

Curriculum Vitae of Prof. Dr. Wenxin ZHANG

Experience

- 1989/09-1992/07** M.S. in General Psychology, Shandong Normal University
- 1995/09-1998/07** Ph.D. in Developmental and Educational Psychology, Shandong Normal University
- 1992/07-1999/09** Lecturer and associate professor, Department of Education, Shandong Normal University
- 1999/10-2006/10** Deputy Dean, Dean, Professor, and PhD supervisor, School of Educational Science, Shandong Normal University
- 2006/10-2011/11** Dean, Professor, and Doctoral supervisor, School of Psychology, Shandong Normal University
- 2011/11-2022/12** Vice President, Professor, and PhD supervisor, Shandong Normal University
- 2023/01-2025/xx** Professor, and PhD supervisor, Shandong Normal University
- 2025/xx-present** Dean, Professor, and PhD supervisor, Faculty of Psychology, Shandong Normal University

Research Field

- Psychological and Behavioral Development of Child and Adolescent
- School Bullying Prevention and Intervention
- Developmental Psychopathology
- Developmental Behavioral Genetics

Honor

- Head of the National *Huang Danian-style* Teaching Team (2022)
- Shandong Province Outstanding Graduate Supervisor Team (2021)
- Shandong *Huang Danian-Style* Teaching Team (2021)
- Shandong Provincial Distinguished Scholar in Social Sciences of Shandong(2018)
- China's Outstanding Humanities and Social Sciences Scholar (2008, 2011)
- Shandong Provincial Outstanding Early- and Middle-career Experts (2006-2010)
- Distinguished Professor in Shandong Provincial Taishan Scholar Project (2005-2010)
- Shandong Provincial Prosperity and Development Labor Medalist (2006)
- Member of the Teaching Guidance Committee for Psychology Programs under the Ministry of Education (present)
- Fellow of the Chinese Psychological Society (present)
- Standing Council Member of the Chinese Psychological Society (present)
- the chair of the Professional Committee of the Prevention and Intervention of School Bullying and Violence branch under the Chinese Psychological Society (present)

Funded Research Project as PI

- Science and Technology Innovation 2030 “Brain Science and Brain-like Research” Major

Project: *Cohort Study on Brain and Intelligence Development of Chinese School-age Children - Cohort Construction at Shandong Normal University* (2021ZD0200516).

- The Natural Science Foundation of China Project: *The Epigenetic Mechanism for the Influence of Genes and Family Adversity on Children's Antisocial Behavior: A Longitudinal Study* (32071073).
- The “Thirteenth five-year plan” Project of the National Educational Science: *The Development of Educational Psychology Discipline in the “14th Five-Year Plan” Period* (WBA200003).
- Key Projects of Philosophy and Social Sciences Research of Ministry of Education of China: *Prevention and Intervention of School Bullying in Primary and Secondary Schools* (17JZD058).
- The Natural Science Foundation of China Project: *The Dynamic Influence of Polygene and Environment on Early Adolescent Depression and the Mediation Mechanism* (31671156).
- Key Project of Philosophy and Social Science of Ministry of Education of China: *The Model, Index System, and the Levels of Performance of Key Competence among Primary School Students in China* (13JZDW007).
- Special Project from Humanities and Social Sciences of Ministry of Education of China: *Research on Future-Orientated Education Quality and the Evaluation* (17JF020).
- Special Project of the Doctoral Program of Higher Education: *The Influences of Dopaminergic Genes and Family Environmental Factors on Early Adolescent Depression* (20133704110001).
- The Natural Science Foundation of China Project: *The Effect of Gene and Environment on Depression Among Early Adolescents: A Longitudinal Study* (31271105).
- The Natural Science Foundation of Shandong Province of China: *Genetic and Family Environmental Influences and Mechanism on Children's Proactive and Reactive Aggression* (ZR2010CM006).
- Canada's Social Sciences and Humanities Research Council (SSHRC): *Network of Centers of Excellence for Children and Youth in Challenging Contexts*.
- The National Natural Science Foundation of China: *Genetic and Family Environmental Influences and Mechanism on Children's Aggression* (30970905).
- Key Project of Key Research Institute of Humanities & Social Science of Ministry of Education of China: *A Study on the Pathways of Educational Reform of Juvenile Delinquents Based on Psychological Guidance* (08JJDXXLX270).
- The “Eleventh five-year plan” Project of Educational Science, Ministry of Education of China: *The Relationship Between Bullying/Victimization and Peer Context among Primary and Junior Middle School Children* (DBA070073).
- Special Project for Fundamental Research of the Ministry of Science and Technology of China (973 Project) – Sub-project: *A Survey on the Developmental Characteristics of Chinese Children and Adolescents—The Database Construction of the Psychological Developmental Characteristics of Children and Adolescents in Lixia District of Jinan, Jiaozhou of Qingdao, and Lanshan District of Rizhao in Shandong Province*.
- The “Eleventh five-year plan” Project of the Humanities and Social Science of the Ministry of Education of China: *Future Orientation Among High School Adolescents in Urban and Rural China* (07JAXLX002).

