

Curriculum Vita

Hsuan, Chung-Hui

Department of Early Childhood Education, National Chiayi University (NCYU)
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EDUCATION

Ed.D., Special Education, National Taiwan Normal University 2001-2008
Thesis title: The Effect of Direct Instruction on Chinese Dyslexic Children with Different Reading Related Cognitive Problems

M.A. Special Education, National Taiwan Normal University 1998-2000
Thesis title: The Comparison between Children with and without Hearing Impairment in the Development of Emergent Literacy and Oral Language

B.A. Special Education, National Kaohsiung Normal University 1992-1996

PROFESSIONAL EXPERIENCE

Professor, Department of Early Childhood Education, National Chiayi University
2017-current

Associate Professor, Dept. of Early Childhood Education, NCYU, 2013-2017
Dept. of Early Childhood Education, Asia University, Taiwan,
2011-2013

Assistant Professor, Dept. of Early Childhood Education, Asia University, Taiwan,
2008-2011

Lecture, D. of Early Childhood Education, Asia University, Taiwan, 2007-2008

Licensed Special Education Teacher, Hsin-hua Junior High School, Tainan, Taiwan,
1996-1998 & 2000-2002

Administrative Experience

Director, Educational Practicum Division, Teacher Education Center, NCYU 2017-2019

Director, Local Educational Counseling Division, NCYU 2013-2017

Director, Educational Practicum Division, Learning and Career Development Center, Asia University, 2009-2011

Director, Special Education Division, Hsin-hua Junior High School, Tainan, Taiwan,
2000-2002

HONORS AND AWARDS

Mu-Dwal award (木鐸獎), China Education Society, 2018

The excellent undergraduate mentor, NCYU, 2018

The excellent intern advisor, NCYU, 2016

The excellent journal article, Human and Society College, Asia University, 2009

AREAS OF INTEREST

Special Education, Early Childhood Special Education, Reading Development and difficulty

MEMBERSHIP AND ACTIVITIES IN PROFESSIONAL ASSOCIATION

Board of Directors, Taiwan Communication Disorder Association, 2009-current

Board of Directors, Taiwan Academy for Learning Disability, 2014-current

Member of Association of Reading and Writing in Asia

Member of Society of Scientific Studies of Reading

Executive Editor of Taiwan Journal of Language and Communication Disorders
2020-current

Editorial Board Member of Special Education Quarterly 2019-current

GRANTS

Funded (Principle Investigator)

1. Examining the effects of visual, orthographic and semantic information on Rapid Automatized Naming (RAN) and their relationships with visual, phonological discrimination and orthographic knowledge (Aug. 1, 2020 - July 31, 2021) Ministry of Science and Technology (MOST 109-2410-H-415-026-) NT \$794,000
2. An investigation on the development of RAN-reading relationship among children from 3 to 6 years old (Aug. 1, 2018 - July 31, 2021) Ministry of Science and Technology (MOST 107-2410-H-415-008-MY2) NT\$1,614,500
3. Developmental characteristics among children with character reading difficulties (Aug. 1, 2016 - Oct. 31, 2017) Ministry of Science and Technology (MOST 105-2410-H-415-019) NT\$780,500
4. Validity of “the 2-stage screening processing kindergarten teacher’s evaluation and assessment” for discriminating children with reading difficulties in grade 1 and grade 2 (Aug. 1, 2013 - July 31, 2016) Ministry of Science and Technology (MOST 102-2410-H-415-048-MY3) NT\$1,297,500
5. Reading development and comprehension difficulty in children from kindergarten to grade 5 (Aug. 1, 2012 - July 31, 2013) National Science Council (NSC2 410-H-468-014-) NT\$382,000
6. A study of reading development and difficulty in Children from kindergarten to grade 3 (Aug. 1, 2010 - July 1, 2011) (NSC99-2410-H-468-017-) NT\$616,000
7. Prediction of Chinese reading difficult children in kindergarten and first grade (Oct. 1, 2008 - July 31, 2010) National Science Council (NSC97-2410-H-468-024-MY2) NT\$522,000

Under Review

Evaluating the investigation effects on children with slower RAN during Preschooling (Aug. 1, 2021 - July 31, 2022)

PUBLICATIONS

Peer-reviewed publications

宣崇慧(2018):「學前大班幼兒閱讀發展評定量表」 溝通障礙教育, **3(2)**, 頁1-24。doi: 10.6933/TJLCD.201612_3(2).0001

Hsuan, C.-H. (2018). The validity and reliability of Reading development scale for preschoolers. *Taiwan Journal of Language and Communication Disorders*, *3(2)*, 1-24.

Hsuan, C.-H., Tsai, H. & Stainthorp, R. (2018). The role of phonological and orthographic awareness in learning to read among grade 1 to 2 students in Taiwan. *Applied Psycholinguistics*, *39(1)*, 117-143. doi: 10.1017/s0142716417000

宣崇慧、蔡建鈞(2017):詞彙訊息對低年級兒童認字發展之影響。幼兒教育年刊, **28**, 頁1 - 20。doi: 10.6475/JECE

Hsuan, C.-H. & Tsai, H.J. (2017). The effect of vocabulary information on the development of Chinese character reading in early grades. *Journal of Early Childhood Education*, *28*, 1-20.

