


Curriculum Vitae

Tara Kulkarni, PhD, NCSP
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RESEARCH INTERESTS

Health disparities of students in school and resulting educational policy decisions; MTSS to support dual language learners, critical quantitative theories and their application in educational research; best practices in training culturally competent school psychologists.

EDUCATION

University of Minnesota, School Psychology, PhD, 2021
University of Mumbai, Counseling Psychology, MA, 2013
University of Wales, Bangor, Foundations of Clinical Psychology, MS, 2010

PROFESSIONAL POSITIONS

August 2021-Present	Assistant Professor, California State University, Monterey Bay
2020- 2021	School Psychology Intern. Twin Cities German Immersion School.
2016- 2020	Research Assistant, University of Minnesota. PI: Dr. Amanda Sullivan.
2019	Research Assistant, University of Minnesota. For the grant: <i>Development and Evaluation of the Beliefs and Attitudes for Successful Implementation in Schools for Teachers</i> , funded by the <i>Institute of Educational Sciences</i> . PI: Clayton Cook, PhD
2017-2018	Research Assistant, <i>University of Minnesota</i> . For the grant 'Formative Assessment System for Teachers (FAST): Scale Up' funded by the <i>Office of Special Education Programs (OSEP)</i> PI: Theodore Christ, PhD.
2017	Research Assistant, Math and Numeracy Lab, Institute of Child Development (ICD). PI: Michèle Mazzocco, PhD
2013-15	School Counselor, Nalanda Public School, Mumbai, India.
2010-11	Assistant Clinical Psychologist, Aashraya Clinic, Mumbai India

PUBLICATIONS

Peer Reviewed Publications

Empirical Articles

Kulkarni, T & Sullivan, A.L (in revision). Much Ado about Nothing? The Relations between Externalizing behavior and academic achievement. *Journal of School Psychology*.

Kulkarni, T., Sullivan, A. L., & Kim, J. (2021). Externalizing Behavior Problems and Low Academic Achievement: Does a Causal Relation Exist? *Educational Psychology Review*, 1-22. [Impact Factor: 6.9] <https://doi.org/10.1007/s10648-020-09582-6>

Sullivan, A. L., **Kulkarni, T.,** & Chhuon, V. (2020). Making Visible the Invisible: Multi-study investigation of disproportionate special education identification of Asian American and Pacific Islander students. *Exceptional Children*. <https://doi.org/10.1177/0014402920905548>

Kulkarni, T., & Sullivan, A. L. (2019). The relationship between behavior at school entry and services received in third grade. *Psychology in the Schools*. 56, 809-823. <https://doi.org/10.1002/pits.22231>.

Sullivan, A. L., Harris, B., Miller, F. G., Fallon, L. M., Weeks, M. R., Malone, C. M., **Kulkarni, T.,** ...& Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities and advance social justice. *School Psychology*. <https://doi.org/10.1037/spq0000463>

Larson, M., Cook, C. R., Brewer, S. K., Pullman, M. D., Hamlin, C., Merle, J. L., ... & **Kulkarni, T.** (2020). Examining the Effects of a Brief, Group-Based Motivational Implementation Strategy on Mechanisms of Teacher Behavior Change. *Prevention Science*, 1-15.

Practitioner Articles

Kulkarni, T., Sullivan, A. L., Weeks, M., (2020). Large-scale secondary data analysis—Part 2: For practitioners. *NASP Communiqué*, 48(6), 4-6.

Weeks, M., **Kulkarni, T.,** Sullivan, A. L., (2020). Large-scale secondary data analysis—Part 3: For consumers. *NASP Communiqué*, 48(7), 28-30.

^Sullivan, A. L., ^**Kulkarni, T.,** ^Weeks, M., & Nguyen, T. (2020). Large-scale secondary data analysis—Part 1: For researchers. *NASP Communiqué*, 48(5), 16-19. (^ = equal contribution)

Sullivan, A. L., Weeks, M., **Kulkarni, T.,** Nguyen, T., Kendrick-Dunn, T.B., & Barret, C. (2020). Historical foundations of health disparities: A primer for school psychologists to advance social justice. *NASP Communiqué*, 49(2), 30-32-19.

Book Chapters

Kulkarni, T., Sullivan, A.L., & Floyd (submitted). Quantitative Research as a Tool for Social Justice. *The Oxford Handbook of Social Justice in School Psychology*. Oxford Library of Psychology.

