

Breda Victoria O’Keeffe, PhD

Associate Professor
Mild/Moderate Program Area Coordinator
Department of Special Education
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EDUCATION

Ph.D., Disability Disciplines, Special Education, 2009
Utah State University, Logan, Utah

M.S., Special Education, 2001
National University, San Diego, California

B.A., Literature, Magna Cum Laude, 1996
Harvard Radcliffe College, Cambridge, Massachusetts

PROFESSIONAL EMPLOYMENT

2023 (Oct.) – present **Associate Chair**
2018 – present **Associate Professor**
2011 – 2018 **Assistant Professor**
University of Utah, Salt Lake City, Utah
Department of Special Education

2009 – 2011 **Postdoctoral Fellow**
University of Connecticut, Storrs, Connecticut
Center for Behavioral Education and Research
Neag School of Education
IES grant funded: *Postdoctoral Training in Behavior Education and Research*

2005 – 2009 **Research Fellow**
Utah State University, Logan, Utah
Department of Special Education and Rehabilitation
OSEP grant funded: *Preparing Leadership Personnel to Promote Research-Based Practices, Collaboration, and Success of Culturally and Linguistically Diverse Students with Disabilities*

2003 – 2005 **Private Special Education Instructor**, Cross-categorical
Verona, Wisconsin

2002 – 2003 **Special Education Teacher**, Cross-categorical

Core Knowledge Charter School, Verona, Wisconsin

- 2001 – 2002 **Vocational Education Coordinator**
The Institute for Effective Education, San Diego, California
- 1999 – 2001 **Special Education Instructor; Teaching Assistant**
The Institute for Effective Education, San Diego, California

PROFESSIONAL AFFILIATIONS

- 2023 – present **Faculty Research Associate, Utah Education Policy Center**
College of Education
University of Utah, Salt Lake City, Utah

AWARDS/HONORS

- Outstanding Service and Contributions to the Community Award, College of Education, University of Utah (2022)
- “Must-Read Article of the Year” (2021) for Bundock, Kiuhara, Hawken, O’Keeffe, O’Neill, & Cummings (2019) from Council for Learning Disabilities
- Nominee, College of Education Teaching Award, University of Utah (2018)
- Research Vice President Fellowship, \$15,000, Utah State University (2005-2006)
- Agassiz Award for Superior Academic Achievement, Harvard Radcliffe College (1996)

PEER REVIEWED JOURNAL ARTICLES – In Press/Published

*indicates student co-author

- Kiuhara, S. A., Levin, J. R., *Tolbert, M., **O’Keeffe, B. V.**, O’Neill, R., & Jameson, J. M. (in press, 5/24/2023). Teaching argument writing in math class: Challenges and solutions to improve the performance of 4th and 5th graders with disabilities. *Reading & Writing: An Interdisciplinary Journal*.
- Fallon, L. M., *Cathcart, S. C., Johnson, A. H., Minami, T., **O’Keeffe, B. V.**, *DeFouw, E. R., & Sugai, G. (2022 online, 2023 print). A teacher self-assessment of culturally relevant practice to inform educator professional development decisions in MTSS contexts. *Assessment for Effective Intervention*, 48(2), 100-112.
<https://doi.org/10.1177/15345084221111338>
- O’Keeffe, B. V.**, *Bundock, K., *Kladis, K., & Nelson, K. (2022 online, 2023 print). Skill performance assessment for kindergarten reading screening measures: Pilot study. *Assessment for Effective Intervention*, 48(2), 67-79.
<https://doi.org/10.1177/15345084221091173>
- Fallon, L. M., *DeFouw, E. R., *Berkman, T. S., *Cathcart, S. C., **O’Keeffe, B. V.**, & Sugai, G. (2021 online, 2022 print). Supports to improve academic outcomes with racially and ethnically minoritized youth: A review of research. *Remedial and Special Education*, 43(4), 237-254. <https://doi.org/10.1177/07419325211046760>

