

Kathrine Koehler-Hak, Ph.D., NCSP
 Assistant Professor of School Psychology
 School of Applied Psychology and Counselor Education
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EDUCATION:

<u>Date</u>	<u>Degree</u>	<u>Institution</u>	<u>Area of Study</u>
1996	Ph.D.	University of Oregon	School Psychology, early childhood emphasis
<i>Dissertation: The Effects of Phonological Awareness and Letter Naming Fluency on First Graders Experiencing Difficulty Learning to Read.</i>			
1991	M.A.	Pepperdine University	Psychology with a counseling emphasis
1998	B.A.	California State University	Psychology

PROFESSIONAL EXPERIENCE:Professional Academic:

2007 – present	Assistant Professor of School Psychology. University of Northern Colorado.
2006 – 2007	Adjunct faculty in School Psychology. University of Northern Colorado.
1999 – 2002	Adjunct faculty in teacher education program. Washington State University, Vancouver. Collaborative Teacher Education program

Professional Non-Academic:

2006 – 2007	School Psychologist. St.Vrain valley School District. Longmont, CO.
2001 – 2006	School Psychologist/Counselor. Washougal School District. Washougal, WA.
1998 – 2001	Behavior Specialist. Kelso School District. Kelso, WA.
1997 – 1998	Counselor. Siuslaw School District. Florence, OR.
1995 – 1997	School Psychologist. Kelso School District. Kelso, WA.
1989 – 1991	Early Interventionist. Child Development Center. Los Angeles, CA
1987 – 1989	Counselor/Case Manager. H.E.L.P. Group. Van Nuys, CA.

AREAS OF SPECIALIZATION: Early childhood special education, early literacy, Functional Assessment of Academics, Curriculum Based Measurement, DIBELS, instruction and curricular design.

RESEARCH INTERESTS: Early childhood special education, early literacy and written language assessment and intervention, school readiness, Response to Intervention, Functional Assessment of Academics, Autism Spectrum Disorder

PUBLICATIONS (juried):

Articles:

2009	Koehler-Hak, K. & Snyder, J., (in submission). Formative evaluation and use of local norms: Linking Response to Intervention and No Child Left Behind.
	Titley, J., D'Amato, R. C., & Koehler-Hak, K. M. (in submission). A longitudinal investigation of early literacy development using teacher ratings and direct assessments.
2008	Koehler-Hak , K. M. (2008). Functional assessment of academics: A paradigm shift necessary for improved student outcomes. <i>The School Psychologist</i> . 62 (2). 50-55.

Book Chapters:

2009

Koehler-Hak, K. M., & Bardos, A, (2009). Dynamic Indicators of Basic Early Literacy Skills: General outcomes measurement for prevention and remediation of early reading problems. In. Naglieri, J. A. & Goldstein, S. *Practitioners Guide to Assessing Intelligence*

Bardos, A. & Koehler-Hak, K. M. (2009). Basic Skills Assessment Inventory. In Naglieri, J. A. & Goldstein, S. *Practitioners Guide to Assessing Intelligence and Achievement*. New York, NY: Wiley and Sons.

PUBLICATIONS IN PREPERATION:

Koehler-Hak (in progress). Formative evaluation of early written language skills: New directions in measurement.

PROFESSIONAL PRESENTATIONS (juried):

2010

Koehler-Hak, K., Athanasiou, M., & Snyder, J. (2010, July). *A Review of Research in Early Written Language Skills: Essential Components of Effective Assessment and Intervention of Primary School Children in the United States*. Paper presented at the International School Psychology Association Conference, Dublin, Ireland.

Koehler-Hak, K., Athanasioiu, M., Snyder, J. & Hall, J. (2010). *The Role of Local Norms and Functional Assessment of Academics (FAA) to Evaluate Student Needs: Practical Strategies for Effective Implementation of RTI*. Poster presented at the International School Psychology Association Conference, Dublin, Ireland. First Place award for best poster presentation.

