

S. Kathleen Krach

Research Impact

- **Peer-Reviewed Articles Published:** 28 [total]; 14 [Since 2014]
- **Citations of Work:** Google Scholar 328 [Total]; 232 [Since 2015]
- **Interest Statistic:** Research Gate 181. 6 [Total] (higher than 77% of RG researchers)
- **Reads of Published Work:** Research Gate 28,000 [Total]
- **Countries of Origins of Readers:** 94 different countries (Academia.edu) [Total]
- **h-Index:** Google Scholar: 8 [Total], 7 [Since 2015] as compared to 4-10 [average peers]
- **Presentations:** Peer-reviewed: 60 [Total] 34 [Since 2014]
- **Lab Creation:** Technology Intervention and Assessment in Schools (TIAS)
- **Lead Article:** *School Psychology International* (2017)
- **Lead Feature Article:** *Intervention in School and Clinic* (2017)
- **Nominee:** 2018 and 2019 FSU College of Education Gagné Research Prize

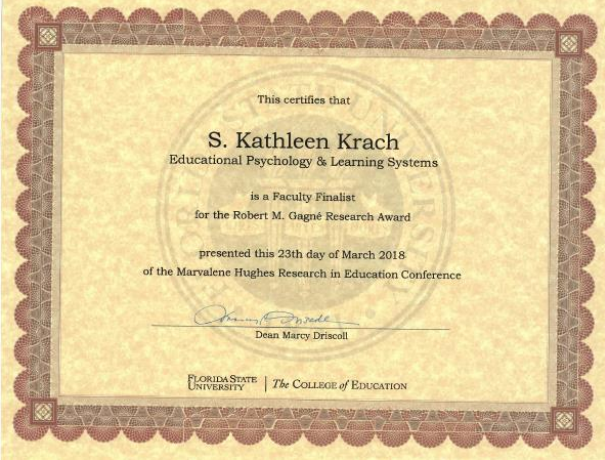
1. Research Awards

- Gagné Research Nominee Finalist, College of Education, Florida State University, Council on Research in Education (CORE) (2019).
 - The nominated project was funded by a materials grant.
 - The work was a collaboration between faculty and students at three universities.
- Gagné Research Nominee Finalist, College of Education, Florida State University, Council on Research in Education (CORE) (2018).
 - The nominated project was funded by a Planning Award grant.
 - The work was a collaboration between two universities.