- Fallon, L. M., *DeFouw, E. R., *Cathcart, S. C., *Berkman, T. S., *Robinson-Link, P., **O’Keeffe, B. V.**, & Sugai, G. (2021 online, 2022 print). School-based supports and interventions to improve social and behavioral outcomes with racially and ethnically diverse youth: A review of recent quantitative research. *Journal of Behavioral Education*, 31, 123-156. <https://doi.org/10.1007/s10864-021-09436-3>
- *Kladis, K., Hawken, L. S., O’Neill, R. E., Fischer, A. J., *Stokes Fuoco, K., **O’Keeffe, B. V.**, & Kiuahara, S. A. (2020 online, 2023 print). Effects of Check-In Check-Out on engagement of students demonstrating internalizing behaviors in an elementary school setting. *Behavioral Disorders*, 48(2), 83-96. <https://doi.org/10.1177/0198742920972107>
- *Bundock, K., Kiuahara, S., Hawken, L. S., **O’Keeffe, B. V.**, O’Neill, R., & Cummings, M. (2019 online, 2021 print). Teaching rate of change and problem solving to high school students with high incidence disabilities at tier 3. *Learning Disabilities Quarterly*, 44(1), 35-49. <https://doi.org/10.1177/0731948719887341>
- Johnston, S. S., **O’Keeffe, B. V.**, & *Stokes, K. (2018). Early literacy support for students with physical disabilities and complex communication needs. *Teaching Exceptional Children*, 51(2), 91–99. doi: 10.1177/0040059918802808
- *Bundock, K., **O’Keeffe, B. V.**, *Stokes Fuoco, K. L., & *Kladis, K. (2018). Strategies for minimizing variability in oral reading fluency progress monitoring. *Teaching Exceptional Children*, 50(5), 273–281. doi: 10.1177/0040059918764097
- Fallon, L. M., *Cathcart, S. C., *DeFouw, E. R., **O’Keeffe, B. V.**, & Sugai, G. (2018). Promoting teachers’ implementation of culturally and contextually relevant classwide behavior plans. *Psychology in the Schools*, 1-17. doi: 10.1002/pits.22107
- O’Keeffe, B. V.**, *Bundock, K., *Kladis, K., Yan, R., & Nelson, K. (2017). Variability in *DIBELS Next* progress monitoring measures for students at risk for reading difficulties. *Remedial and Special Education*, 38(5), 272-283. doi: 10.1177/0741932517713310
- *VonLintel, D., Henderson, H., **O’Keeffe, B. V.**, Fuller, A. A., Durrant, L., & Cook, E. (2017). Development and initial validation of the *Peer Tutor Evaluation Instrument* in adapted physical education. *Palaestra*, 31(1), 10-15.
- Mason, L., Rivera, C., Spencer, T., **O’Keeffe, B. V.**, Petersen, D., & Slocum, T. (2016). Within-stimulus prompts enhance the oral reading fluency of third graders at risk of reading failure. *Psychology in the Schools*, 52(1), 58-72. doi: 10.1002/pits.21888
- *Fallon, L. M., **O’Keeffe, B. V.**, Gage, N., & Sugai, G. (2015). Brief report: Assessing attitudes toward culturally and contextually relevant School-wide Positive Behavior Support strategies. *Behavioral Disorders*, 40(4), 251-260.
- Hawken, L. S., *Bundock, K., *Kladis, K., **O’Keeffe, B. V.**, & Barrett, C. A. (2014). Systematic review of the Check-in, Check-out intervention for students at risk for

emotional and behavioral disorders. *Education and Treatment of Children*, 37 (4), 635-658.

