

CURRICULUM VITAE

Catherine McBride

Choh-Ming Li Professor of Psychology

PERSONAL DATA

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For a summary of Catherine McBride's C.V., please refer to the final page of this document.

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 – present

Associate Dean for Research, Social Sciences Faculty, 2012 – 2016

PROFESSIONAL SOCIETIES

Member, Scientific Advisory Board, International Dyslexia Association	2019-present
President, Association for Reading and Writing in Asia	2016 – 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 development across cultures
- Reading 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: over 18,300; Source: Google scholar, 04 December 2020)

1. 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.
2. 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*.
3. 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.
4. Yang, X., & McBride, C. (2020). How do phonological processing abilities contribute to early Chinese reading and mathematics?. *Educational Psychology*, 1-19.
5. 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.
6. 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.
7. 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.

8. Lau, C., Wang, Y., Chan, S. W., Chen, E. E., McBride, C., Tse, S. K., ... & Rao, N. (2019). Promoting Chinese Literacy in South Asian Preschoolers and their Mothers in Hong Kong: An Intervention Study. *Early Education and Development*, 1-21.
9. Yang, X., McBride, C., Ho, C. S. H., & Chung, K. K. H. (2019). Longitudinal associations of phonological processing skills, Chinese word reading, and arithmetic. *Reading and Writing*, 1-21.
10. 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. doi: 10.1016/j.bandc.2019.103589.
11. Dulay, K. M., Cheung, S. K., & McBride, C. (2019). Intergenerational transmission of literacy skills among Filipino families. *Developmental Science*. 00:e12859. doi: 10.1111/desc.12859.
12. Lin, D., Sun, H., & McBride, C. (2019). Morphological awareness predicts the growth rate of Chinese character reading. *Developmental Science*. 00:e12793. <https://doi.org/10.1111/desc.12793>
13. Siu, T.S.C., McBride, C., Tse, C.-S., Tong, X., & Maurer, U. (2018). Evaluating the Effects of Metalinguistic and Working Memory Training on Reading Fluency in Chinese and English: A Randomized Controlled Trial. *Frontiers in Psychology*. 9:2510. doi: 10.3389/fpsyg.2018.02510
14. Yang, X., Chung, K. K. H., & McBride, C. (2018). Longitudinal contributions of executive functioning and visual-spatial skills to mathematics learning in young Chinese children. *Educational Psychology*, 1-27.
15. Dulay, K. M., Cheung, S. K., Reyes, P., & McBride, C. (2018). Effects of parent coaching on Filipino children's numeracy, language, and literacy skills. *Journal of Educational Psychology*.
16. Bühler, J. C., von Oertzen, T., McBride, C. A., Stoll, S., & Maurer, U. (2018). Influence of dialect use on early reading and spelling acquisition in German-speaking children in Grade 1. *Journal of Cognitive Psychology*, 30(3), 336-360.

17. Cheung, S. K., Yang, X., Dulay, K. M., & McBride, C. (2018). Family and individual variables associated with young Filipino children's numeracy interest and competence. *British Journal of Developmental Psychology*, 36(2), 334-353.
18. Cho, J. R., & McBride, C. (2018). Maternal literate mediation of writing and Korean children's reading and writing across 1 year. *Reading and Writing*, 31(3), 679-701.
19. Chung, K. K. H., Lo, J. C., & McBride, C. (2018). Cognitive-linguistic profiles of Chinese typical-functioning adolescent dyslexics and high-functioning dyslexics. *Annals of Dyslexia*, 1-22.
20. Ding, Y., Liu, R. D., McBride, C. A., Fan, C. H., Xu, L., & Wang, J. (2018). Pinyin and English invented spelling in Chinese-speaking students who speak English as a second language. *Journal of Psycholinguistic Research*, 47(5), 1163-1187.
21. Dulay, K. M., Cheung, S. K., & McBride, C. (2018). Environmental correlates of early language and literacy in low-to middle-income Filipino families. *Contemporary Educational Psychology*, 53, 45-56.
22. Lam, S. S. Y., & McBride, C. (2018). Learning to write: The role of handwriting for Chinese spelling in kindergarten children. *Journal of Educational Psychology*, 110(7), 917-930.
23. Lo, J. C. M., Ye, Y., Tong, X., McBride, C., Ho, C. S. H., & Waye, M. M. Y. (2018). Delayed copying is uniquely related to dictation in bilingual Cantonese-English-speaking children in Hong Kong. *Writing Systems Research*, 1-17.
24. Maurer, U., & McBride, C. (2018). Neuroscience and literacy acquisition: Introduction to the special section. *International Journal of Behavioral Development*, 42(3), 309-310.
25. McBride, C., Wang, Y., & Cheang, L. M. (2018). Dyslexia in Chinese. *Current Developmental Disorders Reports*, 5(4), 217-225.
26. Mo, J., McBride, C., & Yip, L. (2018). Identifying the unique role of orthographic working memory in a componential model of Hong Kong kindergarteners' Chinese written spelling. *Reading and Writing*, 31(5), 1083-1108.

