

## Jin Hyung Lim, M.A.

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### EDUCATION

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- 2022–Present    **Ph.D. Candidate in Education, School Psychology**  
School Psychology Program (APA-Accredited, NASP-Approved), School of Education, University of California, Berkeley  
Current GPA: 4.0/4.0 (100%)
- Disseration (proposed): *Advancing the Conceptualization and Application of Transformative Social and Emotional Learning (TSEL): A Focus on Teachers as Implementers and Learners*  
Committee: Drs. Chunyan Yang (Chair), Frank C. Worrell, & Jose Eos Trinidad
- 2019–2022    **M.A. in Education, Special Education**  
Interdisciplinary Program in Special Education, College of Education, Seoul National University  
(*A Leave of Absence for Military Duty: December 2019–August 2021*)  
GPA: 4.3/4.3 (100%)  
Advisor: Dongil Kim, Ph.D.
- Teacher's Certificate (No. 25293): The Special School Regular Teacher (Grade II) of Education, Ministry of Education, Rep. of Korea
- 2015–2019    **B.A. in Education with Honors** (Summa Cum Laude)  
Department of Education, College of Education, Seoul National University  
GPA: 4.2/4.3 (98%)
- Teacher's Certificate (No. 23721): The Secondary School Regular Teacher (Grade II) of Education, Ministry of Education, Rep. of Korea

### RESEARCH INTERSTS

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Social and Emotional Learning, Asian American Mental Health, Multi-Tiered Systems of Support, Evidence-Based & Culturally Responsive Practices, Teacher Well-Being, Family-School Partnership, Scale Development and Validation

### SCHOLARSHIPS/AWARDS/HONORS

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- 2022–2027    **Overseas PhD Scholarship Program**  
Korea Foundation for Advanced Studies (KFAS), Seoul, Rep. of Korea
- 2022–2027    **Departmental Award**  
Berkeley School of Education, University of California, Berkeley, CA
- 2024–2025    **Conference Travel Grant** ( $n = 2$ )  
Graduate Division, University of California, Berkeley
- 2025    **TSP Graduate Student Scholarship**  
Trainers of School Psychologists
- 2025    **AERA SEL SIG Travel Award**  
Social and Emotional Learning Special Interst Group, American Education Research Association
- 2025    **Student Opportunity Fund (SOF) Grant**  
Associated Students of the University of California

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|---------------------------|--|
| 2024                      | <b>UC Berkeley Grad Slam Semi-Finalist (Top 8)</b><br>Graduate Division, University of California, Berkeley                        |
| 2024                      | <b>Professional Development Travel Award</b><br>Graduate Assembly, University of California, Berkeley                              |
| 2023                      | <b>Divison 16 Blue Ribbon Student Poster Awards (n = 2)</b><br>American Psychological Association, Division 16 (School Psychology) |
| 2021–2022                 | <b>Training Program for Overseas PhD Scholarship</b><br>Korea Foundation for Advanced Studies (KFAS), Seoul, Rep. of Korea         |
| 2015, 2019,<br>2021, 2022 | <b>Academic Achievement Awards (n = 4)</b><br>Seoul National University, Seoul, Rep. of Korea                                      |
| 2021                      | <b>Fulbright Graduate Student Program Award (declined)</b><br>Korean-American Educational Commission (KAEC), Seoul, Rep. of Korea  |
| 2019                      | <b>Summa Cum Laude (Ranked No.1 from the top in dept.)</b><br>Seoul National University, Seoul, Rep. of Korea                      |
| 2018                      | <b>So-Mang Scholarship</b><br>The So-Mang Presbyterian Church, Seoul, Rep. of Korea  |
| 2015–2017                 | <b>National Scholarships (n = 5)</b><br>Korea Student Aid Foundation, Daegu, Rep. of Korea   |

