

Chi-ching (Gigi) Chuang, Ph.D.

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CURRENT APPOINTMENT

Assistant Professor

Department of Psychology
College of Science
Central Washington University
Ellensburg, WA 98926, United States

EDUCATION AND DEGREES

Doctor of Philosophy, School Psychology (APA Accredited), August 2016

University of Missouri, Columbia, Missouri, USA

Clinical Psychology Intern (APA Accredited), Applied Behavior Track, July 2016

The May Institute, Randolph, Massachusetts, USA

Master of Education, Educational Psychology, June 2006

National Taiwan Normal University, Taipei, Taiwan

Bachelor of Education, Special Education (Minor: Educational and Counseling Psychology), June 2001

National Taiwan Normal University, Taipei, Taiwan.

PROFESSIONAL CREDENTIALS

Licensed Psychologist: Washington State PSYC.PY.70097782; Florida State PY 10122

Nationally Certified School Psychologist (NCSP): NCSP 49296, National Association of School Psychologists

Academic Teaching Rank Accreditation Certificate Assistant Professor: Ministry of Education Taiwan. Reg 152199

Teacher License for Secondary Special Education: Ministry of Education Taiwan, 9200407

HONORS & AWARDS

Junior Scholar Fellow Program, Research Institute for the Humanities and Social Science, National Science and Technology Committee, 2025

Faculty Merit Pay Award, University of Taipei/Ministry of Education, Taiwan, 2024

Faculty Merit Pay Award, University of Taipei/Ministry of Education, Taiwan, 2023

Faculty Merit Pay Award, University of Taipei/Ministry of Education, Taiwan, 2022

Faculty Merit Pay Award, University of Taipei/Ministry of Education, Taiwan, 2021

Leader in Future Trend (LIFT) Fellowship, Ministry of Science and Technology (now NSTC), Taiwan, 2018

Presentation Award (Div 16 Blue Ribbon), American Psychological Association, 2016

National Register Credentialing Scholarship, National Register of Health Service Psychologists, USA, 2015.

Diversity Scholarship, Division 16 School Psychology, American Psychological Association, 2014

Presentation Award (1st place), 6th ECSP Conference, University of Missouri, 2014

Fulbright Graduate Study Fellowship, USA State Department & Fulbright Foundation 2010-2015

Lagerspetz Award, International Society for Research on Aggression, 2012

Studying Abroad Scholarship, Ministry of Education, Taiwan, 2010-2012

Travel Awards

- Professional Presentation Travel Award, Office of Research and Graduate Studies, University of Missouri (2014)
- Student Travel Award, American Psychological Association (2013)
- Graduate Professional Council Travel Award, University of Missouri (2013)
- SASP Travel Award, Student Affiliation of School Psychology, University of Missouri (2013)
- Graduate Student Association Travel Award, University of Missouri (2012)
- Graduate Professional Council Travel Award, University of Missouri (2012)

