**Huilin (Linda) Sun**Assistant Professor, Syracuse University  
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**Education**

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| 2016-2022 | PhD, Texas A&M University | School Psychology  NASP & APA- accredited |
| 2016-2017 | M.Ed., Texas A&M University | Educational Psychology |
| 2014 | B.S., Vanderbilt University | Child Studies; Special Education/ Educational Studies |

**Research**

**Peer Reviewed Publications**

Lee, S., Woltering, S., Prickett, C., Shi, Q., & **Sun, H.**, & Thompson, J., (2021). Exploring the Associations between Oral Reading Fluency and Eye Movements in Elementary Children’s Silent Sentence Reading. *Reading Psychology*.

Lin, D., **Sun, H.**, & McBride, C. (2019). Morphological awareness predicts the growth rate of Chinese character reading. *Developmental Science, 22*(4), e12793.

Liu, Y., **Sun, H.**, Lin, D., Li, H., Yeung, S.-S., & Wong, T.-Y. (2018). The unique role of executive function skills in predicting Hong Kong kindergarteners’ reading comprehension. *British Journal of Educational Psychology, 88*(4), 628-644. doi:10.1111/bjep.12207

Lin, D., Liu, Y., **Sun, H.**, Wong, R. K. S., & Yeung, S. S. (2017). The pathway to English word reading in Chinese ESL children: The role of spelling. *Reading and Writing, 30*(1), 87-103. doi:10.1007/s11145-016-9664-6

Lin, D., **Sun, H.**, & Zhang, X. (2016). Bidirectional relationship between visual spatial skill and Chinese character reading in Chinese kindergartners: A cross-lagged analysis. *Contemporary Educational Psychology, 46,* 94-100. doi:10.1016/j.cedpsych.2016.04.008

**Manuscripts Submitted for Publication/ In Preparation**

**Sun, H.**, Pazoki, S., Shi, Q., Jia, Y., & Woltering, S. (2021). The N400 effect and reading difficulties in elementary school children. [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.

**Chapters in Edited Books**

Riccio, C. A., **Sun, L. H.,** Gonzalez, A. (2021). Understanding typical and atypical neurodevelopment in children and adults. In D’Amato, R. C. & Eusebio, E. C. (Eds.), *Understanding Our Biological Basis of Behavior: Developing Evidence-Based Interventions for Clinical Counseling and School Psychologists.*

**Sun, L. H.** & Riccio, C. A. (2019). Tuberous Sclerosis Complex. In Perfect, M., Riccio, C. A., & Bray, M. A. (Eds.), *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating, 2nd Edition*. [In press]. American Psychological Association.

**Paper Presentations**

Villarreal, E., Gentry, B, McIntush K., Pashmforoosh, R., **Sun, H.**, Irby, B., & Etchells, M. J.(2021, August). *Using the Leadership Walkthrough Instrument for Leadership Coaching for School Enhancement* [Paper presentation]. International Council of Professors of Educational Leadership Conference, Virtual.

**Sun, H.** & Ihorn, S. M. (2019, July). *Postsecondary education programs for adults with Intellectual Disabilities* [Paper presentation]. International School Psychology Association Annual Conference, Basel, Switzerland.

Lee, S., Prickett, C., Shi, Q., **Sun, H.,** Thompson, J., & Woltering, S. (2019, April). *The relationship between eye movements and reading skills in elementary school children: An exploratory* study [Paper presentation]. American Educational Research Association (AERA) Annual Conference, Toronto, Canada.

Shi, Q., Ko, E., **Sun, H.**, Lu, J., Kopparla, M.,Woltering, S. (2018, March). *Differentiated Developmental Trajectories of Children’s Reading and Math Performance: A 9-year Longitudinal Study using Growth Mixture Modelling* [Paper presentation]*.* Society for Research in Human Development (SRHD) Biennial Conference, Dallas, USA.

Lin, D., Liu, Y., & **Sun, H.** (2017, February). *Phonological processing skills predicting word reading and oral vocabulary in Chinese* [Paper presentation]*.* Association for Reading and Writing in Asia Conference, Hong Kong, China.

