

## Xinru Jiang

### EDUCATION

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**Teachers College, Columbia University** **New York, NY**  
M.A. in Developmental Psychology **May 2018**  
Thesis Title: The Interrelationships between Identity Development and Intimacy Achievement  
Advisor: Dr. Laura DeRose

**University of Michigan** **Ann Arbor, MI**  
B.A. in Organizational Studies, with Distinction **Dec 2015**

### CERTIFICATIONS

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Board Certified Autism Technician (BCAT)

### HONORS AND AWARDS

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University Honors, University of Michigan **2013-2015**

### RESEARCH EXPERIENCE

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**Columbia University Medical Center/New York-Presbyterian Hospital** **New York, NY**  
Research Assistant **Mar 2018-June 2018**

- Assisted with Dr. Kimberly Kleinman's school-based Early Intervention Program, which included observing students' three disruptive behaviors (talking, aggression, seat leaving), using of silent signs, labeled praise, chime and transition steps, and recording observations on the Coding Checkout Sheet at 30-second intervals over a duration of 30 minutes in each class.

**Teachers College, Columbia University** **New York, NY**  
Research Assistant **Jan 2017-May 2017**

- Contributed to Dr. Jeanne Brooks-Gunn's Fragile Families and Child Wellbeing Study by coding short audiotapes of interviews with low-income mothers based on the Maternal Description of Child codebook, which was an innovative measure that captured the positive and negative effects of maternal-behavior.

**University of Michigan** **Ann Arbor, MI**  
Research Assistant **Jan 2015-Dec 2015**

- Participated in Dr. Fiona Lee's studies related to individual differences, identity integration, cultural stereotypes, and influences, during which I helped with the design and distribution of surveys, literature search and review, content-analysis and coding, and data analysis using SPSS and Excel.
- Attended biweekly lab meetings to actively participate in discussions about the research studies with the professor, PhD students, and other research assistants.

### PROFESSIONAL EXPERIENCE

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**Maxim Healthcare Services** **San Jose, CA**  
Behavior Technician **Feb 2019-present**

- Provided applied behavior analysis treatment to children and adolescents with autism spectrum disorder and intellectual disabilities.
- Implemented the behavioral plan designed and maintained by a behavior supervisor and gathered the quantifiable behavioral data necessary for the behavioral supervisor to elevate the effectiveness of the plan.
- Helped family members with activities of daily living, including safety supervision, meal prep, feeding, toilet training, and dressing.

**Behavior Frontiers** **San Jose, CA**  
Behavior Therapist **July 2018-Feb 2019**

- Interacted on a one-to-one basis with children and adolescents with autism spectrum disorders or

other special needs in the client's home, school, or community.

- Utilized the principles of applied behavior analysis, such as reinforcement and prompting, to teach clients adaptive behaviors in developmental areas, such as language, socialization, play, self-help, and motor skills.
- Implemented behavioral modification techniques, such as differential reinforcement of alternative behaviors, to reduce clients' problem behaviors.
- Provided clients' parents or caregivers with training on the effective implementation of the behavior intervention plan.
- Recorded detailed data regarding every skill and behavior targeted while working with the client or caregivers.
- Liaised with the supervisor to resolve questions or issues regarding the client's treatment program and attended team meetings report progress.

### **Private Chinese Tutor**

**New York, NY**

Sep 2017- June 2018

- Taught a seven-year-old American boy Chinese using a play-based curriculum and designed different activities to support learning; for example, teaching him to make paper airplanes and Chinese dumplings.
- Communicated with the schoolteacher and parents regarding the child's Chinese language progress.

### **United Nations**

**New York, NY**

Intern, Program Assistant

June 2017-July 2017

- Assisted with United Nations Chinese Language Program by teaching UN employees Chinese and Chinese culture, arranging transportation, organizing extracurricular activities, conducting city tours, and inviting scholars to provide cultural workshops.

### **Tsinghua University**

**Beijing, China**

Intern, Administrative Assistant

July 2016-August 2016

- Developed plans for the Tsinghua-Santander World Challenges of 21<sup>st</sup> Century Summer Program, which involved around one hundred international students from different countries.
- Translated documents and delivered the required material collected from each participant to the University's Office of International Students and Services.

### **Michigan Dining, University of Michigan**

**Ann Arbor, MI**

Cashier/Dining Service Worker

Nov 2013-Dec 2015

- Gave the highest level of customer service by greeting guests, processing transactions, assisting in the preparation and plating of food, maintaining a clean and neat location, and keeping the store stocked with snacks.