27. Su, M., Thiebaut de Schotten, M., Zhao, J., Song, S., Zhou, W., Gong, G., McBride, C., Ramus, F., & Shu, H. (2018). Vocabulary growth rate from preschool to school-age years is reflected in the connectivity of the arcuate fasciculus in 14-year-old children. *Developmental Science*, 21(5), e12647.
28. Wong, N., & McBride, C. (2018). Fun over conscience: Fun-seeking tendencies in cyberbullying perpetration. *Computers in Human Behavior*, 86, 319-329.
29. 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.
30. Zhang, J., Meng, Y., McBride, C., Fan, X., & Yuan, Z. (2018). Combining behavioral and ERP methodologies to investigate the differences between McGurk effects demonstrated by Cantonese and Mandarin speakers. *Frontiers in Human Neuroscience*, 12, 181.
31. Zhou, Y., McBride, C., Leung, J. S. M., Wang, Y., Joshi, M., & Farver, J. (2018). Chinese and English reading-related skills in L1 and L2 Chinese-speaking children in Hong Kong. *Language, Cognition and Neuroscience*, 33(3), 300-312.
32. Cheung, S. K., & McBride, C. (2017). Effectiveness of parent–child number board game playing in promoting Chinese kindergarteners’ numeracy skills and Mathematics interest. *Early Education and Development*, 28(5), 572-589.
33. Cho, J. R., McBride, C., & Lin, D. (2017). The relation of maternal literate mediation strategies and socioemotional comments to Korean children's Hangul reading. *Applied Psycholinguistics*, 38(1), 155-179.
34. Chung, K. K., Liu, H., McBride, C., Wong, A. M. Y., & Lo, J. C. (2017). How socioeconomic status, executive functioning and verbal interactions contribute to early academic achievement in Chinese children. *Educational Psychology*, 37(4), 402-420.
35. Dulay, K. M., Tong, X., & McBride, C. (2017). The role of foreign domestic helpers in Hong Kong Chinese children's English and Chinese skills: A longitudinal study. *Language Learning*, 67(2), 321-347.

