building-bridges-family-engagement-tk>

CONFERENCE PRESENTATIONS

1. **Rho, E.** & Yang, C. (2025, June 23–July 5). *Negative networks in education: Egocentric network analysis of teacher victimization* [Poster presentation]. 2025 International Network for Social Network Analysis (INSNA) Sunbelt Conference, Paris, France.

2. **Rho, E.**, Yang, C., Choe, D., Chen, C., & Yang, D. (2025, June 12–14). *Who's behind the aggression, and who's behind the support? Exploring teacher victimization and support networks across China, South Korea, and the U.S.* [Symposium]. In C. Yang (Chair), *Unpacking teacher-targeted violence and aggression: Exploring aggression, attribution, and support systems across China, South Korea, and the U.S.* 2025 World Anti-Bullying Forum, Stavanger, Norway
3. Yang, C., **Rho, E.**, Lim, J. H., & Cheung, R. (2025, April 23–27). *Principals' compassion fatigue and compassion satisfaction: Job demands and resources analysis during the post-pandemic recovery.* In O. Hacifazlioglu (chair), *Cultivating resilience during challenging times: Stories of underrepresented and marginalized leaders* [Symposium]. 2025 American Educational Research Association Annual Meeting, Denver, CO., United States.
4. **Rho, E.**, Lim, J. H., Zhang, Y., & Yang, C. (2025, April 23–27). *Navigating the first year: Exploring the professional and social support systems for new teachers* [Poster presentation]. 2025 American Educational Research Association Annual Meeting, Denver, CO., United States. <https://doi.org/10.3102/2196493>
5. Lim, J. H., **Rho, E.**, & Yang, C. (2025, February 18). *A systematic review and meta-analysis of culturally responsive SEL programs: Implications for school psychology training* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA., United States.
6. **Rho, E.**, & Yang, C. (2024, August 8-10). *Characteristics and impact of student aggression and violence against K-12 teachers: An egocentric network analysis* [Poster presentation]. 2024 American Psychological Association (APA) Annual Convention, Seattle, WA., United States.
7. **Rho, E.**, Yang, C. & Dong, Q. (2024, May 28-30). *Risk and resilience factors contributing to K-12 teachers' mental health well-being during the post-pandemic recovery* [Paper presentation]. Society for Prevention Research (SPR) 2024 Annual Meeting, Washington, DC. United States.
8. Yang, C., Dong, Q., **Rho, E.** & Teng, Z. (2023, October 25-27). *Associations between school-wide practices & school-wide bullying: Advancing the cross-country understanding of teachers' perspectives from the U.S. & China* [Paper presentation]. 2023 Word Anti-Bullying Forum, Chapel Hill, NC., United States.
9. Dong, Q., Lim, J.H., Yang, C., **Rho, E.**, & Liu, B. (2023, August 3-5). *The impact of anti-Asian hate and racism-related stress on Asian American educators* [Poster presentation]. 2023 American Psychological Association (APA) Annual Convention, Washington, DC, United States.
10. **Rho, E.**, Liu, B., Yang, C. & Stomski, M. (2023, April 13-16). *A longitudinal and qualitative approach to new teachers' risk and resilience during COVID-19* [Paper presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, United States. <https://doi.org/10.3102/2016428>
11. Yang, C., **Rho, E.**, Xueqin, L., & Stomski, M. (2023, April 13-16). *New teachers' empowerment and silence during the COVID-19 pandemic* [Roundtable discussion]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, United States. <https://doi.org/10.3102/2016983>
12. Yang, C., Lim, J.H., Dong, Q., & **Rho, E.** (2023, April 13-16). *Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying* [Paper presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL. United States. <https://doi.org/10.3102/2015211>
13. **Rho, E.**, Dong, Q., Lim, J.H., & Yang, C. (2023, February 7-10). *Egocentric network analysis: AAPI educators' social support during anti-Asian violence.* In Chieh (Chair). *Supporting AAPI Community Coping with Anti-Asian Discrimination: Culturally Sensitive Approaches* [Symposium]. 2023 National Association School Psychologists (NASP) Annual Convention, Denver, CO., United States.
14. **Rho, E.**, Liu, B., Stomski, M., & Yang, C. (2023, February 7-10). *New teachers' risk and resilience factors during COVID-19.* [Poster presentation]. 2023 National Association School Psychologists (NASP) Annual Convention, Denver, CO., United States.

15. Kester, K., **Rho, E.**, Abura, M., & Sohn, C. (2021, November 26-27). *Challenges and opportunities for peace (or conflict) in higher education: The case of Afghanistan and Somaliland* [Paper presentation]. The 13th Annual Convention of Korean International Studies Associations and the 15th Congress of Asian Political and International Studies Organisation, Seoul, South Korea.