## RESEARCH GRANTS (Total: \$16,000)

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5. NASP Graduate Student Research Grant (\$1,000)  
Funding Agency: National Association of School Psychologists (NASP)  
Project Title: *Understanding Teachers' Transformative Social and Emotional Learning (TSEL) Competencies: A Comparative Analysis between Racial/Ethnic Minority and Non-Minority Teachers*  
Role: **Principal Investigator**  
Funding Period: December 2024 – November 2026
4. Greater Good Science Center Graduate Fellowship (\$8,000)  
Funding Agency: Greater Good Science Center, University of California, Berkeley  
Project Title: *The Role of Transformative Social and Emotional Learning (TSEL) Competencies in Teachers' Well-being and Culturally Responsive Practices: A Multigroup Analysis between Racial/Ethnic Minority and Non-Minority Teachers*  
Role: **Principal Investigator**  
Funding Period: September 2024 – May 2026
3. National Early Childhood Policy Research Fellowship (\$2,500)  
Funding Agency: Institute of Human Development, University of California, Berkeley  
Project Title: *Supporting Early Children with Sickle Cell Disease: Toward a Child Policy for Educational and Health Equity*  
Role: **Principal Investigator**  
Funding Period: November 2024 – May 2025
2. Center for Race and Gender Student Research Grant (\$500)  
Funding Agency: Center for Race and Gender, University of California, Berkeley  
Project Title: *Transformative Social and Emotional Learning (TSEL) Competencies as Job Resources for Teachers of Color: Their Associations with Teacher Well-Being and Classroom Management*  
Role: **Principal Investigator**  
Funding Period: December 2024 – May 2025

1. Asian American Research Grant (\$4,000)  
Funding Agency: Asian American Research Center, University of California, Berkeley  
Project Title: *Changes in Mental Health and School Adjustment of Chinese American Adolescents during COVID-19: The Ongoing Impact of Daily Discrimination.*  
Role: **Principal Investigator**  
Funding Period: December 2022 – November 2023

## PEER-REVIEWED ARTICLES

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- \* denotes an article published as a lead author (i.e., first or corresponding author):  $n = 17$  (85.0%)
- 20.\* **Lim, J. H.**, & Yang, C. (in press). Mental health profiles of Chinese American adolescents and their social-emotional and academic correlates: A dual-factor model analysis. *Asian American Journal of Psychology*. Advance online publication. <https://doi.org/10.1037/aap0000375>
  - 19.\* **Lim, J. H.**, & Yang, C. (in press). Short-term longitudinal changes in mental health problems and school engagement of Chinese American adolescents during the COVID-19 pandemic: A latent transition analysis. *Child Psychiatry & Human Development*. Advance online publication. <https://doi.org/10.1007/s10578-025-01827-1>
  - 18.\* Kim, D., **Lim, J. H.**, Song, P., & Kim, H. E. (2025). A person-centered approach to investigating the effectiveness of individualized reading interventions based on the response-to-intervention model in South Korea. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-025-07579-4>
  17. Yang, C., **Lim, J. H.**, Lin, X., Rho, E., & Dong, Q. (2025). An initial validation of transformative social and emotional learning (SEL) competencies scale among Asian American Pacific Islander (AAPI) teachers. *School Psychology Review*, 54(2), 250–265. <https://doi.org/10.1080/2372966X.2024.2355670>
  - 16.\* **Lim, J. H.**, Rho, E., & Yang, C. (2024). Evidence-based practices of culturally responsive social and emotional learning (SEL) programs: A systematic review and meta-analysis. *School Psychology Review*, 1–16. Advance online publication. <https://doi.org/10.1080/2372966X.2024.2432853>
  15. An, J., Choi, S., & **Lim, J. H.** (2024). Peer relationship instructions in inclusive educational settings in Korea: A meta-analysis. *Asia Pacific Education Review*. Advance online publication. <https://doi.org/10.1007/s12564-024-09971-4>
  - 14.\* An, J., & **Lim, J. H.** (2024). Research trends on pre-service education teachers' professionalism in inclusive education. *Journal of Learner-Centered Curriculum and Instruction*, 24(11), 1–13. <https://doi.org/10.22251/jlcci.2024.24.11.1> [Korean]
  - 13.\* **Lim, J. H.**, & Jeon, Y. (2023). A moderating role of student-teacher relationships in the effect of aggression on school and cyberbullying behaviors. *Journal of Emotional & Behavioral Disorders*, 39(4), 55–73. <https://doi.org/10.33770/JEBD.39.4.4> [Korean]
  - 12.\* An, J., & **Lim, J. H.** (2023). A meta-analysis on the effect of special education lecture for pre-service inclusive education teachers. *Journal of Special Education*, 30(2), 1–24. <https://doi.org/10.34249/jse.2023.30.2.001> [Korean]
  11. Kim, D., Kim, W.-H., **Lim, J. H.** (2023). Exploration of composition and activity of lifelong liberal education program for people with developmental disabilities. *Journal of Special Education & Rehabilitation Science*, 62(2), 59–86. <http://dx.doi.org/10.23944/Jsers.2023.06.62.2.3> [Korean]
  - 10.\* Kim, D., **Lim, J. H.**, & An, J. (2022). The quality and effectiveness of social-emotional learning (SEL) intervention studies in Korea: A meta-analysis. *PLoS ONE*, 17(6), Article e0269996. <https://doi.org/10.1371/journal.pone.0269996>
  - 9.\* Kim, D., & **Lim, J. H.** (2022). Risk profiles of Korean adolescents in relations with contextual factors: Implications for multi-tiered systems of support. *Frontiers in Psychiatry*, 13, Article 796928. <https://doi.org/10.3389/fpsy.2022.796928>

