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RESEARCH INTERESTS

I am an Assistant Professor of Special Education in the Department of Education at Lycoming College. My research interests surround cultivating greater well-being and resilience of special education professionals through professional development opportunities and training/mentoring experiences. More specifically, I am interested in ways to increase teacher retention, effectiveness, and resilience by fostering greater physiological and psychological well-being, emotion regulation, stress-management, and compassion through mindfulness, yoga, and other contemplative practices. Additionally, I am interested in utilizing various approaches of measurement, including self-report questionnaires, ecological momentary assessment, and qualitative methods to assess latent constructs such as mindfulness, compassion, stress, burnout, and well-being.

EDUCATION

Ph.D.	Penn State University	Special Education Cognate: Quantitative Methods & Statistics; Stress and Burnout Doctoral Advisor: Dr. Jennifer Frank	2020
M.Ed.	Penn State University	M.Ed., Special Education	2002
B.A.	Penn State University	B.A., French Literature Minor: Psychology	1995

PROFESSIONAL EXPERIENCE

Lycoming College, Williamsport, PA Department of Education Assistant Professor, Special Education	2020 - present
<u>Project Affiliations (Penn State University)</u> <i>K-12 Mindfulness Based Interventions: An Extended Analysis of Curriculum, Context, and Facilitator Training to Assess Fidelity</i> (Penn State University Research Initiation Grant funded project)	
Penn State University, University Park, PA Department of Educational Psychology, Counseling, and Special Education	2014-2020
<u>Project Affiliations:</u> <i>Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communications skills Training Program (IES Goal 2)</i> <i>Learning to BREATHE (L2B): Promoting Adolescent Well Being and Academic Performance through Mindfulness-based Emotion Regulation Skills Instruction (IES Goal 3)</i>	
<ul style="list-style-type: none">• Graduate Assistant (2014-2020)• Research Project Coordinator, Project RESPECT (August 2017 – October 2018)	
State College Area School District, State College, PA Park Forest Middle School Learning Support Teacher, Extended School Year Teacher	2002-2015
Penn State University, University Park, PA Department of Educational Psychology, Counseling, and Special Education Graduate Assistant	2001-2002
The ARC of Centre County/State College Area School District, State College, PA LifeLink Supervisor and Transition Coach	2000-2002
Penn State University, University Park, PA <u>Project Affiliation:</u> <i>The Michigan Study of Adolescent and Adult Life Transitions (MSALT)</i> Research Project Coordinator, Gender and Achievement Lab at Penn State University	1999-2002

PEER-REVIEWED PUBLICATIONS

Invited Author Publications:

Kohler, K. (2023). The roots of effective trauma-informed practices begin within teacher preparation. *American Education Research Association: SSRL Times Magazine*.

Other Publications:

Schussler, D.L., Davis, J., Doyle Fosco, S., & **Kohler, K.** (2023). Examining the ethics of school-based mindfulness programs. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2023.2232121>

Ferrara, A., **Kohler, K.**, Rizzo, K., & Panlilio, C. (2021). The cycle of student trauma, teacher stress, and teacher-student relational support: A case for supporting teachers' self-care. *APSAC Advisor*.

Frank, J., Broderick, P., Oh, Y., Mitra, J., Schussler, D., **Kohler, K.**, Geier, C., Berrena, E., Mahfouz, J., Levitan, J., Roeser, R., & Greenberg, M.T. (2021). The effectiveness of a teacher delivered mindfulness-based curriculum on adolescent social-emotional and executive functioning. *Mindfulness*. <https://doi.org/10.1007/s12671-021-01594-9>

Schussler, D., Oh, Y., Mahfouz, J., Levitan, J., Frank, J., Broderick, P., Mitra, J., Berrena, E., **Kohler, K.**, & Greenberg, M.T. (2020). Stress and well-being: A systematic case study of adolescents' experiences in a mindfulness-based program. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-020-01864-5>

Broderick, P.C., Frank, J.L., Berrena, E., Schussler, D.L., **Kohler, K.**, Mitra, J.L., Khan, L., Levitan, J., Mahfouz, J., Shields, L., & Greenberg, M.T. (2019). Evaluating the quality of mindfulness instruction delivered in school settings: Development and validation of a teacher quality observational rating scale. *Mindfulness*, 1, 36-45.