Koehler-Hak, K., Snyder, J. & Johnson, K. (2010, July). *Secondary Transtion Services: How are we Ensuring Post-Secondary Success?* Poster presented at the International School Psychology Association Conference, Dublin, Ireland.

Snyder, J.C. & Koehler-Hak, K. (2010, July). *Early Numeracy: Development & Curricular Implications*. Poster presented at the International School Psychology Association Conference, Dublin, Ireland.

2009

Koehler-Hak, K., Manteris, E., & Ries, J. D., (2009). *Building positive relationships and rapport with students with autism spectrum disorder: How our perceptions, experiences and knowledge impact student success in the regular education setting*. Poster presented at the annual convention of the American Psychological Association. Toronto, Canada.

Koehler-Hak K. M., & Johnson K. (2009). *Effective teaching practices for children with significant emotional disabilities: Bridging the gap*. Poster presented at the annual National Association of School Psychologists conference. Boston, MA.

Titley, J., D'Amato, R. C., & Koehler-Hak, K. M. (2009). *A longitudinal investigation of early literacy development using teacher ratings and direct assessments*. . Poster presented at the annual convention of the American Psychological Association. Toronto, Canada.

2008

Koehler-Hak, K. M., Hall, J., & Snyder, J. (2008). *The role of local norms and functional assessment of academics in Response to intervention*. Paper presented at the annual Convention of Colorado Society of School Psychologists. Beaver Creek, CO.

Koehler-Hak K. M., & Johnson K. (2008). *Effective teaching practices for children with significant emotional disabilities: Bridging the gap*. Paper presented at the annual Convention of Colorado Society of School Psychologists. Beaver Creek, CO.

Koehler-Hak K. M. (2008). *Response to intervention: A systems change perspective*. Poster presented at the annual convention of the American Psychological Association. Boston, MA.

- 1997 Koehler, K. M. & Good, R. H. III.(1997). *The Effects of phonological Awareness and Letter Naming Fluency on Reading Acquisition: Practical Applications for Assessment and Intervention*. Paper presentation at the National Association of School Psychologist. Anaheim, CA.
- 1995 Laimon D.& Koehler, K. M. (1995). *The Assessment and Intervention of Early Literacy Skills*. Paper presentation at the Oregon Conference; Eugene, OR.
- Koehler K. M.(1995). *The Effects of Phonological awareness and Letter Naming Fluency on Reading Acquisition*. Poster presentation at National Association of School Psychologist and Northwest Association for Behavior Analysis.

PROFESSIONAL CONSULTATIONS:

- 2008/2010 RTI consultant and trainer. St. Vrain Valley School District.
Longmont, CO.
- 2007 *DIBELS: Year End Reporting*. Colorado Department of Education
We Can Early Childhood Curriculum: Early Literacy. Bloomington
Illinois Early Childhood Program. Bloomington, ILL
- 2006 *Activity Based Intervention*. Granite School District early Childhood Early
Reading First Grant. Salt Lake City, Utah.
We Can Early Childhood Curriculum: Early Literacy. Rawlins Early
Childhood Program. Rawlins, WY
Early Literacy Coaches Training. Utah Rural Preschool Program. Price
Utah.
Response to Intervention. special education inservice. St. Vrain School
District. Longmont CO.
- 2005 *DIBELS: Practical Implication for Assessment and Intervention*.
Washougal School District, Washougal WA.

DIBELS: Practical Implications for Assessment and Intervention.
Educational Service District 112. Vancouver, WA.

DIBELS Training: Dallesport Public Schools, Dallesport, Or.

PROFESSIONAL ASSOCIATION PARTICIPATION:

Memberships:

2009 – present	International Association of School Psychologists	
2007 – present	American Psychological Association	Washington, DC
2007 – present	APA Division 16	
2007 – present	Colorado Society of School Psychologists	Colorado
2005 – present	National Association of School Psychologists	Washington, DC

COMMUNITY SERVICE:

State and regional

2010	Consultant, Poudre School District, Ft. Collins, CO.
2008 – present	Facilitator, parent support group for families of children with ADS. Longmont CO.
2008 – 2010	Consultant, St. Vrain Valley School District, Longmont, CO.
2007 – present	Member. Colorado Consortium of Trainers of School Psychologists. Representative to the Board of Colorado Society of School Psychologists. Member. Colorado Department of Education School Psychology Advisory Committee.
2007	Grant Reviewer. Colorado Department of Education. Read to Achieve.

