

# Katherine R. (Krohn) Mezher

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## EDUCATIONAL BACKGROUND

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**Cincinnati Children's Hospital Medical Center, Division of Developmental and Behavioral Pediatrics**  
8/2010 – 8/2012      Cincinnati, Ohio  
Postdoctoral Fellowship, Kelly O'Leary Center for Autism Spectrum Disorders

**The University of Tennessee**  
8/2005 – 8/2010      Knoxville, Tennessee  
**Ph.D.**, Degree Granted: August 2010  
Program of Study: School Psychology  
APA accredited and NASP approved program  
GPA: 4.0

**The University of Tennessee**  
8/2005 – 12/2008      Knoxville, Tennessee  
**M.S.**, Degree Granted: December 2008  
Program of Study: Applied Educational Psychology  
GPA: 4.0

**Miami University**  
8/2001 – 5/2005      Oxford, Ohio  
**B.A.**, Summa Cum Laude, Degree Granted: May 2005  
Major: Psychology, Minor: Child Studies  
GPA: 3.97

## HONORS AND AWARDS

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- Selected to participate in the 2015 School Psychology Research Collaboration Conference (SPRCC) as an Early Career Scholar
- Selected to attend the Special Olympics International World Summer Games in Athens, Greece and participate in the Research/Scholar Delegation (2011)
- Selected to participate in the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) training program (2010-2011)
- Received the Helen B. Watson Faculty/Student Award for Outstanding Doctoral Dissertation (2010)
- Received the Education Achievement Award, Golden Key Honor Society (2009)
- Received a Student Presenter Award, Association for Behavior Analysis (2009)
- Received the Love of Learning Award, Phi Kappa Phi Honor Society (2008)
- Received the APAGS-ACT Excellence in Campus Leadership Award (2007)
- Received the Patton Award, Psychology Undergraduate Departmental Award (2005)
- Elected as Vice President for the Student Council for Exceptional Children (2005)
- Participated on the Executive Board of Golden Key International Honour Society (2003-2005)
- Received an Undergraduate Research Grant, Miami University (2005)

## HIGHER EDUCATION PROFESSIONAL EXPERIENCE

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8/2012 – present	Visiting Assistant Professor, Miami University (Oxford, OH)
8/2008 – 5/2009	Graduate Supervisor/Teaching Assistant, University of Tennessee (Knoxville, TN)
8/2005 – 5/2008	Instructor, University of Tennessee (Knoxville, TN)
8/2004 – 5/2005	Research Assistant, Miami University (Oxford, OH)

## COURSES TAUGHT

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EDP 656: Education of Individuals with Exceptionalities
EDP 651: Educational Research (online/hybrid)
EDP 650: Seminars in Special Education
EDP 601: Advanced Educational Psychology
EDP 596: Behavioral Interventions: Theory, Principles, and Techniques (online/hybrid)
EDP 495E: Inclusion and Adaptations for Mild/Moderate and Gifted Needs: Early Childhood
EDP 496: Behavioral Interventions: Theory, Principles, and Techniques
EDP 301/301A: Assessment and Evaluation in Educational Settings
EDP 210: Psychoeducational Issues in Human Development (University of Tennessee)

## PSYCHOLOGY PROFESSIONAL EXPERIENCE

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8/2010 – 8/2012	<b>Cincinnati Children's Hospital Medical Center</b> (Cincinnati, OH) Post-doctoral fellow in the <i>Kelly O'Leary Center for Autism Spectrum Disorders</i>
8/2009 – 8/2010	<b>Knox County School District and Cherokee Health Systems</b> (Knoxville, TN) PreK-12 school psychologist trainee; APA accredited intern
8/2006 – 8/2009	<b>Cherokee Health Systems</b> (Knoxville/Morristown, TN) Assessment and Intervention Assistant
5/2007 – 4/2009	<b>Douglas Cooperative Preschool</b> (Parrottsville, TN) Part-time Child Development Specialist
5/2007 – 4/2009	<b>In-home Autism Intervention</b> (Knoxville/Morristown, TN) Part-time Intervention Assistant and Practicum Student
8/2006 – 5/2007	<b>Knox County School District</b> (Knoxville, Tennessee) Advanced Practicum Student