PROFESSIONAL EXPERIENCE

Dec 2025 - Current	Assistant Professor , Department of Psychology, Central Washington University, Ellensburg, WA, USA
Aug 2021 – Nov 2025	Assistant Professor , Department of Psychology and Counseling, University of Taipei, Taipei, Taiwan
July 2021 – Aug 2024	Licensed Psychologist (part-time, pro-bono) , Oki Counseling, Okinawa, Japan
Oct 2020 – July 2021	Visiting Researcher , Faculty of Education, University of the Ryukyus, Okinawa, Japan
Oct 2020 – June 2021	Licensed Psychologist , Tokyo Mental Health Mihama Office, Okinawa, Japan
Oct 2018 – Sep 2020	Research Technician (R4) , Dean's Research Group, Office of Faculty, Okinawa Institute of Science and Technology Graduate University, Okinawa, Japan.
Oct 2016 – Sep 2018	Postdoctoral Researcher , Children's Research Center, Okinawa Institute of Science and Technology Graduate University, Okinawa, Japan.
Aug 2015 – July 2016	Clinical Psychology Doctoral Intern , May Institute (<i>APA-accredited</i>): May Center School for Brain Injury & Related Disorders and May Center School for Autism & Developmental Disabilities, May Institute, Randolph, Massachusetts, USA.
June 2014 – June 2015	Graduate Clinician , Thompson Center for Autism and Neuropsychological Disorders, University of Missouri, Columbia, Missouri, USA.
June 2013 – June 2015	Graduate Assistant , College of Education, University of Missouri, Columbia, Missouri, USA.
Aug 2010 – June 2015	Graduate Assistant , Missouri Prevention Center (now Missouri Prevention Science Institute), University of Missouri, Columbia, Missouri, USA.
Aug 2009 – July 2010	Special Education Teacher , Chun-Ling Junior High School, New Taipei City, Taiwan.
Aug 2006 – July 2009	Specialist in Prevention Team for Emotional and Behavioral Problems , Department of Education, New Taipei City Government, Taiwan.
Aug 2004 – June 2006	Graduate Assistant , Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan.
Aug 2003 – July 2004	Special Education Coordinator , Chun-Ling Junior High School, New Taipei City, Taiwan.
Aug 2002 – July 2003	Pre-service Teacher , Yong-He Junior High School, New Taipei City, Taiwan.

EXTRAMURAL SPONSORSHIP

- Principal Investigator. **A brief online functional behavior assessment (FBAonlineTW) to support elementary school teachers to effectively manage students emotional and behavioral challenges.** National Science and Technology Committee (NSTC, Taiwan) Funded Research Project (2024-2025) NSTC113-2410-H-845-032-. Total amount funded: 783,000 NTD (24,280 USD).
- Co-Principal Investigator. The Cycle of Kindness – Supportive Advocacy for the Marginalized Population. University Social Responsibility (USR) Project. Ministry of Education(2022-2024), Taiwan. Total amount funded: 2.2 million NTD (68,000 USD).
- Co-Principal Investigator. **A longitudinal study to examine the learning effects using homework guidance for elementary school students.** Grants-in-Aid Scientific Research (C) (基盤研究 C) Japan Society of the Promotion of Science (2021-2024).
- Principal Investigator. **Effects of a web-based Functional Behavioral Assessment (FBA) for challenging behaviors of children with neurodevelopment disabilities.** Grants-in-Aid for Early Career Scientific Research (KAKENHI), 20K14074, Japan Society of the Promotion of Science (2020-2023). Total amount funded: 4,290,000 JPY (28,095 USD).
- Principal Investigator. **Developing a classroom observation system to promote better teacher-student interaction.** Center of Developmental Education and Research Award (発達科学研究教育奨励賞) (2021). Total amount funded: 450,000 JPY (2947 USD).
- Principal Investigator. **Treatment effects of evidence-based teacher training on improving academic achievement and behavioral performance for children with aggression.** Paul Henkin Grant. American Psychological Foundation (2016). Total amount funded: 1000 USD.

PUBLICATIONs & MANUSCRIPTS

- Fan, C., Tsai, C., **Chuang, C.**, Hsieh, M., Wang, H., & Yang, N. (2025). Psychometric Validation of the Student Wellbeing Teacher-Report Scale in Taiwan. [Manuscript submitted for publication]
- Chen, P., Hung, L., **Chuang, C.***, & Ou, S. (2025). The Implementation of School-Wide Positive Behavior Support (SWPBS) and its Implication in Special Education -- An Inspiration from the Professional Visit in Tokushima Prefecture in Japan. *Special Education Quarterly*.
*corresponding author
- Lee, H., & **Chuang, C.***(2024). Implementing Classroom-Wide Functional-based Intervention Teams (CW-FIT) in non-structured courses.
https://north.special.tyc.edu.tw/web.php?html=news_details&Fid=20105&nid=17331
*corresponding author
- Furukawa, E., Alsop, B., Alves, H., Vorderstrasse, V., Carrasco, K., **Chuang, C.**, & Tripp, G. (2022). Disrupted waiting behavior in ADHD: Exploring the impact of reward availability and predictive cues. *Child Neuropsychology*, 29(1), 76-95. DOI: 10.1080/09297049.2022.2068518
- Carrasco, K., **Chuang, C.***, & Tripp, G. (2021). Shared predictors of academic achievement in children with attention-deficit/hyperactivity disorder (ADHD): A multiple cohort study. *Journal of Attention Disorders*, 26(4), 573-586. DOI: 10.1177/10870547211012039
*co-first author
- Chuang, C.**, Urauchi, S., & Tanno, S. (2021). Developing a Classroom observation system to promote better teacher-student interaction (Progress Report). *Human Developmental Research*, 35.
- Chuang, C.**, Chu, H. & Hsu, W. (2021). An overview of doctoral-level psychologist training and licensure in the North America (United States and Canada). *Guidance Quarterly*.