Sullivan, A. L., Vukovic, R., Nguyen, T., **Kulkarni, T.,** Kim, J., & Carlson, S. (2021). DisCrit theory: Emotional and behavioral disturbance assessment and identification. In S. L. Proctor & Rivera, D. P. (Eds.), *Critical theories for school-based practice: A foundation for equity and inclusion in practice and supervision*. Routledge.

Sullivan, A. L., Maki, K., Harper, E., Ardoin, S., & **Kulkarni, T.** (2020). Obtaining your first academic job. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology*. Routledge.

Technical Assistance Resources

Kulkarni, T., Weeks, M., Ngyuen, T., & Sullivan, A., L (2021). *Critical Evaluation of Largescale Secondary Analyses to Aid Responsible Research Use and Equitable Decision*

- Making*. Great Lakes Equity Center. <https://greatlakesequity.org/resource/critical-evaluation-largescale-secondary-analyses-aid-responsible-research-use-and>
- Sullivan, A.L., **Kulkarni, T.**, Weeks, M., & Nguyen, T. (2020). *Special education disproportionality root cause analysis tools & resources*. Colorado Department of Education.
- Sullivan, A. L., Nguyen, T., Weeks, M., & **Kulkarni, T.** (2019). *Family disability and civil rights (Equity Tool)*. Indianapolis, IN: Midwest and Plains Equity Assistance Center. Available at <https://greatlakesequity.org/resource/family-disability-and-civil-rights>
- Sullivan, A., **Kulkarni, T.**, Weeks, M., & Goerdts, A. (2018). *Disability and English learners: Understanding Title VI obligations and best practice*. Indianapolis, IN: Midwest Plains Equity Assistance Center.
- Sullivan, A., Weeks, M., **Kulkarni, T.**, & Goerdts, A. (2018). *Preventing disproportionality through nondiscriminatory tiered services*. Indianapolis, IN: Midwest Plains Equity Assistance Center.

POSTER PRESENTATIONS

- Tanaka, M. L., **Kulkarni, T.**[^], Robers, A. C.[^], Thompson, H. M.[^], Young, K.[^], & Zahn, M.[^]. (2021, August 12-14). *Getting to the root of the shortage: Graduate program climates*. APA Annual Convention. Virtual. [^] denotes equal contributions.
- Kulkarni, T.**, Sullivan, A.L, Kim, J. (2021, March). *What Matters for Students' Behavior Trajectories? Testing Associations of Early Academic and Non-academic Skills*. Society for Research in Child Development Bi-annual conference 2021. Poster shortlisted for 2021 Student and Early Career Council (SECC) Poster Competition.
- Kulkarni, T.**, Nguyen, T., Sullivan, A.L. (2020 February). *Honoring civil rights and disability law: Effectively engaging English learners*. Poster presentation accepted for the annual convention of the National Association of School Psychologists, Baltimore, MD
- Kulkarni, T.** (2019). *Externalizing behavior and academic achievement: Is the association causal?* Poster presentation at the American Psychological Association, Chicago, IL.
- Kulkarni, T.** & Sullivan, A.L. (2019). *The relationship between behavior at school entry and services received in third grade*. Poster presentation at American Psychological Association, Chicago, IL.
- Sullivan, A.L. & **Kulkarni, T.** (2018). *Disproportionate identification of Asian American students with disabilities*. Poster presentation at the National Association of School Psychologists, Chicago, IL.

SYMPOSIA and PAPER PRESENTATIONS

- Puff, A.M., **Kulkarni, T.**, Zahn, M., Tanaka, M.L. (2022, February, accepted). *Training the Next Generation: Graduate Students' Perspectives on Program Climates*. Paper presentation for the annual convention of the National Association of School Psychologists.
- Tanaka, M.L., Barton, D.O., **Kulkarni, T.**, Holter, O.G., Crossing, A.E., Williams, S.A.S., (2022, February, accepted). *Dismantling Oppression through Critical Race Theory in School Psychology*. Symposia for the annual convention of the National Association of School Psychologists.
- Barton, D.O., Tanaka, M.L., Holter, O.G., **Kulkarni, T.**, Crossing, A.E., Williams, S.A.S., (2021, March). *Dismantling Oppression through Critical Race Theory in School Psychology*. Panel Presentation: Trainers of School Psychologists Annual Convention; March 2021; Virtual.

