

# DR YOON-SUK HWANG



## Contact information

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## Work history

<i>Position</i>	<i>Organisation</i>	<i>Years</i>
Research Fellow	Learning Sciences Institute Australia	2015-
Lecturer	Griffith University	2011-2015
Postdoctoral Research Fellow	Queensland University of Technology	2010
Special Education Teacher	Bonwon Primary School	2001-2004



## Education, fields of expertise and research supervision

### Education

<i>Qualifications</i>	<i>Organisation</i>	<i>Completed</i>
Doctor of Philosophy	The University of Sydney	2009
Master of Education	The University of Sydney	2005
Bachelor of Arts	Dankook University	2001

### Fields of educational expertise

- Mindfulness and social-emotional learning and wellbeing
- Communication and challenging behaviour
- Bullying and developmental disabilities
- Diversity and inclusivity
- Arts-based inquiry

### Technical expertise in qualitative, quantitative and mixed research design methodologies

- Mixed method research design
- Development and implementation of mindfulness intervention programs
- Systematic literature review
- Design and development of online and paper questionnaires
- Descriptive and inferential analyses
- Grounded theory approach
- Arts-based inquiry

### Completed research supervision

2012-2016 Francis Raymond Ackah (PhD): Inclusive Early Childhood Education in Ghana

## Current research supervision

2016-Present Pip McKeering (EdD): Mindfulness-based interventions for enhancing social and emotional learning and wellbeing of international students



## Funded research

### Competitive grants

Year	Grants	Funding
2017-2018	Teachers Health Foundation: Hwang, Y.S., <i>Teacher wellbeing: A key to school and community success.</i>	\$150,000
2010-2014	Trust Company: Saggars, B., Hwang, Y. S., Carrington, S., Campbell, M., Mercer, L. (QUT), Ashburner, J. (Autism Queensland), <i>Experiencing bullying: Young people with Autism Spectrum Disorders and their families.</i>	\$20,000
2012-2014	Major Strategic Initiatives Grants, Art, Education and Law Group, Griffith University: Hwang, Y. S., Roberts, J., & Klieve, H., <i>Autism Spectrum Disorders: From mindblindness to mindfulness.</i>	\$20,000
2010-2011	Thomas T. Roberts Fellowship, Awarded by the University of Sydney and funded by Philanthropy ANZ Trustees Limited: Hwang, Y. S., <i>Can you hear me (in Singapore)? The inner experience of students with Autism Spectrum Disorders.</i>	\$10,000

### Research consultancies

Year	Grants	Funding
2014	Sydney: Centre for Disability Studies, University of Sydney: Espiner, D., O'Connor, B., Hwang, Y. S., & O'Brien, P., <i>Supporting students with Autism Spectrum Disorder and challenging behaviour within school settings: A literature review.</i>	\$12,000



## Publications

### Books

Hwang, Y. S. & Kearney, P. (2015). *A mindfulness intervention for children with Autism Spectrum Disorder: New directions in research and practice.* New York: Springer.

### Book chapters

Hwang, Y. S. & Singh, N. (2016). Mindfulness In N. Singh (Ed.), *Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities* (pp. 311-346). New York: Springer.

### Articles

Hwang, Y. S., Greben, M., Hand, K., & Bartlett, B. (2017). A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance. *Teaching and Teacher Education*. 64, 26-42.

Carrington, S., Campbell, M., Saggars, B., Ashburner, J. S., Vicig, F., Dillon-Wallace, J., Hwang, Y. S. (2017). Recommendations of school students with autism spectrum disorder and their parents in regard to bullying and cyberbullying prevention and intervention. *International Journal of Inclusive Education*. 21(10), 1045-1064.

Campbell, M., Hwang, Y-S., Whiteford, C., Dillon-Wallace, J. Ashburner, J. Saggars, B., & Carrington, S. (2017). Bullying prevalence in students with autism spectrum disorder\*. *Australasian Journal of Special Education*. 41(2), 101-122.

Saggars, B., Campbell, M., Dillon-Wallace, J., Ashburner, J., Hwang, Y.S., Carrington, S., Tones, M. (2017). Understandings and experiences of bullying: impact on students on the autism spectrum\*. *Australasian Journal of Special Education*. 41(2), 123-140.