## RELATED PROFESSIONAL EXPERIENCE

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5/2008 – 6/2008	University of Tennessee, Project GRAD Intervention Coordinator (Knoxville, TN)
1/2006 – 4/2010	Knox and Monroe County School Districts, CBM Trainer/Administrator (East TN)
6/2007 – 6/2008	Project REEL (Resources for Early Educator Learning), Examiner (Chattanooga, TN)
3/2007 – 4/2008	CONTACT of Knoxville, Crisis Hotline Worker (Knoxville, TN)
8/2005 – 5/2008	University of Tennessee, Tutor/Mentor for Special Needs Students (Knoxville, TN)
1/2005 – 5/2005	Talawanda School District Gifted Program, Foreign Language Instructor (Oxford, OH)
8/2004 – 12/2004	Head Start Therapeutic Interagency Preschool Program, Intern (Hamilton, OH)
7/2004 – 8/2004	Oesterlen Services for Youth, Therapist Assistant (Springfield, OH)
5/2003 – 5/2005	Butler County Crisis Center, Victim Advocate (Oxford, OH)

## RECENT PROFESSIONAL DEVELOPMENT AND SERVICE

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- Ad hoc reviewer for Best Practices in School Psychology VI
- Completed the New Faculty Teaching Enhancement Program at Miami University
- Completed the 5-Day Intensive eLearning Workshop at Miami University
- Guest lectured in EDP 256 and for the Miami Autism Speaks Chapter
- Participated in a Special Education curriculum development meeting at Miami University
- Assisted in developing course descriptions for an autism certificate program at Miami University
- Ad hoc reviewer for Journal of Applied Behavior Analysis

## PUBLICATIONS

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### Refereed

**Krohn, K. R.**, Skinner, C. H., Fuller, E. J., & Greear, C. (2012). The effects of a taped-numbers intervention for kindergarten students with number identification difficulties. *Journal of Applied Behavior Analysis*, *45*, 437-441.

**Krohn, K. R.**, Foster, L. N., McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M., & Williams, R. L. (2011). Reliability of students' self-recorded participation in class discussion. *Teaching of Psychology*, *38*, 43-45.

McCallum, R. S., **Krohn, K. R.**, Skinner, C. H., Mounger, A., Hopkins, M., Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high school students: The ART of reading program. *Psychology in the Schools*. Online viewing: wileyonlinelibrary.com DOI: 10.1002/pits.20541

**Krohn, K. R.**, Aspiranti, K. B., Foster, L. N., McCleary, D. F., Taylor, C. M., Nalls, M. L., Quillivan, C. C., & Williams, R. L. (2010). Effects of self-recording and contingent credit on balancing participation across students. *Journal of Behavioral Education*, *19*, 134-155.

Williams, R. L., Aspiranti, K. B., & **Krohn, K. R.** (2010). Critical thinking and sociopolitical values reflective of political ideology. *INQUIRY: Critical Thinking Across the Disciplines*, *25*(3), 22-30.

Williams, R. L., Oh, E. J., Bliss, S. L., & **Krohn, K. R.** (2009). Constructive and blind patriotism: Relationship to emphasis on civil liberties, national security, and militarism in an American and a Korean University. *Korean Social Science Journal*, XXXVI(1): 93-122.

Parker, M. R., Foster, L. N., **Krohn, K. R.**, & Williams, R. L. (2009). Relationship of college students' patriotism to use of specific news sources and knowledge of current political events. *Journal of Political and Military Sociology*, *37*, 71-93.