- 8.\* **Lim, J. H.** (2022). A moderating effect of parental support on relationship between social competences and school bullying victimization. *Journal of Emotional & Behavioral Disorders*, 38(3), 169–186. <https://doi.org/10.33770/JEBD.38.3.8> [Korean]
- 7.\* Kim, D., **Lim, J. H.**, Lee, G., & Kim, H. (2022). An orthographic error analysis on writing based on phonological awareness of students at-risk for dyslexia. *Journal of Special Education*, 29(1), 139–162. <https://doi.org/10.34249/jse.2022.29.1.139> [Korean]
- 6.\* Kim, D., & **Lim, J. H.** (2021). The effect of home and school environment on self-concept type of middle school low achievers. *The SNU Journal of Education Research*, 30(1), 1–24. <https://scholar.kyobobook.co.kr/article/detail/4010028201499> [Korean]
- 5.\* Kim, D., & **Lim, J. H.** (2021). The effects of spelling instructions on students with learning disabilities and low achieving students: A meta-analysis on single case studies in Korea. *The Journal of Special Children Education*, 23(1), 1–29. <http://dx.doi.org/10.21075/kacs.2021.23.1.1> [Korean]
- 4.\* Kim, D., & **Lim, J. H.** (2020). The mediating effect of mental health problems on correlation between self-concept and school adjustment of adolescents: Multi-group analysis between low achievers and students without disabilities. *Korean Journal of Learning Disabilities*, 17(3), 107–128. <https://doi.org/10.47635/KJLD.2020.17.3.107> [Korean]
- 3.\* Kim, D., **Lim, J. H.**, & An, J. (2020). A meta-analysis on effects of sociality interventions for individuals with intellectual disabilities. *Journal of Intellectual Disabilities*, 22(4), 1–25. <http://dx.doi.org/10.35361/KJID.22.4.1> [Korean]
- 2.\* **Lim, J. H.** (2020). Mental health of middle school low achieving students and the impact of personal and environmental variables. *Journal of Learner-Centered Curriculum and Instruction*, 20(23), 377–403. <http://dx.doi.org/10.22251/jlcci.2020.20.23.377>
- 1.\* Kim, D., Lee, M., An, J., Choi, S., & **Lim, J. H.** (2020). Effects of life-centered transition program for students with developmental disabilities: A meta-analysis on group-designed studies in Korea. *Journal of Intellectual Disabilities*, 22(1), 1–26. <http://dx.doi.org/10.35361/KJID.22.1.1> [Korean]

## CONFERENCE PRESENTATIONS

Presentations delivered as a first author:  $n = 16$  (59.3%)