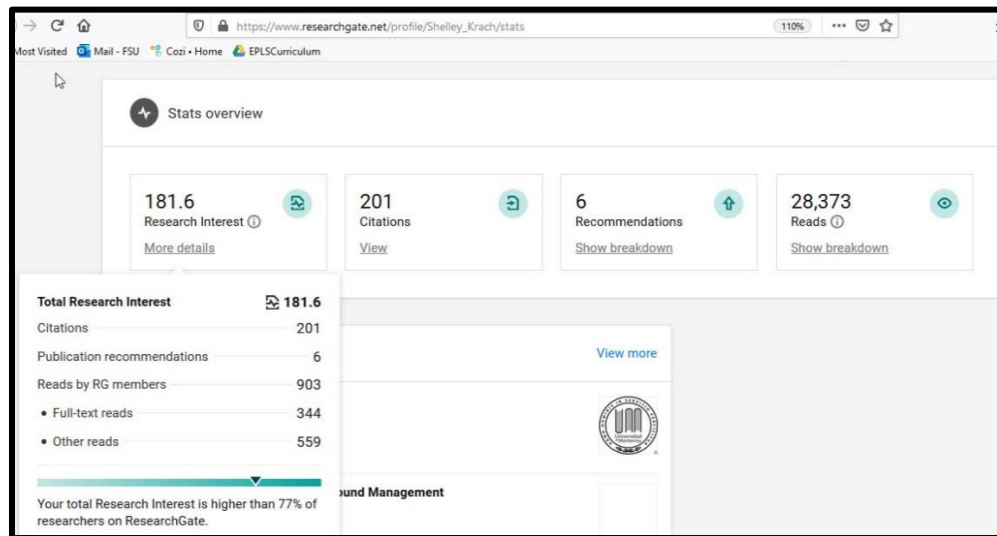
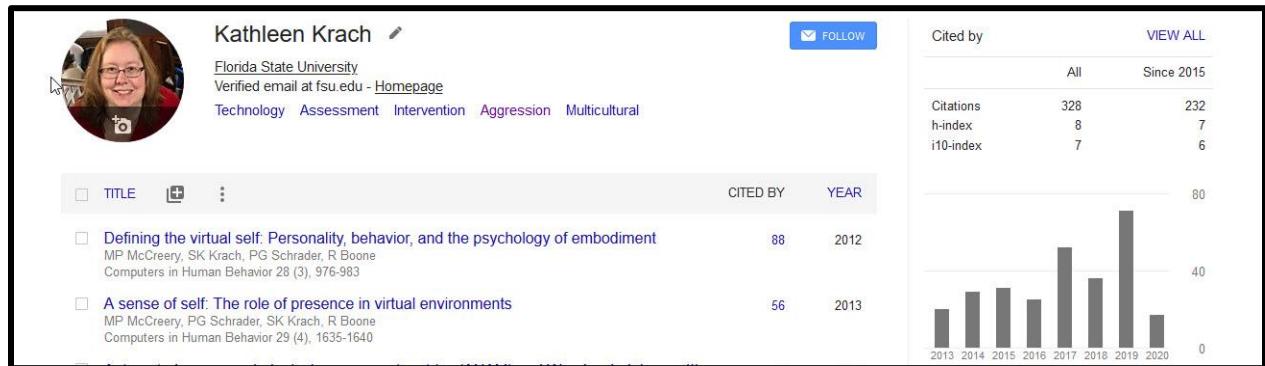
2. Research Metrics

- Google Scholar Metrics (comparison study examined the H-Index used by Google Scholar)
 - H-index is 8; this is higher than same-ranked peers at similar institutions
 - Same-ranked peers average = 4.93 (Watkins & Chan-Park, 2015).
- Research Gate Metrics
 - Interest in my work is 77% higher than work by all Research Gate academics.
 - My work has been read almost 30,000 times across more than 90 different countries.

**Gagné Research Nominee Finalist,
College of Education, Florida State University,
Council on Research in Education (CORE)**

2018	2019
	
Reference	Reference
<p>Krach, S. K., Guerard, J., McCreery, M. P., Dennis, L., Harris, E. L., & Gardiner, J. (presented 2018). <i>Independent evaluation of Q-Interactive: Paper equivalency of PPVT-4 with preschoolers</i>. Presentation at Annual Convention, National Association of School Psychologists, Chicago, IL. (National)</p>	<p>Krach, S. K., Doss, K. M., Highsmith, D., Brown, L. S., & McCreery, M. P. (presented 2019). <i>Can computers teach social skills? Examining "The Social Express"</i>. Poster presentation at Annual Convention, National Association of School Psychologists, Atlanta, GA. (National)</p>
Abstract	Abstract
<p>Pearson now uses a technology-based testing platform, Q-Interactive, to administer tests previously available in paper versions. The same norms are used for both versions; Pearson's in-house equivalency studies indicated that both versions are equated. The goal of the current study is to independently evaluate equivalency findings. For the current study, equivalency was measured using the three-part test set forth by APA in 1986. First, the researchers examined rank order similarity; then, they examined mean score similarity; and finally, they examined score distribution similarity. One of these equivalency standards (rank order similarity) was not met, and one other standard is debatable (mean score similarity); therefore, the authors noted concerns about the use of PPVT-4 Q-Interactive for preschoolers. New normative data should be collected.</p>	<p>The current study examined the efficacy of a computer-based social skills training program, <i>The Social Express</i>. Independent researchers evaluated the program at both a school-wide level (Tier 1) and at a referred-group level (Tier 2). The sample included third, fourth, and fifth grade students in a Title 1 public school with a 100% African American population. At the Tier 1 level, pre-post comparisons on a social skills rating scale indicated statistically significant increases for the group of children who received the intervention; whereas, the group of children who did not receive the program did not indicate significant improvement during the same period of time. At the Tier 2 level, pre-post comparisons indicated no statistically significant group improvement.</p>

