

Chi-Lin Yu

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Research Interests

My research interest focuses on young children's acquisition, learning, and development of social-cognitive understanding, studied via behavioral experiments, neuroimaging, psychometrics and statistics, and computational modeling. Specific topics include the underlying mechanism/computation of theory of mind, the development of theory of mind, and how theory of mind varies across different social-cultural contexts and diverse samples (e.g., gender, race, ethnicity, social classes, cultures, and neurodiversity).

Education

- 2019–Present Ph.D., Psychology, University of Michigan, Ann Arbor, United States
Dissertation: *Sources of heterogeneity in developing theory of mind: A multi-method perspective*
- 2017–2018 M.S., Psychology, National Taiwan University, Taipei, Taiwan
Thesis: *Neural correlates of theory of mind in typically developing youths and youths with autism spectrum disorder*
- 2012–2016 B.S., Psychology, National Cheng Kung University, Tainan, Taiwan

Publications

Peer-Reviewed Journal Articles

- [17] **Yu, C. L.** & Wellman, H. M. (*In Press*). All humans have a “theory of mind.” *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-022-05584-1>
- [16] Sun, X., Marks, R., Eggleston, R., Zhang K., **Yu, C. L.**, Nickerson, N., Caruso, V., Chou, T., Hu, X. S., Tardif, T., Booth, J.R., Beltz, A.M., & Kovelman, I. (*In Press*). Bilingual proficiency enhances neural network density: Sources of heterogeneity in children's functional connectivity during English word processing. *Neurobiology of Language*. https://doi.org/10.1162/nol_a_00092
- [15] Sun, X., Marks, R., Eggleston, R., Zhang, K., Lau, C., **Yu, C. L.**, Nickerson, N., & Kovelman, I. (2023). Impacts of the COVID-19 disruption on the language and literacy development of monolingual and heritage bilingual children in the United States. *Reading and Writing*, 36(2), 347-375. <https://doi.org/10.1007/s11145-022-10388-x>
- [14] Marks, R., Labotka, D., Sun, X., Nickerson, N., Zhang, K., Eggleston, R., **Yu, C. L.**, Uchikoshi Y., Hoeft F., & Kovelman, I. (2023). Morphological awareness and its role in early word reading in English monolinguals, Spanish–English, and Chinese–English simultaneous bilinguals. *Bilingualism: Language and Cognition*, 26(2), 268-283. <https://doi.org/10.1017/S1366728922000517>

- [13] Sun, X., Marks, R., Zhang, K., **Yu, C. L.**, Eggleston, R., Nickerson, N., Chou, T.L., Hu, X. S., Tardif, T., Satterfield, T., & Kovelman, I. (2023) Brain bases of English morphological processing: A comparison between Chinese-English, Spanish-English bilingual, and English monolingual children. *Developmental Science*, 26(1), e13251. <https://doi.org/10.1111/desc.13251>
- [12] **Yu, C. L.** & Wellman, H. M. (2022). Young children treat puppets and dolls like real persons in theory of mind research: A meta-analysis of false-belief understanding across ages and countries. *Cognitive Development*, 63, 101197. <https://doi.org/10.1016/j.cogdev.2022.101197>
- [11] Wellman, H. M., & **Yu, C. L.** (2022). Theory of puppets or theory of mind? Misunderstanding how children construe puppets in psychological research: A commentary on Packer and Moreno-Dulcey (2022). *Cognitive Development*, 63, 101218. <https://doi.org/10.1016/j.cogdev.2022.101218>
- [10] Marks, R. A., Eggleston, R. L., Sun, X., **Yu, C. L.**, Zhang, K., Nickerson, N., Hu, X. S., & Kovelman, I. (2022). The neurocognitive basis of morphological processing in typical and impaired readers. *Annals of Dyslexia*, 72(2), 361–383. <https://doi.org/10.1007/s11881-021-00239-9>
- [9] Sun, X., Zhang, Z., Marks, R., Karas, Z., Eggleston, E., Nickerson, N., **Yu, C. L.**, Wagley, N., Hu X., Caruso, V., Chou, T-L., Satterfield, T., Tardif, T., & Kovelman, I. (2022). Morphological and phonological processing in English monolingual, Chinese-English bilingual, and Spanish-English bilingual children: An fNIRS neuroimaging dataset. *Data in Brief*, 42, 108048. <https://doi.org/10.1016/j.dib.2022.108048>
- [8] Sun, X., Zhang K., Marks, R., Nickerson, N., Eggleston, R., **Yu, C. L.**, Chou., T., Tardif, T., & Kovelman, I. (2022). What’s in a word? Cross-linguistic influences on Spanish-English and Chinese-English bilingual children’s word reading development. *Child Development*, 93(1), 84-100. <https://doi.org/10.1111/cdev.13666>
- [7] **Yu, C. L.**, Kovelman, I., & Wellman, H. M. (2021). How bilingualism informs us about theory of mind development. *Child Development Perspectives*, 15(3), 154-159. <https://doi.org/10.1111/cdep.12412>
- [6] **Yu, C. L.**, Stanzione, C. M., Wellman, H. M., & Lederberg, A. R. (2021). Theory of mind development in young deaf children with early hearing provisions. *Psychological Science*, 32(1), 109-119. <https://doi.org/10.1177/0956797620960389>
- [5] **Yu, C. L.**, Chen, C. C., Yang, Z. Y., & Chou, T. L. (2020). Multi-time points analysis: A time course analysis with functional near-infrared spectroscopy. *Behavior Research Methods*, 52(4), 1700–1713. <https://doi.org/10.3758/s13428-019-01344-9>
- [4] Chen, D. Y., **Yu, C. L. (co-first)**, Su, C. W., Liao, K. H., & Hsiao, H. Y. (2019). Cognitive abilities in the game of go during the opening, middle, and endgame Phases: When experimental psychology meets artificial intelligence. *Chinese Journal of Psychology*, 61(3), 173-196. [https://doi.org/10.6129/CJP.201909_61\(3\).0001](https://doi.org/10.6129/CJP.201909_61(3).0001)