- The Natural Science Foundation of China Project: *Aggression and Peer Victimization Among Children: Developmental Trajectories, Stability and Gender Differences* (30570612).
- Sub-project of the National Science and Technology Basic Work Special Project “Survey on the Psychological Development Characteristics of Chinese Children and Adolescents (2006FY110400)”, *Social 1-30-15, Discussion of the Indicator System for the Social/Emotional/Behavioral Domain, and Development of Assessment Tools for Positive Behavior, Problem Behavior, and Key Environmental Variables*.
- Canada’s Social Sciences and Humanities Research Council (SSHRC): *Negotiating Resilience: Protective Processes of Children in Transition across Cultures and Contexts*.
- The Natural Science Foundation of Shandong Province of China: *The Neurophysiological and Cognitive Bases of Children’s Aggressive Behavior* (Y2003D01).
- The “Tenth five-year plan” Project of the National Educational Science: *Bullying Among Primary and Junior Middle School Children and Its Intervention* (DBA010175).
- The “Tenth five-year plan” Project of the Humanities and Social Science of the Ministry of Education: *A Survey on the Relationships Between Children’s Bullying, Social Cognition and the Personality Characteristics* (01JAXLX015).

Selected Publications

Monographs

Zhang, W. X., & Ji, L. Q. (2025). Dan Olweus and School Bullying Research in China: Impact and New Forms of Progress. In Artinopoulou, V., Smith, P. K., Limber, S. P., & Breivik, K. (Eds.), *School Bullying and The Legacy of Dan Olweus* (pp. 147–172). John Wiley & Sons, Inc.

Olweus, D. (2024). Bullying at school: What we know and what we can do. (**Zhang, W. X.** Trans.). (Original work published 1993) [Olweus, D. (2024). Bullying at school: What we know and what we can do. Blackwell Publishing.]

Zhang, W. X. (2022). *Shandong Province Mental Health Education Guide for Primary and Secondary Schools*. Beijing Normal University Pressing.

Zhang, W. X., Chen, L., & Chen, G. H. (2016). Research on school bullying in mainland China. In Smith P. K., Kwak, K., & Toda Y. (Eds.), *School Bullying in Different Cultures: Eastern and Western Perspectives* (pp. 113–132). Cambridge University Press.

Zhang, W. X. (2016). Intervention against bullying in mainland China. In Smith P. K., Kwak, K., & Toda Y. (Eds.), *School Bullying in Different Cultures: Eastern and Western Perspectives* (pp. 365–375). Cambridge University Press.

Ji, L. Q., **Zhang, W. X.**, & Jones, K. (2016). Children’s experience of and attitudes towards bullying and victimization: A cross-cultural comparison between China and England. In Smith P. K., Kwak, K., & Toda Y. (Eds.), *School Bullying in Different Cultures: Eastern and Western Perspectives* (pp. 170–188). Cambridge University Press.

- Lerner, R. M., & Steinberg, L. (2015). *Handbook of Adolescent Psychology* (Zhang, W. X, Trans.). (Original work published 2009) [Lerner, R. M., & Steinberg, L. (2009). *Handbook of Adolescent Psychology* Third Edition. Wiley & Sons, Inc.]
- Lerner, R. M. (2011). *Concepts and Theories of Human Development*. (Zhang, W. X, Trans.). (Original work published 2002) [Lerner, R. M. (2002). *Concepts and Theories of Human Development*. London: Lawrence Erlbaum Associates].
- Zhang, W. X., Ji, L. Q., & Dong, H. Q. (Eds.). (2006). *Bullying Among Primary and Secondary School Students and Intervention Strategies*. Shandong People's Publishing House.
- Zhang, W. X., & Gu, C. H. (Eds.). (2004). *Psychology of Creativity Development*. Anhui Education Press.

