

S. Kathleen Krach, Ph.D.

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EDUCATION

Postdoctoral Internship	University of Nevada Las Vegas	Completed 2009
Ph.D. School Psychology	Texas A&M University	Conferred 2003
Ed.S. School Psychology	University of Georgia	Conferred 1999
M.A. School Psychology	University of Georgia	Conferred 1998
B. A. Spanish Education	University of Georgia	Conferred 1996

CERTIFICATION/ LICENSURE

Nevada License (estimated completion May 2009)	2009
Georgia School Psychologist Certification	2003
Nationally Certified School Psychologist (NCSP)	1999

PUBLICATIONS: PEER REVIEWED

- Krach, S. K. & Jelenic, M. (in press). Technology and web accessibility: Examining Kindergarten through twelfth grade school systems for compliance. *Journal of Special Education Technology*.
- Krach, S. K., Loe, S. A., Jones, W. P., & Farrally, A. (in press). Convergent Validity of The Reynolds Intellectual Assessment Scales (RIAS) Using the Woodcock-Johnson Tests of Cognitive Ability, Third Edition (WJ-III) With University Students. *Journal of Psychoeducational Assessment*.
- Loe, S.A., Jones, W.P., Crank, J.N., & **Krach**, S.K. (in press). Using Self-Instruction to Teach Counseling Skills to School Psychology Students: An Efficacy Study. *Journal of Instructional Psychology*.
- Jones, W. P., Loe, S.A., **Krach**, S.K., Rager, R.Y., & Jones, H.M. (2007). Automated Neuropsychological Assessment Metrics (ANAM) and Woodcock-Johnson III Tests of Cognitive Ability: A Concurrent Validity Study. *The Clinical Neuropsychologist* 21, 1-16.
- Krach, S. K. (2007). Snapshot, ten years after the law: A survey of the current status of university Web accessibility. *Journal of Special Education Technology*, 22(4), 30-40.
- Krach, S. K., Ochoa, S. H., & Palmer, D. J. (2005). Parental perceptions of participation in special education: Foci of Hispanic and white children's ethnicity and educational levels. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 8(1), 96-110.

PUBLICATIONS: BOOK CHAPTERS, TEST REVIEWS, AND SOFTWARE

- Krach, S. K. (2008). The multicultural classroom. In N. Salkind (Ed.), *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage Publications.
- Krach, S.K. (2007). Review of the Assessment of Classroom Communication and Study Skills. In the *Mental Measure Yearbook*, 17. Lincoln, NE: University of Nebraska Buros Institute of Mental Measurements.

- Krach, S.K. (2007). Review of the BEST Plus: Oral English Proficiency Test. In the *Mental Measure Yearbook, 17*. Lincoln, NE: University of Nebraska Buross Institute of Mental Measurements.
- Krach, S.K. (2005). Review of the English Spelling Test Series (ESTS). In *Mental Measure Yearbook, 16*. Lincoln, NE: University of Nebraska Buross Institute of Mental Measurements.
- Krach, S.K. (2005). Review of the Receptive One-Word Picture Vocabulary Test. In *Mental Measure Yearbook, 16*. Lincoln, NE: University of Nebraska Buross Institute of Mental Measurements.
- Krach, S. K. (2003). Conduct disorder. In E. Fletcher-Janzen & C. R. Reynolds (Eds.). *Childhood Disorders: Diagnostic desk reference*. New York: John Wiley and Sons.
- Ogden, P., Edwards, J.C., Stricker, A.G., **Krach**, S.K., & Viswanadha, K. (2001). Evaluating Medical Student and Resident Education (Beta Version 1) [Computer Software]. College Station, TX: Cognition and Instructional Laboratories.
- Foundation Coalition, National Science Foundation, & Cognition and Instructional Laboratories (2001). Foundation Coalition: Leader in Engineering Education Innovation (Beta Version 2) [Computer Software]. College Station, TX: Cognition and Instructional Laboratories.