宣崇慧、蔡建鈞(2016):學前識字困難高危險群幼兒之鑑別:學前教師評定搭配認知測驗兩階段篩選機制區辨效能之檢驗。特殊教育研究學刊, **41(2)**, 頁27 - 56。doi:10.6172/BSE.201607.4102002

Hsuan, C.-H. & Tsai, H.J. (2016). Identifying preschool children at risk of learning difficulties in Chinese characters reading: an evaluation of a two-state identification procedure combining preschool teacher ratings and cognitive assessment. *Bulletin of Special Education*, *41(2)*, 27-56.

宣崇慧(2014):二年級「持續型」與「晚發型」識字困難學童早期區辨效能之檢測。特殊教育研究學刊, **39(2)** 頁61- 86。doi: 10.6172/BSE201407.3902003

Hsuan, C.-H. (2014). Predicting persistent or late-emerging difficulties in reading Chinese characters in Grade 2 children. *Bulletin of Special Education*, *39(2)*, 61-86.

宣崇慧(2014):學前幼兒溝通與社會行為評定量表之編製。溝通障礙教育, **1(2)** 頁11- 18。doi: 10.6933/TJLCD.201412_1(2).0002

Hsuan, C.-H. (2014). A checklist for communication and social behavior of preschool children. *Taiwan Journal of Language and Communication Disorders*, *1(2)*, 11-18.

宣崇慧、蘇政輝、陳必卿、余孟儒、王涵、張文真、邱郁芬(2012):學前聲韻處理、快速唸名與視覺記憶能力預測小一學童識字困難效能之檢測。特殊教育研究學刊, **37(1)**, 頁53 - 78。doi:10.6172/BSE201203.3701003

Hsuan, C.-H., Su, C.-H., Chen, B.-C., Yu, M.-J., Wang, H., Chang, W.-C., & Chu, Y.-F. (2012). The accuracy of predicting grade 1 character reading difficulties of 5-year-old

kindergarteners using phonological processing, RAN, and visual memory. *Bulletin of Special Education*, 37(1), 53-78.

宣崇慧(2011):情緒發展與情緒教育對話與回應 - 透過適當的溝通引導嬰幼兒學習情緒管理。應用心理研究52, 頁10- 12。

Hsuan, C.-H. (2011), Teaching emotional management of toddlers through communication. *Research in Applied Psychology*. 52, 10-12.

宣崇慧、盧台華(2010):直接教學法對二年級識字困難學生識字與應用詞彙造句之成效。特殊教育研究學刊, 35(3), 頁103- 129。doi:10.6172/BSE201011.3503005

Hsuan, C.-H. & Lu, T. H. (2010). The Effect of Direct Instruction on Character Reading and Sentence Making for the Second Graders with Character Reading Difficulty. *Bulletin of Special Education*, 35(3), 103-129.

宣崇慧(2007):二年級學童讀字相關認知因素及提取發音訊習的習字表現之探究。特殊教育研究學刊, 34(3), 頁17- 37。doi:10.6172/BSE200709.3203002

Hsuan, C.-H. (2007). The Relationship between Learning to Read Chinese Characters/Words and the Cognitive Abilities of 2(superscript nd) Graders and the Strategies for Learning New Characters. *Bulletin of Special Education*, 34(3), 17-37.

宣崇慧、盧台華(2006):聲韻覺識能力及口語詞彙知識與國小一至二年級學童字、詞閱讀發展之探究。特殊教育研究學刊, 31, 頁73- 92。doi:10.6172/BSE200609.3101004

Hsuan, C.-H. & Lu, T.-H. (2006). Phonological Awareness, Reception of Oral Vocabulary and Chinese (Character and Word) Reading Development for Grade 1 and Grade 2 Students in Taiwan. *Bulletin of Special Education*, 31, 73-92.

宣崇慧(2006):由語言與閱讀相關認知能力探討語言障礙與閱讀困難之關係。中華民國特殊教育學會年刊:身心障礙之職業與社區生活, 頁137-144。

Hsuan, C.-H. (2006). The relationship between language impairment and reading difficulties. doi:10.6379/AJSE.200612.0137

宣崇慧、林寶貴(2002):學前聽障及聽常兒童讀寫萌發情形與口語發展能力之探究。特殊教育與復健學報, 10, 頁35-57。

Hsuan, C.-H. & Lin, B.-G. (2002). A Study of emergent literacy and oral language development in hearing-impaired and normal preschoolers. *Bulletin of Speciation Education and Rehabilitation*, 10, 35-57.

Books & Book Chapters

宣崇慧、曹純瓊(2019):特殊幼兒教育導論。台北市:五南出版社。ISBN 978-957-763-376-7 (529)

Hsuan, C.-H. & Tsao, C.-C. (2019). *Guidance of Early Childhood Special Education*. Taipei: Wu-Nan Publisher.