Papers in English

- Wang, Z., Zhang, L.*, Ji, L., Chen, L., Zhang, K., Cao, Y., & Zhang, W. X*. (2026). Neurodevelopmental Associations Linking Subtypes of Bullying Victimization to Internalizing and Externalizing Problems in Childhood and Adolescence. *Developmental Cognitive Neuroscience*, 81, 101803. <https://doi.org/10.1016/j.dcn.2026.101803>.
- Ding, W., Zhang, J., Chen, L., * Ji, L., & Zhang, W. X*. (2026). More friends, better friends, or vice versa? An exploration of bidirectional associations between friendship quantity and quality from early to middle adolescence. *Journal of Youth and Adolescence*, Advance online publication. <https://doi.org/10.1007/s10964-026-02388-9>.
- Chen, E., Zhang, X., Sang, Y., Zhu, L., Wang, H., & Zhang, W. X. (2026). Children' s automatic processing of adult face aggression cues. *Neuropsychologia*, 221, 109330. <https://doi.org/10.1016/j.neuropsychologia.2025.109330>.
- Ji, L., Wang, L., Ma, J., Deater-Deckard, K., & Zhang, W. X.* (2025). Longitudinal Associations Between Aggression and Depression Across Late-Childhood to Mid-Adolescence: A Test of Failure Pathways. *Journal of Clinical Child & Adolescent Psychology*, Advanced Online. <https://doi.org/10.1080/15374416.2025.2541354>.
- Ma, J., Liu, X., Pan, T., Ji, L.*, & Zhang, W. X. (2025). Developmental Changes in the structure of executive function from early to late adolescence. *Journal of Youth and Adolescence*, Advanced Online. <https://doi.org/10.1007/s10964-025-02293-7>.
- Yang, Y., Liu, C., Chen, P., Sun, S., Zhang, H., Wang, M., & Zhang, W. X. (2025). Independent, Multiplicative, and Cumulative Effects of Recent Stressful Life Events and Adverse Childhood Events on Depressive Symptoms among College Students: Moderation by the HPA-axis Multilocus Genetic Variation. *Journal of Youth and Adolescence*, 1–12. <https://doi.org/10.1007/s10964-025-02195-8>.

- Wu, Z., Zhang, D., Chen, L.,* & **Zhang, W. X.** (2025). Distinct patterns of parental involvement in Chinese families and preschoolers' social adjustment. *Frontiers in Psychology*, 16, 1616138. <https://doi.org/10.3389/fpsyg.2025.1616138>.
- Li, Z., Qin, J., Zhu, X., Wang, Y., **Zhang, W. X.**, Shen, D., & Xu, X.* (2025). Childhood trauma exposure, working memory updating, and exercise experience in adolescents with major depressive disorder. *BMC psychology*, 13(1), 1216. <https://doi.org/10.1186/s40359-025-03532-z>.
- Song, S., Wang, S., Gao, J., Zhu, L., **Zhang, W. X.**, Wang, Y., ... & Wang, K.* (2025). Predicting treatment response in individuals with major depressive disorder using structural MRI-based similarity features. *BMC psychiatry*, 25(1), 540. <https://doi.org/10.1186/s12888-025-06945-7>.
- Liu, X., Yang, Y., Chen, J., Zhang, Y., Wang, D., Lu, C., ... & **Zhang, W. X.** (2025). Large scale brain functional networks underlying non-suicidal self-injury behavior, addiction and functions in youth psychiatric disorders. *Journal of Affective Disorders*, 120552. <https://doi.org/10.1016/j.jad.2025.120552>.
- Liu, X., Pan, B., Salmivalli, C., **Zhang, W. X.**, & Ji, L. (2025). Choosing friends based on similarity or popularity? Friendship preferences of children exhibiting bullying and defending in late childhood. *International Journal of Behavioral Development*, 01650254251321416. <https://doi.org/10.1177/01650254251321416>.
- Liu, X., Zhang, Y., Chen, J., Xie, M., Pan, L., Hommel, B., ... & **Zhang, W. X.** (2025). Altered brain structure and function correlate with non-suicidal self-injury in children and adolescents with transdiagnostic psychiatric disorders. *Journal of Psychiatric Research*, 184, 17–26. <https://doi.org/10.1016/j.jpsychires.2025.02.051>.
- Zhang, J., Zhang, L., Ji, L., & **Zhang, W. X.** (2024). Factor Structure and Criterion Validity of the 15-item Network Relationship Inventory-Social Provisions Version (NRI-SPV-15) in Chinese Children and Adolescents. *School Mental Health*, 1–13. <https://doi.org/10.1007/s12310-024-09713-2>.
- Song, R., Chen, L., Zhang, L., Yu, F., & **Zhang, W. X.** (2023). Profiles and Developmental Transitions of Educational Future Orientation among Senior High School Students in China. *Journal of Youth and Adolescence*, 52, 2214–2229. <https://doi.org/10.1007/s10964-023-01806-6>.
- Lin, X., Cao, Y., Ji, L., & **Zhang, W. X.** (2021). Inhibitory control mediates the interaction between serotonin transporter gene (5-HTTLPR) and peer victimization on adolescent depressive symptoms. *Scientific Reports*, 11, 14640. <https://doi.org/10.1038/s41598-021-94267-5>.
- Rempel, S., Colzato, L., **Zhang, W. X.**, Wolff, N., Mückschel, M., & Beste, C. (2021). Distinguishing multiple coding levels in theta band activity during working memory gating processes. *Neuroscience*, 478, 11–23. <https://doi.org/10.1016/j.neuroscience.2021.09.025>.
- Pan, B., Zhang, L., Ji, L., Garandeau, C. F., Salmivalli, C., & **Zhang, W. X.** (2020). Classroom status hierarchy moderates the association between social dominance goals and bullying