PROFESSIONAL PRESENTATIONS

- Krach, S.K., Loe, S.A., & Jones, W.P. (August, 2009). *Relationships of Test Anxiety With Individual and Test Situation Variables*. Poster accepted for presentation at the American Psychological Association Convention, Toronto, Canada.
- Loe, S.A., Jones, W.P., & **Krach**, S.K. (February, 2009). *Predicting WJ-III cognitive test Performance from personality traits*. Poster presented at the National Association for School Psychologists Convention, Boston, MA.
- Krach, S.K., & McCreery, M. (February, 2009). Impact of Subtest and Composite Score Reliability on Interpretation. Poster presented at the National Association for School Psychologists Convention, Boston, MA.
- Loe, S.A., Jones, W.P., & **Krach**, S.K. (August, 2008). The Relationship Between Anxiety and Performance on the WJ-III Cognitive. Poster presented at the American Psychological Association Convention. Boston, MA.
- Krach, S.K., Loe, S.A., Jones, W.P., & Gilbert, A.M. (February, 2008). *Individual Administration of Intelligence Tests: Essential Condition or Old Habit*. Paper accepted for presentation at the National Association for School Psychologists Convention, New Orleans, LA.
- Loe, S.A., Jones, W.P., & **Krach**, S.K. (August, 2007). *Predicting Intelligence Test Performance from Five-Factor Model Personality Dimension*. Poster presented at the American Psychological Association Convention. San Francisco, CA.
- Jelenic, M. & **Krach**, S.K. (March, 2007). *Web-Accessibility: K-12 Schools and School Districts*. Roundtable presented at the American Educational Research Association, Chicago, IL.
- Jones, W. P., Loe, S.A., Crank, J.N., & **Krach**, S.K. (March, 2007). *Using Self-instruction to teach counseling skills to school psychology students: An efficacy study*. Poster presented at the National Association for School Psychologists Convention, New York, NY.
- Krach, S.K., Loe, S.A., Rager, R., Jones, H.M., & Speer, J.M. (August, 2006). *Validity study of the RIAS using the WJ-III Cognitive*. Poster presented at the American Psychological Association Convention, New Orleans, LA.

Krach, S. K. & Ochoa, S. H. (March, 2005). *Parental perception of IEP meetings across educational level and ethnicity*. Poster presented at the National Association of School Psychologist Convention, Atlanta, GA

Krach, S. K. (February, 2001). *Step-down analysis: A comparison with covariance corrections and stepwise analysis*. Paper presented at the Southeast Educational Research Exchange, New Orleans, LA.

Krach, S. K. (February, 2001). *Technology and web accessibility: People with disabilities' rights to information*. Paper presented at the Dogwood Conference, Atlanta, GA.

CURRENT STUDIES IN PROGRESS

Krach, S. K. *Ethical consideration of reliability: Popular measures in psychoeducational assessment of children*. Data collection in process. Manuscript in preparation.

Krach, S. K. *Step-down analysis: A comparison with covariance corrections and stepwise analysis*. Data collection completed. Manuscript in preparation.

Krach, S. K. & Loe, S. A. *Current school psychology doctoral students' opinions and knowledge about working in an academic position*. Prepared for IRB. Developing online survey.

Krach, S.K. & Putney, L. *Factors contributing to success and failure of high school students from a bilingual background*. Grant funding received. Data collection in progress.

Krach, S. K. & Rager, R. *Effect Size: Comparing the use in education journals*. Data collection completed. Manuscript in preparation.

Krach, S.K., Loe, S. A., Steele, T., Conrad, L. *Multicultural training in school psychology programs*. Research team formed. Pilot study in progress.

Jones, W.P., **Krach**, S.K., & Loe, S.A. *Individual Administration of Intelligence Tests: Essential Condition or Old Habit*. Data collection completed. Manuscript in preparation.

Loe, S. A. & **Krach**, S. K. *Current school psychology faculty members' opinions and knowledge about working in an academic position*. Developing online survey.

Loe, S. A., Jones, W. P. & **Krach**, S. K. (submitted). Predicting WJ-III cognitive test performance from personality traits. *Psychology in the Schools*.

RECENT GRANTMANSHIP

2007-Awarded:

Facilitating Success for English Language Learners: A University/ Public Charter School Partnership. University of Nevada Las Vegas, Institutional Development Grant, Estimated \$50,000.00

2007-Awarded:

Materials Grant. The Woodcock-Munoz Foundation
Value \$4,200.00

UNIVERSITY WORK EXPERIENCE

Assistant Professor: University of Nevada, Las Vegas (UNLV), School Psychology Program

Date: 2005- present

Location: Department of Educational Psychology, University of Nevada, Las Vegas

Research Duties: Obtain funding for and conduct independent research as well as collaborate with faculty, peers in the field, and students on research projects in the areas of psychoeducational assessment and diversity research. I mentor Ed.S. and Ph.D. students in grant writing, paper presentations, and publications.