### **Nanjing Television Station**

**Nanjing, China**

Journalist

July 2014-August 2014

- Gained firsthand experience with media and helped senior journalists collect, write, and edit news reports.

## **ACADEMIC PROJECTS**

### **Cognition and Learning (HUDK 4029)**

**New York, NY**

Learning Strategies

Fall 2017

- Analyzed six learning strategies designed to help students learn more effectively and improve their academic performance, including elaboration, test-enhanced learning, the same context of learning and testing, embodied cognition, multimedia learning, and the spacing effect.
- Designed a study for each recommendation to test the effect it had on students' learning abilities.

### **Technology and Human Development (HUDK 4035)**

**New York, NY**

Educational Television Programs

Fall 2017

- Discussed the positive influences that educational television programs could have on children's

language development.

### **Methods of Empirical Research (HUD 4120)**

**New York, NY**

The Effect of Stereotype Threat on African American Students' Performance

Fall 2016

- Found that stereotype threat not only negatively impacted African American students' academic performance but also interfered with their acquisition of learning.
- Designed a study using a classic learning-recall paradigm that tested whether stereotype threat would prevent African American students from acquiring new Spanish vocabulary.

### **Cognitive Development (HUDK 5023)**

**New York, NY**

Clinical Interview Project

Fall 2016

- Paired with a partner to perform water-volume and cookie-box experiments with two girls (one aged five and one aged eleven) to test the concept of conservation and theory of mind.

### **Advanced Research Methods in Organizational Studies (ORG 410)**

**Ann Arbor, MI**

Organizational Analysis of the Leaders at their Best Initiative

Fall 2015

- Conducted research using qualitative and quantitative methods with a group of five students on the University of Michigan's Counseling and Psychological Services' new initiative "Leaders at Their Best" to verify the extent to which the new campaign created significant changes in mental health attitudes and behaviors around campus.

### **Psychology of Prejudice and Inequality (ORG 495)**

**Ann Arbor, MI**

Stereotype Threat and Self-Affirmation

Winter 2015

- Discussed how stereotype threat could negatively impact African American students' performance on standardized tests and proposed that self-affirmation theory could potentially reduce this effect.

### **Nonprofit Organization (ORG 204)**

**Ann Arbor, MI**

To Maximize the Results of Surgeries to Children with Facial Deformities

Winter 2014

- Worked within a group of five students to develop a proposal for the Proctor and Gamble Foundation that described the provision of an oral hygiene kit to patients of Operation Smile, who suffered from facial deformities.

## **Community Involvement**

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### **Santa Clara County Library District**

**Cupertino, CA**

Volunteer Tutor

March 2019-Present

- Helped a Mandarin-speaking adult learn how to read and write English and improved her life skills.
- Completed a one-hour orientation and participated successfully in six hours of tutor training.
- Selected appropriate instructional materials and prepared lessons for weekly tutoring sessions.

### **University Settlement**

**New York, NY**

Volunteer

April 2018-June 2018

- Assisted with the Older Adults Program, providing support for ongoing activities and meal preparation.
- Engaged in conversations with older adults during lunch time.

### **Growth International Volunteer Excursions**

**Chiang Mai, Thailand**

Volunteer

May 4-May 17, 2015

- Helped children improve their English reading and writing skills.
- Designed extracurricular activities for children to play and planned creative projects for children to perform in a group.
- Involved in projects that were designed to have positive impact on poverty-stricken communities throughout the Northern Hill Village; for example, contributed to the development of a community-recycling program and sustainability learning center.

### **The Chinese Students and Scholars Association at the University of Michigan**

**Ann Arbor, MI**

Board Member

Sep 2013-May 2015

- Assisted with the organization of two basketball games and a Chinese New Year party, which

involved hundreds of students and scholars.

**Project for Pride in Living**

**Minneapolis, MN**

Volunteer Tutor

Jan 2013-May 2013

- Read books to a six-year-old African American boy to develop his reading ability and comprehension as part of language development goals.
- Communicated with the program supervisor to provide feedback on the student's academic and social progress.

**Students Today Leaders Forever**

**Minneapolis, MN**

Volunteer

Mar 2013

- Participated in a nine-day trip involving a variety of community-based projects that assisted young children with their homework, cleaning up a park and church, preparing food for a homeless shelter, and painting the wall of a school.