

Mary Aline Barczak

University of Oklahoma ♦ Norman, Oklahoma 73019
(901) 488-7491 *cell* ♦ barczak.6@osu.edu

AREAS OF SPECIALIZATION

Preparing practitioners to work with students with severe disabilities; Evidence-based vocational education for students with severe disabilities

EDUCATION

- 2016–2020 *Ph.D. in Special Education*, The Ohio State University, Columbus, OH
- 2014–2016 *M.S. in Instruction and Curriculum Leadership, Concentration in Special Education and Applied Behavior Analysis*, University of Memphis, Memphis, TN
- 2009–2004 *B.S. in Special Education*, Austin Peay State University, Clarksville, TN

LICENSES AND CERTIFICATIONS

- 2016 Board Certified Behavior Analyst (BCBA; 1-16-24914)
- 2014 Special Education Modified and Comprehensive, Tennessee

POSITIONS HELD

- 2020-present *Assistant Professor*, Department of Educational Psychology, University of Oklahoma
- 2016–2020 *Program Coordinator*, Promoting System-Wide Implementation of Evidence-Based Practice for Students with Severe Disabilities through Multi-Tier Professional Development (Grant funded by Institute of Education Sciences), Department of Educational Studies, Ohio State University, Columbus, OH
- 2015–2016 *Behavior Specialist*, University of Memphis TigerLIFE, Memphis, TN
- 2015–2016 *Behavior Technician*, Harwood Center, Memphis, TN
- 2014–2015 *Special Education Teacher*, Bowie Reading and Learning Center, Memphis, TN

PUBLICATIONS

Published Peer-Reviewed Journal Articles

1. Brock, M. E., **Barczak, M. A.**, Anderson, E. J., & Bordner, N. M. (in press). Efficacy of tiered training on paraeducator implementation of systematic instructional practices for students with severe disabilities. *Exceptional Children*.

2. Brock, M. E., **Barczak, M. A.**, & Dueker, S. A. (in press). Effects of delayed video-based feedback and observing feedback on paraprofessional implementation of evidence-based practices for students with severe disabilities. *Focus on Autism and Other Developmental Disabilities*.
3. Herbert, M. E., Brock, M. E., **Barczak, M. A.**, & Anderson, E. J. (in press). Efficacy of peer network interventions for high school students with severe disabilities and complex communication needs. *Research and Practice for Persons with Severe Disabilities*.
4. Cannella-Malone, H. I., Dueker, S. A., **Barczak, M. A.**, & Brock, M. E. Teaching academic skills to students with significant intellectual disabilities: A systematic review. *Journal of Intellectual Disabilities*. Advanced online publication.
<https://doi.org/10.1177/1744629519895387>
5. Brock, M. E., Dynia, J. M., Dueker, S. A., & **Barczak, M. A.** (2019). Teacher-reported priorities and practices for students with autism: Measuring the research-to-practice gap. *Focus on Autism and Other Developmental Disabilities*. Advanced online publication.
<https://doi.org/10.1177%2F1088357619881217>
6. **Barczak, M. A.** (2019). Simulated and community-based instruction: Teaching students with intellectual and developmental disabilities to make financial transactions. *TEACHING Exceptional Children*, 51(4), 313–321.
7. **Barczak, M. A.**, & Cannella-Malone, H. I. (2018). This review identified high-quality studies on teaching conditional use of requesting and rejecting skills, but points to the need for more research and for analyses of study outcomes. *Evidence-Based Communication Assessment and Intervention*, 12, 129–131.
8. Brock, M. E., Dueker, S., & **Barczak, M. A.** (2018). Improving social outcomes for students with autism at recess through peer-mediated pivotal response training. *Journal of Autism and Developmental Disorders*, 48, 2224–2230. doi:10.1007/s10803-017-3435-3
9. Brock, M. E., Cannella-Malone, H. I., Seaman, R. L., Andzik, N. R., Schaefer, J. M., Page, E. J., **Barczak, M. A.**, & Dueker, S. (2017). Findings across practitioner training studies in special education: A comprehensive review and meta-analysis. *Exceptional Children*, 84, 7–26. doi:10.1177/0014402917698008

Submitted

1. Brock, M. E., **Barczak, M. A.**, & Dueker, S. A. *Preparing groups of paraprofessionals to implement systematic instructional strategies that promote improved outcomes for students with severe disabilities*. Manuscript submitted for publication.
2. Brock, M. E., **Barczak, M. A.**, Dueker, S. A., & Seaman, R. L. *Training paraprofessionals in a group context: A pilot feasibility study*. Manuscript submitted for publication.