- [3] **Yu, C. L.**, & Chou, T. L. (2018). A dual route model of empathy: A neurobiological perspective. *Frontiers in Psychology*, 9(2212), 1-5. <https://doi.org/10.3389/fpsyg.2018.02212>
- [2] **Yu, C. L.**, & Sheu, C. F. (2018). EFAshiny: An user-friendly shiny application for exploratory factor analysis. *Journal of Open Source Software*, 3(22), 567. <https://doi.org/10.21105/joss.00567>
- [1] **Yu, C. L.**, Wang, M. Y., & Hu, J. F. (2016). Valence processing of first impressions in the dorsomedial prefrontal cortex: a near-infrared spectroscopy study. *NeuroReport*, 27(8), 574-579. <https://doi.org/10.1097/WNR.0000000000000571>

Working Papers (available upon request)

- [3] **Yu, C. L.**, & Wellman, H. M. (*Under Revision*). Where do differences in theory-of-mind development come from? An agent-based model of social interaction and theory-of-mind.
- [2] **Yu, C. L.**, Eggleston, R., Zhang, K., Nickerson, N., Sun, X., Marks, R., Hu, X.S., Brennan, J.R., Wellman, H. M., & Kovelman, I. (*Under Revision*) Neural processing of children's theory of mind in a naturalistic story-listening paradigm.
- [1] **Yu, C. L.**, Lee, S., Wellman, H. M., & Olson S. L. (*Under Revision*). Theory of mind and executive function underlie childhood psychotic symptoms.

Selected Talks and Presentations

- [12] **Yu, C. L.**, Stanzione, C. M., Branum-Martin, L., Wellman, H. M., & Lederberg, A. R. (2023, March). *Theory of mind development in deaf children: The effects of language exposure and usage*. Poster presented at the 2023 Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City.
- [11] **Yu, C. L.** & Wellman, H. M. (2023, March). *Where do differences in theory-of-mind development come from? An agent-based model of social interaction and theory-of-mind*. Poster presented at the 2023 Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City.
- [10] **Yu, C. L.**, Eggleston, R., Kovelman, I., & Brennan, J. (2022, April). *Using functional near-infrared spectroscopy to study developmental aspects of naturalistic narrative comprehension*. Symposium presentation at the 2022 Biennial Meeting of the Cognitive Development Society (CDS), Madison.
- [9] **Yu, C. L.** & Wellman, H. M. (2022, April). *Young children treat puppets (and dolls and pictures) like real persons*. Poster presented at the 2022 Biennial Meeting of the Cognitive Development Society (CDS), Madison.
- [8] **Yu, C. L.**, Heng, J., & Wellman, H. M. (2021, April). *A meta-analysis of progressions in theory-of-mind understandings: Theory of mind scale findings across different contexts - an initial exploration*. Symposium presentation at the 2021 Biennial Meeting of the Society for Research in Child Development (SRCD), Virtual.
- [7] **Yu, C. L.**, Lee, S., Wellman, H. M., & Olson S. L. (2021, April). *Theory of mind and executive function underlie childhood psychotic symptoms*. Poster presented at the 2021

Biennial Meeting of the Society for Research in Child Development (SRCD), Virtual.