- Chuang, C.-c.**, Reinke, M. W., & Herman, C. K. (2020). Effects of a universal classroom management teacher training program on elementary children with aggressive behaviors. *School Psychology* 35(2), 128–136. <https://doi.org/10.1037/spq0000351>
- Chuang, C.**, Nagatomo, S., Shimabukuro, S., & Tripp, G. (2019). Psychometric properties of the Parenting Sense of Competence (PSOC) scale: A preliminary investigation with Japanese parents of elementary school children. *The 83rd Annual Convention of the Japanese Psychological Association Convention Proceedings*.
- Taylor, M. R., **Chuang, C.**, Carrasco, K. D., Nagatomo, S., & Rucklidge, J. J. (2018). Dietary and micronutrient treatments for children with neurodevelopment disorders. *Current Developmental Disorders Reports*, 5, 243–252. <https://doi.org/10.1007/s40474-018-0150-5>
- Wang, L., Wang, K. T., Heppner, P. P., & **Chuang, C-C.** (2017). Cross-national cultural competency among Taiwanese international students. *Journal of Diversity in Higher Education*, 10, 271-287. <https://doi.org/10.1037/dhe0000020>
- Wang, Z., Rohrer, D., **Chuang, C-c.**, Fujiki, M., Herman, K., & Reinke, W. (2015). Five methods to score the teacher observation of classroom adaptation checklist and to examine group differences. *Journal of Experimental Education*, 83 (1), 24-50. <https://doi.org/10.1080/00220973.2013.876230>
- Chi, C. A., **Chuang, C.**, & Hou, C. H. (2001). *Handbook of parenting education to children with visual disability*. Department of Special Education, National Taiwan Normal University, Taipei, Taiwan.

PROFESSIONAL AFFILIATIONS

Taiwan Association for Positive Behavior Interventions and Supports (TW PBIS): Board Member
 Japanese Psychological Association
 International School Psychology Association (ISPA)
 American Psychological Association (APA)

- Division 16: School Psychology
- Division 53: Society for Clinical Child and Adolescent Psychology (SCCAP)

 National Association of School Psychology (NASP)

PRESENTATION

- Fan, C., Juang, Y., Yang, N., & **Chuang, C.** (2026). School Behavioral Consultation in Taiwan: Benefits, Barriers, and Collaborative Growth. Accepted by the National Association of School Psychologists (NASP) 57th Annual Convention. Chicago, IL.
- Tsai, C. & **Chuang, C.** (2025). Effects of Combining Check-in Check-out (CICO) and Behavioral Coaching for Teachers to Improve Student Outcomes in an Elementary School Classroom in Taiwan. Paper presented at the 46th Annual Convention of the International School Psychology Association, Coimbra, Portugal.
- Chen, Y. & **Chuang, C.** (2025). Perceived parenting style and depressive symptoms of college students with ADHD siblings - Mediation effects of sibling relationship. Poster presented at the 46th Annual Convention of the International School Psychology Association, Coimbra, Portugal.
- Fan, C., Tsai, C., **Chuang, C.**, & Yang, N. (2025). Factor Analyses of SWTRS within the Dual-Factor Model of Mental Health. Poster presented at the 2025 American Psychological Association (APA) conference, Denver, CO.
- Chuang, C. & Chuang, M. (2025). Increasing Psychological Resilience Among College Students Through a University Social Responsibility (USR) Project. Poster presented at the 83rd Annual Conference of the International Council of Psychologists (ICP 2025). Rotterdam, Netherland.