27. **Lim, J. H.** (Scheduled 2025, August 7–9). *Early children with sickle cell disease: Implications for school psychology practice and policy* [Poster presentation]. The American Psychological Association Convention 2025, Denver, CO.
26. **Lim, J. H.**, & Yang, C. (Scheduled 2025, August 7–9). *Ecological factors affecting teachers' transformative social and emotional learning: A case study* [Poster presentation]. The American Psychological Association Convention 2025, Denver, CO.
25. Yang, C., Rho, E., **Lim, J. H.**, & Cheung, R. (Scheduled 2025, April 23–27). Principals' compassion fatigue and compassion satisfaction: Job demands and resources analysis during the post-pandemic recovery. In Hacifazlioglu, O. (chair), *Cultivating resilience during challenging times: Stories of underrepresented and marginalized leaders* [Symposium]. 2025 American Educational Research Association Annual Meeting, Denver, CO.
24. Rho, E., **Lim, J. H.**, & Yang, C. (Scheduled 2025, April 23–27). *Navigating the first year: Exploring the professional and social support systems for new teachers* [Poster presentation]. 2025 American Educational Research Association Annual Meeting, Denver, CO.
23. **Lim, J. H.**, Rho, E., & Yang, C. (2025, February 18–21). *A systematic review and meta-analysis of culturally responsive SEL programs* [Paper presentation]. The National Association of School Psychologists 2025 Annual Convention, Seattle, WA.
22. **Lim, J. H.**, & Yang, C. (2025, February 18–21). *Role of family communication in Chinese American youth mental health* [Poster presentation]. The National Association of School Psychologists 2025 Annual Convention, Seattle, WA.

21. **Lim, J. H.** (2024, August 8–10). *Adopting a dual-factor model of mental health to better support Chinese American adolescents* [Psych Science-in-3 competition]. The American Psychological Association Convention 2024, Seattle, WA.  
**Final List (Top 12)**
20. **Lim, J. H.**, Kim, D., & Song, P. (2024, August 8–10). *A person-centered approach to examining the effectiveness of individualized reading interventions* [Poster presentation]. The American Psychological Association Convention 2024, Seattle, WA.
19. **Lim, J. H.**, & Worrell, F. C. (2024, August 8–10). *Basic psychological needs, identity, and time constructs contribute to school engagement* [Poster presentation]. The American Psychological Association Convention 2024, Seattle, WA.
18. **Lim, J. H.**, & Yang, C. (2024, May 23–26). *Marginalization of Chinese-American adolescents impacts their mental health and school engagement* [Poster presentation]. 2024 Association of Psychological Science Annual Conference, San Francisco, CA.
17. Zhu, L., & **Lim, J. H.** (2024, April 11–14). *A cross-country latent profile analysis of perceived meritocracy on the US, Finland, and China samples* [Poster presentation]. 2024 American Educational Research Association Annual Meeting, Philadelphia, PA.
16. **Lim, J. H.** (2024, February 13–17). *Research base of DBT STEPS-A: A DBT-based universal SEL program* [Poster presentation]. The National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
15. **Lim, J. H.**, & Yang, C. (2024, February 13–17). *Promoting Asian immigrant families' engagement in MTSS: Toward culturally informed practices* [Poster presentation]. The National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
14. **Lim, J. H.** (2024, February 16–17). *Training on consultee-centered consultation (CCC): A triple-supervision model* [Poster presentation]. The 2024 Annual Conference of the Trainers of School Psychologists, New Orleans, LA.
13. **Lim, J. H.** (2023, Aug 3–5). *What aspects of student-teacher relationship mitigate the positive associations of aggression on school- and cyber-bullying behaviors?* [IMPACT Datablitz]. The American Psychological Association Convention 2023, Washington, DC.  
**Mainstage Presentation at APA 2023**
12. **Lim, J. H.** (2023, August 3–5). *A developmental cascade model from parenting before schooling to school adjustment* [Poster presentation]. The American Psychological Association Convention 2023, Washington, DC.  
**2023 Blue Ribbon Student Poster Award, APA Division 16**
11. **Lim, J. H.** (2023, August 4). *A dual-factor model of Chinese American adolescents' mental health and its associations with school climate, learning engagement, and social emotional competencies* [Poster presentation]. The 2023 Student Research Forum, Student Affiliates in School Psychology, Washington, DC.
10. **Lim, J. H.**, & Yang, C. (2023, August 3–5). *Changes of Chinese American adolescents' mental health and school engagement during COVID-19* [Poster presentation]. The American Psychological Association Convention 2023, Washington, DC.  
**2023 Blue Ribbon Student Poster Award, APA Division 16**
9. Dong, Q., **Lim, J. H.**, Yang, C., Rho, E., Liu, B. (2023, August 3–5). *The impact of anti-Asian hate and racism-related stress on Asian American educators* [Poster presentation]. The American Psychological Association Convention 2023, Washington, DC.  
**2023 Blue Ribbon Student Poster Award, APA Division 16**
8. Dong, Q., **Lim, J. H.**, Carlos, E., Yang, C. (2023, August 3–5). *Racial/ethnic attitudes of Asian Americans and the impact of racism-related stress during COVID-19* [Poster presentation]. The American Psychological Association Convention 2023, Washington, DC.
7. Dong, Q., **Lim, J. H.**, Carlos, E., Yang, C. (2023, July 13–15). *Asian American educator's ethnic/racial identity attitudes and racism-related stress* [Poster presentation]. 2023 APA Division 45 Research Conference, San Diego, CA.