36. Ho, C. S. H., Zheng, M., McBride, C., Hsu, L. S. J., Waye, M. M., & Kwok, J. C. Y. (2017). Examining an extended simple view of reading in Chinese: The role of naming efficiency for reading comprehension. *Contemporary Educational Psychology, 51*, 293-302.
37. Li, T., Wang, Y., Tong, X., & McBride, C. (2017). A developmental study of Chinese children's word and character reading. *Journal of Psycholinguistic Research, 46*(1), 141-155.
38. Kalindi, S.C., McBride, C., & Dan, L. (2017). Early literacy among Zambian second graders: The role of adult mediation of word writing in Bemba. *Reading Research Quarterly, 53*(1), 7-27.
39. Pan, J., Kong, Y., Song, S., McBride, C., Liu, H., & Shu, H. (2017). Socioeconomic status, parent report of children's early language skills, and late literacy skills: A long term follow-up study among Chinese children. *Reading and Writing, 30*(2), 401-416.
40. Scerri, T. S., Macpherson, E., Martinelli, A., Wa, W.C., Monaco, A.P., Stein, J., Zheng, M., Ho, C.S.H., McBride, C., Snowling, M., Hulme, C., Hayiou-Thomas, M.E., Waye, M. M. Y., Talcott, J. B., & Paracchini, S. (2017). The DCDC2 deletion is not a risk factor for dyslexia. *Translational Psychiatry, 7*(7), e1182.
41. Su, M., Peyre, H., Song, S., McBride, C., Tardif, T., Li, H., Zhang, Y., Liang, W., Zhang, Z., Ramus, F., & Shu, H. (2017). The influence of early linguistic skills and family factors on literacy acquisition in Chinese children: Follow-up from age 3 to age 11. *Learning and Instruction, 49*, 54-63.
42. Tong, X., & McBride, C. (2017). A reciprocal relationship between syntactic awareness and reading comprehension. *Learning and Individual Differences, 57*, 33-44.
43. Tong, X., & McBride, C. (2017). English word reading difficulties and orthographic processing weaknesses in Chinese-English bilingual adolescents with dyslexia. *Topics in Language Disorders, 37*, 170-181.
44. Tong, X., & McBride, C. (2017). Toward a graded psycholexical space mapping model: Sublexical and lexical representations in Chinese character reading development. *Journal of Learning Disabilities, 51*(5), 482-489.

45. Tong, X., McBride, C., Ho, C. S. H., Waye, M. M. Y., Chung, K. K. H., Wong, S. W. L., & Chow, B. W. Y. (2017). Within-and cross-language contributions of morphological awareness to word reading and vocabulary in Chinese–English bilingual learners. *Reading and Writing*, 31(8), 1787-1820.
46. Tong, X., McBride, C., Lo, J. C. M., & Shu, H. (2017). A three-year longitudinal study of reading and spelling difficulty in Chinese developmental dyslexia: The matter of morphological awareness. *Dyslexia*, 23(4), 372-386.
47. Tong, X., McBride, C., Shu, H., and Ho, C. S. (2017). Reading Comprehension Difficulties in Chinese–English Bilingual Children. *Dyslexia*, 24(1), 59-83.
doi: 10.1002/dys.1566.
48. Tong, X., Tong, X., & McBride, C. (2017). Radical sensitivity is the key to understanding Chinese character acquisition in children. *Reading and Writing*, 1-15.
doi: 10.1007/s11145-017-9722-8
49. Tong, X., Tong, X., & McBride, C. (2017). Unpacking the relation between morphological awareness and Chinese word reading: Levels of morphological awareness and vocabulary. *Contemporary Educational Psychology*, 48, 167-178.
50. Wang, Y., & McBride, C. (2017). Beyond copying: A comparison of multi-component interventions on Chinese early literacy skills. *International Journal of Behavioral Development*, 41(3), 380-389.
51. Wang, Y. McBride, C., Zhou, Y., Joshi, M & Farver, J. (2017). Becoming literate in Chinese: A comparison of native and non-native speaking children. *Journal of Research in Reading*, doi: 10.1111/1467-9817.12122
52. Wong, A. M. Y., Ho, C. S. H., Au, T. K. F., McBride, C., Ng, A. K. H., Yip, L. P. W., & Lam, C. C. C. (2017). Reading comprehension, working memory and higher-level language skills in children with SLI and/or dyslexia. *Reading and Writing*, 30(2), 337-361.
53. Wong, S., Ho, C., McBride, C., Chow, B., & Waye, M. (2017). Less is more in Hong Kong: Investigation of biscriptal and trilingual development among Chinese twins in a (relatively) small city. *Twin Research and Human Genetics*, 20(1), 66-71.