Foster, L. N., **Krohn, K. R.**, McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M., & Williams, R. L. (2009). Increasing low-responding students' participation in class discussion. *Journal of Behavioral Education*, *18*, 173-188.

**Krohn, K. R.**, Parker, M. R., Foster, L. N., Aspiranti, K. B., McCleary, D. F., & Williams, R. L. (2008). Effects of writing-related contingencies on both quality of writing and multiple-choice exam performance in large college courses. *Behavior Analyst Today*, *9*, 184-195.

Williams, R. L., Foster, L. N., & **Krohn, K. R.** (2008). Relationship of patriotism measures to critical thinking and emphasis on civil liberties versus national security. *Analyses of Social Issues and Public Policy*, 8, 139-156.

Hautau, B., Turner, H. C., Carroll, E., Jaspers, K., **Krohn, K. R.**, Parker, M., & Williams, R. L. (2006). Differential daily writing conditions and performance on major multiple-choice exams. *Journal of Behavioral Education*, 15, 171-181.

Hautau, B., Turner, H. C., Carroll, E., Jaspers, K. E., Parker, M., **Krohn, K. R.**, & Williams, R. L. (2006). Differential daily writing contingencies and performance on major multiple-choice exams. *Journal of Behavioral Education*, 15, 256-273.

#### Invited

Manning-Courtney, P. et al. (under review). Autism spectrum disorders: Current problems in pediatric and adolescent health care. *Archives of Pediatric and Adolescent Medicine*.

Dickey, T. M., & **Krohn, K. R.** (Winter 2010). Teaching children social skills. *The Autism Society of America-East Tennessee Chapter Quarterly Newsletter*, 1-2.

#### Chapter

**Krohn, K. R.** (2011). School psychology. In S. Goldstein & J. Naglieri (Eds.), *Encyclopedia of Child Behavior and Development*. New York: Springer publishing.

## PRESENTATIONS

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#### Refereed

**Mezher, K. R.** (2014, May). *Enhancing the Therapeutic Value of Special Olympics Programming for Children with Autism and Developmental Disabilities*. Poster presentation at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

**Krohn, K. R.** (2012, July). *Special Olympics Programming for Young Children: Family perspectives*. Poster presented at the IASSID World Congress, Halifax, Nova Scotia.

Kroeger, K. A., Ohler, L., Pittenger, A., **Krohn, K. R.**, Isaacs, K., Ball, A., Solomon, L., & Tyo, S. (2011, May). *Group Parent Education for Toilet Training Children with Autism: Pilot Data*. Poster session presented at the International Meeting for Autism Research, San Diego, CA.

Aspiranti, K. B., McCleary, D. F., & **Krohn, K. R.** (2010, May). The Effect of Random and Delayed Credit for Participation on the Consistency of Class Discussion. In R. L. Williams (Chair), *Improvement of the Quantity and Quality of Undergraduates' Participation in Class Discussion*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.

**Krohn, K. R.**, & Williams, R. L. (2010, May). The Effects of Self-Recording and Contingent Credit on Student Participation in Large College Classes. In R. L. Williams (Chair), *Improvement of the Quantity and Quality of Undergraduates' Participation in Class Discussion*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.

**Krohn, K. R.**, Hilton-Mounger, A., Hopkins, M., & McCallum, R. S. (2010, March). *Improving At-Risk Students Reading Comprehension: The ART of Reading*. Poster session presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Windingstad, S., Parker, M., **Krohn, K. R.**, & McCallum, R. S. (2010, March). *Operationalizations of Emotional Intelligence: Are they Related?* Poster session presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

**Krohn, K. R.**, Foster, L. N., & Williams, R. L. (2009, May). *Reliability of students' self-recorded participation in class discussion*. Poster session presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

Foster, L. N., **Krohn, K. R.**, & Williams, R. L. (2009, May). *Increasing low-verbal students participation in class discussion*. Paper presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

Fuller, E. J., **Krohn, K. R.**, Orsega, M., & Skinner, C. H. (2009, February). *The effects of pacing on academic performance in elementary school students*. Poster session presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

**Krohn, K. R.** (2008, November). The effects of a taped-numbers intervention for kindergarten students with number identification difficulties. In D. F. McCleary (Chair), *Multiple-baseline taped-problems intervention across multiplication sets, basic addition, and number identification*. Symposium conducted at the annual meeting of the Mid-South Educational Research Association, Knoxville, TN.