- [6] **Yu, C. L.**, Sun, X., Zhang, K. H., Kim, J., Marks, R., Nickerson, N., & Kovelman, I. (2020, October). *Cross-language neural interconnection of phonological awareness and morphological awareness in simultaneous Chinese-English bilingual children*. Poster presented at the 12th Annual Meeting of Society for the Neurobiology of Language (SNL), Virtual.
- [5] **Yu, C. L.**, Lee, S. H., Chen T., & Liao, C. C. (2019, June). *The influence of family reading history on Chinese classifier processing: An fMRI study*. Poster presented at the 2019 Annual Meeting of the Organization for Human Brain Mapping (OHBM), Rome.
- [4] **Yu, C. L.**, Lee, S. H., Gau S., & Chou, T. L. (2018, June). *Aberrant neural organization of theory of mind in youths with autism*. Poster presented at the 2018 Annual Meeting of the Organization for Human Brain Mapping (OHBM), Singapore.
- [3] **Yu, C. L.**, & Sheu, C. F. (2017, November). *EFAshiny: A shiny application for exploratory factor analysis*. Poster presented at 47th annual meeting of the Society for Computers in Psychology (SCiP), Vancouver.
- [2] **Yu, C. L.**, Causeur, D., Shen, I. H., & Sheu, C. F. (2016, November). *Using R to explore ERP data*. Symposium presentation at the 46th annual meeting of the Society for Computers in Psychology (SCiP), Boston.
- [1] **Yu, C. L.**, Wang, M. Y., Chen, P. W., Yap, J. Y., Chang, J. S., Hsiao, Y. R., & Hu, J. F (2015, July). *Using false-belief task to explore the effect of empathy situation on theory of mind function*. Poster presented at the 37th Annual Cognitive Science Society Meeting (CogSci), Pasadena.

Awards and Honors

2023	Rackham Predoctoral Fellowship (\$36,084 USD)
2019-2023	Taiwan Government Ph.D. Scholarship for Studying Abroad: 4 years funding for studying Ph.D. in the United States (\$188000 USD)
2023	Hagen-Stevenson Dissertation Research Award (\$1500 USD)
2023	University of Michigan Psychology Dissertation Grant (\$1000 USD)
2021-2023	Funding for the Summer Program in Quantitative Methods of Social Research (\$9200 USD)
2023	Society for Research in Child Development (SRCD) Graduate Student Travel Award (\$300 USD)
2023	Rackham Conference Travel Grant (\$900 USD)
2021	The Inter-university Consortium for Political and Social Research (ICPSR) Diversity Scholarship (\$2500 USD)
2021	The Lorraine Nadelman Early Graduate Student Research Award (\$500 USD)

2021	Rackham International Student Fellowship and the Chia-Lun Lo Fellowship (\$10000 USD)
2020	Rackham Precandidate Graduate Student Research Grant (\$1500 USD)
2020	Best Paper Award for <i>Chinese Journal of Psychology</i> in 2019 Academic Year
2019	Weinberg Institute for Cognitive Science Graduate Fellowship (\$12028 USD)
2018	Best Paper Award for the Annual Meeting of Taiwanese Society of Child and Adolescent Psychiatry (\$5000 NTD)
2018	Taiwan Ministry of Science and Technology International Conference Travel Grant (\$40000 NTD)
2016	National Cheng Kung University President Wei-Noon Wang Memorial Scholarship (\$12000 NTD)
2015	Outstanding Student for Academic Achievement at National Cheng Kung University (\$1000 NTD)
2015	Taiwan Ministry of Science and Technology Research Scholarship (\$45000 NTD)

Teaching

2023	Guest Instructor, Introduction to Cognitive Neuroscience (EDUC 591, EDUC 791)
2022	Primary Instructor, Statistics and Data Analysis (MSPICED)
2021	Graduate Student Instructor, Psychometric Theory (PSYCH 707)
2020	Graduate Student Instructor, Introduction to Developmental Psychology (PSYCH 250)
2019	Teaching Assistant, Psychology and Modern Life (GEC 120301)
2018	Teaching Assistant, Brain and Language (PSY 5274)
2017	Teaching Assistant, General Psychology (PSY 1005)
2016	Teaching Assistant, Cognitive Neuroscience (PSY 3201)
2016	Teaching Assistant, Assessment Practicum Developmental Psychology (CS7299, CS27033)
2016	Teaching Assistant, Seminar on Emotion and Memory (CS7029, CS27030)

Ad-Hoc Journal Reviewer

Advances in Methods and Practices in Psychological Science, Journal of Experimental Child Psychology, Developmental Psychology, Journal of Psychosocial Oncology, International Journal of Bilingualism