RESEARCH EXPERIENCE

Risk Resilience and Culture Lab, University of California-Berkeley

Researcher Associate / Lab Manager

Principal Investigator (PI)/Mentor: Dr. Chunyan Yang

Berkeley, CA, US

Nov. 2021 – Present

Research Project 1: Teacher Resilience and Well-being

- Led recruitment efforts as a lead researcher to engage K-12 teachers for the third wave data collection ($N = 507$) and fourth wave data collection ($N = 504$).
- Analyzed survey data using the structural equation modeling, network analysis, and confirmatory factor analysis.
- Analyzed longitudinal interview data from 20 K-12 first-year teachers in San Francisco Unified School District (SFUSD) to identify their risk and resilience factors that impact their well-being, to understand their social and professional support network, and to explore empowerment and silence using a grounded-theory approach.
- Employed a comprehensive mixed-method approach to analyze questionnaire data from K-12 teachers, investigating their interactions with violent and aggressive students and documenting the types of victimization they encountered.
- Presented research posters and papers at conferences.
- Prepare peer-reviewed journal articles on the study's outcome.

Research Project 2: Influence of Anti-Asian Discrimination on Asian American Pacific Islander (AAPI) Educators

- Assisted in the recruitment of AAPI educators ($N = 249$).
- Utilized ego-centric analyses to examine the social and professional support networks of AAPI educators amidst instances of anti-Asian violence.
- Analyzed interview data from 21 AAPI educators' on their empowerment and silence.
- Presented research posters and papers at conferences.
- Write peer-review journal articles as a co-author.

Research Project 3: Trauma-informed Practices in Universal Transitional Kindergarten (UTK) Implementation

- Led recruitment effort for the survey data collection as a lead researcher ($N = 142$).
- Analyzed survey data using the structural equation modeling, hierarchical regression analysis, and network analysis to understand the roles of social and professional network and transformative social-emotional learning to UTK implementers' (TK teachers working with 4-year-olds) well-being and further turnover intention.
- Analyzed interview data from 21 UTK implementers to identify their system of support.
- Participated in preparing grant applications for projects examining teachers' risk and resilience factors during the UTK expansions in California and in the implementation of trauma-informed practices as interventions.

Meta-Analysis and/or Systematic Review

- Took charge of the systematic review centered around culturally responsive SEL.
- Collected literature and coded materials for analysis, concentrating on culturally responsive social-emotional learning (SEL) and bias-based bullying.

Research-Practice-Policy Partnership Support

- Undertook a literature review encompassing the areas of social-emotional development, trauma/toxic stress, equity, and policy within the context of the Pre-K/TK to 3rd-grade continuum for the 21 Century California Leadership Academy (21CSLA).
- Shared research findings with school districts (i.e., Oakland School Unified District, West Contra Costa School

Unified District), contributing to enhance the research-practice partnerships.

Research Consultancy Team for Sown To Grow

- Collaborated on a randomized control trial incorporating weekly emotional check-ins and SEL module within the Pajaro Valley Unified School District ($N = 480$).
- Contributed to the development of research briefs as a member of the consultancy team.

Stanford Project on Adaptation and Resilience in Kids, Stanford University

Stanford, CA, US

Social Emotional Learning Assessor, Graduate School of Education

Mar. 2022 – Oct. 2023

Lab PI: Dr. Jelena Obradović

Project Leader: Dr. Michael Sulik

- Evaluate the social-emotional learning competency of pre-kindergarten (pre-K) and transitional kindergarten (TK) children using close-ended and open-ended questions and app-based games as part of research on the effectiveness of the Kimocho curriculum.
- Obtain practical research experience in pre-kindergarten and transitional kindergarten classrooms in SFUSD.

Education Conflict and Peace Lab, Seoul National University

Seoul, South Korea

Research Assistant, Department of Education

Apr. 2021 – Apr. 2022

PI: Dr. Kevin Kester

- Analyzed the data collected through in-depth interviews, documents, and digital artefacts with university educators in model institutions in Afghanistan and Somaliland (a project funded by the National Research Foundation of Korea).
- Wrote a peer-reviewed journal and presented the paper in a conference.

Reward and Addiction Lab, Durham University

Durham, England, UK

Student Researcher, Quantitative Social Psychology Research Group

Oct. 2018 – Sep. 2021

PI: Dr. Niklas Ihssen

- MScR Project and Thesis: Ego depletion and multiple rewards: Implicit and explicit measures of the impact of self-control of one reward in other rewards
- BSc Project and Dissertation: The effect of ego depletion on food wanting
- Collected data through lab-based experimental studies ($N = 121$) and a vignette-based online experimental study ($N = 296$).
- Mentored four undergraduate research assistants and two undergraduate dissertation students.