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55. Chiu, M. M., Chow, B. W. Y., McBride, C., & Mol, S. T. (2016). Students' sense of belonging at school in 41 countries cross-cultural variability. *Journal of Cross-Cultural Psychology*, 47(2), 175-196.
56. Pan, J., Song, S., Su, M., McBride, C., Liu, H., Zhang, Y., Li, H., & Shu, H. (2016). On the relationship between phonological awareness, morphological awareness and Chinese literacy skills: Evidence from an 8-year longitudinal study. *Developmental Science*, 19(6), 982-991.
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58. Tong, X., Maurer, U., Chung, K. K. H., & McBride, C. (2016). Neural specialization for print in Chinese-English language learners. *Journal of Neurolinguistics*, 38, 42-55.
59. Wang, Y., & McBride, C. (2016). Character reading and word reading in Chinese: Unique correlates for Chinese kindergarteners. *Applied Psycholinguistics*, 37(02), 371-386.
60. Wong, N., & McBride, C. (2016). To use Facebook for good: Usage, cyberbullying involvement, and perceived social support. *Child Studies in Asia-Pacific Contexts*, 6(2), 59-72.
61. Zhang, Y., Li, J., Song, S., Tardif, T., Burmeister, M., Villafuerte, S. M., Su, M., McBride, C., & Shu, H. (2016). Association of DCDC2 polymorphisms with normal variations in reading abilities in a Chinese population. *PloS One*, 11(4), e0153603.
62. Ding, Y., Liu, R.-D., McBride, C., & Zhang, D. (2015). Pinyin Invented Spelling in Mandarin Chinese-Speaking Children With and Without Reading Difficulties. *Journal of Learning Disabilities*, 48(6), 635-645.

63. Kalindi, S., McBride, C., Chan, S., Chung, K., Lee, C-Y., & Tong, X. (2015). A Short Test of Word Recognition for English Language Learners. *Child Studies in Asia-Pacific Contexts*, 63–74. doi: 10.5723/csac.2015.5.2.063
64. Kalindi, S. C., McBride, C., Tong, X., Wong, N. L. Y., Chung, K. H. K., & Lee, C. Y. (2015). Beyond phonological and morphological processing: pure copying as a marker of dyslexia in Chinese but not poor reading of English. *Annals of Dyslexia*, 65(2), 53-68. DOI 10.1007/s11881-015-0097-8
65. Liu, P. D., Chung, K. K. H., & McBride, C. (2015). The role of SES in Chinese (L1) and English (L2) word-reading in Chinese-speaking kindergartners. *Journal of Research in Reading*. doi: 10.1111/1467-9817.12046
66. McBride, C. (2015). Is Chinese special? Four Aspects of Chinese Literacy Acquisition that Might Distinguish Learning Chinese from Learning Alphabetic Orthographies. *Educational Psychology Review*, 28(3), 523-549.
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68. Wang, Y., Yin, L., & McBride, C. (2015). Unique predictors of early reading and writing: A one-year longitudinal study of Chinese kindergarteners. *Early Childhood Research Quarterly*. 32. 51-59. <http://dx.doi.org/10.1016/j.ecresq.2015.02.004>
69. Song, S., Su, M., Kang, C., Liu, H., Zhang, Y., McBride-Chang, C., Tardif, T., Li, H., Liang, W., Zhang, Z., & Shu, H. (2015). Tracing children's vocabulary development from preschool to school-age years: An 8-year longitudinal study. *Developmental Science*, 18(1), 119-131.
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232. 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.
233. Jacklin, C. N., & McBride-Chang, C. (1991). The effects of feminist scholarship on developmental psychology. *Psychology of Women Quarterly*, 15, 547-553.

Books Authored

1. 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/>
2. Joshi, R.M. & McBride, C. (2019). *Handbook of Literacy in Akshara Orthography*. Springer, Cham
 3. Kucircova, N., Snow, C., Grover, V., & McBride, C. (Eds.). (2017). *International companion to early literacy education*. Oxford: Routledge.
 4. McBride, C. (2016). *Children's Literacy Development: A Cross-cultural perspective on learning to read and write*. Oxford: Routledge.
 5. McBride-Chang, C., & Chen, H.C. (Eds.). (2003). *Reading Development in Chinese Children*. Westport, CT: Praeger Publishers.
 6. McBride-Chang, C. (2004). *Children's Literacy Development* (Texts in Developmental Psychology Series). London: Edward Arnold/Oxford Press.