Research Metrics Google Scholar and Research Gate



Countries (Number of Views) Reported on Research Gate for Work by S. Krach

<https://fsu.academia.edu/SKathleenKrach/Analytics/activity/countries>

Afghanistan (1), Albania (2), Antigua and Barbuda (3), Argentina (32), Australia (76), Austria (6), Bangladesh (7), Barbados (1), Belarus (5), Bermuda (1), Bhutan (1), Botswana (3), Brazil (12), Brunei Darussalam (1), Bulgaria (3), Cameroon (1), Canada (33), Chile (1), China (9), Colombia (2), Croatia (5), Curacao (1), Cyprus (11), Denmark (7), Egypt (10), Ethiopia (4), Finland (5), France (20), Georgia (2), Germany (32), Ghana (5), Greece (12), Hong Kong (20), Hungary (10), India (61), Indonesia (24), Iraq (1), Ireland (12), Israel (3), Italy (12), Jamaica (4), Japan (6), Jordan (1), Kenya (8), Kuwait (1), Lesotho (3), Lithuania (2), Malaysia (42), Malta (10), Mexico (10), Montenegro (1), Namibia (2), Nepal (3), New Zealand (11), Nigeria (12), Norway (1), Oman (1), Pakistan (17), Peru (2), Poland (7), Portugal (15), Puerto Rico (7), Qatar (1), Romania (5), Saudi Arabia (5), Serbia (2), Singapore (16), Slovenia (1), South Africa (27), Spain (11), Sri Lanka (1), Swaziland (1), Sweden (5), Switzerland (9), Taiwan (6), Thailand (12), Cayman Islands (1), Czech Republic (3), Islamic Republic of Iran (6), the Netherlands (16), the Philippines (980), the Republic of Korea (5), the Republic of Moldova (2), the Russian Federation (10), the United Arab Emirates (4), the United Kingdom (83), the United Republic of Tanzania (3), the United States (756), Trinidad and Tobago (1), Tunisia (2), Turkey (7), Ukraine (5), Venezuela (1), Vietnam (4)

**S. Kathleen Krach:
Specific Peer Reviewed Journal Articles (While at FSU)**

<https://www.kathleenkrach.com/>

Authors	Number of Students		Date	IF / H Index / CiteScore / Journal Metrics	Times Cited	Type of Journal				Notables
	Current	Former				School Psych	Tech	Testing	Diversity	
Krach, McCreery, Doss, & Highsmith	1	1	In press	--		X				Presentation based on this work was 2019 Gagné Research Nominee
Krach, McCreery, Dennis, Guerard, & Harris	2	2	2020	1.14		X				Presentation based on this work was 2019 Gagné Research Nominee
McCreery, Krach, Bacos, & Laferriere	1	2	2019	0.88			X			
Dennis, Krach, McCreery, & Navarro	0	2	2019	1.45	2			X		Research Gate Interest = 1.3 (> 40% of all articles)
McCreery & Krach	0	1	2018	2.65	9				X	Research Gate Interest = 4.7 (> 66% of items)
Krach & Hanline	0	0	2018	1.24	1	X				
Doss, Krach, & Vickers	0	0	2017	H5 = 13	2	X				Only School Psychology Trainer's Journal State Practitioner Partnership
Krach, McCreery, Guerard	1	1	2017	1.41	5	X			X	Lead Article in Issue of the Journal
Krach, McCreery, Wang, Mohammadiamin, & Cirks	2	2	2017	1.40	1	X		X		
Krach, McCreery, & Rimel	0	2	2017	H5 = 13	14	X				Research Gate Interest = 21.2 (> 90% of all articles)
Krach, McCreery, Wilcox, & Focaracci	2	1	2017	0.68	1	X				Lead Article in Issue of the Journal
Krach, McCreery, Jones, & Loe	0	0	2016	0.61	4					
Krach, Doss, & McCreery	0	1	2015	--	1	X				Only School Psychology Trainer's Journal
McCreery, Krach, & Nolen	0	1	2014	0.88	3		X			