**Krohn, K. R.**, Fuller, E. J., & Skinner, C. H. (2008, May). *The effects of a taped-numbers intervention on kindergarten English language learners' acquisition of numbers*. Poster session presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

**Krohn, K. R.**, Foster, L. N., & Williams, R. L. (2008, May). *Class participation in large undergraduate courses*. Paper presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

**Krohn, K. R.**, & Foster, L. N. (2008, March). *Encouraging student participation in large college classrooms*. Poster session presented at the annual Graduate Student Colloquium, University of Tennessee, Knoxville, TN.

Foster, L. N., & **Krohn, K. R.** (2008, March). *Relationship of patriotism measures to critical thinking and emphasis on civil liberties versus national security*. Poster session presented at the annual Graduate Student Colloquium, University of Tennessee, Knoxville, TN.

**Krohn, K. R.**, Parker, M. R., Foster, L. N., & Williams, R. L. (2008, February). *Randomized writing contingencies and performance on major multiple-choice exams*. Poster session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

**Krohn, K.**, Parker, M., Carroll, E., Hautau, B., & Williams, R. L. (2007, May). Balanced cooperative learning contingencies: Independent versus dependent individual and group credit. In K. Kellum (Chair), *Behavior analytic research in college classrooms*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.

Turner, H. C., Parker, M., **Krohn, K.**, Hautau, B., & Williams, R. L. (2007, May). Differential daily writing conditions and performance on major multiple-choice exams. In J. Weinstein (Chair), *Instructing the writing and learning process*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.

**Krohn, K.**, & Parker, M. (2007, March). *Randomized writing contingencies and performance on major multiple-choice exams*. Poster session presented at the annual Graduate Student Colloquium, University of Tennessee, Knoxville, TN.

**Krohn, K.**, Jaspers, K. E., Parker, M., & Hautau, B. (2007, March). *Differential daily writing conditions and performance on major multiple-choice exams*. Paper session presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Jaspers, K., Parker, M., **Krohn, K.**, & Williams, R. L. (2007, March). *Differential daily writing contingencies and performance on multiple-choice exams*. Paper session presented at the annual meeting of the National Association of School Psychologists, New York, NY.

### Invited

**Krohn, K. R.** (2011, June). Special Olympics programming for young children: Family perspectives. Presentation at the Special Olympics research delegation, Athens, Greece.

**Krohn, K. R.**, & Cureton, J. (2010, April). Raising awareness of autism in the community. Presentation at the Morristown Public Library, Morristown, TN.

McCallum, R. S., Bell, S. M., & **Krohn, K. R.** (2007, November). *The ART of reading: An intervention to improve comprehension*. Presentation to tutors in the Educational Advancement Program at the University of Tennessee, Knoxville, TN.

## PSYCHOLOGY LICENSURE

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- Ohio Board of Psychology, License #7038 (June, 2013)
- Tennessee Certified School Psychologist PreK-12 (September, 2010)

## PROFESSIONAL AFFILIATIONS

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- Ohio Psychological Association (OPA) (2013 – present) – member of the Education Committee
- American Psychological Association (APA) (2005 – present) – Associate Membership Chair of Div 33
- National Association of School Psychologists (NASP) (2005 – present)
- Association for Behavior Analysis International (ABA) (2006 – present)
- Autism Society of America (ASA) (2008 – present)
- Mid-South Educational Research Association (MSERA) (2008 – 2010)
- Tennessee Association of School Psychologists (TASP) (2005 – 2010)