Books Chapters

1. Tong, X., & McBride, C. (2020). 5 Neuroscience in Reading and Reading Difficulties. *Educational Neuroscience: Development Across the Life Span*.
2. Kucirkova, 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.
3. 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]
4. 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]
5. 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]
 6. 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]
 7. 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.
 8. 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.
 9. 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.
 10. 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.
 11. 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.
 12. 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]

13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.

21. 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.)*.
22. McBride-Chang, C., Tong, X., & Mo, J. (2015). Developmental dyslexia in Chinese. In William S.-Y. Wang (Ed.), *Oxford Handbook of Chinese Linguistics*.

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)

1. Catherine 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. Catherine 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. Catherine McBride (PI), “Morphological awareness and Chinese children's literacy development”, ref. no: 448907, GRF, 01/07/2005-30/04/2008, USD154,317.31
4. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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

RESEARCH GRANTS (CI)

1. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. Catherine 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. 2015-2018, 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.
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. Catherine 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).

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 – 2019
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

EDITORSHIPS

Associate Editor, *International Journal of Behavioural Development* (2015-present)

Associate Editor, *Reading and Writing* (2011-2016)

Associate Editor, *Developmental Psychology* (2006-2013)

Associate Editor, *Journal of Research in Reading* (2009-2011)

Associate Editor, Education Section, *International Encyclopedia of Social and Behavioral Sciences* (2nd edition) (2011)

Editorial Board, *Child Development Perspectives* (2011-present)

Editorial Board, *Scientific Studies of Reading* (2002-present)

Editorial Board, *Annals of Dyslexia* (2003-2010)

Editorial Board, *Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology, and Education* (book series--2004-present)

Editorial Board, *Journal of Experimental Child Psychology* (2005-2012)

Editorial Board, *Reading Research Quarterly* (2006-2011)

Editorial Board, *Journal of Educational Psychology* (2006-present)

Editorial Board, *Psychological Science* (2007-2008)

Editorial Board, *Educational Researcher* (2010-present)

Editorial Board, *Applied Psycholinguistics* (2012-present)

Editorial Board, *Child Development* (2013-2015)

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).

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

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

PROFESSIONAL SOCIETY ACTIVITIES

Member, Society for the Scientific Study of Reading, 1994 – present

Voting Member, Society for the Scientific Studies of Reading, 1998 – present

International Coordinator, Scientific Studies of Reading, 2006 – 2007

Elected Board Member, Scientific Studies of Reading, 2009 – present

Vice President, Incoming President, Scientific Studies of Reading, 2010 – 2012

President, Scientific Studies of Reading, 2014-2015

Founding President of Association for Reading and Writing in Asia, 2016

Scientific Advisory Board, International Dyslexia Association, 2019 – Present

POSTGRADUATE STUDENTS

Graduated PhD students (Total: 14; 4 ongoing, including)

Xiuli Tong, Associate Professor, University of Hong Kong

Dan Lin, Associate Professor, Education University of Hong Kong

Phil D. Liu, Associate Professor, Education University of Hong Kong

Sam Cheung, Assistant Professor, Education University of Hong Kong

Angel Leung, Assistant Professor, Education University of Hong Kong

Juan Zhang, Associate Professor, University of Macau

Yanling Zhou, Assistant Professor, Education University of Hong Kong

Ying Wang, Assistant Professor, University of Tsinghua

Sylvia Kalindi, Postdoctoral Fellow, The Chinese University of Hong Kong

Xiuhong Tong, Associate Professor, Education University of Hong Kong

Lanny Mo, Postdoctoral Fellow, The Chinese University of Hong Kong

Katrina May Dulay, Postdoctoral Fellow, University of Reading

Xiujie Yang, Assistant Professor, Beijing Normal University

Jason Chor Ming Lo, Postdoctoral fellow, Haskins Laboratories/The University of Connecticut

Graduated MPhil students (Total: 15, including)

Bonnie Chow, Associate Professor, City University of Hong Kong

Silvia Lam, Postdoctoral Fellow, University of Connecticut, U.S.A.

Cecilia Cheung, Assistant Professor, University of California, Riverside, U.S.A.