- behavior in middle childhood and early adolescence. *Journal of Youth and Adolescence*, 49(11), 2285–2297. <https://doi.org/10.1007/s10964-020-01285-z>.
- Yang, Y., Chen, L., Zhang, L., Ji, L., & **Zhang, W. X.** (2020). Developmental Changes in Associations Between Depressive Symptoms and Peer Relationships: A Four-year Follow-up of Chinese Adolescents. *Journal of Youth and Adolescence*, 49(9), 1913–1927. <https://doi.org/10.1007/s10964-020-01236-8>.
- Wang, M., Tian, X., & **Zhang, W. X.** (2020). Interactions between the Combined Genotypes of 5-HTTLPR and BDNF Val66Met Polymorphisms and Parenting on Adolescent Depressive Symptoms: A Three-year Longitudinal Study. *Journal of Affective Disorders*, 265, 104–111. <https://doi.org/10.1016/j.jad.2020.01.064>.
- Zhao, B., Cao, Y., Zhang, L., & **Zhang, W. X.** (2020) Parenting Practices and Adolescent Effortful Control: MAOA T941G Gene Polymorphism as a Moderator. *Frontiers in Psychology*, 11, 60. <https://doi.org/10.3389/fpsyg.2020.00060>.
- Ji, L. Q., Pan, B., **Zhang, W. X.**, Zhang, L., Chen, L., & Deater-Deckard, K. (2019). Bidirectional associations between peer relations and attention problems from 9 to 16 years. *Journal of Abnormal Child Psychology*, 47(3), 381–392. <https://doi.org/10.1007/s10802-018-0440-8>.
- Zhao, J., Li, Q., Wang, L., Lin, L., & **Zhang, W. X.** (2019). Latent Profile Analysis of Left-behind Adolescents' Psychosocial Adaptation in Rural China. *Journal of Youth and Adolescence*, 48(6), 1146–1160. <https://doi.org/10.1007/s10964-019-00989-1>.
- Cao, C., Rijlaarsdam, J., van der Voort, A., Ji, L., **Zhang, W. X.**, & Bakermans-Kranenburg, M. J. (2018). Associations between dopamine D2 receptor (DRD2) gene, maternal positive parenting and trajectories of depressive symptoms from early to mid-adolescence. *Journal of Abnormal Child Psychology*, 46(2), 365–379. <https://doi.org/10.1007/s10964-019-00989-1>.
- Chen, G. H., Kong, Y. H., Deater-Deckard, K., & **Zhang, W. X.** (2018). Bullying victimization heightens cortisol response to psychosocial stress in Chinese children. *Journal of Abnormal Child Psychology*, 46(5), 1051–1059. <https://doi.org/10.1007/s10802-017-0366-6>.
- Cao, Y. M., Lin X. N., Chen, L., Ji, L. Q., & **Zhang, W. X.** (2018). The catechol-O-methyltransferase and dopamine transporter genes moderated the impact of peer relationships on adolescent depressive symptoms: A gene-gene-environment study. *Journal of Youth and Adolescence*, 47(11), 2468–2480. <https://doi.org/10.1007/s10964-018-0925-3>.
- Zhao, J. X., Sun, P., Wang, M. F., & **Zhang, W. X.** (2018). Left-behind adolescents' hopes and fears for the future in rural China. *Journal of Adolescence*, 63, 64–74. <https://doi.org/10.1016/j.adolescence.2017.11.015>.
- Li, Q., **Zhang, W.**, & Zhao, J. (2021). The longitudinal associations among grandparent-grandchild cohesion, cultural beliefs about adversity, and depression in Chinese rural left-behind children. *Journal of Health Psychology*, 26(1), 140–155. <https://doi.org/10.1177/1359105318803708>.
- Wang, M. P., Li, H. L., Deater-Deckard, K., & **Zhang, W. X.** (2018). Interacting effect of catechol-O-methyltransferase (COMT) and monoamine oxidase A (MAOA) gene polymorphisms, and stressful life events on aggressive behavior in Chinese male adolescents. *Frontiers in Psychology*, 9, 1079. <https://doi.org/10.3389/fpsyg.2018.01079>.
- Bi, X. W., Yang, Y. Q., Li, H. L., Wang, M. P., **Zhang, W. X.**, & Deater-Deckard, K. (2018). Parenting Styles and Parent-Adolescent Relationships: The Mediating Roles of Behavioral