McNaughton, D., Giambalvo, F., **Kohler, K.**, Nazareth, G., Caron, J., & Fager, S. (2018). Augmentative and alternative communication (AAC) will give you a voice: Key practices in AAC assessment and intervention as described by persons with Amyotrophic Lateral Sclerosis. *Seminars in Speech & Language*, 39(5).

Levitan, J., Schussler, D., Mahfouz, J., Frank, J., **Kohler, K.**, Broderick, P., Mitra, J., Oh, Y., Berrena, E., & Greenberg, M. (2018). Evaluating student cognitive and social-emotional growth during a high school mindfulness course using mixed-method design. *SAGE Research Methods*.

Frank, J. L., **Kohler, K.**, Peal, A., & Bose, B. (2017). Effectiveness of a school-based yoga program on adolescent mental health and school performance: Findings from a randomized control trial. *Mindfulness*, 7, 1-10.

Morano, S., Hwang, J., **Kohler, K.**, Markelz, A., Rizzo, K., & Riccomini, P. (2016). 5 Ways to scaffold mathematics instruction for secondary students with learning disabilities. *LD Forum*.

PEER-REVIEWED PUBLICATIONS (UNDER REVIEW & IN PROCESS)

In Review:

Schussler, D.L., Doyle Fosco, S., & **Kohler, K.** The core curricular content of school-based mindfulness programs. *Manuscript submitted for publication*.

In Process:

Kohler, K., Doyle Fosco, S., Schussler, D.L. (in process). Title of manuscript—TBD (Practitioner piece designed to give administrators, curriculum specialists, and school boards greater understand as to what is included in the 12 school-based mindfulness programs reviewed by our project).

EDITED BOOK CHAPTERS

Frank, J., **Kohler, K.**, Khan, L., & Broderick, P. (2021). Mindfulness for adolescents: A review of the learning to BREATHE program. In I. Ivtzan (Ed.), *The Handbook of Mindfulness-Based Programmes: Mindfulness Interventions from Education to Health and Therapy* (1st Edition). Routledge.

Frank, J., **Kohler, K.**, & Khan, L, & Jennings, P.A. (2019). Measuring mindfulness in educational contexts: A review of the Mindfulness in Teaching Scale. In O. Medvedev, C. Krageloh, R. Siegert, & N. Singh (Eds.), *Handbook of Assessment in Mindfulness* (1st Edition). New York, NY: Springer.

ASSESSMENTS & INTERVENTION MATERIALS

Kohler, K., & Frank, J.L. (in process) Well-being and resilience: A professional development for caring professions.

Mahfouz, J., **Kohler, K.**, Metoyer, P., Frank, J., & Schussler, D. (2016). *Online Self-Care Module: Project RESPECT* (IES Goal 2 grant)

Frank, J.L., Mitra, J., **Kohler, K.**, & Greenberg, M.T. (2016). *Youth Compassion Scale*. Pennsylvania State University, University Park, PA.

GRANTS

Lycoming College Professional Development Grant	\$2500	Summer 2023
Lycoming College Summer Research Grant		Summer 2021
Penn State College of Education Dissertation Research Initiative Grant	\$600	2019

INVITED PRESENTATIONS

- Kohler, K.** & Boyle, S. (2021, April). *Mindfulness and trauma-informed teaching: Self-care for educators*. Invited presentation for student teachers, field supervisors, and mentor teachers. Millersville University, Millersville, PA.
- Kohler, K.** & Petit, V. (2019, March). *Mindfulness strategies for preschool teachers and their students*. Invited in-service presentation. Our Children’s Center Montessori, State College, PA.
- Frank, J.L., **Kohler, K.**, Khan, L. (2017, March). *Mindfulness strategies for educators: Practical strategies you can use to build a resilient classroom*. Invited workshop presentation. Halifax Public School District, Halifax, PA.

PAPER PRESENTATIONS & SYMPOSIA

International:

- Frank, J., **Kohler, K.**, & Khan, L. (2017, July). *School-based prevention programs to support teacher resilience and well-being*. Presentation as part of a symposium (Building a resilient educator workforce: An international perspective on the impact of teacher wellbeing on educator and student outcomes) at the International School Psychologist Association Annual Conference, Manchester, England.