Teaching Duties: Didactic instruction of graduate students includes the areas of multiculturalism, learning disability diagnosis, and research design and methodology. Didactic courses are usually taught as in-class, distance education, or a mixture of methods. In addition, I provide supervision for our practicum students in field and in the on-site assessment center.

Service Duties: At the national level, I serve as a member of the editorial board of the Journal of Praxis in Multicultural Education. In addition, I provide assistance to NASP and APA in reviewing materials for distribution and conference submissions. At the university level, I am a founding member of the Nevada Research Center for Social Justice (RCSJ), an interdepartmental research group. At the college level, I serve on committees including the COE Diversity Committee, COE Field-placement Committee, and the COE Distance Education Committee. In addition, I chair or co-chair over twenty Master's, Specialist's, and Doctoral committees, as well as sit on other student committees across campus.

Assistant Professor: University of Nevada, Las Vegas (UNLV), Learning and Technology Program

Date: 2007- present

Location: Department of Educational Psychology, University of Nevada, Las Vegas

Duties: In addition to my work in the school psychology program, I am a faculty member of the Learning and Technology (L&T) program helping to guide decisions concerning program development. In addition, I work with students in the L&T program in the areas of research, mentoring, skill development, and guidance of their dissertations.

PSYCHOLOGY WORK EXPERIENCE

Psychological Assistant/ Postdoctoral Intern

Date: 2007-2009

Supervisor: W. Paul Jones, Ed.D.

Duties: In this role, I provided assessment and intervention services to families and children in the psychoeducational clinic, public schools, and in private practice to promote a better understanding of the field of psychology.

Contract School Psychologist: Henry County Schools

Date: 2005 - present

Location: Henry County Schools, McDonough, Georgia

Duties: As the district has no bilingual school psychologist on their staff at this time, I return several times a year to provide assessments for the bilingual children in the district who continue to need services. Working in the schools allows me to keep up my skills and utilize new instruments as the schools adopt them.

School Psychologist: Henry County Schools

Date: 2003–2005

Location: Henry County Schools, McDonough, Georgia

Duties: I worked as the bilingual school psychologist for this district. This entailed performing bilingual assessments as well as consulting with parents, teachers, and staff on appropriate referrals for bilingual students. I performed similar duties with monolingual children. In addition to these tasks, I provided consultation and training to district staff and faculty concerning best practices when working with bilingual children in the district.

Psychology Doctoral Intern: Rotation: University of Tennessee Health Science Center**Date:** 2002–2003**Location:** Department of Child and Adolescent Psychiatry, Memphis, Tennessee**Duties:** I provided therapeutic services to individual children and adolescents as well as entire families. In addition, I consulted with psychiatry residents who provided medical and non-medical forms of treatment.**Psychology Doctoral Intern: Rotation: Memphis City Schools Mental Health Center****Date:** 2002–2003**Location:** Memphis City Schools, Memphis, Tennessee**Duties:** I performed assessments in English and Spanish, consulted with teachers and staff, and provided therapy in English and Spanish to students and families associated with Memphis City Schools. In addition, I provided training in best practices for mental health professionals working with bilingual children.**Psychology Doctoral Intern: Rotation: Veterans Association****Date:** 2002–2003**Location:** Veterans Association, Memphis, Tennessee**Duties:** I provided therapeutic services to veterans and their families. I worked with individuals, couples, and families at the Veteran's Association's mental health clinic.**Psychology Doctoral Intern: Rotation: Memphis Midtown Mental Health Center****Date:** 2003**Location:** Midtown Mental Health Center, Memphis, Tennessee**Duties:** I helped perform sanity and competency evaluations on out of custody individuals for the Shelby County Courts.**Psychology Doctoral Intern: Rotation: University of Tennessee Health Science Center****Date:** 2003**Location:** Special Problems Unit**Duties:** I provided psychosexual evaluations on children and adolescents who were found to have sexually assaulted one or more other children. In addition, I provided individual and group sexual assault relapse prevention therapy for children found to be in need of services.**Psychology Practicum Student: College Station Independent School District****Date:** 2001**Location:** A&M Consolidated High School, College Station, Texas**Duties:** I provided direct and indirect interventions services to individuals and groups in a high-school setting. I performed monolingual and bilingual assessments across school-aged groups. In addition, I supervised first- and second-year doctoral students doing consultation, observations, and curriculum-based assessments.**Psychometrist: Texas Rehabilitation Commission****Dates:** 2000–2001**Location:** Office of Dr. J. DeWayne Taylor, College Station, Texas**Duties:** I administered psychological tests and wrote comprehensive reports for adults seeking disability services through the Texas Rehabilitation Center.**Assessment Personnel: Norming of the Reynolds Intelligence Adult Scale (RIAS)****Dates:** 2000**Location:** Texas A&M University, College Station, Texas**Duties:** I learned, practiced, and administered the RIAS for the purposes of developing a norming sample for this measure.

