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EDUCATION

Ph.D. 2012 Baylor University – Educational Psychology
M.Ed. 2003 University of North Texas – Curriculum and Instruction
Specialization: Gifted and Talented
B.A. 1998 University of Houston - English

PROFESSIONAL APPOINTMENTS

2020-present Coordinator of the PhD concentration for special education
2018-present Coordinator of the Master of Arts in Teaching - Exceptionalities
2017-present Co-Director of the LHU-BU partnership
2016-present Director of Spring Literacy Clinic
2015-present Clinical Associate Professor in Educational Psychology
2013-2015 Lecturer in Educational Psychology

RESEARCH AREA: impact of environment on achievement and social/emotional outcomes

REFEREED PUBLICATIONS

1. Wilson, R., Sulak, T.N. & Bagby, J.H. (2021) Effect of the advancement via individual determination (AVID) program on middle school students' executive function. *Research in Middle Level Education Journal (RMLE Online)*, 44(8), 1-10.
2. St. Louis, A.T., Thompson, P., Sulak, T.N., Harvill, M.L., & Moore, M.E. (2021). Infusing 21st century skill development into the undergraduate curriculum: The formation of the iBEARS network. *Issue not available yet.*
3. Kirkpatrick, M., Rehfeld, D. M., Akers, J., Rivera, G., & Sulak, T. N. (2021). Behavioral Skills Training with pre-service teachers in the university classroom. *Behavioral Interventions*. 36, 145-158/
4. Renbarger, R. L., Rehfeld, D. M., & Sulak, T. N. (2021). "I had no idea until now": preparing doctoral students in education for the professoriate. *Journal of Applied Research in Higher Education*.
https://api.elsevier.com/content/abstract/scopus_id/85118672033

5. Rehfeld, D. M., & **Sulak, T. N.** (2021). Service schedule effects on speech sound production outcomes. *Language, Speech, and Hearing Services in Schools*, 52, 728-737.
6. Rehfeld, D. M., **Sulak, T.N.**, Rainer, D., Stewart, J., & Welch, N. (2021). A pilot investigation of critical thinking in undergraduate students of Communication Sciences and Disorders. 52(2).
7. **Sulak, T. N.**, Wilson*, R., Renbarger*, R., Kaul*, C., & O'Guinn, N. (2020). The relationship between numeracy scores and soft skills in employed and unemployed Americans. *New Horizons in Adult Education and Human Resource Development*, 32(2), 19-39.
8. De Wandel, S., **Sulak, T.**, & Willowghby, D. (2019). The effects of including aerobic exercise in the treatment protocol of concussions: A systematic review and meta-analysis. *International Journal of Kinesiology & Sports Science*, 7, 33-52.
9. Renbarger, R. L., **Sulak, T. N.**, & Kaul, C. R. (2019). Finding, accessing, and getting permission to use secondary data for advanced academic research. *Journal of Advanced Academics*.
10. Bagby, J. H., Renbarger*, R. L., Kaul*, C., & **Sulak, T. N.** (2019). The role of disability services in student veterans' private school choice. *Journal of Veteran Studies*.
11. Renbarger*, R. L., Rivera*, G., & **Sulak, T. N.** (2019). What Predicts Literacy, Numeracy, and Problem Solving for Incarcerated Individuals? A PIAAC Examination. *Journal of Offender Rehabilitation*.
12. **Sulak, T. N.** (2018). School climate: the controllable and the uncontrollable. *Educational Studies*, 44, 279-294. doi:10.1080/03055698.2017.1373630
13. Thompson, L. W., Bagby, J. H., **Sulak, T. N.**, Sheets, J., & Trepinski, T. M. (2017). The Cultural Elements of Academic Honesty. *Journal of International Students 2017 Vol 7 Issue 1*, 7(1), 136-153.
14. **Sulak, T. N.**, Massey, J., & Thomson, D. (2017). Using Latent Profile Analysis to Harness the Heterogeneity of Nonretained College Students. *Journal of College Student Retention: Research, Theory & Practice*, 18(4), 457-473.
15. Wells, K. *, **Sulak, T. N.**, Saxon, T. F., & Howell, L. (2016). A pilot study of iPad handwriting instruction among kindergartners. *Journal of Occupational Therapy, Schools & Educational Intervention*, 9, 185-198.
16. Barnard-Brak, L., Nuner, J., **Sulak, T.**, & Davis, T. (2015). Cost of and satisfaction with child care arrangements for parents of children with emotional and behavioral disorders. *Journal of Family Issues*, 36, 1887-1903.