Lin, D., **Sun, H.**, & Zhang, X. (2016, December). *Bidirectional relationship between visual spatial skill and Chinese character reading in Chinese kindergartners: A cross-lagged analysis* [Paper presentation]. The 16th International Conference on the Processing of East Asian Languages, Guangzhou, China.

Lin, D., Liu, Y. Y., **Sun, H.**, Wong, K. S., & Yeung, S. S. (2016, August). *The development of English word reading through spelling in Chinese children learning English as a second language* [Paper presentation]. The 23rd International Congress of International Association for Cross-Cultural Psychology, Nagoya, Japan.

Lin, D., **Sun, H.**, & McBride, C. (2016, July). *Developmental trajectory of Chinese character reading among Hong Kong Chinese kindergartners* [Paper presentation]. Society for the Scientific Study of Reading 23rd Annual Meeting, Porto, Portugal.

**Poster Presentations**

**Sun, H.,** Pazoki, S., & Woltering, S. (2021, July). *The N400 lexicality effect and reading difficulties in children* [Poster presentation]. Society for the Scientific Study of Reading 28th Annual Meeting, Virtual.

**Sun, H.** & Woltering, S. (2020, July).*The N400 component in children with reading difficulties.* [Poster presentation]. Society for Scientific Study of Reading 27th Annual Meeting, Newport Beach, USA. (Cancelled due to COVID-19)

**Sun, H.**, Shi, Q., & Woltering, S.(2019, July). *Parental emotional regulation and the social emotional functioning of children with reading difficulties* [Poster presentation]*.* International School Psychology Association Annual Conference, Basel, Switzerland.

**Sun, H.,** Schwartz, J., Dunn, C., Shi, Q., Nguyen, T., & Woltering, S. (2019, March). *Parent-level protective factors and the mental health and self-regulation skills of children with reading difficulties* [Poster presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, USA.

Schwartz, J., **Sun, H.**, Shi, Q., Li, Y., Dunn, C., & Woltering, S. (February, 2019). *The Association Between Household Environment and Children’s Reading Abilities* [Poster presentation]. National Association of School Psychologists (NASP) Annual Conference, Atlanta, USA.

Lin, D., Liu, Y., **Sun, H.,** Li, H., Yeung, S.-S., & Wong, T.-Y. (2018, July). *Executive functioning predicts reading comprehension in Hong Kong Chinese kindergarteners* [Poster presentation]. Society for the Scientific Study of Reading 25th Annual Meeting, Brighton, UK.

**Sun, H.,** Shi, Q., Schwartz, J., Dunn, C., Li, Y., & Woltering, S. (2018. May). *Social Comparison in Children with Reading Difficulties* [Poster presentation]. Association for Psychological Science 30th Annual Meeting, San Francisco, USA.

**Sun, H.**, Shi, Q., & Woltering, S. (2018, March). *Reporter differences in the developmental trajectories of adolescents’ strengths and difficulties—a 4-year longitudinal study* [Poster presentation]. Society for Research in Human Development, Plano, Texas, USA.

Shi, Q., **Sun, H.,** Li, Y., Schwartz, J., Dunn, C., & Woltering, S. (2017, December). *The Neural index of reading and self-regulation in elementary school children—a pilot study* [Poster presentation]. Texas A&M Chapter of the Society for Neuroscience Annual Symposium, College Station, Texas, USA.

**Sun, H.**, Shi, Q., Deutz, M., & Woltering, S. (2017, October). *Investigating the neural indices of reading and self-regulation with EEG: A pilot study following five children undergoing intensive reading intervention* [Poster presentation]. Armadillo Southwest Regional Conference for Cognition and Cognitive Neuroscience, College Station, Texas, USA.

**Sun, H.**, Li, Y., Ko, E. H., Nguyen, T.T., Prickett, C., Shi, Q., & Woltering, S. (2017, September). *The neural indices of reading and self-regulation in children* [Poster presentation]. Texas Brain and Spine Institute 11th Annual Neuroscience Symposium, College Station, Texas, USA.