Assessment Personnel: Norming of the Woodcock-Johnson III**Dates:** 1999**Location:** University of Georgia**Duties:** I learned, practiced, and administered the Woodcock-Johnson-III, Wechsler Adult Intelligence Scale (WAIS) and Wechsler Memory Scale (WMS) for the purposes of developing a norming sample.**Psychology Specialist Intern: Clarke County School District****Dates:** 1998–1999**Location:** Athens, Georgia**Duties:** I administered psychological tests and wrote comprehensive reports for bilingual and monolingual preschool, elementary, and high-school students referred for disability services. In addition, I ran a social skills group for emotionally disturbed elementary school boys. Also, I consulted with regular and special education teachers as well as professionals in school leadership.**Violence Prevention Trainer: Atlanta Project****Dates:** 1996**Location:** University of Georgia**Duties:** I worked as a member of a team to develop parent-training materials for an inner-city Atlanta school. Also, I taught teachers how to use the violence prevention program, Second Step, by going over the materials and modeling their use in the teacher's classroom.**EDUCATION EXPERIENCE PRIOR TO PROFESSORSHIP****Psychology Doctoral Intern: Memphis City Schools Mental Health Center****Date:** 2002-2003**Location:** Memphis City Schools, Memphis, Tennessee**Duties:** I lead seminars on best practices when working with multicultural children and families to provide mental health services and the use of the Woodcock-Johnson Tests of Cognitive Ability, Third Edition.**Visiting Graduate Lecture: Working with Bilingual Children and Families****Dates:** Winter 2003**Location:** University of Memphis**Duties:** As an invited guest lecturer, I reviewed information from my research with bilingual children and families with the faculty and students at the University of Memphis.**Student Grant Writer: Bryan Independent School District****Dates:** 2000–2002**Location:** Parent Education Partnership Program and Even Start Adult Literacy Center**Duties:** I collaborated with the Even Start and Bryan ISD Special Projects directors to develop grants including a technology grant to fund an adult computer literacy program and a grant providing training to Hispanic parents in the area of parenting skills.**TECHNOLOGY EXPERIENCE PRIOR TO PROFESSORSHIP****Graduate Assistant: Multimedia and Instructional Designer****Dates:** 1999–2001**Location:** Cognition and Instructional Technology Laboratory, Texas A&M**Duties:** I provided workshops for distance education, Web accessibility, software programs, and Web design. Also, I worked as the problem resolution coordinator, a position that required developing a method of dealing with problems across various projects. As I gathered more experience, I began working as a multimedia designer and instructional designer. These jobs entailed developing a project from the storyboard stage through the video, audio, and CD-ROM production stages, and ending in corrections done after alpha and beta testing.

Technology Chairperson: Student Association of School Psychologists, Div. 16, APA**Dates:** 2000–2001**Location:** Student Association of School Psychologists**Duties:** I designed and developed the layout of SASP's Web site, and collaborated with several of the officers to develop content for the site.**Graduate Assistant: OIT Distance Education Coordinator****Dates:** 1996–1999**Location:** Office of Informational Technology, University of Georgia**Duties:** I scheduled and facilitated distance learning for the College of Education. I trained faculty and staff in the use of distance education materials. Also, I created and maintained a database for site management of the distance education room. In addition, I scheduled computer lab use and installed software for the use of College of Education students. Finally, I created an interactive Web site for the College of Education's distance learning facility.**REFERENCES****Joe N. Crank, Ph.D.**

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