17. Bagby, J., Barnard-Brak, L., Thompson, L.* , & **Sulak, T. N.** (2015). Is anyone listening? An ecological systems perspective on veterans transitioning from the military to academia. *Military Behavioral Health Journal*, 4, 219-229. doi 10.1080/21635781.2015.1057306
18. Bagby, J. & **Sulak, T.** (2014). Connecting homework effectiveness with Montessori Practice. *Montessori Life*, 26 (4), 44-46.
19. **Sulak, T. N.**, Massey, J., & Thomson, D.* (2014). Examining the heterogeneity within a university transfer cohort: Harnessing differences to provide better interventions. *Journal of College Orientation and Transition*, 22, 5-19.
20. **Sulak, T. N.** (2014). School climate and academic achievement in suburban schools. *Education and Urban Society*, 48, 672-684. doi 10.1177/0013124514541465.
21. Bagby, J., Barnard-Brak, L., Baggett, A.* , & **Sulak, T. N.** (2014). Student veterans' experiences in college. *Journal of College Orientation and Transition*, 22, 20-35.
22. **Sulak, T. N.** (2014). Using CBM to identify advanced learners in the general education classroom. *Gifted Child Today*, 37, 25-31.
23. **Sulak, T. N.**, Saxon, T. F., & Fearon, D. (2014). Applying the theory of reasoned action to domestic violence reporting behavior: The role of sex and victimization. *Journal of Family Violence*, 29, 165-173. doi: 10.1007/s10896-013-9569-y.
24. Barnard-Brak, L., Schmidt, M., & **Sulak, T.** (2013). ADHD medication vacations and parent-child interactions. *Journal of Attention Disorders*, 17, 506-509.
25. Massey, J., **Sulak, T. N.**, & Sriram, R. (2013). Developing servant leadership through experiential learning. *Journal of Leadership Education*, 12, 74-91.
26. Walter, M.* , Ragan, K.* , Bagby, J. H., & **Sulak, T. N.** (2013). Education students' implicit and explicit bias against obesity. *Journal of Community Medicine and Health Education*, 3, 212-218. doi:10.4172/2161-0711.1000212
27. Bagby, J., Barnard-Brak, L., **Sulak, T. N.**, Jones, N.* , & Walter, M.* (2012). The effects of environment on children's executive function: A study of three private schools. *Journal of Research in Childhood Education*, 26, 418-426.
28. Barnard-Brak, L., Paton, V. O., & **Sulak, T. N.** (2012). Institutional distance education goals and the frequency of students with disabilities requesting accommodations. *Journal of Postsecondary Education and Disability*, 25, 5-20.

29. Barnard-Brak, L., Bagby, J. H., **Sulak, T. N.**, & Jones, N. A.* (2012). Faculty perceptions of post 9/11 student-veterans with symptoms of PTSD. *Journal of College Orientation and Transition*, 20(1), 56-63.
30. Frederick, K.*, Barnard-Brak, L., & **Sulak, T. N.** (2012). Under-representation in nationally representative secondary data sets. *International Journal of Research & Method in Education*, 35(1), 31-40.
31. **Sulak, T. N.**, Barnard-Brak, L., & Frederick, K.* (2012). The relationship between father residency and a child's ADHD symptoms. *Early Child Development and Care*, 182, 59-69.
32. Barnard-Brak, L., Bagby, J. H., Jones, N.*, & **Sulak, T.** (2011). Teaching post 9/11 student veterans with symptoms of PTSD: The influence of faculty perceptions and self-efficacy. *Journal of Vocational Rehabilitation*, 35(1), 29-36
33. Barnard-Brak, L., Davis, T., **Sulak, T.**, & Brak, V. (2011). The association of physical activity with symptoms of Attention Deficit Hyperactivity Disorder. *Journal of Physical Education and Health*, 8, 964-970.
34. Barnard-Brak, L., **Sulak, T.**, & Hatz, J. K. (2011). Macrocephaly in children with autism: Results from a nationally-representative, community-based sample. *Pediatric Neurology*, 44, 97-100.
35. Barnard-Brak, L. **Sulak, T. N.**, & Fearon, D. D. (2011). Co-existing disorders and academic achievement among children with ADHD. *Journal of Attention Disorders*, 15, 506-515.
36. **Sulak, T. N.** & Barnard, L. (2011). Rapid letter naming performance to assist in identifying learning disabilities, autism and ADHD. *Effective Education*, 3, 49-59.
37. Barnard, L. & **Sulak, T. N.** (2010). Literacy, learning disabilities, and its association with imprisonment. *Corrections Compendium*, Fall, 7-13.
38. Barnard-Brak, L. & **Sulak, T.** (2010). Online versus face to face accommodations among college students with disabilities. *American Journal of Distance Education*, 24, 81-91.
39. Barnard-Brak, L., **Sulak, T.**, Tate, A., & Lechtenberger, D. (2010). Measuring attitudes toward requesting accommodations: A national multi-institutional study. *Assessment for Effective Intervention*, 35, 141-147.
40. Murray, A., Bagby, J., & **Sulak, T.** (2010). Research 101: Understanding educational research. *Montessori Life*, 22, 34-37.

41. Barnard-Brak, L., Davis, T. N., Tate, A., & **Sulak, T.** (2009). Attitudes as a predictor of college students requesting accommodations. *Journal of Vocational Rehabilitation*, 31, 189-198.
42. Bagby, J., & **Sulak, T.** (2009). Problem solving and transfer: A qualitative study. *Montessori Life*, 21, 38-42.

REFEREED PUBLICATIONS – Under Review

Hulsey, D.B., Moten, T. R., Hebda, M. R., Sulak, T. N. & **Bagby, J. H.** (under review) Using Behavioral Engagement Measures of Multiple Learning Profiles to Recognize Twice-Exceptional Students. *Gifted Child Today*.

Sulak, T. N., **Bagby, J. H.**, Moten, T. R. & Laird, Y. C. (under review). Children's Prosocial Lying and Executive Function, manuscript to be submitted by January 31, 2022 to *Journal of Montessori Research*

Gerow, S., Kirkpatrick, M., McGinnis, K., Sulak, T., & Davis, T. N. (under review). Evaluation of a telehealth program for caregivers of children with ASD. *Behavior Modification*.