- Lee, H. & **Chuang, C.** (2024). Effects of Class-Wide Function-Based Intervention Teams (CW-FIT) on Teacher Positive Classroom Management and Student Engagement Behaviors in a Junior High School in Taiwan. Poster presented at the 45th Annual Convention of the International School Psychology Association. Riga, Latvia.
- Tanno, S., **Chuang, C.**, Lee, H., & Chang, C. (2024). Is doing homework actually connected to good math grades? A longitudinal study on the relationships between homework behaviors and math grades for elementary school children in Japan. Poster presented at the 45th Annual Convention of International School Psychology Association. Riga, Latvia.
- Chuang, C.**, Fan, H. C., & Hsing, C. (2023). "What you believe shapes how you interact with students"- A Psychometric Examination of the Beliefs About Behavior Support (BABS) Survey. Poster presented at the 4th Asia Pacific International Conference on Positive Behavior Support, Osaka, Japan.
- Chuang, C.**, Hsing, C., & Fan, C. H. (2023). Development of the Adolescent Loneliness Questionnaires: Data from China and Taiwan within COVID-19 context. Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) 7th Future Directions Forum. Regina, SK, Canada.
- Chuang, C.**, Hung, L., Chang R., & Lai, Y. (2022). Development of the School Climate Questionnaire in Taiwan. Online Presentation at the 2022 American Psychological Association Annual Convention. Minneapolis, USA.
- Chuang, C.**, Reinke, M. W., & Herman, C. K. (2019, July). *Linking profiles of internalized and emotional regulation problems with associated academic achievement for children*. Poster presented at the 41st Annual Convention of International School Psychology Association. Basel, Switzerland.
- Chuang, C.**, Carrasco, K. D., & Tripp, G. E. (2019, July). *Do language and working memory skills predict reading success in children with ADHD?* Poster presented at the 41st Annual Convention of International School Psychology Association. Basel, Switzerland.
- Chuang, C.**, Reinke, M. W., & Herman, C. K. (2018, July). *Teacher stress, burnout and related outcomes in Japan, US and Taiwan*. Symposium presented at the 40th Annual Convention of the International School Psychology Association. Tokyo, Japan.
- Carrasco, K. D., **Chuang, C.**, Tripp, G. E. (2018, July). *Working memory, age and semantic language skills predict academic achievement in children with ADHD across samples*. Poster presented at the 40th Annual Convention of the International School Psychology Association. Tokyo, Japan.
- Taylor, M. R., & **Chuang, C.** (2018, July). *Clinical risk and safety issues associated with ADHD in children and adolescents*. Poster presented at the 23rd World Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP 2018), Prague, Czech Republic.
- Chuang, C.**, Tripp, G. E., & Carrasco, K. (2018, June). *Empirically derived working memory profiles of children with ADHD: Linking working memory and academic achievement*. Poster presented at Journal of Clinical Child & Adolescent Psychology 2018 Future Directions Forum, Washington D.C.
- Chuang, C.**, Reinke, M. W., & Herman, C. K. (2016, August). *Treatment effects of an evidence-based teacher training on improving academic achievement and behavioral performance for children with aggression*. Poster presented at annual convention of American Psychological Association, Denver, CO. *Winner of the Ribbon Walk Award
- Klemp, H., Trigos-Carrillo, L., **Chuang, C.**, Chval, K., & Pinnow, R. (2015, April). *Transformative learning of U.S. preservice teachers in Tanzania*. Paper presented at annual meeting of American Education Research Association, Chicago, IL.