6. Yang, C., **Lim, J. H.**, Dong, Q., & Rho, E. (2023, April 13–16). *Multilevel latent profile analysis of school disciplinary techniques' associations with school bullying, engagement, and climate* [Paper presentation]. 2023 American Educational Research Association Annual Meeting, Chicago, IL.
5. **Lim, J. H.**, & Kim, D. (2022, October 20–21). *The structural relationship among self-perception in reading, self-perception in attention, and reading achievement: Multi-group analyses by achievement levels* [Poster presentation]. 22<sup>nd</sup> International Conference of Education Research, Seoul, Rep. of Korea.
4. Kim, D., Kim, H., Jeon, Y., Song, P., & **Lim, J. H.** (2022, October 20–21). *Initiation of Korean response-to-intervention model: The New Learning Program* [Poster presentation]. 22<sup>nd</sup> International Conference of Educational Research, Seoul, Rep. of Korea.
3. Kim, D., & **Lim, J. H.** (2021, October 20–22). *Social, emotional, behavioral, and academic risk patterns of Korean youth: Identification of high risk youth and its impacting factors* [Paper presentation]. 21<sup>st</sup> International Conference of Educational Research, Seoul, Rep. of Korea.
2. Kim, D., Kim, H., Shin, H. G., Kim, E., Cho, E., An, J., & **Lim, J. H.** (2019, April 19). *A mentoring program to support basic education guarantee* [Poster presentation]. 2019 Fair of the Council of Social Contribution Professors, Seoul, Rep. of Korea.
1. Kim, D., Lim, H., Cho, E., Moon, S., An, J., & **Lim, J. H.** (2019, April 19). *A program to support out-of-school youths with dyslexia in 2018* [Poster presentation]. 2019 Fair of the Council of Social Contribution Professors, Seoul, Rep. of Korea.

## RESEARCH EXPERIENCES

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| 2024–2025 | <p><b>Graduate Student Researcher</b></p> <p>Project: Youth Engagement Tool Development for California Friday Night Live Programs</p> <p>Innovations for Youth (i4Y), University of California, Berkeley</p> <p>Supervisor: Valerie B. Shapiro, Ph.D.</p> <ul style="list-style-type: none"> <li>Co-designed the focus group protocols, observation protocols, and photovoice protocols for youth about positive climate, positive emotional experiences, and the structures and routes of social and emotional learning implementation. Supported the design and creation of virtual micro-trainings on the protocols.</li> </ul> |
| 2022–2023 | <p><b>Graduate Student Researcher</b></p> <p>Project: Understanding and Improving Trauma-Informed Leadership and Teaching Practices in California's UPK Implementation</p> <p>PI: Chunyan Yang, Ph.D.</p> <ul style="list-style-type: none"> <li>Contributed to organizing a cross-sectional survey and making focus questions for interview</li> </ul>  |
| 2022      | <p><b>Lead Student Researcher</b></p> <p>Project: The Influence of Anti-Asian Racism and Asian-American Teachers' Wellbeing</p> <p>PI: Chunyan Yang, Ph.D., NCSP</p> <ul style="list-style-type: none"> <li>Proposed and conducted quantitative research using dataset</li> <li>Organized survey questions; Distributed survey; Maintained database</li> </ul>   |
| 2022      | <p><b>Research Assistant</b></p> <p>Project: Establishing Smart Intervention Model and Training Professionals which Provide Early Prevention and Personalized Support for Hidden Handicap Students</p> <p>PI: Dongil Kim, Ph.D.</p>  |