BOOKS–Juried Peer Review

1. Johnsen, S. K., **Sulak, T. N.**, & Rollins, K. (2012). *Serving gifted students within an RtI framework*. Waco, TX: Prufrock Press.

BOOK CHAPTERS–Juried Peer Review

1. Kettler, T., & Sulak, T. N. (Not sure). Strength-Based Approaches to Recognize and Develop Talent in Twice-Exceptional Learners in *Critical Issues in Servicing Twice Exceptional Students - Socially, Emotionally, and Culturally Framing Learning Exceptionalities*. Springer.
2. Sulak, T. N., Hebda, M., Sodergren, C., & Robins, J. (in-press). Curriculum-based assessments. In S. Johnsen & J. VanTassel-Baska (Eds.) *Handbook on Assessments for Gifted Learners: Identification, Learning Progress, and Evaluation*.
3. Johnsen, S.K., Goree, K., & **Sulak, T.N.** (2017). Transforming Teacher Education. In E. Kimonen & R. Nevalainen (Eds.), *Reforming Teaching and Teacher Education: Bright Prospects for Active Schools* (pp.3-34). Rotterdam, Netherlands: Sense.
4. **Sulak, T.N.**, Renbarger, R., Wilson, R., & Odajima, R. (2017). The seven principles of teacher education at Baylor University. In E. Kimonen & R. Nevalainen (Eds.) *Reforming Teaching and Teacher Education: Bright Prospects for Active Schools* (pp. 35-66). Rotterdam, Netherlands: Sense.
5. **Sulak, T. N.**, & Johnsen, S. K. (2012). Assessments for measuring student outcomes. In S. K. Johnsen (Ed.), *Using the NAGC Pre-K-Grade 12 gifted programming standards*. Waco, TX: Prufrock Press.

NON-PEER REVIEWED PUBLICATIONS

1. **Sulak, T.N.**, Bagby, J. & Renbarger*, R. (2020). Prosocial lying and executive function: Connections to Montessori education. *Montessori Life*.
2. Bagby, J. & **Sulak, T.** (2017). Connecting Montessori practice with action research. *Montessori Life*.
3. Bagby, J. & **Sulak, T.** (2016). Connecting Montessori practice with entrepreneurship. *Montessori Life*.
4. Bagby, J. & **Sulak, T.** (2015). Connecting parental support with student achievement. *Montessori Life*.

5. Bagby, J. & **Sulak, T.** (2014). Connecting Montessori policy research and advocacy. *Montessori Life*, 26, 9.
6. Bagby, J. & **Sulak, T.** (2013). Connecting leadership development to Montessori practice. *Montessori Life*. 25, 8-9.
7. Howell, L., **Sulak, T.**, Bagby, J., Diaz, C., & Thompson, L.* (2013). Preparation for life: How the Montessori classroom facilitates the development of executive function. *Montessori Life*, 25, 14-18.
8. Bagby, J. & **Sulak, T.** (2012). Connecting authentic learning and Montessori practice. *Montessori Life*. 24, 8-9.
9. Bagby, J., & **Sulak, T.** (2011). Connecting educational theory and Montessori Practice. *Montessori Life*, 23, 8-9.
10. Bagby, J., & **Sulak, T.** (2010). Connecting educational theory and Montessori Practice. *Montessori Life*, 22, 8-9.
11. Bagby, J., & **Sulak, T.** (2009). Connecting educational theory and Montessori Practice. *Montessori Life*, 21, 8-9.

PUBLICATIONS – Non-Peer Reviewed Technical Reports

1. Damore, S., Bagby, J., & **Sulak, T.** (2013). Mapping a data base and creating our national grassroots network; Final Report.
2. Massey, J., & **Sulak, T.** (2012). *2010 New Student Experience Report: Setting Students up for Success*. Baylor University.
3. **Sulak, T.**, & Saxon, T. (2010). *Results of “Young People’s Survey on Violence”:* *Gatesville Sample*. Baylor University.
4. Davignon, P.*, Morely, K., Simon, S., **Sulak, T.**, & Barnard-Brak, L. (2010). *Baylor University Retention Study Summer 2010*. Baylor University.