Fateme Mohseni, Research Assistant, CUHK

INTERNAL SERVICE

Department/ Faculty

Member, Curriculum Committee, 1996-1999, 2002-2003, 2006-2015

Member, Research Committee, 1997-1999, 2004-present

Vice Chair, Lab Committee, 1999-2000

Member, Graduate Panel, 1999-2012

Coordinator, Psychology Department Graduate Panel postgraduate students, 2000-2005

Chair, Curriculum Committee, 2003-2006

Chair, Lab Committee, 2007-2012

Chair, Research Committee, 2008-present

Member, Exco Committee, 2001-present (excluding 02-03 academic year)

Member, Search Committee, 2001-2002; 2004-present

Director, Developmental Centre, 2005-present

College/ University

Elected Board Member, Faculty of Social Sciences 1997-1999

Co-organizer, C.U.H.K. symposium on developmental psychology, 2000

Member, Education Reform Task Force, 2000-2001

Member, Writing Across the Curriculum (WAC), 2002-2003

Interviewer, Tufts Institute for Leadership and International Perspective, Office of Academic Links, 2003-2004

Member, Committee on Teaching and Learning, Faculty of Social Sciences, 2003-2006

Member, Gender Studies Undergraduate Minor Sub-Committee, 2004-2007

College Coordinator, New Asia College (for Department of Psychology), 2005-2008

Member, Social Sciences Panel, 2007-present

Associate Dean for Research, Social Sciences, 2012-2016

Chair, Ethics Committee for Social and Behavioral Sciences, 2012-2016

Member, University Academic Personnel Committee, 2018-present

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)

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 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.

Reading and Writing website:

<https://cayanedu.wixsite.com/chinese>

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/>

*International
Researcher and
Leader in literacy*

CATHERINE MCBRIDE, PHD

PROFESSOR OF CHILD DEVELOPMENT
WWW.CAMMIEMCBRIDE.COM

SOCIAL IMPACT

Catherine McBride (Cammie), an internationally known developmental psychologist, aims to create social impact by developing future leaders in the field of human development and developing innovative solutions to create new education channels via MOOCs and educational games.

GLOBAL NETWORK

Cammie is uniquely positioned to leverage her network based on her global research in Asia, the USA, and Europe. She has served as president of two international societies and mentored graduate students from Hong Kong, China, Philippines, Iran, and Zambia.

SCHOLARSHIP / AWARDS

Cited over 16,300 times in google scholar, Cammie has published two single-author books and over 220 peer-reviewed journal articles, co-edited four books, and served as associate editor for four different journals. In 2017, Cammie was awarded a Senior Fellowship from the European Union to write a book on global dyslexia at the Freiburg Institute of Advanced Studies (FRIAS) in Germany.

LEADERSHIP

PROFESSOR • CUHK • 1996 TO PRESENT

The Chinese University of Hong Kong (CUHK), Department of Psychology, Assistant Professor (1996-1999) / Associate Professor (1999-2003)

ASSOCIATE DEAN FOR RESEARCH • CUHK • 2012-2016

Responsible for research across eight departments

DIRECTOR, DEV CENTER CUHK 1999 TO PRESENT

Coordinate developmental research at CUHK

PRESIDENT • SSSR/ARWA • 2014 TO PRESENT

Association for Reading and Writing in Asia (ARWA), 2016

SSSR, Society for Scientific Study of Reading, 2014

ENTREPRENEUR • CAYAN • 2018 TO PRESENT

Cayan Educational Design Ltd (Cayan), is a social start up focused on reading backed by a grant from CUHK which produced BumperCards™, Creativity with Language

INNOVATOR • MOOC • 2019 TO PRESENT

MOOC, Massive Online Open Course, "Teaching Struggling Readers around The World," with 10,000 participants in over 100 countries, jointly launched by CUHK and World Learning, an NGO in Washington, DC.

EXPERT • VARIOUS • 2006 TO PRESENT



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Singapore; Grant reviews for Hong Kong and Macau

EDUCATION

POST Doctoral FELLOW • FLORIDA STATE UNIVERSITY • 1996
PHD • UNIVERSITY OF SOUTHERN CALIFORNIA • 1994
MA • UNIVERSITY OF SOUTHERN CALIFORNIA • 1992
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