Shi, Q., Deutz, M., Jia, Y., Li, Y., **Sun, H.**, Ko, E. H., & Woltering, S. (2017, April). *Reading and self-regulation in the brain: A study design* [Poster presentation]. Texas A&M Institute for Neuroscience Annual symposium, College Station, Texas, USA. (2nd place in senior graduate student category)

**Symposium Contributions**

Shi, Q., **Sun, H.,** Deutz, M., & Woltering, S. (2019, March). The neural and behavior correlates of response inhibition and psychopathology in children with and without reading difficulties*.* In In S. Tao; A. Tang (Chairs), *Understanding and empowering student learning and development from cognitive neuroscience lab to student learning promotion* [Symposium]. Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, USA.

Shi, Q., **Sun, H.,** Nguyen, T. T., Deutz, M.H.F., Luo, W., Liew, J., & Woltering, S. (2018, April). Self-regulation Predicts the Developmental Trajectories of Children Strengths and Difficulties-A 12-year Longitudinal Study. In *Longitudinal Studies* [Roundtable]. American Educational Research Association (AERA) Conference, New York, USA.

**Teaching & Supervision Experience**

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| Spring 2021 | Graduate Teaching Assistant  Integrated Assessment Practicum, SPSY 614, Texas A&M University   * Co-led group supervision for 11 school psychology students conducting comprehensive assessments in school and clinic settings * Provided live supervision in virtual intake sessions and in-person testing sessions * Reviewed protocols to verify accuracy of administration and scoring   Supervisors: Kirsten Newell, PhD, NCSP, LSSP; Cynthia Riccio, PhD, LP, LSSP |
| Fall 2018  -Fall 2020  (5 semesters) | Graduate Teaching Assistant  Cognitive Assessment, SPSY 612, Texas A&M University   * Taught administration and scoring of standardized tests to 1st and 2nd year students in school and counseling psychology   (3 hours instruction/week; 5-8 students/semester)   * Reviewed and graded test administration videos and protocols to provide feedback   Supervisors: Kirsten Newell, PhD, NCSP; Cynthia Riccio, PhD, LP, LSSP; Krystal Simmons, PhD, LP, NCSP, LSSP, HSP |
| Fall 2018, 2019, & 2020  (3 semesters) | Graduate Teaching Assistant  Integrated Assessment Practicum, CPSY 683, Texas A&M University   * Address questions related to planning, testing, scoring, interpretation, formulation, and feedback for 2nd-3rd year doctoral students conducting comprehensive psychological assessments   (7-8 students/semester)   * Review protocols to verify accuracy of administration and scoring   Supervisors: William Rae, PhD, LP & Cynthia Riccio, PhD, LP, LSSP |
| Fall 2018 | Student-supervisor  Integrated Assessment Practicum, CPSY 683, Texas A&M University   * Provided weekly group supervision to 7 counseling psychology students conducting psychological evaluations   Supervisor: Cynthia Riccio, PhD, LP, LSSP |
| Spring 2018 | Graduate Teaching Assistant  Understanding Special Populations, SPED 210, Texas A&M University   * Facilitated online discussion and graded assignments for an online undergraduate course   Supervisor: Marcia Montague, PhD |

**Clinical Experience**

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| Summer 2021-Summer 2022 | Predoctoral Psychology Intern  Illinois School Psychology Internship Consortium, *APPIC-accredited*  University Laboratory High School (60%) & Disability Resources and Education Services (40%) at the University of Illinois Urbana Champaign   * Created MTSS including universal mental health screening and data-based decision making * Conducted program review self-study * Provided individual and group counseling * Ran monthly parent workshops * Conducted 16 comprehensive psychological evaluations   Supervisors: Hollie McClintick, PhD, LP, NCSP & Teresa Davenport, PhD, LP, NCSP |
| 2020 Fall  -2021 Spring | Student clinician  Texas A&M Health Science Center Telebehavioral Care, TX   * Provide telehealth counseling for adults and teenagers in rural communities   Supervisors: Gerardo Mireles, PhD, LP, LSSP & Carly McCord, PhD, LP |
| 2019 Summer  -2020 Spring | Student clinician  Lamb Behavioral Health Center, LLC, Bryan, TX   * Conducted 6 psychological assessments for adults and children * Provided family and individual therapy for children 7-17 and young adults   Supervisor: Gordon Lamb, PhD, LP, NCSP, LSSP |
| 2018 Fall  -2019 Spring | School psychology practicum student  Bryan Independent School District, TX   * Provided behavioral consultation, social emotional learning activities, and school-based counseling for elementary school students * Conducted 3 initial evaluations and 2 re-evaluations for students in grades 2-10 * Conducted in-service to elementary school staff regarding children’s developing concept of death, typical grief responses, and issues in risk assessment   Supervisor: Krystal Simmons, PhD, LP, NCSP, LSSP, HSP; Shantina Dixon, PhD, LSSP |
| 2017 Fall  -2019 Fall | Student clinician  Texas A&M Counseling and Assessment Clinic, TX   * Provided counseling to children aged 6-15 and their families * Conducted comprehensive 5 evaluation for children and adults   ystal Simmons, PhD, LP, NCSP, LSSP, HSP; Cynthia Riccio, PhD, LP, LSSP |
| 2018 Spring | School Psychology practicum student  Bryan Independent School District, TX   * Provided behavioral and academic consultation for 3 teachers of Grades K-2 and 1 student-teacher   Supervisor: Shasta Ihorn, PhD, NCSP, LSSP |
| 2016 Fall | School Psychology practicum student  College Station Independent School District, TX   * Conducted brief academic assessment, bi-weekly intervention, and progress monitoring for 2nd grader in general education   Supervisor: Shasta Ihorn, PhD, NCSP, LSSP |