GRANTS - Funded

1. *Collaborative Preparation of Doctoral Scholars to Implement Socially Valid Evidence-based Practices and Conduct Research for CLD Learners with Disabilities in Special Education (DIVERSE Collaborative).* Mack Burke (Principal Investigator, 50%), Stephanie Gerow (Co-PI, 13%), Tonya Davis (Co-PI, 25%), Tracey Sulak (Co-PI, 13%), "," Sponsored by US Dept of Education, Awarded. (October 1, 2021 - September 30, 2026). \$3,766,943.00.
2. *NSF INCLUDES Planning Grant: Inclusive Biologists Exploring Active Research with Students (iBEARS) (CFDA 47.076 Education and Human Resources).* National Science Foundation, \$99,999.
3. *Executive Function and Lying.* University Research Committee, February 2018, \$4250, Co-investigator.
4. *Executive Function Development Through Sensorial and Practical Life Work.* American Montessori Society, May, 2017, \$3952, Primary investigator.
5. *Campus-based Family Services.* Waco Independent School District, August 1, 2016 –July 31, 2018. \$348,967, Behavior specialist.
6. *Executive Function in an Early Childhood Montessori Environment.* American Montessori Society, April, 2016, \$1920, Primary investigator.
7. *The Development of Middle School Students' Executive functions.* University Research Committee, February 2016, \$3253.00, Co-investigator.
8. *Autism conference at the Thompson Center at the University of Missouri.* Baylor University Teaching Grant, September, 2014. \$1443.66. Participant.
9. *Costa Rican adolescents' understanding of violence.* ProHumana 21 Foundation, May 2010 – August 2010. support, Principal Investigator.
10. *College experiences of post-9/11 veterans.* Baylor University Institute for Oral History, August 2010 – July 2011, \$2250, Co-Investigator.
11. *College experiences of post-9/11 veterans.* Baylor University Research Council, August 2010 – July 2011, \$4500, Co-Investigator.
12. *Examining executive functioning in school-age children.* Baylor University Research Council, August 2009 – July 2010, \$7500, Co-Investigator.

GRANTS – Under Review

1. Project RECUPERAR: Research-Validated Practices for English Learners with Mild Disabilities in Middle/High School Classrooms: Utilizing Peer-Tutoring Instruction to Enhance Reading Achievement and Other Related Outcomes for Post-COVID. Mack Burke (Principal Investigator, 80%), Tracey Sulak (Co-PI, 20%), Sponsored by Institute of Education Sciences, Federal, Institution Approved. (/ 974222) - Amount Requested: \$2999984
2. Planning for Tomorrow's Researchers by Engaging Teachers in Wetland Ecology. Tracey Sulak (Principal Investigator, 60%), Suzanne Nesmith (Co-PI, 10%), Robert Doyle (Co-PI, 20%), Madelon McCall (Co-PI, 10%), Sponsored by National Science Foundation, Federal, Institution Approved. (/ 968522) - Amount Requested: \$588820

GRANTS - Not Funded

1. *Literacy Leaders Project: Enhancing the Psychological Understanding of Advanced Readers from Diverse Backgrounds.* American Psychological Association, \$49,901.
2. *Consortium in Rural Education for Autism and Developmental Disabilities (Type A) Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D).* US Department of Education, Office of Special Education Programs, \$3,387,987.
3. *Public Awareness Grant.* Society of Applied Behavior Analysis, \$2500.00
4. *High-fidelity Montessori and educational outcomes.* Brady Foundation, \$386,244.
5. *The Central Texas Autism Model.* Texas Education Agency, \$999,573.
6. *Advancing Behavioral interventions through Leadership Excellence (Type A) Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D).* US Department of Education, Office of Special Education Programs, \$1,250,000.
7. *Teaching Pre-Service Teachers to Utilize Evidence-Based Teaching Strategies for Students with Autism Using Virtual Reality.* Organization for Autism Research, \$30,000.
8. *Pre-service teachers' implementation of self-managed strategies with at-risk middle school students.* Baylor University Undergraduate Research and Scholarly activities Small Grant Program, February, 2014, \$2259, Co-Investigator. (Not Funded)
9. *Examination of expulsion in central Texas child care centers.* University Research Committee, February, 2016, \$6,375, Co-investigator.

10. *Helping parents and caregivers engage in forward planning for individuals with autistic spectrum disorders.* American Educational Research Association “DivE In” Seed Grant Competition, February 2014. \$1250, Primary Investigator.

PRESENTATIONS - International

1. McCall, M. J., Harvill, M., **Sulak, T. N.**, & Tolar, A. (January, 2020). Virtual Science Mentoring: Undergraduate Biology Major's Guidance of Elementary and Middle School Students' Science Research Project. Associate for Science Teacher Educators 2020 International Conference, San Antonio, Texas.
2. Kirkpatrick, M., Rehfeld, D. M., Akers, J. S., Rivera, G., & **Sulak, T. N.** (2019, May). Evaluating the effects of behavioral skills training with pre-service teachers. In G. VanDenElzen (Chair), Evaluations and applications of token economies. Symposium conducted at the 45th Annual National Convention: Association for Behavior Analysis International (ABAI). Chicago, IL.
3. Bagby, J. H., & **Sulak, T. N.** (2017, July). *Montessori classrooms and characteristics of entrepreneurial education*. International Montessori Congress. Prague, CZ.
4. **Sulak, T. N.**, & Bagby, J. H. (2017, July). *Homework beliefs and policies in Montessori schools*. International Montessori Congress. Prague, CZ.
5. Damore, S., **Sulak, T. N.**, & Bagby, J. H. (2013, July). *The Montessori State and Regional Organizational Advocacy Research: An AMS and AMI Collaborative*. Poster presentation, International Montessori Congress. Portland, Oregon.
6. Murray, A., Bagby, J., Barnard-Brak, L., **Sulak, T.**, & Walter, M.* (2012, November) *Perceptions of Montessori education among school of education faculty: Preliminary findings*. Poster presentation, Canadian Centenary Conference. Toronto, Canada.