- Proposed and conducted quantitative research on the characteristics of at-risk learners (e.g. students with and at-risk for disabilities, multicultural students, students in poverty)
- Interviewed in-service teachers (FGI) in order to analyze needs of individualized online education platform targeting slow learners after outbreak of COVID-19
- Wrote proposal for research project “A Suggestion of Nation-wide Policy Supporting Borderline Intellectual Functioning (BIF)”
- Developed intervention program to improve orthographic processing of slow learners
- Developed standardized inference-making assessment tool (Ongoing)
- Contributed to translating books in Korean *Diagnosing Learning Disorders*, *Essentials of Intellectual Disability Assessment and Identification*, and *Multiple Intelligences in the Classrooms* for publication
- Wrote annual report

2022

**Research Assistant**

ASEAN-Korea Youth Summit, The National Council of Youth Organization in Korea

PI: Dongil Kim, Ph.D.

- Suggested detailed topics for summit programs
- Developed pre- & post-survey questionnaires and analyzed their results

2022

**Research Assistant**

National Lifelong Education Center for the Disabled, National Institute of Special Education, Rep. of Korea

PI: Dongil Kim, Ph.D.

- Wrote proposal for research project “Development of a lifelong education program for individuals with developmental disabilities: Humanities and Liberal Education Program”
- Conducted several sets of FGI and extracted meaningful subjects from materials

2019–2022

**Researcher & Administrative Manager**

Special Education Research Institute, Seoul National University

Director: Dongil Kim, Ph.D.

- Proposed and conducted quantitative research on the evidence-based practice of students with and at-risk for disabilities
- Was in charge of workshops on Basic Academic Skills Assessment (BASA) for in-service teachers, school administrators, and parents of students with learning disabilities
- Reviewed individualized intervention programs for students with learning disabilities

2019

**Research Assistant**

Project: Designing Education and Counseling Model for the Success of Hidden Handicap /Under-served Students

PI: Sumi Choi, Ph.D.

- Proposed and conducted quantitative research on the characteristics of at-risk learners (e.g. students with and at-risk for disabilities, multicultural students, students in poverty)

- Contributed to translating books in Korean *The RTI Approach to Evaluating Learning Disabilities; Essentials of Evidence-Based Academic Interventions*; and *Multiple Intelligences in the Classrooms* for publication
- Wrote annual report

## CLINICAL TRAINING

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| 2024–2025 | <p><b>Neuropsychology Extern</b><br/> Hematology and Oncology Neuropsychology Practicum Training Program<br/> UCSF Benioff Children’s Hospital Oakland, CA<br/> Supervisors: Wendy Santos-Modesitt, Ph.D. &amp; Judy Cavazos, Ph.D.</p> <ul style="list-style-type: none"> <li>• Hematology and oncology neuropsychology training: observe clinical interview sessions to gather history and background information to best inform the evaluations; complete testing, scoring, and report writing, observe feedback sessions, and attend school-related meetings (e.g., IEP, 504); observe evaluations completed for clinical trials via the Pediatric Clinical Research Center (PCRC); participate in ongoing hospital- and department-wide trainings, meetings, didactics, supervision, and clinics (e.g., comprehensive neuro-oncology clinic, sickle cell stroke clinic).</li> </ul> |
| 2024      | <p><b>Children &amp; Adolescent Suicide Assessment &amp; Intervention for Mental Health Professional</b><br/> Division of Behavioral Health, UCSF Benioff Children’s Hospital Oakland<br/> Trainer: Christina Rita, M.A.</p> <ul style="list-style-type: none"> <li>• Participated in two half-day training on Zoom (6 hrs total)</li> <li>• Learned five basic questions to determine suicidality; how to identify risk and protective factors for suicide; assessment screening tools; how to counsel with the youth and their family/caregivers; how to develop a safety plan</li> </ul>  |
| 2023–2024 | <p><b>School Psychology Assessment Practicum Student</b><br/> Franklin Elementary School, Oakland, CA<br/> Placement Supervisor: Kristina Bao-Paluck, M.S.<br/> University Supervisor: Alejandra Ojeda-Beck, Ph.D.</p> <ul style="list-style-type: none"> <li>• Assessment practicum student; conducted eight cases of psychoeducational assessment (four initial, four triennial); conducted direct behavioral observations; conducted parent &amp; teacher interviews; administered formal assessments; wrote full psychoeducational assessment reports; shared the results in IEP meetings (231 hrs)</li> </ul>   |
| 2023–2024 | <p><b>School Psychology Consultation/Intervention Practicum Student</b><br/> University Village Albany Child Development Center, Albany, CA<br/> Supervisor: Amanda McKerracher, Ph.D.</p> <ul style="list-style-type: none"> <li>• Consultation practicum student; Conducted consultee-centered consultation with a teacher consultee; Observed toddler and preschooler classrooms; Individualized and classroom-wide support on children (180 hrs)</li> </ul>  |
| 2023–2024 | <p><b>School Psychology Consultation/Intervention Practicum Student</b><br/> Yu Ming Charter School, San Leandro, CA<br/> Placement Supervisor: Crystal Simmons, Ph.D.<br/> University Supervisor: Amanda McKerracher, Ph.D.</p>   |