3. **Barczak, M. A.**, & Cannella-Malone, H. I. *Self-management of vocational skills for individuals with significant disabilities: A systematic review*. Manuscript submitted for publication.

In Preparation

1. **Barczak, M. A.** *Using mobile touchscreen technology to facilitate self-management for students with intellectual disabilities: A literature review*. Manuscript in preparation.

PRESENTATIONS

National Conferences

1. Brock, M., Anderson, E., & **Barczak, M. A.** (2020, February). *Developing and testing multi-tier training for paraprofessionals who serve students with severe disabilities*. Presentation at the Council for Exceptional Children Conference, Portland, OR.
2. **Barczak, M. A.**, Anderson, E., Herbert, M., & Amadi, C. (2019, November). *Increasing social interactions for students with disabilities through peer networks*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
3. **Barczak, M. A.**, Anderson, E., & Helton, M. (2019, November). *Group contingencies: Managing student behavior in large and small groups*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
4. **Barczak, M. A.**, & Malone, H. (2019, November). *Teaching academic skills to students with significant disabilities*. Poster presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
5. Brock, M., Schnell, E., Ortman, J., & **Barczak, M. A.** (2019, November). *How to support paraprofessionals to effectively deliver evidence-based instruction*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
6. Schaefer, J., & **Barczak, M. A.** (2019, November). *Practitioners' professional development needs around transition*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
7. **Barczak, M. A.**, & Schaefer, J. (2019, October). *Building networks of support for transition-age students with intellectual and developmental disabilities through peer-mediated interventions*. Presentation at Division on Career Development and Transition International Conference, Seattle, WA.
8. **Barczak, M. A.** (2019, October). *Self-management of vocational skills using picture prompts*. Poster presentation at Division on Career Development and Transition International Conference, Seattle, WA.
9. **Barczak, M. A.** (2019, February). *Self-Management of vocational skills for individuals with significant disabilities*. Poster presentation of systematic literature review at Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN.

10. Brock, M. E. & **Barczak, M. A.** (2019, February). *Efficacy of high-quality, low-intensity training for paraprofessionals who serve students with severe disabilities*. Presentation at the Council for Exceptional Children Conference, Indianapolis, IN.
11. **Barczak, M. A.**, & Helton, M. (2018, November). *Increasing independence through self-management*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
12. Brock, M. E., **Barczak, M. A.**, Dueker, S., & Webster, L. (2018, November) *Building social connections at recess through peer networks*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
13. **Barczak, M. A.** & Brock, M. E. (2018, November). *Systematic prompting strategies: How and when to use them*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.
14. Seaman-Tullis, R., Schaefer, J., & **Barczak, M.A.** (2018, October). *Using video prompting to teach vocational skills to individuals with intellectual and developmental disabilities: Implementation, teaching, and current research*. Presentation at Division on Career Development and Transition International Conference, Cedar Rapids, IA.
15. Schaefer, J., Seaman-Tullis, R., & **Barczak, M.A.** (2018, October). *Supporting interactions between individuals with intellectual and developmental disabilities and their peers through transition and into adulthood*. Poster presentation at Division on Career Development and Transition International Conference, Cedar Rapids, IA.
16. **Barczak, M. A.** (2018, October). *Self-Management of vocational skills for individuals with significant disabilities*. Poster presentation at Division on Career Development and Transition International Conference, Cedar Rapids, IA.
17. **Barczak, M. A.** (2018, May). *Self-Management of vocational skills for individuals with significant disabilities: A review of the literature*. Poster presentation at the Association for Behavior Analysis International Annual Conference, San Diego, CA.
18. Brock, M. E., Dueker, S., & **Barczak, M. A.** (2018, February). *Efficacy of peer networks to improve social outcomes at recess for students with autism*. Presentation at the Council for Exceptional Children Conference, Tampa, FL.
19. Brock, M. E., **Barczak, M. A.**, & Dueker, S. (2018, February) *Feasibility and efficacy of high-quality, low-intensity training for paraprofessionals who serve students with severe disabilities*. Poster presentation at the Council for Exceptional Children International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater Beach, FL.
20. Brock, M. E., & **Barczak, M. A.** (2017, October.) *Building student capacity for independence with multi-step skills and routines*. Presentation at OCALICON hosted by the Ohio Center on Autism and Low Incidence (OCALI), Columbus, OH.