PRESENTATIONS - National

1. Moore, M. E., **Sulak, T. N.**, & Tolar, St. Louis. (November 2021). Infusing 21st Century Skills into Undergraduate Biology Courses while Helping 3-8th Grade Students Conduct Research. National Association of Biology Teachers.
2. StLouis, A., Sulak, T. N., & Harvill, M. (October 2021). Past, Present, Future: The Evolution and Expansion of the iBEARS Network . School Science and Mathematics Association Annual Convention, online.
3. Sulak, T. N., Christian, B., Moore, M., Harvill, M. L., Thompson, P., Tolar, A. (July 2021). *Showcasing iBEARS: Transforming Science Education..* Waco TX: NSF STEM For All Video Showcase.
<https://baylor.box.com/s/xwl0gj62f200fpv4pommji0azme2eee7>
4. Sulak, T.N. (July 2021). Creating inclusive opportunities in STEM. *INCLUDES National Network, National Science Foundation.*

5. Davis T. N., Gerow, S., Lively, P., **Sulak, T.**, Hrabal, J., Hine, K., & Wicker, M. (May 2021) *Use of Evidence-Based Practices for Autism in Schools: A Survey of Public School Special Educators*. Symposium at the 47th Annual National Convention: Association of Behavior Analysis International.
6. Renbarger, R. L., & **Sulak, T. N.** (April 2021). Understanding teaching and learning networks of a science leadership program using social network analysis. American Educational Research Association.
7. **Sulak, T. N.**, Bagby, J. H., Kirkpatrick, M., Frost, F., Fritz, S., Harralson, A., Parker, B., Yturralde, A., Collins, C., (2021, March 4-7) *Assessing the relationship between executive function and social skills in young children* (Conference poster). American Montessori Society Virtual Conference.
8. **Sulak, T. N.**, Bagby, J. H., Robins, J. H., Hulsey, D. B., Moten, T., & Pathanjaly, H. (2021, February 3-5). *Behavioral Engagement of Students With Different Learning Needs* (Conference presentation). 44th Annual Southwest Educational Research Association (SERA) Virtual Conference.
9. Bagby, J. H., Jackson, B., **Sulak, T. N.**, Moten, T., & Pathanjaly, H., (2021, January 14). *Montessori diversity, equity and inclusion program evaluation* (Conference presentation). Racial Justice and Equity in Montessori Education Research Conference – An American Educational Research Association (AERA) Montessori SIG Virtual Event.
10. Renbarger*, R. L., Long, K., & **Sulak, T. N.** (2020, April). Poor choices: The evaluation of measures of socio-economic status in education. American Educational Research Association. San Francisco, CA.
11. Renbarger*, R. L., Rehfeld, D. M*., & **Sulak, T. N.** (2020, April). I had no idea until Now: Preparing doctoral students in education for the job market. American Educational Research Association. San Francisco, CA.
12. **Sulak, T. N.**, Bagby, J., Kirkpatrick*, M., Frost*, F., Fritz*, S., Harralson*, A., Parker*, B., Yturralde*, A., & Collins*, C. (March, 2020). *Assessing the Relationship between Executive Function and Social Skills in Young Children*. American Montessori Society, Dallas, TX.
13. Rehfeld, D. M.*, & **Sulak, T. N.** (February 2020). *Service Delivery Effects on the Remediation of Speech Sound Disorders: A Local Randomized Clinical Trial*. Council for Exceptional Children, Portland, Oregon.

14. Rehfeld*, D. M., Kirkpatrick*, M., & **Sulak, T. N.** (February 2020). Teaching Pre-Service Undergraduates Using Behavioral Skills Training: A Novel Approach. Council for Exceptional Children, Portland, Oregon.
15. Rehfeld, D. M*., & **Sulak, T. N.** (2019, November). Service delivery effects on the remediation of speech sound disorders: A local randomized clinical trial. Poster presented at the meeting of the American Speech-Language-Hearing Association (ASHA). Orlando, FL.
16. **Sulak, T. N.**, Padgett*, R. N., Rehfeld, D. M*., Renbarger*, R. L., Kirkpatrick*, M., & Collins*, C. (August, 2019). School safety and violence: A Poisson mixture model of safety plans and violent acts. American Psychological Association. Chicago, IL.
17. Padgett*, R. N., Renbarger*, R. L. & Sulak, T. (April, 2019). A comparison of methods and software for analyzing plausible values: An example with PIAAC. American Educational Research Association. Toronto, CA.
18. **Sulak, T. N.**, Rehfeld*, D., Kirkpatrick*, M., & Collins*, C. (April, 2019). Teacher Training and Comprehensive School Safety Plans. American Educational Research Association. Toronto, CA.
19. **Sulak, T. N.**, Bagby, J. H., Kirkpatrick*, M., Rehfeld*, D., & Renbarger*, R. L. (2019, March). Montessori Teachers' Beliefs about Assessment. American Montessori Society. Washington, DC.
20. **Sulak, T. N.**, Bagby, J. H., Yilmaz, M. & Collins*, C. (2019, March). Reliability and Validity of the Normalization Checklist. American Montessori Society. Washington, DC.
21. **Sulak, T. N.**, Padilla-Mainor*, K. L., Renbarger*, R. L., & O'Guinn*, N. (2018, April). Limitations faced by administrators implementing safety policy in schools. American Educational Research Association. New York, NY.
22. Wells, K., & **Sulak, T. N.** (2018, April). Small sample parameter recovery in sigmoidal structured latent curve models: A simulation study. American Educational Research Association. New York, NY.
23. **Sulak, T. N.**, & Bagby, J. H. (2018, March). Development of executive function in an early childhood Montessori classroom. American Montessori Society. Denver, CO.
24. **Sulak, T. N.** (2018, March). Children who enter Montessori as first graders: The role of executive function in adjustment. American Montessori Society. Denver, CO.
25. **Sulak, T. N.** (2017, November). *Executive function in a Montessori classroom*. Montessori Accreditation Council for Teacher Education. Baltimore, MD.