- Chuang, C.**, Reinke, M. W., & Herman, C. K. (2014, August). *The effects of a teacher classroom management intervention among students with aggressive behavior problems*. Poster presented at annual convention of American Psychological Association, Washington D. C.
- Chuang C.**, Reinke, M. W., King, K., & Herman, C. K. (2013, August). *Profiles of disruptive behavior and concentration problems and associated academic outcomes among an at-risk sample of elementary students*. Poster presented at annual convention of American Psychological Association, Honolulu, HI.
- Chuang, C.**, & Cheng, C. (2013, August). *Social information processing of adolescents with overt and relational aggressive behavior*. Poster presented at annual convention of American Psychological Association, Honolulu, HI.
- Wang, L., Wang, K., & **Chuang, C.** (2013, August). *Predictors and outcomes of cross-national cultural competency among international students*. Poster presented at annual convention of American Psychological Association, Honolulu, HI.
- Sims, W., & **Chuang, C.** (2013, July). *Conducting effective problem-solving teams using a functional problem analysis approach within a multi-tiered system of support*. Paper presented at annual convention of International School Psychology Association, Porto, Portugal.
- Stormont, M., Reinke, M. W., Newcomer, L., Darney, D., & **Chuang, C.** (2013, May). *Coaching teachers' use of social behavior interventions to improve children's outcomes: A review of the literature*. Poster presented at annual meeting of Society for Prevention Research, San Francisco, CA.
- Chuang, C.**, Cheng, C., & Reinke, M. W. (2012, August). *Development of the social information processing scale for adolescents in Taiwan*. Poster presented at annual convention of American Psychological Association. Orlando, FL.
- Chuang, C.**, Reinke, M. W., Fujiki, M., Stormont, M., & Herman, C. K. (2012, July). *The relationship between teachers' confidence, self-efficacy, and burn out, and their ratings of aggressive students*. Poster presented at bi-annual convention of International Society for Research on Aggression. Luxembourg, Luxembourg.
- Chuang, C.**, Reinke, M. W., Fujiki, M., Stormont, M., & Herman, C. K. (2012, July). *An investigation of aggression as a predictor of children's academic achievement*. Poster presented at bi-annual convention of International Society for Research on Aggression. Luxembourg, Luxembourg.
- Latimore, G. T., Fujiki, M., Klemp, H., Borden, L., **Chuang, C.**, Reinke, M. W., Herman, C. K., Newcomer, L., & Stormont, M. (2012, February). *The effects of teacher burnout on observed classroom behaviors*. Poster presented at annual convention of National Association of School Psychologists. Philadelphia, PA.
- Li, M., Su, Y., & **Chuang, C.** (2011, July). *The development of character-identification strategies for Chinese regular and irregular compound characters among Chinese beginning readers*. Poster presented at annual convention of Society for the Scientific Study of Reading. St. Petersburg, FL.
- Chen, J., Su, Y., Chiang, Y., Lin, L., Tung, H., & **Chuang, C.** (2011, July). *Effects of elaboration instructions on strategic reading and comprehension in primary classroom: Evidences from second graders' think aloud data*. Paper presented at annual convention of Society for the Scientific Study of Reading. St. Petersburg, FL.
- Chuang, C.** (2009, June). *Based on behavior analysis to manage challenging behaviors and promote adapting ability: A case study of a child with Autism*. Paper presented at International Conference on Behavior Analysis, Taipei, Taiwan.

- Chuang, C.**, Yang, C., & Cheng, M. (2007, October). *Managing challenging behavior of students with autism from a positive perspective*. Paper presented at 18th Asian Conference on Mental Retardation, Taipei, Taiwan.
- Cheng, T., Sheng, B., **Chuang, C.**, & Tuan, C. (2007, October). *Positive behavior support model in Taipei County*. Poster presented at 18th Asian Conference on Mental Retardation, Taipei, Taiwan.
- Chuang, C.**, & Cheng, C. (2006, November). *The development of a scale to measure social cognition for adolescents*. Paper presented at International Conference on Educational Evaluation. Taipei, Taiwan.
- Cheng, C., Lan, P., **Chuang, C.**, Wang, Y., & Wang, T. (2006, September). *Aggressive behavior of adolescents: What's the difference between boys and girls?* Poster presented at annual convention of Taiwan Psychological Association. Taipei, Taiwan.