UNIVERSITY SERVICE:

University of Northern Colorado

Department/Unit

2010 – present	Review and Retention Committee
2009 – present	Graham Fund committee
2009/2010	Search Committee. Tenure position, School Psychology
2008	Search Committee. Term position, Counselor Education
2007 – present	Clinic Committee

GRADUATE STUDENT COMMITTEES:

Co-Chair:

2008	Titley, J. <i>A longitudinal investigation of early literacy development using teacher ratings and direct assessments.</i> University of Northern Colorado.
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Member:

2009	Sinco, Stephanie	School Psychology
	Vannice, Jamie	School Psychology
	Walker, Justin	School Psychology

TEACHING:

Courses Taught:

UNC	APCE 676	Assessment for Infants and Toddlers (Fall 2009, 2010) (off campus 2010)
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	APCE 757	Programming and Instruction for Students with Severe and Low Incident Disabilities (summer, 2010) (off campus, summer 2010)
	APCE 789	Internship in School Psychology (2007/2008, 2008/2009, 2009/2010, 2010/2011)
	APCE 618	Practicum in Child and Family Intervention (Fall 2007, 2008, 2009, 2010; winter, 2010) (off campus 2008, 2009)
	APCE 667	Crisis Intervention (Summer, 2008; 2010)
	APCE 747	Psychological Aspects of Academic Instruction and Intervention (Winter 2008, 2009, 2010) (off campus 2008, 2009, 2010)
	APCE 733	Research Apprenticeship (Fall 2009)
	APCE 779	Practicum in School Psychology (Fall 2006, Winter 2009)
WSU	CTEP 301	Learning and Development
	CTEP 350	Behavior Management

Courses Developed:

UNC	APCE 747	Psychological Aspects of Academic Instruction and Intervention
	APCE 757	Intervention for Low Incident Disabilities

GRANTS:

Funded Internal:

2009	Primary prevention of written language problems, Provost Research Award in the amount of \$8,190.
2010	Formative evaluation of early written language: New directions in assessment, Graham Fund Faculty large grant award in the amount of \$6080.00

Unfunded External:

2009	Primary Prevention of Written Language Problems. Society for the Study of School Psychology, Early Career Scholars Award in the amount of \$14,404.
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PROFESSIONAL DEVELOPMENT ACTIVITIES/LICENSE:

Workshop Attendance:

- 2010 Autism Diagnostic Observation System (ADOS) training. Ann Arbor, MI.
- 2009 Early Career Scholars: Society for the Study of School Psychology, APA. Toronto.
- 2007 Closing The Achievement Gap Training. Sopris West. San Diego, CA.
- 2006 DIBELS Essential Training. Dynamic Measurement Group. Eugene, OR.
- Positive Behavior Support. Colorado Department of Education. Ft. Collins Colorado.

Certification and Licensure:

- 2006 – present National Certification in School Psychology
- 2006 – present Licensure in School psychology, Colorado Department of Education
- 1995 – present Certification in School Psychology, Washington Department of education

RECOGNITION AND HONORS:

- 2010 Best Poster Presentation. International School Psychology Association. Dublin, Ireland.
- 2009 Early Career Scholars Participant, Society for the Study of School Psychology. American Psychological Association. Conference, Toronto, Canada.
- 1991 -1995 Training Grant Participant: Recipient of a position on a leadership training grant sponsored by U.S. Department of Education. The grant trained school psychologists in the area of early intervention and early childhood. University of Oregon.
- 1994 Research Award: Division of Special Education and Rehabilitation. University of Oregon.
- 1989-1991 University Scholarship. Pepperdine University