26. **Sulak, T. N.**, Morgan, G. B., Padilla-Mainor, K. L.*, & Floyd, H.* (2017, April). *The effect of Attention Deficit Hyperactivity Disorder on social factors: A causal model using propensity score analysis*. American Educational Research Association. San Antonio, TX.
27. **Sulak, T. N.**, Wilson*, R., Renbarger*, R. L., & O'Guinn*, N. (2017, April). *The relationship between teacher professional development and frequency of school violence in rural schools*. American Educational Research Association. San Antonio, TX.
28. Renbarger*, R. L., Morgan, G. B., & **Sulak, T. N.** (2017, April). *The importance of teacher credentials for early achievement: A replication study*. American Educational Research Association. San Antonio, TX.
29. Bagby, J. H., **Sulak, T. N.** & Renbarger*, R. L. (2017, April). *The role of health services in student veterans' private school choice*. American Educational Research Association. San Antonio, TX.
30. **Sulak, T. N.** (2016, April). *School Administrators' Perceived Limitations on Discipline and Crime Policy Implementation*. American Educational Research Association. Washington, DC.
31. Bagby, J., & **Sulak, T.** (2016, March). *Homework & the Montessori philosophy*. American Montessori Society. Chicago, Illinois.
32. **Sulak, T. N.**, Bagby, J. H., & Mitchell, J. (2016, March). *Entrepreneurial characteristics and Montessori education*. American Montessori Society. Chicago, Illinois.
33. **Sulak, T. N.** (2015, April). *Behavioral and academic climate in schools*. American Educational Research Association. Chicago, Illinois.
34. Bagby, J. H., **Sulak, T. N.**, & Farah, Y. N.* (2015). *Homework policies in Montessori schools*. American Montessori Society. Philadelphia, Pennsylvania.
35. Thompson, L. W.*, Bagby, J., & **Sulak, T.** (2014, November). *VETS, Veteran Educational and Transition Services: Making a difference for vets entering academia*. American Association for Adult and Continuing Education (AAACE) Annual Conference, Charleston, South Carolina.
36. Bagby, J., Barnard-Brak, L., Baggett, A. *, **Sulak, T. N.**, Walter, M. *, & Ragan, K. * (2014, April). *Student veteran transitions from combat to college: A nationwide analysis*. American Educational Research Association. Philadelphia, Pennsylvania.
37. **Sulak, T. N.**, & Saxon, T. (2014, April). *Does viewing bullying violence affect the allocation of attention in young adults?* American Educational Research Association. Philadelphia, Pennsylvania.

38. Damore, S. J., Lowry, C., **Sulak, T. N.**, & Bagby, J. H. (2014, March). *Montessori and Quality Rating and Improvement System*. American Montessori Society. Dallas, Texas.
39. Damore, S. J., Bagby, J. H., & **Sulak, T. N.** (2014, March). *Creating our national grassroots network for Montessori advocacy*. American Montessori Society. Dallas, Texas.
40. Murray, A., Bagby, J., Barnard-Brak, L., **Sulak, T.**, & Walter, M.* (2012, March). *Perceptions of Montessori education among school of education faculty: Preliminary findings*. Poster presentation, American Montessori Society Annual Conference. San Francisco, California.
41. **Sulak, T. N.**, Saxon, T. F., & Copeland, D. M.* (2012, May). *Adolescents' perceptions of relationship control and physical violence as a result of experiencing interpersonal violence*. Presented at the annual meeting of the Association for Psychological Science (APS). Chicago, Illinois.
42. **Sulak, T. N.**, & Johnsen, S. J. (2012, February). *Assessment for measuring student outcomes*. Presented at the National Association for Gifted Children Webinar on Wednesday (WOW), Waco, Texas.
43. **Sulak, T. N.**, Barnard-Brak, L., & Frederick, K. (2011, April). *The relationship between father residency and a child's ADHD symptoms*. Presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, Louisiana.
44. **Sulak, T. N.**, & Barnard-Brak, L. (2010, April). *Rapid Letter Naming performance to assist in identifying Learning Disabilities, Autism and ADHD*. Presented at the annual meeting of the American Educational Research Association (AERA), Denver, Colorado.
45. Bagby, J., Barnard, L., & **Sulak, T.** (2010, March). *Examining executive functioning in school-age children*. American Montessori Society conference in Boston, Massachusetts.
46. Bagby, J., Barnard, L., & **Sulak, T.** (2009, February). *Examining executive functioning in school-age children*. American Montessori Society conference in New Orleans, Louisiana.

PRESENTATIONS – State or Regional

1. Davis T. N., Gerow, S., Lively, P., **Sulak, T.**, Hrabal, J., Hine, K., & Wicker, M. (submitted) *Use of Evidence-Based Practices for Autism in Schools: A Survey of Public School Special Educators*. Symposium at the 36th Annual Convention: Texas Applied Behavior Analysis. February 11-14.

