

# ELLA RHO

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## EDUCATION

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### 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) in Psychology*

- Advisor: Dr. Niklas Ihssen

Oct. 2016 – Jun. 2019

## CURRENT POSITION

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Risk Resilience and Culture Lab, University of California, Berkeley

Berkeley, CA, US

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

Maryland, MD, US

*Lab Manager / Research Associate*

Nov. 2021 – Present

- Principal Investigator/Mentor: Dr. Chunyan Yang

## PUBLICATIONS

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1. 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>
2. 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>
3. 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>
4. 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>
5. 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 REVIEW OR IN REVISION

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1. **Rho, E.**, & Yang, C. (under review). Characteristics and impacts of student aggression and violence against K-12 teachers: An egocentric network analysis.
2. Yang, C., **Rho, E.**, Lim, J.H., Cheung, R. (in revision). Principals' compassion fatigue and compassion satisfaction: A job demands and resources analysis during the post-pandemic recovery.
3. Yang, C., **Rho, E.**, Dong, Q., Cheung, R. (under review). A mixed-method analysis of the support systems and well-being of teachers as the early implementers of universal pre-kindergarten policy in California.
4. Yang, C., Lim, J.H., & **Rho, E.** (under review). Understanding risk and resilience factors in race/ethnicity-based biased-bullying: A correlational meta-analysis.
5. Yang, C., **Rho, E.**, Dong, Q., & Lee, M.X. (under review). Unveiling the invisible and the silent: Empowerment and silence of Asian American educators.

6. Ihssen, N., **Rho, E.**, & Vasiljevic, M. (under review). Self-control of snack consumption elicits motivational shifts towards monetary incentives but no ego depletion.
7. Choe, D., **Rho, E.**, Lim, J.H., & Kim, M. (under review). Exploring the impact of school ethnic-racial socialization on self-esteem among Asian American youth.

## **BOOK CHAPTERS**

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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. (invited). *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.** (invited). *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**

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1. **Rho, E.**, Dong, Q., & Yang, C. (design in progress). *Professional and social support networks for California Universal Transitional Kindergarten (UTK) Teachers*. 21 Century California School Leadership Academy (21CSLA) Brief. [link]
2. Kodaiarasu, K., **Rho, E.**, Dong, Q., & Yang, C. (submitted). *Creating safe spaces: Exploring trauma-informed practices in transitional kindergarten education*. 21 Century California School Leadership Academy (21CSLA) Brief.
3. Zhang, Y., **Rho, E.**, Dong, Q., & Yang, C. (submitted). *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.

## **CONFERENCE PRESENTATIONS**

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1. **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.
2. **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.
3. 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.
4. 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.
5. **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>
6. 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>

7. 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>
8. **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.
9. **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.
10. 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 13<sup>th</sup> Annual Convention of Korean International Studies Associations and the 15<sup>th</sup> Congress of Asian Political and International Studies Organisation, Seoul, South Korea.

## **RESEARCH EXPERIENCE**

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### **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 Kimochis 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**

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### **Guest Lecturer, University of Maryland, College Park**

**Maryland, MD, U.S.**

*Egocentric Network Analysis*

*Oct. 2024*

*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**

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### **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**

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### **Manuscript Review**

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

## **LEADERSHIP & EXTRACURRICULAR ACTIVITIES**

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### **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**

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### **Software Skills:**

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

**Coursera:** Fundamentals of Quantitative Modeling (Oct. 2021); Linear Regression in R for Public Health (Oct. 2021)

**Workshop:** Introduction to Structural Equation Modeling Workshop, CenterStat by Curran-Bauer Analytics (May 2022);

An Introduction to Social Network Analysis, AERA (Aug. 2023); Qualitative Meta-Synthesis as a Means to Interrogate Educational Research and Achieve Equity, AERA (Sep. 2023)