**Service**

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| Spring 2020- Spring 2022 | Allies Workshop Facilitator  Texas A&M Aggie Allies   * Facilitated workshops to increase awareness of LGBTQIA+ topics by presenting information, prompting reflection, and facilitating discussion for individuals or departments in the Texas A&M area * Provided mentorship for undergraduate students |
| Fall 2018- | Recruitment & Retention Committee Member  Texas A&M School Psychology   * Held presentations for undergraduate organizations to introduce school psychology * Attended visitation events with prospective students * Assisted with admissions as a peer interviewer and current student panelist |
| Fall 2019- Spring 2020 | Treasurer  Student Affiliates of School Psychology, Texas A&M University   * Managed budget for student organization * Coordinated professional development and networking events for graduate students in professional psychology |
| Spring 2012  -Spring 2014 | Peer Support Partner/ UCEDD trainee  Next Steps Postsecondary Program, Vanderbilt University   * Arranged and attended weekly study sessions, lunch, life skills workshops, and social events with young adults with intellectual disabilities in a postsecondary education program |
| Fall 2020- Spring 2014 | Member & Adviser  Vanderbilt Undergraduate Honor Council   * Evaluated academic honor code violation cases and made decisions regarding verity of violations and students’ academic status * Advised students accused of honor code violation throughout the process |

**Outreach Presentations**

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| May 2022 | University Laboratory High School, Champaign, IL   * Presented parent workshop on college transition and “letting go” |
| March 2022 | University Laboratory High School, Champaign, IL   * Presented parent workshop on mental health and teenagers |
| February 2022 | University Laboratory High School, Champaign, IL   * Presented parent workshop on stress management |
| October 2021 | University Laboratory High School, Champaign, IL   * Presented parent workshop on screen time concerns and recommendations   With contribution from Kelly Sopchak, PhD, LSSP |
| September 2021 | University Laboratory High School, Champaign, IL   * Presented parent workshop on challenges and recommendations for returning to school during COVID-19 |
| November 2019 | Educational Neuroscience class, College Station, TX   * Presented on the use of electroencephalography (EEG) in language research |
| February 2019 | Bonham Elementary School, Bryan, TX   * Presented in-service talk on children’s concept of death, developmentally appropriate ways to discuss grief, and common topics in risk assessment   In collaboration with Krystal Simmons, PhD, LP, NCSP |