Computational Clinical Science Lab, Seoul National University (SNU)

Seoul, South Korea

Research Assistant, Department of Psychology

May 2020 – Jul. 2021

PI: Dr. Woo-Young Ahn

- Designed and performed an fNIRS experiment for children aged 4-6 for the “BabyMind” project aimed to establish infant-mimic neuro-cognitive AI technologies.
- Developed a research topic for a neuromarketing project funded by COSMAX (global cosmetics company); conducted an fMRI study and a survey ($n = 300$; 456 recruited).
- Analyzed data on spontaneous eye blink rate (a proxy measure for dopaminergic activity) to identify a correlation with cigarette usage and quitting.
- Participated in several grant applications including the Behavior, Neuroimaging, Genomics – Big Data Based Robust and Explainable AI Neural Nets (BIG – BRAIN) project.

TEACHING EXPERIENCE

Guest Lecturer, University of Maryland, College Park

College Park, MD, U.S.

Egocentric Network Analysis

Oct. 2024, Sep. 2025

EDCP 717 Evaluation of Research in Counseling

- Presented egocentric network analysis, covering theoretical and practical aspects.

Durham County Council

Durham, England, UK

Special Activity Teacher, Scholar into Schools

Nov. 2016 – Mar. 2020

- Prepared and delivered presentations on Korean history, culture, and politics in local primary and secondary schools.
- Directed activities such as making and playing traditional games and discussed the latest issues in South Korea.

Neville's Cross Primary School

Durham, England, UK

School Placement Teacher (part of competitive and selective "Psychology into Schools" module)

Jan. 2019 – Mar. 2019

- Taught weekly science lessons to children with special education needs through accessible and engaging activities.
- Created lesson plans and delivered a special project on 'Personality as a Psychological Concept' to children with high ability; assisted in regular classes as a teaching assistant.

Durham University Student Volunteering and Outreach

Durham, England, UK

One-to-one Tutor

Nov. 2016 – Oct. 2018

- Offered 1-1 tutoring for local students preparing for their GCSE and A-level Psychology exams.
- Guided their university applications.

El Olivo Orphanage

Madrid, Spain

Summer Camp Teacher, International Volunteer HQ

Sep. 2018

- Facilitated a summer camp, taught English and Arts to students aged 4-18 in a local orphanage.
- Coordinated various activities and materials to engage and teach students.

COUNSELING EXPERIENCE

California Coalition for Youth

Berkeley, CA, US

Remote Crisis Counselor

Aug. 2022 – Dec. 2022

- Apply a crisis intervention counseling model to assist callers.

Seoul National University Health Service Center

Seoul, Korea

Smoking Cessation Counselor

Mar. 2021 – Jun. 2021

- Offered weekly counseling in a smoking cessation clinic program.
- Supported participants' effort to quit smoking using intervention skills such as motivational interviewing.

ACADEMIC SERVICE

Manuscript Review

- Journal of School Psychology (with PI)
- School Psychology (with PI)
- Teaching and Teacher Education (with PI)

Conference Peer Review

- American Educational Research Association (AERA) Annual Meeting, 2026 – Peer Reviewer, Division E (Counseling and Human Development)
- American Educational Research Association (AERA) Annual Meeting, 2026 – Peer Reviewer, SIG-Social and Emotional Learning

PROFESSIONAL MEMBERSHIP

International Network for Social Network Analysis (INSNA)

2025 – Present

American Educational Research Association (AERA)

2023 – Present

American Psychological Association (APA)

2023 – Present

National Association of School Psychologists (NASP)

2023 – Present

Society for Prevention Research (SPR)

2023 – Present

LEADERSHIP & EXTRACURRICULAR ACTIVITIES

Education, Conflict, & Peace: Reading & Dialogue

Seoul, Korea

Virtual Organizing Team Lead and Presenter (Zoom)

Nov. 2021 – Dec. 2021

- Planned and organized the structure of reading group among Seoul National University, University of Cambridge, University of Toronto, and the University of Sydney.
- Delivered a group presentation titled “Cultivating a culture of peace through mindfulness” and served as a facilitator throughout the sessions.

Durham Castle Academic Committee

Durham, England, UK

Committee Member

Oct. 2019 – Mar. 2020

- Orchestrated Sunday seminars and academic conferences in University College (Castle College), Durham University.

Durham University Equestrian Society Executive Committee

Durham, England, UK

Executive Committee Member, Marketing Officer

Oct. 2019 – Mar. 2020

- Managed group-wide communications and social media accounts.

ADDITIONAL INFORMATION

Software Skills:

- Quantitative: Python, Jupyter Notebook, Qualtrics, JASP, SPSS, R
- Qualitative: MAXQDA, Adobe Illustrator

Analytical Proficiencies in Quantitative Methods: Egocentric Network Analysis, Structural Equation Modeling (SEM), Latent Profile Analysis (LPA), Correlational and Regression Analyses

Analytical Proficiencies in Qualitative Methods: Thematic Analysis, Grounded Theory