- Consultation practicum student; Conducted consultee-centered consultation with teacher consultees; Observed a kindergarten classroom; Individualized and classroom-wide support on children; Interviewed a school psychologist and parents; Participated in supervision (125.5 hrs)

2023

**School Psychology Practicum Student**

Aspire Richmond California College Preparatory Academy, Richmond, CA

Supervisor: Alejandra Ojeda-Beck, Ph.D.

- Observed middle and high school classrooms; Conducted multiple sessions of interview with school administrator, classroom teachers, and supporting staff (90 hrs)

2022

**Psychological First Aid (PFA) Training**

Network for Enhancing Wellness in Disaster-Affected Youth

- Participated in a full-day training titled “Psychological First Aid: Providing support in the immediate aftermath of mass violence/disasters/traumatic events” (7 hrs)
- Discussed the purpose of PFA after disasters/terrorism/mass violence; identified who can provide PFA; listed at least 4 common reactions of adults/children after disasters/terrorism/mass violence; listed at least 4 of the 8 steps to PFA; and discussed the importance of self-care for the PFA-provider

2022

**School Psychology Practicum Student & Class Assistant**

Piedmont Avenue Elementary School, Oakland, CA

Supervisor: Alejandra Ojeda-Beck, Ph.D.

- Supported teachers during instruction; Provided group support; Provided individual support; Interviewed a school psychologist and a teacher; Administered curriculum-based assessments (90 hrs)

## TEACHING EXPERIENCES

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2024–2025

**Instructor**

Academic Talent Development Program, University of California, Berkeley

- Taught “Honors Psychology” to domestic high school students (63 hrs)
- Taught “Social Psychology” to international high school students (42 hrs)

Fall 2025

**Guest Lecturer**

EDCP 717 Evaluation of Research in Counseling, University of Maryland, College Park

- Guest-lectured a session on youth participatory action research (YPAR)

Spring 2024

**Graduate Student Instructor/Teaching Assistant**

EDUC 269A Urban School Reform (3 credits), University of California, Berkeley

- 25% Appointment (10 hrs per week); Provided feedback on students’ assignments; Led and supported student discussions; Designed agenda for each week’s class; Prepared powerpoint slides for weekly lectures

Fall 2023

**Graduate Student Instructor/Teaching Assistant**

EDUC 217 Methods in Educational and Psychological Sciences (3 credits), University of California, Berkeley

- 50% Appointment (20 hrs per week); Provided feedback on students' assignments; Led and supported student discussions; Designed agenda for each week's class; Prepared powerpoint slides for weekly lectures

2019, 2021-2022 **Instructor**

Every Underachieving Student Succeeds Program, Seoul National University

- Implemented universal screening and progress monitoring procedures in elementary schools at Siheung city
- Entered test results of students in SPSS; prepared data for analyses; maintained database
- Provided Korean reading fluency, vocabulary, reading comprehension, and algebra intervention for students with learning difficulties (126 hrs)

Winter 2021 **Teaching Assistant**

Department of Education, Seoul National University

- Introduction to Special Education (30 hrs; 2 credits)

2019-2020 **Lecturer**

Extension College, Seoul National University

- Provided career counseling for students who wished to be admitted to university (8 hrs), Yeongdeungpo Girl's High School, Seoul, Rep. of Korea
- Provided Lecture on Educational Psychology for high school students (8 hrs), Mirim Girl's High School, Seoul, Rep. of Korea