宣崇慧(2014):學前偏鄉補救教學方案。於陳淑麗、宣崇慧主編[帶好每一個學生]-有效補救教學。pp. 245-255。台北市:心理出版社。2014年4月。經過外審程序之專書專章 ISBN 978-986-191-597-5

Hsuan, C.-H. (2014). Remedial teaching in rural early childhood education. In S.-L. Chen and C.-H. Hsuan (eds), *Success for All - Effective Remedial Teaching*. Taipei: Psychological publisher. 245-255.

宣崇慧(撰寫中):學前幼兒融合教育的理論與實踐。台北市:五南出版社。

Hsuan, C.-H. (in progress). *Early Childhood Inclusion*. Taipei: Wu-Nan Publisher.

Conference Presentations

Hsuan C.-H. (2020). The change of RAN-reading (Chinese characters) relationships of children among k1 to k3. Paper presented in the 27th annual conference of Society for Scientific Studies of Reading. Newport beach, CA. 8-11 July, 2020 (poster)

Hsuan C.-H. (2020). The developmental changes on OPC and RAN deficits of children in Taiwan: A longitudinal investigation from kindergarten to grade 3. Paper presented in the 4th annual conference of Association for Reading and Writing in Asia. Peijing, China. 27-28 Feb., 2020 (oral)

Hsuan C.-H. (2018). The developmental change on OPC and RAN deficits of Chinese children: A longitudinal investigation from kindergarten to grade 3. Paper presented in the 25th annual conference of Society for Scientific Studies of Reading. Brighton, UK. 18-21 July, 2018. (poster)

Hsuan C.-H. (2016). Individual Differences among Relationships between Psycholinguistic Skills and Chinese Character Reading: A 3-Year Longitudinal Study from Kindergarten through Early Grades. Paper presented in the 23rd annual conference of Society for Scientific Studies of Reading. Porto, Portugal. 13-16 July, 2016. (poster)

Hsuan C.-H. (2015). Prediction of word reading and morphological awareness in Chinese Reading Comprehension from Kindergarten to Grade 5. Paper presented in the 25th annual conference of Society for Text & Discourse. Minneapolis, Minnesota, USA. 6-8 July, 2015. (poster)

Hsuan, C.-H. (2015). A teacher's rating scale for predicting children with high risk of reading difficulty at preschooling age. Paper presented in the 2015 East Asia Joint Symposium on Reading and Spelling. Taipei, Taiwan. March 7-8, 2015. (oral)

Hsuan, C.-H.(2013). Prediction of morphological awareness in Chinese character reading and reading comprehension from kindergarten to grade 5. Paper presented in the 20th Annual conference of Society for Scientific Studies of Reading. Hong Kong, China. 16-19 July, 2013. (poster)

Hsuan, C.-H. (2011). Longitudinal study of phonological processing, visual memory, RAN, morphological awareness, listening comprehension and reading acquisition from kindergarten to grade 2. Paper presented in the 50th Annual Conference of Taiwanese Psychological Association. Taichung, Taiwan.14-15 Oct. 2011. (oral)

Hsuan C.-H. (2011). The role of morphological awareness in Chinese reading from preschool to grade 3. Paper presented in the 18th Annual conference of Society for Scientific Studies of Reading. Florida, U.S.A. 13-16 July, 2011. (poster)

Hsuan C.-H.(2010). Longitudinal study of phonological processing, visual memory, RAN, morphological awareness, listening comprehension and reading acquisition upto grade 1. Paper presented in the 17th Annual conference of Society for Scientific Studies of Reading.

Berlin, German. 7-10 July, 2010. (poster)

Hsuan, C.-H. (2008). Individual Differences of the Relationship between Phonological Awareness, Orthographic Awareness, and learning to read Chinese Characters. The 50th Annual Conference of Taiwanese Psychological Association. Taipei, Taiwan. (oral)

Hsuan, C.-H. (2007). The development of reading in Chinese character and Chinese word from 7 to 8 years old. Paper presented in The 15th European Conference on Reading. Berlin, German. pp77. (oral)

Hsuan, C.-H. (2007). The individual difference of the relationship between Chinese character and word reading and knowledge of receptive oral vocabulary knowledge from Grade 1 to Grade 2. Paper Presented in the Annual Conference of Taiwan Communication Disorder Association. Taipei, Taiwan (oral)

Hsuan, C.-H. (2006). How Chinese children use phonological information learning to read Chinese characters. Paper presented in The International Conference on Multicultural Learning and Media Literacy in the Modern World Hameenlinna, Finland. pp 1-7 (oral)

Hsuan, C.-H. (2004). The relationship between phonological awareness ability, receptive oral vocabulary knowledge and character and vocabulary reading for 7-year-old Chinese-speaking children. Paper presented in Annual Poster Conference of Institute of Education, Institute of Education, University of London. (poster)

Hsuan, C.-H. & Lin, B.-G. (2000). Language and literacy development of preschoolers with normal and impaired hearing ability. Paper presented in the 39th Annual Conference of Taiwanese Psychological Association. Taipei, Taiwan. (poster)