- Autonomy and Parental Authority, *Frontiers in Psychology*, 9, 2187. <https://doi.org/10.3389/fpsyg.2018.02187>.
- Cui, L., Cong, F., Wang, J., **Zhang, W. X.**, Zheng, Y., & Hyönä, J. (2018). Effects of Grammatical Structure of Compound Words on Word Recognition in Chinese. *Frontiers in Psychology*, 9, 258. <https://doi.org/10.3389/fpsyg.2018.00258>.
- Chen, G. H., Zhang, W. J., **Zhang, W. X.**, & Deater-Deckard, K. (2017). A “defender protective effect” in multiple-role combinations of bullying among Chinese adolescents. *Journal of Interpersonal Violence*, 35(7-8), 1587–1609. <https://doi.org/10.1177/0886260517698278>.
- Zhang, W. X.***, Cao, C., Wang, M. P., Ji, L. Q., & Cao, Y. M. (2016). Monoamine oxidase A (MAOA) and catechol-O-methyltransferase (COMT) gene polymorphisms interact with maternal parenting in association with adolescent reactive aggression but not proactive aggression: Evidence of differential susceptibility. *Journal of Youth and Adolescence*, 45(4), 812–829. <https://doi.org/10.1007/s10964-016-0442-1>.
- Zhang, W. X.**, Chen, L., Yu, F., Wang, S., & Nurmi, J. E. (2015). Hopes and fears for the future among Chinese adolescents. *Journal of Research on Adolescence*, 25(4), 622–629. <https://doi.org/10.1111/jora.12166>.
- Zhang, W. X.**, Li, H. L., Gong, Y. M., & Ungar, M. (2013). Stressful events and depression among Chinese adolescents: The mitigating role of protective factors. *School Psychology International*, 34(5), 1–13. <https://doi.org/10.1177/0143034312472760>.
- Xu, J., Si, J. W., & **Zhang, W. X.** (2011). Distractors interfere with numerical estimation in Chinese college students as a function of field-dependent or field-independent cognitive style. *Psychological Reports*, 108(3), 825–842. <https://doi.org/10.2466/04.22.PR0.108.3.825-842>.
- Wang, Y. W., Lin, C. D., Liang, J., Wang, Y., & **Zhang, W. X.** (2011). Neural correlates of audio-visual modal interference inhibition investigated children by ERP. *Science China: Life Science*, 54(2), 194–200. <https://doi.org/10.1007/s11427-010-4127-9>.
- Xing, X. P., Wang, M. F., Zhang, Q., He, X. R., & **Zhang, W. X.** (2011). Gender differences in the reciprocal relationships between parental physical aggression and children’s externalizing problem behavior in China. *Journal of Family Psychology*, 25(5), 699–708. <https://doi.org/10.1037/a0025015>.
- Wang, Y. W., Liu, Y., Gao, Y. X., Chen, J., **Zhang, W. X.**, & Lin, C. D. (2008). False belief reasoning in the brain: An ERP study. *Science in China Series C: Life Sciences*, 51(1), 72–79. <https://doi.org/10.1007/s11427-008-0014-z>.
- Zhang W. X.**, & Fuligni, A. J. (2006). Authority, Autonomy, and Family Relationships among Adolescents in Urban and Rural China. *Journal of Research on Adolescence*, 16(4), 527–537. <https://doi.org/10.1111/j.1532-7795.2006.00506.x>.
- Fuligni, A. J., & **Zhang W. X.** (2004). Attitudes towards family obligation among adolescents in contemporary urban and rural China. *Child Development*, 75(1), 180–192. <https://doi.org/10.1111/j.1467-8624.2004.00662.x>.

Papers in Chinese (on *Acta Psychologica Sinica*)

- Wang, F., Chen, G. H., Chen, P. K., Zhi, N., Chang, Y., Xian, Y. M., **Zhang, W. X.** (2026).