Selected Workshops, Trainings, and Other Presentations

1. **Barczak, M. A.** (2020, February). *Self-management of routines for students with severe disabilities*. Presentation for Dublin City Schools, Dublin, OH.
2. Brock, M. E., **Barczak, M. A.**, & Anderson, E. J. (2020, February). *Efficacy of multi-tier training for training paraprofessionals who serve students with severe disabilities*. Presentation at the Edward F. Hayes Graduate Research Forum, The Ohio State University, Columbus, OH.
3. **Barczak, M. A.** (2019, March). *Effects of self-directed static picture prompts on the vocational skills of students with severe disabilities*. Poster presentation at the Edward F. Hayes Graduate Research Forum, The Ohio State University, Columbus, OH.
4. **Barczak, M. A.**, & Anderson, E. (2019, February). *Group contingencies: Managing student behavior in large and small groups*. Presentation for Dublin City Schools, Dublin, OH.
5. **Barczak, M. A.**, & Anderson, E. (October, 2018). *Basic behavioral strategies: Managing behavior for students with disabilities*. Presentation for Olentangy Local School District, Lewis Center, OH.
6. **Barczak, M. A.** (2017, February). *A review of self-management interventions in vocational settings for individuals with moderate to profound disabilities*. Poster presentation at 2018 EHE Student Research Forum, The Ohio State University, Columbus, OH.

TEACHING

Course Instructor

ESSPED 5742: Behavior Analysis for Teachers, Summer 2019

ESSPED 5742: Behavior Analysis for Teachers, Summer 2018

Graduate Teaching Assistant

ESSPED 3189: Field Experience in Special Education, Spring 2018

ESSPED 5737: Methods of Instruction II for Students with Moderate/Intensive Disabilities, Spring 2017

Guest Lecturer

ESSPED 5737: Methods of Instruction II for Students with Moderate/Intensive Disabilities (Preference Assessments), Spring 2017

ESSPED 5742: Behavior Analysis for Teachers (Single-Subject Designs), Spring 2017

ESSPED 8832: Advanced Applied Behavior Analysis (Antecedent Interventions), Fall 2016

SERVICE

Service to the Profession

Guest Journal Reviewer, *Focus on Autism and Other Developmental Disabilities* (2018)

Guest Journal Reviewer, *Journal of Physical and Developmental Disabilities* (2017)

Proposal Reviewer, *Division on Career Development and Transition International Conference* (2019)

Program Delegate, *Associate for Behavior Analysis International Student Committee* (2017–18, 2018–19)

Professional Organization Memberships

Council for Exceptional Children (CEC)

Division on Career Development and Transition (DCDT)

CEC Division for Research (CEC-DR)

Association for Behavior Analysis International (ABAI)

Ohio Association for Behavior Analysis

Tennessee Association for Behavior Analysis

HONORS AND AWARDS

Council for Exceptional Children's Division for Research Doctoral Student Scholar (2019-20)

Charles B. Huelsman Jr. Memorial Fellowship (2019–20)

Thomas and Evelyn Stephens Scholarship in Special Education (2019–20)

McNeil-Siegrist Endowed Scholarship for Special Education (2018–19)

Cooper/Siedentop Scholarship (2017–18)

Vance W. Cotter Fellowship (2017–18)