National:

- Schussler, D., Davis, J., Doyle, S., & **Kohler, K.** (2022, April). *Examining the ethics of school-based mindfulness programs*. Paper to be presented as part of a roundtable session entitled SEL Intervention Analyses at the Annual Conference of the American Educational Research Association, San Diego, CA.
- Fusco, S., Schussler, D., & **Kohler, K.** (2021, November). *What educational leaders need to know about school-based mindfulness interventions to promote student wellbeing*. Paper to be presented at the annual convention of the University Council for Educational Administration, Columbus, Ohio.
- Fusco, S., Schussler, D., **Kohler, K.**, & Layton, A. (2021, April). *Mindfulness based interventions that promote SEL: An extended analysis of curriculum, context, training, and fidelity*. Paper presented as part of a paper session entitled A Comprehensive Overview of Social Emotional Learning & Mindfulness at the Annual Conference of the American Educational Research Association (held virtually).
- Petit, V., **Kohler, K.**, & Frank, J. (2019, October). *Effectiveness of a mindfulness intervention on the challenging behaviors of preschool students*. Session to be presented at the Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, Arizona.
- Khan, L., **Kohler, K.**, & Frank, J. (2019, April). *The mediating role of distress tolerance on burnout*. Roundtable presentation presented at the Annual Conference of the American Educational Research Association. Toronto, Ontario, Canada.
- Frank, J., Schussler, D., **Kohler, K.**, Deger, G., Khan, L., Morris, J., & Sturtz, E. (2019, March). *Development and preliminary evaluation of Project RESPECT on student and teacher outcomes using a multiphase optimization strategy (MOST) development framework*. Presentation as part of a symposium (Empirical and Theoretical Perspectives to Enhance Social-Emotional Learning: Evidence for Three Randomized Control Trials) at the Society for Research on Educational Effectiveness Annual Conference, Washington, D.C.
- Frank, J., **Kohler, K.**, Greenberg, M., & Broderick, P. (2018, August). *The effectiveness of learning to breathe on adolescent mental health and executive function*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.
- Boyle, S. & **Kohler, K.** (2018, February). *All the colors of the rainbow: Teaching elementary students about LGBTQ+ families*. Paper presented at the Council for Exceptional Children Annual Convention, Tampa, FL.
- Kohler, K.**, & Frank, J. (2017, November). *Cultivating resilience and well-being: Self-care and wellness strategies for special education professionals*. Presentation at the Teacher Education Division of the Council for Exceptional Children Annual Conference, Savannah, Georgia.
- Boyle, A., Rizzo, K. & **Kohler, K.** (2017, November). *Addressing family diversity in elementary classrooms: Practices for acceptance and inclusion of LGBTQ+ students*. Presentation at the Teacher Education Division of the Council for Exceptional Children Annual Conference, Savannah, Georgia.

- Rizzo, K., & Kohler, K. (2017, November). *From self-awareness to self-management: Daily teacher self-regulatory practices for improving present and future instruction*. Presentation at the Teacher Education Division of the Council for Exceptional Children Annual Conference, Savannah, Georgia.
- Morano, S., Riccomini, P., Kohler, K., Rizzo, K., & Hwang, J. (2016, April). *High-leverage instructional scaffolds for improving the mathematics performance of struggling secondary students*. Demonstration presented at the Council for Exceptional Children Annual Conference, St. Louis, Missouri.
- Barkauskas, N., Mahfouz, J., Levitan, J., Kohler, K., & Schussler, D. (2016, April). *The axiology of mindfulness: Exploring the ethics and values of mindfulness programs in education policy, leadership, and pedagogy*. Paper presented as part of a symposium (Exploring Processes of Implementation and Influence of Mindfulness Programs in Education) at the American Educational Research Association Annual Conference, Washington, D.C.
- Frank, J., Broderick, P., & Kohler, K. (2015, August). *Learning to breathe: An overview of mindfulness-based interventions for adolescents*. Presentation at the American Psychological Association Annual Convention, Toronto, Ontario.
- Frank, J., Broderick, P., & Kohler, K. (2015, February). *Learning to breathe: A mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance*. Presentation at the National Association of School Psychologists Annual Convention, Orlando, Florida.

State/Regional:

- Deger, G. & Kohler, K. (2021, October). *Actionable steps for successful mentoring of novice special education professionals in the time of Covid-19*. Presentation to be given at the Pennsylvania Chapter of the Council for Exceptional Children, Blue Bell, PA.
- Patterson, A., Kohler, K., & Wertalik, J. (2017, February). *Co-teaching and collaboration*. Panel presented at the Diversity in Education Conference and Workshop, University Park, PA.
- Frank, J., Kohler, K., & Khan, L. (2016, November). *Mindfulness strategies for educators*. Presentation at the 25th Annual Conference on Integrated Learning: The School-to Career Connection. University Park, PA.
- Kohler, K. (2016, April). *Effects of mindfulness-based interventions on children with special needs*. Presentation at Penn State College of Education Graduate Student Symposium, University Park, PA.