**Special Education Experience**

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| Summer 2017;  Fall 2013  -Spring 2014 | Reading Tutor  Reading Clinics, Texas A&M University & Vanderbilt Kennedy Center   * Provided evidence-based intervention in phonics, phonological awareness, vocabulary, fluency, and reading comprehension; set goals and monitored progress * Worked one-on-one with 6 students aged 6 to 15 with dyslexia, intellectual disability etc. * Adapted alternative communication, learning materials, and reinforcement schemes for students with more pervasive needs   Supervisors: Brenda Taylor, PhD, CALT, LDT, NCED; Laurie Cutting, PhD |
| Fall 2012  -Spring 2013 | Student-Teacher in Special Education  Westmeade Elementary School & Eakin Elementary School, Nashville, TN   * Developed and implemented behavioral intervention plan in 4th grade resource room * Developed and taught 2nd grade math lesson plans based on Common Core * Conducted progress monitoring in 2nd grade reading and language arts resource room   Supervisor: Andrea Capizzi, PhD, BCBA-D; Kimberly Paulsen, EdD; Daniel Reschly, PhD, NCSP |
| Fall 2011  -Fall 2013 | Student-Teacher in Special Education, Early Childhood  Susan Gray School, Nashville, TN   * Provided individualized language enrichment activities for toddlers with language delay * Assisted with afterschool activities for toddlers with developmental delays in an inclusive preschool   Supervisor: Robert Hodapp, PhD |

**Additional Research Experience**

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| Spring 2017- Summer 2021 | Graduate Student  Neurobiological Lab for Learning and Development, Texas A&M University   * Led testing sessions involving EEG, eye tracking, and standardized tests for children with reading difficulties   Supervisor: Steven Woltering, PhD |
| Spring 2021 | Graduate Research Assistant  Project Accelerated Preparation of Leaders for Underserved Schools, Texas A&M University   * Analyzed data and prepared manuscripts regarding effectiveness of virtual professional development for school leaders in turnaround schools   Supervisors: Roya Pashmforoosh, PhD; Matthew Etchells, PhD; Beverly Irby, PhD |
| Fall 2016 - Spring 2017 | Graduate Student   * Conducted neuropsychological testing with adults pre and post computerized cognitive training intervention   Supervisors: Cynthia Riccio, PhD; Colby Wiley, PhD |
| Summer 2014  -Summer 2016 | Full-time Research Assistant  The Educational University of Hong Kong   * Conducted computer-based phonics intervention in a preschool * Assisted student workers with administration of standardized cognitive and academic measures in Cantonese, Mandarin, and English * Facilitated generation of research ideas by presenting article summaries and discussion prompts for an interdisciplinary team of language researchers * Completed accountability paperwork to report research progress and output to grant agencies and departments * Prepared 50% of course presentations for Psychology of Language course   Principal Investigator: Dan Lin, PhD |
| Fall 2013  -Spring 2014 | Undergraduate Research Assistant  Educational Cognitive Neuroscience Lab, Vanderbilt University   * Administered standardized measures to assess children’s executive functioning and academic skills * Facilitated 2.5-hour fMRI sessions with children * Wrote lab protocols, recruited participants by phone, managed lab schedules * *Assessment: NEPSY-2, WJ-III Achievement, CTOPP-2*   Principal Investigator: Bruce McCandliss, PhD |

**Additional Employment Experience**

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| Fall 2016  -Summer 2017 | Graduate Assistant  Disability Services, Texas A&M University   * Developed system to oversee peer notetaking accommodation for over 200 courses * Coordinated communication amongst faculty, students, and volunteer notetakers * Obtained student feedback and problem-solved as needed   Supervisor: Paul Harwell, PhD |
| Summer 2012 & 2013 | Camp Counselor  YMCA Hong Kong   * Led day camp activities for science and drama camps for children aged 4-7 and 8-12 |

**Professional Memberships**

National Association of School Psychologists  
 Student member 2016-present  
American Psychological Association  
 Student member 2019-present  
Society for the Scientific Studies of Reading  
 Student member 2019-present  
Society for Research in Child Development  
 Student member 2018-2019  
Association for Psychological Science  
 Student member 2017-2018

**Awards/ Grants**

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| 2021-2022 | Professional Psychology Scholarship, Texas A&M University, $1000 |
| 2020 | Dean’s Graduate Award, Texas A&M University, $4000 |
| 2017-2021 | Graduate Research Grant, Texas A&M University, $2477 |
| 2017-2019 | College of Education and Human Development Presentation Grant, Texas A&M University, $1307 |
| 2017-2020 | Department of Educational Psychology Scholarship, Texas A&M University, $6350 |
| 2016-2017 | Emerging Scholar Award, Texas A&M University, $2000 |
| 2013 | Thomas M. Weser Award, Vanderbilt University, $250 |