- Hwang, Y. S., Kearney, P., Lang, W., Klieve, H. & Roberts, J. (2015). Cultivating Mind: Mindfulness interventions for children with Autism Spectrum Disorder and problem behaviours, and their mothers. *Journal of Child and Family Studies*, 24(10), 3093-3106.
- Hwang, Y. S., Klieve, H., Kearney, P., & Saggars, B. (2015). Experience, recursive awareness and understanding in Autism Spectrum Disorder: Insights of parents and teachers in Singapore. *Asia Pacific Journal of Education*, 35 (4), 453-470.
- Hwang, Y. S. (2014). "Miss mum": Mind and affective experience of Korean learners identified with Autism Spectrum Disorder and cognitive difficulties. *Disability and Society*, 29(10), 1583-1600.
- Hwang, Y. S., & Kearney, P. (2014). Mindful and mutual care for individuals with developmental disabilities: A systematic literature review. *Journal of Child and Family Studies*, 23, 497-509.
- Hwang, Y. S., & Kearney, P. (2013). A systematic review of mindfulness intervention for individuals with developmental disabilities: Long term practice and long lasting effects. *Research in Developmental Disabilities*, 34, 314-326.
- Hwang, Y. S. (2013). Seeing both wood and trees: A Theory-of-Mind Spectrum emerges from conversations with students identified with Autism Spectrum Disorders and intellectual difficulties. *Journal of the Korean Association for Persons with Autism*, 13, 117-143.
- Saggars, B., Hwang, Y. S., & Mercer, L. (2011). Your voice counts: Listening to the voice of high school students with autism spectrum disorder. *Australasian Journal of Special Education*, 35 (2), 173-190.
- Hwang, Y. S., & Evans, D. (2011). Attitudes towards inclusion: Gaps between belief and practice. *International Journal of Special Education*, 26(1), 136-145.
- Hwang, Y. S., Evans, D., & Mackenzie, J. (2007). Theory-of-Mind Continuum Model: Why mind matters in philosophy, psychology and education. *The International Journal of interdisciplinary Social Science*, 2(3), 249-258.

### Refereed conferences

- Hwang, Y. S. (2011). *What teachers do not know about their students with Autism Spectrum Disorders*. The Annual International Conference on Education and e-Learning 2011, 166-169, Singapore.

### Conference presentations

- Hwang, Y. S. (2016). Mindfulness and autism spectrum disorder: direct and transactional effects. The 2nd International Conference on Mindfulness, Rome.
- Hwang, Y. S. (2016). How mindfulness helps mothers of children with autism spectrum disorder and challenging behaviour. The 2nd International Conference on Mindfulness, Rome.
- Hwang, Y. S. (2015). Transactional effects of mindfulness practice for families living with Autism Spectrum and challenging behaviours. Inclusive Education Summit. Melbourne.
- Hwang, Y. S. & Kearney, P. (2014). Cultivating mind and enhancing life: Mindfulness intervention for children with *Autism Spectrum Disorder and challenging behaviour, and their mothers*. The Australian Association of Special Education (AASE) Conference, Sydney.
- Hwang, Y. S., & Kearney, P. (2013). *Mindfulness and Autism Spectrum Disorders: "I love you guys"*. The 1st International Conference on Mindfulness, Rome.
- Hwang, Y. S., & Kearney, P. (2013). *Mindful parenting for children with Autism Spectrum Disorders*. The 1st International Conference on Mindfulness, Rome.
- Hwang, Y. S. (2011). *How to engage students with severe ASD: Get to know them*. The Australian Association of Special Education (AASE) Conference, Gold Coast.
- Hwang, Y. S. (2009). *Theory-of-Mind continuum model and typology: The work of imagination and expression in individuals with Autism Spectrum Disorders*. Asia Pacific Autism Conference (APAC), Sydney.
- Hwang, Y. S. (2008). *Theory-of-Mind meets social views on Autism Spectrum Disorders*. The Australian Association of Special Education (AASE) Conference, Perth.
- Hwang, Y. S. (2008). *Theory-of-Mind: Lived experience or psychological test*. The 2nd International Conference on Special Education in Marmaris, Turkey.

### Reports

- Espiner, D., O'Connor, B., Hwang, Y. S., & O'Brien, P. (2014). *Supporting students with Autism Spectrum Disorder and challenging behaviour within school settings: A literature review*. Sydney: Centre for Disability Studies, The University of Sydney.
- Hwang, Y. S. (2007). National Curriculum in Australia. In S. Park (Ed.), *An international comparative study on national curriculum revision process* (pp. 249-296). Seoul: Korea Institute of Curriculum and Evaluation.
- Hwang, Y. S. (2007). Curriculum and evaluation in New South Wales, Australia. Y. Jung (Ed.), *2007 International education research report* (pp. 24-25, 146-156, 263-274). Seoul: Korea Institute of Curriculum and Evaluation.

## Theses

Hwang, Y. S. (2009). *Mind and Autism Spectrum Disorders: A Theory-of-Mind continuum model and typology developed from Theory-of-Mind as subjectively experienced and objectively understood* (Unpublished PhD thesis). Sydney, The University of Sydney.



## Scholarly contributions and service

### Scholarly contributions

#### Journal Reviewer

- Mindfulness
- Research in Autism Spectrum Disorder
- Journal of Autism and Developmental Disorders
- Research in Developmental Disabilities
- Focus on Autism and Other Developmental Disabilities
- Journal of Child and Family Studies
- International Journal of Qualitative Studies in Education
- Asia Pacific Journal of Education
- The Asia Pacific Education Researcher

#### Associate Editor

- Journal of Child and Family Studies (since 2016)

#### Editorial Board Member

- Mindfulness (since 2016)
- Advances in Neurodevelopmental Disorders (new Springer Journal, NY, begin publication in March 2017)