- Punishing bullies, compensating victims, and rewarding defenders: Third-party behaviors from the perspective of bullying prevention and intervention. *Acta Psychologica Sinica*, 58(10), 2069-2081. <https://doi.org/10.3724/SP.J.1041.2026.2069>.
- Li, X., Ji, L. Q., Chi, X. H., Wang, S. R., **Zhang, W. X.**, Cao, Y. M. (2025). Dopaminergic genes moderated the association between peer rejection and adolescents' prosocial behavior: Parallel latent growth modeling analyses. *Acta Psychologica Sinica*, 57(4), 584-598. <https://doi.org/10.3724/SP.J.1041.2025.0584>.
- Cao, Y. M., Fang, H. C., Zhu, X. Y., Ji, L. Q., **Zhang, W. X.** (2023). Associations among brain-derived neurotrophic factor gene, peer relationships, and depression across early adolescence: Dynamic genetic effects. *Acta Psychologica Sinica*, 55(10), 1620-1636. <https://doi.org/10.3724/SP.J.1041.2023.01620>.
- Chen, G. H., Li, Y. H., Ding, W., Chen, J., Zhang, L., & **Zhang, W. X.** (2023). The association between transgressor's remorse and victim's forgiveness among young children: The activation effect of bystanders. *Acta Psychologica Sinica*, 55(9), 1441-1452. <https://doi.org/10.3724/SP.J.1041.2023.01441>.
- Lin, X. N., Cao, Y. M., **Zhang, W. X.**, & Ji, L. Q. (2023). The U-shaped relationship between dopaminergic genes and adolescent aggressive behavior: The moderating role of maternal negative parenting. *Acta Psychologica Sinica*, 55(4), 588-599. <https://doi.org/10.3724/SP.J.1041.2023.00588>.
- Liu, X. W., Pan, B., Chen, L., Li, T. F., Ji, L. Q., & **Zhang, W. X.** (2021). Healthy context paradox in the association between bullying victimization and externalizing problems: The mediating role of hostile attribution bias. *Acta Psychologica Sinica*, 53(2), 170-181. <https://doi.org/10.3724/SP.J.1041.2021.00170>.
- Tian, X. J., Cao, Y. M., & **Zhang, W. X.** (2020). The influence of maternal negative parenting, peer victimization and FKBP5 gene on adolescent depressive symptoms. *Acta Psychologica Sinica*, 52(12), 1407-1420. <https://doi.org/10.3724/SP.J.1041.2020.01407>.
- Chang, S. M., Guo, M. Y., Wang, J. M., Wang, L. X., & **Zhang, W. X.** (2020). The influence of school assets on the development of well-being during early adolescence: Longitudinal mediating effect of intentional self-regulation. *Acta Psychologica Sinica*, 52(7), 874-885. <https://doi.org/10.3724/SP.J.1041.2020.00874>.
- Wang, M. P., Zheng, X. J., Xia, G. Z., Liu, D. D., Chen, P., & **Zhang, W. X.** (2019). Association between negative life events and early adolescents' depression: The moderating effects of Catechol-O-methyltransferase (COMT) Gene Val158Met polymorphism and parenting behavior. *Acta Psychologica Sinica*, 51(8), 903-913. <https://doi.org/10.3724/SP.J.1041.2019.00903>.
- Cao, Y. M., & **Zhang, W. X.** (2019). The influence of dopaminergic genetic variants and maternal parenting on adolescent depressive symptoms: A multilocus genetic study. *Acta Psychologica Sinica*, 51(10), 1102-1115. <https://doi.org/10.3724/SP.J.1041.2019.01102>.