WORKSHOPS/PANELS

Schweitzer, D. & **Kohler, K.** (2022, October). *Fail Forward Panel: Learning How to Navigate and Overcome Challenges*. Co-developed and co-facilitated panel for students, staff, and faculty at Lycoming College, Williamsport, PA.

Frank, J.L., **Kohler, K.**, & Khan, L. (2016, November). *Mindfulness-Based Interventions in School Settings: Challenges & Opportunities for Educators*. Pre-conference workshop at the Conference on Integrated Learning: The school-to-career connection. State College, PA.

POSTER PRESENTATIONS

*Kelson, E. & **Kohler, K.** (2021, August). *Mindfulness-based programs in teacher education: A systematic review and meta-analysis*. Poster presented at the Lycoming College Summer Research Symposium, Williamsport, PA.

Kohler, K. (2021, March). *Investigating a mindfulness-based professional development with general and special education teacher candidates*. Poster presented at the Council for Exceptional Children Annual Conference (held virtually).

Kohler, K., Petit, V., & Frank, J. (2020, June). *Examining the feasibility and effectiveness of an adapted Soles of the Feet mindfulness meditation (aSoF) with pre-school aged students exhibiting challenging behaviors*. National Research Conference on Early Childhood, Arlington, VA. (Conference cancelled).

Frank, J. & **Kohler, K.** (2019, May). *The longitudinal effectiveness of schoolwide positive behavior intervention supports (SWPBIS) on adolescent behavior, school engagement, and academic achievement*. Poster presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.

Frank, J. & **Kohler, K.** (2018, August). *Effectiveness of a universal yoga-based program on academic and social-emotional well-being of elementary students*. Poster presented at the American Psychological Association Annual Convention, San Francisco, CA.

Kohler, K. (2016, April). *Mindfulness and children with special needs*. Poster presented at the Council for Exceptional Children Annual Conference, St. Louis, Missouri.

Kohler, K. (2015, November). *Effects of mindfulness-based interventions on children with special needs*. Poster presented at the Pennsylvania Council for Exceptional Children Conference, Harrisburg, PA.

Bleeker, M., **Kohler, K.**, Vernon, M., & Messersmith, E. (2002, April). *Adolescence into young adulthood: The perspectives of parents as their children grow up*. Poster presentation at the biennial meeting of The Society for Research on Adolescence. New Orleans, LA.

UNIVERSITY TEACHING & SUPERVISION

Lycoming College, Department of Education

SPLED 230: Introduction to Special Education (Undergraduate) SP 2023

SPLED 320: Instructional Methods for Exceptional Learners (Undergraduate)

EDUC 461: Methods of Classroom Management (student teacher seminar)

EDUC 462: Principles and Applications of K-12 Assessment (student teacher seminar)

SPLED 230: Introduction to Special Education (Undergraduate) FA 2022

SPLED 331: Assessment and Transition (Undergraduate)

FYS 159: Mindful U: Don't Just Survive—Thrive! (First year seminar)

SPLED 230: Introduction to Special Education (Undergraduate) SP 2022

SPLED 331: Assessment and Transition (Undergraduate)

FYS 159: Mindful U: Don't Just Survive—Thrive! (First year seminar)

SPLED 230: Introduction to Special Education (Undergraduate) SP 2021

SPLED 320: Instructional Methods for Exceptional Learners (Undergraduate)

FYS 159: Mindful U: Don't Just Survive—Thrive! (Newly Developed Course-first year seminar)

SPLED 230: Introduction to Special Education (Undergraduate) FA 2020; 2021

SPLED 320: Instructional Methods for Exceptional Learners (Undergraduate)

EDUC 461: Methods of Classroom Management (student teacher seminar)

EDUC 462: Principles and Applications of K-12 Assessment (student teacher seminar)

SPLED 230: Introduction to Special Education (Undergraduate) FA 2018

SPLED 331: Assessment and Transition (Undergraduate)

SPLED 335: Behavior Modification and Low Incidence Disabilities (Undergraduate)