2. Renbarger, R. L*., Payne, A. M., Collins, C., & **Sulak, T. N.** (2019, February). Teachers' Professional Development Needs and Barriers: A Latent Class Analysis Approach. San Antonio, Texas.
3. Renbarger, R. L*., Yilmaz, M., & **Sulak, T. N.** (2019, February). Married and Co-teaching While Abroad. Southwest Educational Research Association. San Antonio, Texas.
4. **Sulak, T. N.**, Rehfeld*, D. M., Kirkpatrick*, M., Yilmaz, M., & Collins*, C. (2019, February). Dual-Process Growth Mixture Model of Math Achievement and Working Memory using ECLS-K 2011. Southwest Educational Research Association. San Antonio, Texas.
5. Renbarger, R. L*., Rivera*, G., & **Sulak, T. N.** (2018, February). What predicts problem-solving for incarcerated individuals? A PIAAC regression examination. Southwest Educational Research Association. New Orleans, LA.
6. Brown, J*., **Sulak, T. N.**, & Renbarger, R.* (2017, February). *Impact of Parental Psychological Well-Being on Child Health Behaviors*. Paper presentation at Southwest Educational Research Association. San Antonio, Texas.
7. Renbarger, R. L.* , Morgan, G. B., & **Sulak, T. N.** (2017, February). *Resilience in Costa Rica: Validation of the Child and Youth Resilience Measure (CYRM)*. Paper presentation at Southwest Educational Research Association. San Antonio, Texas.
8. Renbarger, R. L.* , Morgan, G. B., & **Sulak, T. N.** (2017, February). *Cultural Differences: An investigation on resilience in Costa Rica*. Paper presentation at Southwest Educational Research Association. San Antonio, Texas.
9. Kaul, C. R.* , **Sulak, T. N.**, & Renbarger, R. L.* (2017, February). *Relationship Between Adults' Numeracy Skills and the Usage of Skills in Work and Daily Living*. Paper presentation at Southwest Educational Research Association. San Antonio, Texas.
10. **Sulak, T. N.**, Wilson, R. D.* , Renbarger, R. L.* , & Kaul, C. R.* (2017, February). *The Relationships Between Numeracy Scores and Soft Skills in Employed and Unemployed Americans*. Paper presentation at Southwest Educational Research Association. San Antonio, Texas.
11. Weston, R.* , Hodges, A.* , O'Guinn, N.* , Radhakrishnan, S.* , Davis, T. N., Cloud, M.* , **Sulak, T.** (2017, February). *Improving Error Correction Strategies within Instructional Procedures for Children with Autism Spectrum Disorders*. Poster presentation at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
12. **Sulak, T. N.** (2015, June). *Using iPad instruction to support handwriting*. Texas Council for Exceptional Children. Fort Worth, Texas.

13. **Sulak, T. N.** (2015, June). *Creating individualized math interventions*. Texas Council for Exceptional Children. Fort Worth, Texas.
14. **Sulak, T. N.** (2014, February). *School climate: Controllables and uncontrollables*. Southwest Educational Research Association. New Orleans, Louisiana.
15. **Sulak, T. N.**, Hodge, K.* , & Wilson, S.* (2013, October). *Preliminary results: Middle school math intervention*. Texas Educational Intervention Research Consortium. Lubbock, Texas.
16. **Sulak, T. N.**, & Saxon, T. (2012, February). *A cross-cultural study of adolescents in the US and Costa Rica: Experiences with and perceptions of different types of violence*. Presented at the annual meeting of the Southern Educational Research Association (SERA). New Orleans, Louisiana.
17. **Sulak, T. N.** (2012, February). *School climate and academic achievement in suburban schools*. Presented at the annual meeting of the Southern Educational Research Association (SERA), New Orleans, Louisiana.
18. **Sulak, T. N.**, & Saxon, T. (2011, March). *Gender and experiences of violence*. Presented at the annual meeting of the Southern Educational Research Association. Presented at the annual meeting of the Southern Educational Research Association (SERA), San Antonio, Texas.
19. **Sulak, T. N.**, & Saxon, T. (2011, March). *Diploma program: Violence prevention*. Presented at the annual meeting of the Southern Educational Research Association (SERA), San Antonio, Texas.
17. **Sulak, T. N.**, & Arredondo, P. (2011, March). *Growing collaboration among pre-service teachers: Evidence for peer coaching*. Presented at the annual meeting of the Southern Educational Research Association (SERA), San Antonio, Texas.
18. Barnard-Brak, L., Bagby, J., Jones, N.* , & **Sulak, T. N.** (2010, March). *Post 9/11 returning student-veterans and faculty perceptions*. Presented at the annual meeting of the Texas Association for Institutional Research, Waco, Texas.

INVITED PRESENTATIONS

1. **Sulak, T. N.** (2017). *Civility in the classroom*. Baylor University, Teaching Assistant Program – Biology, Waco, TX.
2. Massey, J., & **Sulak, T. N.** (2013). *2010 and 2011 retention results*. Baylor University, Waco, TX.
3. Massey, J., & **Sulak, T. N.** (2012). *Making assessment intentional*. Baylor University, Waco, TX.