- Cao, C., Wang, M. P., Cao, Y. M., Ji, L. Q., & **Zhang, W. X.** (2017). The interactive effects of monoamine oxidase A (MAOA) gene and peer victimization on depressive symptoms in early adolescent boys: The moderating role of catechol-O-methyltransferase (COMT) gene. *Acta Psychologica Sinica*, 49(2), 206–218. <https://doi.org/10.3724/SP.J.1041.2017.00206>.
- Cao, Y. M., Wang, M. P., Cao, C., Ji, L. Q., & **Zhang, W. X.** (2017). The interaction between dopamine D2 receptor gene TaqIA polymorphism and peer victimization on early adolescent depression. *Acta Psychologica Sinica*, 49(1), 28–39. <https://doi.org/10.3724/SP.J.1041.2017.00028>.
- Cao, C., Wang, M. P., Ji, L. Q., Wei, X., Cao, Y. M., & **Zhang, W. X.** (2016). The MAOA rs6323 polymorphism interacts with maternal supportive parenting in predicting adolescent depression: Testing the diathesis-stress and differential susceptibility hypotheses. *Acta Psychologica Sinica*, 48(1), 22–35. <https://doi.org/10.3724/SP.J.1041.2016.00022>.
- Wang, M. P., **Zhang, W. X.**, & Chen, X. Y. (2015). The Interaction between rs6295 Polymorphism in the 5-HT1A Gene and Parenting Behavior on Early Adolescents' Depression: The Verification of Differential Susceptibility Model. *Acta Psychologica Sinica*, 47(5), 600–610. <https://doi.org/10.3724/SP.J.1041.2015.00600>.
- Wang, M. P., Ji, L. Q., & **Zhang, W. X.** (2015). Interaction Effects between rs6323 Polymorphism in the MAOA Gene and Peer Relationship on Early Depression among Male Adolescents. *Acta Psychologica Sinica*, 47(10), 1260–1268. <https://doi.org/10.3724/SP.J.1041.2015.01260>.
- Tian, L. M., **Zhang, W. X.**, & Chen, G. H. (2014). Effects of Parental Support, Friendship Quality on Loneliness and Depression: To Test An Indirect Effect Model. *Acta Psychologica Sinica*, 46(2), 238–251. <https://doi.org/10.3724/SP.J.1041.2014.00238>.
- Wang, M. P., & **Zhang, W. X.** (2014). Association between COMT Gene Rs6267 Polymorphism and Parent-Adolescent Cohesion and Conflict: the Analyses of the Moderating Effects of Gender and Parenting Behavior. *Acta Psychologica Sinica*, 46(7), 91–941. <https://doi.org/10.3724/SP.J.1041.2014.00931>.
- Cao, C., Wang, M. P., **Zhang, W. X.**, Ji, L. Q., Chen, L., & Chen, X. Y. (2014). Interaction between COMT Gene rs6267 Polymorphism and Maternal Parenting Behavior on Adolescents' Physical and Relational Aggression. *Acta Psychologica Sinica*, 46(10), 1486–1497. <https://doi.org/10.3724/SP.J.1041.2014.01486>.
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Academic Award

2000

- 2000 *Children Social Development* (monograph) — First Prize, Shandong Provincial Outstanding Social Science Achievements

2003

- 2003 *Children Social Development* (monograph) — Third Prize, National Outstanding Humanities and Social Sciences Research Awards

2004

- 2004 *Prevalence and Characteristics of School Bullying/Victimization* (academic paper) — Second Prize, Shandong Provincial Outstanding Social Science Achievements

2006

- 2006 *Prevalence and Characteristics of School Bullying/Victimization* (academic paper) — Second Prize, 3rd National Outstanding Educational Research Achievements
- 2006 *Relations Among Second-Order False Belief Understanding, Prosocial Behavior, and Peer Acceptance in Preschoolers* (academic paper) — Second Prize, Shandong Provincial Outstanding Social Science Achievements

2007

- 2007 *Authority, Autonomy, and Family Relationships Among Adolescents in Urban and Rural China* (academic paper) — First Prize, Shandong Provincial Higher Education Outstanding Research Achievements

2008

- 2008 *Authority, Autonomy, and Family Relationships Among Adolescents in Urban and Rural China* (academic paper) — Second Prize, Shandong Provincial Outstanding Social Science Achievements

2011

- 2011 *Adolescents' Autonomy Expectations, Attitudes Toward Parental Authority, and Parent-Child Conflict/Cohesion* (academic paper) — Second Prize, 4th National Outstanding Educational Science Research Achievements
- 2011 *Child Aggression and Peer Victimization: Developmental Trajectories, Stability, and Gender Difference* (academic paper) — Shandong Provincial Outstanding Social Science Achievements

2012

- 2012 *Association Between CHRM2 rs1824024 Polymorphism and Early Adolescent Depression* (academic paper) — Second Prize, 26th Shandong Provincial Social Science Outstanding Achievements

2014

- 2014 *Physical/Relational Victimization and Emotional Adjustment in Middle Childhood* (academic paper) — First Prize, Shandong Provincial Outstanding Social Science Achievements
- 2014 *Stressful Events and Depression among Chinese Adolescents: The Mitigating Role of Protective Factors* (academic paper) — First Prize, Shandong Provincial Higher Education Outstanding Research Achievements
- 2014 *Longitudinal Effects of Peer Victimization on Psychosocial Adjustment in Late Childhood* (academic paper) — Third Prize, Shandong Provincial Outstanding Social Science Achievements