The Pennsylvania State University, College of Education

Just BREATHE: A mindfulness program for incoming engineering and science students SU 2023

EDUC 100.1 and 100.2, First Year Seminars for Education Students (Undergraduate) SP 2016

Co-Instructor with Dr. Jennifer Frank

SPLED 412, Instruction for Students with Mild Disabilities (Undergraduate) SP 2017; 2019
Supervised by Dr. Charles Hughes
Mean student evaluation score: 6.3/7

Millersville University, College of Education 2015
GUEST LECTURE: Supports for Specialized Curriculum (SPED 441, sections 1 and 2)

The Pennsylvania State University, College of Education
GUEST LECTURE: SPLED 404, Working with Families and Professionals in Special Education (Undergraduate)
GUEST LECTURE: SPLED 412, Instruction for Students with Mild Disabilities (Undergraduate)

COURSE DEVELOPMENT

Lycoming College
EDUC 352/SPLED 352, Required course for Education Certification 2023
Advanced Topics in Learning and Classroom Management (Undergraduate)

Lycoming College
FYS 159, First Year Seminar for Lycoming Students (Undergraduate) 2021
Mindful U: Don't Just Survive, Thrive!

Pennsylvania State University, College of Education
EDUC 100.2, First Year Seminar for Education Students (Undergraduate) 2018
Professional Resilience and Well-Being for Future Educators

EDITORIAL WORK

American Journal of Education
Pennsylvania Teacher Educator

Guest Reviewer (2014-2020)

Guest (Student) Reviewer *Journal of Special Education*
Guest (Student) Reviewer *Journal of School Psychology*
Guest (Student) Reviewer *School Psychology Quarterly*

PROFESSIONAL SERVICE

Peer reviewer for The Council for Exceptional Children Annual Conference	2022
Special Education Legislative Summit (SELS)	2020; 2021
Mindfulness for Students: Presentation at the Park Forest Middle School Health Fair	2015
Mentor Teacher for Penn State University Undergraduate Students in Special Education	2004 – 2014
Mentor Teacher for New Special Education Faculty, Park Forest Middle School	2003 – 2014
Co-Coordinator of the School-Wide Bullying Prevention Program (P.R.I.D.E.), Park Forest Middle School	2003 – 2012
Co-chair: Steering Committee for Bullying Prevention Programs, Park Forest Middle School	2010 – 2012

LYCOMING COLLEGE: DEPARTMENT AND COMMUNITY SERVICE

Faculty Advisor: Tau Chapter of Kappa Delta Pi (Intl. Education Honor Society)	2022 - present
Faculty Advisor: Lycoming College Chapter of S-PSEA (Education club)	2022 - present
Title IX: Hearing Board and Advisor	2022 - present
Institutional Review Board	2021 - present
Social media coordinator for the Lycoming College Education Department	2020 - present

CURRICULUM DEVELOPMENT ACTIVITIES

Engage New York (New York State Mathematics Curriculum), <i>Districts Statewide</i>	2015
Adapting Connected Math: Co-Teaching Mathematics Curriculum for 6 th Grade Students, <i>State College Area School District</i>	2010 – 2014

PROFESSIONAL CREDENTIALS, CERTIFICATIONS & SPECIALIZED TRAINING

Youth Mental Health First Aid Instructor Certification	2023
CITI Program Trainings:	2023
• Research in Educational Settings	
• Social & Behavioral Human Subjects Research	
• Good Clinical Practice for Clinical Trials with Investigational Drugs & Medical Devices	
Youth Mental Health First Aid Certification	2022
Professional Certification in Interdisciplinary Education Sciences The Pennsylvania State University	2018
Certification for Online Teaching, The Pennsylvania State University (World Campus)	2016
Pennsylvania Instructional I and II, Special Education (N-12)	2002; 2006

PROFESSIONAL AFFILIATIONS

The Council for Exceptional Children (CEC)
Division: Teacher Education (TED); Small Special Education Programs Caucus (SSEPC)

PA Council for Exceptional Children (PA-CEC)
Division: Council of Administrators of Special Education (CASE)
Committees: Professional Development; Legislative

The Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)

COMPETITIVE HONORS & AWARDS

Teaching Interdisciplinary Education Scientists (TIES), <i>IES Pre-Doctoral Fellowship</i>	2016
Training in the Professoriate for Special Education (Scholarship)	2014