WORKSHOPS AND INVITED TALKS

- Chuang**, (2024, June). Mental health self-care and teaching abroad. Invited talk at the 2024 Fulbright pre-orientation for Teachers of Critical Languages Program (TCLP). Fulbright Taiwan.
- Chuang, C.** (2022, April). *Positive behavior support in Pan-Asian countries- Data element in Taiwan*. Invited panelist at the 19th International Conference on Positive Behavior Support. San Diego, United States.
- Chuang, C.** (2020, May). *Applying a public health model in educational settings*. Invited speaker for the Graduate Seminar at the Department of Special Education, National Normal Taiwan University. Taipei, Taiwan.
- Chuang, C.** (2019, November). *Special education systems in countries/regions around Pacific Ocean*. Invited speaker for the University Symposium at Faculty of Human Development and Graduate School of Human Development and Environmental, Kobe University, Kobe, Japan.
- Chuang, C.** (2018, March). *Introduction to school psychology in the US, and how to utilize behaviorism in working with children*. Keynote speaker at the Department Conference at the National Chiayi University, Taiwan.
- Chuang, C.** (2018, March). *A new tier model to provide services at the public schools*. Invited talk by Faculty of Special Education at the Chunyuan Christian University, Taiwan.
- Chuang, C.** (2018, March). *Applying a public prevention model into the school system*. Invited talk by the research faculty members at the Special Education Research Center at the National Taiwan Normal University.
- Chuang, C.** (2014, April). *How to use problem-solving models at school to work with general classroom teachers?* Invited talk to general classroom teachers by the Special Education Research Center at the National Taiwan Normal University.
- Chuang, C.**, & Fujiki, M. (2011, April). *Introduction to behavioral data collected in the classroom and relevant utilization*. Presented 2-hour workshop at 3rd Annual Educational, School, and Counseling Psychology Conference, Columbia, MO.
- Huang, Y., **Chuang, C.**, Cheng, T., Hshieh, J., & Chen, M. (2009, May). *Analyzing challenging behavior from positive behavior perspective*. Presented 4-day workshop for special education teachers in Taipei County, Taipei, Taiwan.

EDITORIAL SERVICES

- Editorial Board, *School Psychology Review*, January 2020 – Present.
International Journal of Educational and School Psychology, June 2020 – Present
Contemporary School Psychology, January 2021 – Present

Ad Hoc Reviewers for the following journals, August 2018 – Present.

School Psychology Quarterly (now *School Psychology*)

Journal of Pediatric Psychology

International Journal of Educational and School Psychology

Conference Proposal Reviewer, APA Division 16, APA Annual Convention, 2015 – Present

Conference Proposal Reviewer, National Association of School Psychologists Annual Convention, 2019 – Present

Conference Proposal Reviewer, American Educational Research Association, 2021

Translations

Burns, M. (2019). *Introduction to School Psychology-Controversies and Current Practice*. **Chuang C.** (2024). Reviewed and Translated in Mandarin. Taipei: Psychology Publishing Company.

Craig, G. J., & Dunn, W. L. (2009). *Understanding Human Development*. **Chuang, C.,** Su H., Su., W., Lin, W., & Liao, H. (2015). Translated in Mandarin. Taipei: Pro-Ed Publishing Company.

Smith, D. D. (2007). *Introduction to special education: Making a difference*. **Chuang, C.,** Huang, Y., & Cheng, M. (2008). Translated in Mandarin. Taipei: Pro-Ed Publishing Company.

PROFESSIONAL TRAINING

Incredible Years® Teacher Classroom Management (IY TCM) group facilitator

Autism Diagnostic Observation Schedule, Second Edition (ADOS®2) all modules and toddler module

Certified ADHD Professional (ADHD-CCSP) Intensive Training

Mplus® Advanced Course