2015

- 2015 *Peer Rejection and Aggression in Late Childhood: Mediating Roles of Self-Concept and Peer Beliefs* (academic paper) — Second Prize, 29th Shandong Provincial Social Science Outstanding Achievements
- 2015 *Developmental Trajectories and Gender Differences in Aggression During Middle-Late Childhood: Maternal Reports* (academic paper) — Third Prize, Shandong Provincial Outstanding Social Science Achievements
- 2015 *Peer Rejection/Acceptance and Psychological Adjustment in Rural Left-Behind Children: Roles of Parent-Child Cohesion and Adversity Beliefs* (academic paper) — Third Prize, Shandong Provincial Outstanding Social Science Achievements
- 2015 *Stressful Events and Depression among Chinese Adolescents: The Mitigating Role of Protective Factors* (academic paper) — Third Prize, 7th MOE Outstanding Humanities and Social Sciences Research Awards

2016

- 2016 *Research Report on Core Competencies for Chinese Student Development* (academic paper) — First Prize, 5th National Outstanding Educational Research Achievements

2017

- 2017 *The Dopamine D2 Receptor Polymorphism (DRD2 Taq1A) Interacts with*

Maternal Parenting in Predicting Early Adolescent Depressive Symptoms: Evidence of Differential Susceptibility and Age Differences (academic paper) — First Prize, Shandong Provincial Outstanding Social Science Achievements

2018

- 2018 *Monoamine Oxidase A (MAOA) and Catechol-O-Methyltransferase (COMT) Gene Polymorphisms Interact with Maternal Parenting in Association with Adolescent Reactive Aggression but Not Proactive Aggression: Evidence of Differential Susceptibility* (academic paper) — Second Prize, Shandong Provincial Outstanding Social Science Achievements

2020

- 2020 *The Dopamine D2 Receptor Polymorphism (DRD2 TaqIA) Interacts with Maternal Parenting in Predicting Early Adolescent Depressive Symptoms: Evidence of Differential Susceptibility and Age Differences* (academic paper) — Second Prize, 8th MOE Outstanding Scientific Research Awards (Humanities and Social Sciences)
- 2020 *Reconsidering Parenting in Chinese Culture: Subtypes, Stability, and Change of Maternal Parenting Style During Early Adolescence* (academic paper) — First Prize, Shandong Provincial Outstanding Social Science Achievements

2021

- 2021 *Developmental Changes in Longitudinal Associations Between Academic Achievement and Psychopathological Symptoms from Late Childhood to Middle Adolescence* (academic paper) — Second Prize, 6th National Outstanding Educational Research Achievements

2023

- 2023 *Developmental Trajectories of Chinese Adolescents' Relational Aggression: Associations with Changes in Social-Psychological Adjustment* (academic paper) — Second Prize, Shandong Provincial Outstanding Social Science Achievements

2024

- 2024 *Developmental Changes in Longitudinal Associations Between Academic Achievement and Psychopathological Symptoms from Late Childhood to Middle Adolescence* (academic paper) — First Prize, MOE Outstanding Scientific Research Awards (Humanities and Social Sciences)
- 2024 *Developmental Trajectories of Chinese Adolescents' Relational Aggression: Associations with Changes in Social-Psychological Adjustment* (academic paper) — Youth Achievement Award, MOE Outstanding Scientific Research Awards (Humanities and Social Sciences)

2025

- 2025 *The relationship between positive parenting and adolescent prosocial behaviour: The mediating role of empathy and the moderating role of the oxytocin receptor gene* (academic paper) — First Prize, Shandong Provincial Outstanding Social Science Achievements

2026

- 2026 *The association between transgressor's remorse and victim's forgiveness among young children: The activation effect of bystanders* (academic paper) — Third Prize, 10th

MOE Outstanding Scientific Research Awards (Humanities and Social Sciences)

Teaching Achievement Awards

2009

- 2009 *Construction of a Curriculum System for Adolescent Psychology* — Second Prize, Shandong Provincial Teaching Achievement Award for Graduate Education

2022

- 2022 *Demand-Driven, Integration of Science and Education, and International Cooperation: A Model for Cultivating Top-Tier Innovative Talent in Psychology under the 'Double First-Class' Initiative* — Second Prize, 9th Shandong Provincial Teaching Achievement Award (Higher Education Category)
- 2022 *Research, Development, and Validation of the Chinese 3H Evidence-Based Intervention Program for School Bullying* — First Prize, Shandong Provincial Teaching Achievement Award

2025

- 2025 *Construction and Implementation of a 'Four-in-One' Training Model for Cultivating Top Innovative Talents in Psychology at Local Universities* — Special Prize, 10th Shandong Provincial Teaching Achievement Award in Higher Education (Graduate Level)