Fall 2018 **Instructor**

Social Responsibility Program, Seoul National University

- Provided Korean writing intervention for students with learning difficulties (14 hrs), Nambu Elementary School, Seoul, Rep. of Korea

Spring 2018 **Student Teacher**

Seoul National University Girl's Middle School, Seoul, Rep. of Korea

- Career-startup program for middle school students; Teaching practice (200 hrs)

Fall 2017 **Volunteer Teacher**

Hanbit School for the Blind, Seoul, Rep. of Korea

- Provided sociality intervention program for student with multiple disabilities (8 hrs)

Winter 2017 **Instructor**

Dangok High School, Seoul, Rep. of Korea

- Provided High School English & Math intervention for students in poverty (40 hrs)

Summer 2015 **Volunteer Teacher**

Gocheok High School, Seoul, Rep. of Korea

- Provided High School Korean Literature intervention for students in poverty (30 hrs)

**Mentoring Experiences**

2024–Present Yijing Zhang, Graduate Mentee, College of Education, University of Maryland, College Park

2022–2023 Bella Namjoo Kang, Undergraduate Mentee, Department of Psychology, University of California, Berkeley

## LEADERSHIP/SERVICE/OTHER WORK EXPERIENCES

|           |   |
|-----------|---|
| 2024–2026 | <b>Member</b> , Division 16 Committee on Ethnic Minority Affairs, American Psychological Association  |
| 2024–2025 | <b>Member</b> , Conference Committee, School Psychology Program, University of California, Berkeley   |
| 2024–2025 | <b>Peer-Reviewer</b> , Proposals for the American Psychological Association Annual Convention, Divisions 15 & 16  |
| 2024      | <b>Member (Student Representative)</b> , School Psychology Faculty Search Committee, Berkeley School of Education, University of California, Berkeley                             |
| 2022–2024 | <b>Member</b> , Admission and Recruitment Committee, School Psychology Program, University of California, Berkeley  |
| 2023–2024 | <b>Peer-Reviewer</b> , Proposals for the American Educational Research Association (AERA) Annual Meeting  |
| 2024      | <b>Peer-Reviewer</b> , Proposals for the National Association of School Psychologists (NASP) Annual Convention  |
| 2024      | <b>Grant Proposal Reviewer</b> , National Association of School Psychologists (NASP) Equity, Diversity, Inclusion, and Justice (EDIJ) Research Grants for Early Career Applicants |
| 2024      | <b>Ad-hoc Reviewer</b> , <i>Current Psychology</i>  |
| 2024      | <b>Ad-hoc Reviewer</b> , <i>School Psychology Review</i>  |
| 2022      | <b>Program Manager</b> , Interdisciplinary Program in Special Education, Seoul National University  |
| 2019      | <b>Specialized Staff</b> , Center for Students with Disabilities, Seoul National University   |
| 2016      | <b>President</b> , Pedaforum, Education Association for Undergraduates, Seoul National University   |

## PROFESSIONAL AFFILIATIONS

|              |   |
|--------------|---|
| 2022–Present | American Psychological Association (APA), Student Member (Divisions 15 & 16)      |
| 2022–Present | American Educational Research Association (AERA), Student Member (Division E)     |
| 2022–Present | National Association of School Psychologists (NASP), Student Member               |
| 2020–2024    | Korean Association of Learner-Centered Curriculum and Instruction, Regular Member |
| 2023–2024    | Association for Psychological Science (APS), Student Member                       |
| 2022–2023    | Korean Society of Emotional and Behavioral Disorders, Regular Member              |
| 2021         | Korean Association for Children with Special Needs, Regular Member                |
| 2020         | Korea Learning Disabilities Association, Regular Member                           |
| 2020         | Korea Association on Intellectual Disabilities, Regular Member                    |

## LANGUAGE AND OTHER SKILLS

**Language:** English (Fluent), Korean (Native)

**Proficient Quantitative Research Methodologies:** Meta-Analysis, Structural Equation Modeling, Hierarchical Linear Model, Latent Profile Analysis, Correlation and Regression Analysis

**Proficient Statistic Programs:** SPSS, AMOS, Mplus, HLM, and R

## PROFESSIONAL REFERENCES

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