- Sullivan, A. L., **Kulkarni, T.**, & Chhuon, V. (2020, April). Making visible the invisible: Disproportionate representation of Asian and Pacific Islander students. In S. Diaz (Chair), *Examining methodological and conceptual complexities in the study of racial disproportionality in special education*. Symposium accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA. Cancelled due to COVID-19 Pandemic.
- Sullivan, A. L., Harris, B., **Kulkarni, T.**, & Weeks, M. (2020, February). *Demystifying disproportionality in autism identification: Prevalence, policy, and best practice*. Symposium accepted for the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Weeks, M., **Kulkarni, T.**, Nguyen, T., Proctor, S., & Sullivan, A. L. (2020, February). *MTSS is not enough: Preventing disproportionality through nondiscriminatory tiered services*. Symposium accepted for the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Harris, B., **Kulkarni, T.**, & Sullivan, A. L. (2020, February). *State guidelines regarding culture and language exclusionary factors for SLD*. Paper accepted for the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Edwards, L.M., Hammerschmidt-Snidarich, S.M., Becker, D.M., **Kulkarni, T.** (2018). *Best academic apps for your dollar*. Mini Skills Workshop at the National Association of School Psychologists, Chicago, IL

COURSES TAUGHT

SPSY 564 Assessment of Diverse Learners
MAE 621 Quantitative and Qualitative Research Methodology
SPSY 670 Internship in School Psychology

GRADUATE TEACHING APPOINTMENTS

Co-Lecturer EPSY 8819: Psychopathology. Spring, 2020

Teaching Assistant, EPSY 8812: Assessment in School Psychology II: Intellectual and Social-Emotional Domains. Fall 2019.

Teaching Assistant, EPSY 5612W: Assessment and Due Process in Special Education. Spring 2019.

Teaching Assistant, EPSY 3801: The Science of Human Resilience. Spring, 2019.

Guest Lecturer, EPSY 8822: Research in School Psychology, 2020

Guest Lecturer, CPSY 8660: Clinical Intervention with Children, 2019

SERVICE

Professional Service

- **Co-PI**, *National School Psychology Graduate Student Climate Survey*. Students Affiliates in School Psychology, APA Division 16, 2019-present.
- Grant Writer (PI: Amanda L. Sullivan; with Michelle Marchant-Wood, Mollie Weeks, **Tara Kulkarni**, Rose Vukovic), Project I-LEAD: *Interdisciplinary Learning Disability Education to Advance Development*, \$1,246,651 over 5 years, US Department of Education (Accepted, Dec 2019)

- **Grant Writer** (with Dr. Carol Mecklenburg and Dr. Jessie Kember, Twin Cities German Immersion School), Alternative Delivery of Specialized Instructional Services (ADSIS). Minnesota Department of Education.
- **Co-Developer**, School Psychology Program Climate Survey, University of Minnesota.
- **Member**, Minnesota Center for Education Equity, May 2020-present.
- **Membership chair**, *Student Affiliates in School Psychology*, APA Division 16. 2019-2020
- **Student Representative**, *Student Affiliates in School Psychology*, APA Division 16: August 2016- present

Editorial Board Membership

Journal of School Psychology – 2021-present

Student Editorial Board Member, School Psychology Review 2020-21

Ad Hoc Reviewer

- Journal of School Psychology
- School Psychology Review
- Assessment for Effective Intervention
- Exceptional Children
- Behavior Disorders
- AERA Division H Dissertation Awards

University Level Service

- **Founder**, Educational Psychology International Students Club (EPIC); 2018-2020
- **Board Member**, Council of International Graduate Students; 2017-2019
- **Member**, Equity & Diversity Committee, Department of Educational Psychology; 2018-present
- **Member**, Diversity Committee, School Psychology Student's Association; 2016-present
- **Developer**, Climate Survey for School Psychology Student's Association; 2019-20

GRADUATE PRACTICUM/INTERSHIP APPOINTMENTS

Twin Cities German Immersion School, MN, School Psychology Intern 2020-21.

Supervisor: Carol Mecklenburg, PhD, LP, NCSP

Behavioral Health Clinic for Families, MN: July 2019-present

Supervisor: Katie Lingras, PhD, LP

Twin Cities German Immersion School, MN: September 2018- June 2019

Supervisor: Carol Mecklenburg, PhD, LP, NCSP

Marcy Open School, MN: September 2017-July 2018

Supervisor: Kate Clayton, PhD, NCSP

Hennepin Elementary School, MN: September 2016-June 2017

Supervisor: Annie Hansen-Burke, PhD, LP, NCSP

HONORS AND AWARDS

University of Minnesota

- Outstanding Graduate Student Employee Award, CEHD, University of Minnesota - April 2019.

External Sources

- Junior Research Fellowship, Government of India - 2014
- Postgraduate Taught International Scholarship, University of Wales, UK -2009