4. Massey, J., & **Sulak, T. N.** (2012). *Findings from the 2010 New Student Experience Study*. Baylor University, Waco, TX.
5. **Sulak, T. N.**, & Fearon, D. (September, 2010). *Characteristics of and pedagogy for college students*. Baylor University, Waco, TX.
6. **Sulak, T. N.**, & Fearon, D. (September, 2010). *Designing effective assessments for college freshman*. Baylor University, Waco, TX.
7. **Sulak, T.**, & Saxon, T. (2010, Feb. 26). *Defining domestic violence through the voices of adolescents in Texas and Costa Rica: A cross-cultural analysis*. Invited presentation for Area 1 of the department of educational psychology at the University of Texas, Austin, TX.
8. **Sulak, T.**, Bagby, J., & Barnard-Brak, L. (2010, Feb. 26). *Examining executive functions of school-aged children*. Invited presentation for Area 1 of the department of educational psychology at the University of Texas, Austin, TX.
9. Bagby, J., & **Sulak, T.** (August, 2010). *Stanford Achievement Test: Uses and application in curriculum development*. Waco Montessori School, Waco, TX.
10. **Sulak, T. N.** (invited for presentation February, 2010). *A cross-cultural comparison of adolescent perceptions of violence*. University of Texas, Austin, TX.
11. **Sulak, T. N.** (invited for presentation October, 2009). *Costa Rican adolescents' understanding of violence*. Baylor University, Waco, TX.

* Denotes student co-author

SPECIALIZED TRAINING

1. National Center for Education Statistics. (2016, August 8-11). Programme for the International Assessment of Adult Competencies (PIAAC) training. Complex data set training seminar sponsored by the U.S. Department of Education Institute of Education Services, Washington, D.C.
2. National Center for Special Education Research (NCSER). (2015, June 24-28). Summer Research Training Institute: Single-Case Intervention Research Design and Analysis.
3. National Center for Education Statistics (NCES). (2010, Jan. 21-23). Early Childhood Longitudinal Study - Birth Cohort (ECLS-B) Seminar. Complex data set training seminar sponsored by the U.S. Department of Education Institute of Education Services, Washington, D.C.

STATISTICAL PROGRAMS: Proficient

SPSS, R, *Mplus*, SAS

STATISTICAL PROGRAMS: Novice

Python

SERVICE

Professional

Editorial Board, Journal of Montessori Education.

Ad hoc reviewer, Sex Roles.

Ad hoc reviewer, Action in Teacher Education.

Ad hoc reviewer, Journal of Attention Disorders.

Proposal reviewer, American Educational Research Association, 2009-present.

Proposal reviewer, Southwest Educational Research Association, 2009-present.

Founding member and conference organizer, Texas Educational Research Consortium, 2017.

Member, Research Committee for American Montessori Society, 2015-present.

Representative American Montessori Society at the National Center for Education Statistics

Private School Meeting, October, 2016, 2017

University and School

Appointed to Transfer Student Taskforce (2016-present)

Appointed to Transfer Student Taskforce subcommittee – Research and assessment (2016-present)

Appointed Statistician to CARE and BCDD affiliated faculty (2016-present)

Member of General Education Committee for Baylor University (2015-present)

Member of General Education Committee for Baylor University subcommittee – Christian Scholarship (2015-present)

Faculty Advisor to No Limitations Athletics (2015-present)

University liaison for Parkdale Elementary (2014)

AWARDS AND RECOGNITION

2015	Nominated for Outstanding Professor Award in Non-Tenure Track Research
2010	Outstanding Graduate Instructor Award
2009-12	Graduate Student Association Representative
2009-12	American Educational Research Association Graduate Student Representative

COURSES DEVELOPED/TAUGHT

EDP 3660 – Teaching Associate Part 1
EDP 3368 – Assessment of Students with Mild Disabilities
EDP 3361 – Developmental Disabilities
EDP 4351 – Differentiated Instruction
EDP 3334 – Collaborative Consultation in Special Education
EDP 3470 – Literacy: Students with Special Needs
CSD 5318 – Research Methods in Communication Science Disorders
EDP 5335 – Research in Education
EDP 5334 – Introduction to Statistics
EDP 5393 – Cultural Issues for Children and Families
EDU 5662 – Internship EC-6 with Special Education
EDP 5320 – Survey of Quantitative Methods
EDU 5334 – Curriculum Differentiation
EDU 5652 – Internship Special Education with Gifted and Talented
EDU 5375 - Math for Exceptional Learners
EDP 5363 – Teaching Associate Special Education
EDU 5350 - Teaching Associate Special Education with Gifted and Talented

Affiliations/Membership

2012-19 Council for Exceptional Children
2012-13 Student Affairs Administrators in Higher Education
2009-19 American Psychological Association
2008-19 American Educational Research Association
2008-19 American Montessori Society
2008-11 Junior League of Waco
1999-19 Texas Teacher Certification – special education
- Pre-kindergarten through grade 12

Professional Experience

2017- **Clinical Associate Professor**
2014-17 **Clinical Assistant Professor**
2013-14 **Lecture – Baylor University**
2012-13 **Coordinator for Student Life Assessment – Baylor University**
2008-13 **Instructor – Baylor University**
2008-11 **Graduate Assistant – Baylor University**
2005-09 **Teacher – Waco Montessori School**
2004-05 **Teacher – Fort Worth Museum of Natural History**
1999-01 **Teacher – Northwest Independent School District**
1998-99 **Teacher – Waco Independent School District**