O’Keeffe, B. V., Slocum, T. A., & Magnusson, R. (2013). The effects of a fluency training package on paraprofessionals’ presentation of a reading intervention. *The Journal of Special Education*, 47, 14-27. doi: 10.1177/0022466911404072

Sanetti, L. M. H., Chafouleas, S. M., **O’Keeffe, B. V.**, & Kilgus, S. P. (2013). Treatment integrity assessment of a daily report card intervention: A preliminary investigation of two methods and frequencies. *Canadian Journal of School Psychology*, 28, 261-276. doi: 10.1177/0829573513493244

Sugai, G., **O’Keeffe, B. V.**, & *Fallon, L. (2012). A contextual consideration of culture and School-Wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 14(4), 197-208. doi: 10.1177/1098300711426334

*Fallon, L. M., **O’Keeffe, B. V.**, & Sugai, G. (2012). Consideration of culture and context in School-Wide Positive Behavior Support: A review of current literature. *Journal of Positive Behavior Interventions*, 14(4), 209-219. doi: 10.1177/1098300712442242

O’Keeffe, B. V., Slocum, T. A., Burlingame, C., Snyder, K., & *Bundock, K. (2012). Comparing results of systematic reviews: Parallel reviews of research on repeated reading. *Education and Treatment of Children*, 35(2), 333-366.

Maggin, D. M., Swaminathan, H., Rogers, J., **O’Keeffe, B. V.**, Sugai, G., & Horner, R. H. (2011). Generalized least squares regression to compute effect sizes in single-case research: Application examples. *Journal of School Psychology*, 39, 301-321.

Maggin, D. M., **O’Keeffe, B. V.**, & Johnson, A. (2011). A quantitative synthesis of methodology in the meta-analysis of single-subject research for students with disabilities: 1985-2009. *Exceptionality*, 19(2), 109-135.

Vasquez, E., Slocum, T. A., Mason, L., **O’Keeffe, B. V.**, Lopez, A., Straub, C., Powell, S., McKinney, T., Bedesem, P., Walker, Z., & Gonzalez, T. (2011). Empirical research on ethnic minority students: 1995-2009. *Learning Disabilities Research & Practice*, 26(2), 84-93.

BOOK CHAPTERS

*Kladis, K., *Stokes, K., & **O’Keeffe, B. V.** (2021). Check-in, check-out for students with internalizing behavior problems. In L. S. Hawken, D. A. Crone, K. Bundock, & R. H. Horner, (3rd ed., pp. 169-180). *Responding to Problem Behavior in Schools: The Check-In, Check-Out Intervention*. The Guilford Press.

Sugai, G., **O’Keeffe, B. V.**, Horner, R., & Lewis, T. (2018). Leadership and School-Wide Positive Behavior Support. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.),

Handbook of Leadership and Administration for Special Education (2nd ed., pp. 371-392). Taylor & Francis.

McDonnell, J., O’Neill, R. E., & **O’Keeffe, B. V.** (2015). Single-case designs and data-based decision making. In F. Brown, J. Anderson, & R. L. DePry (Eds.), *Individual Positive Behavior Supports: A Standards-Based Guide to Practices in School and Community-Based Settings* (pp. 201-220). Paul H. Brookes Publishing.

Sugai, G., **O’Keeffe, B. V.**, Horner, R., & Lewis, T. (2012). Leadership and School-Wide Positive Behavior Support. In J. B. Crockett, B. S. Billingsley, & M. L., Boscardin (Eds.), *Handbook of Leadership and Administration for Special Education* (pp. 297-314). Taylor & Francis.

Manuscripts in Preparation/Under Review

Stegenga, S., **O’Keeffe, B. V.**, & Anderson, D. (in revision). Rethinking the childcare crisis in the United States: Differential impacts and resiliency factors. Special issue: Building an Open Qualitative Science. *RSF: The Russell Sage Foundation Journal of the Social Sciences*.

Stegenga, S., & **O’Keeffe, B.V.** (in preparation). Verification report for Abramson et al. Verification in Qualitative Social Sciences project.

O’Keeffe, B. V., *Stokes, K., Richardson, R., Wright, H., & Potts, A. (in preparation). Improving predictive validity of kindergarten reading screening with simplified functional assessment.

O’Keeffe, B. V., Tovar, J., Palestina, C., *Ojeda, R., & Kuttner, P. (in preparation). Factors influencing recruitment and retention of paraeducators in a diverse, urban school district: A mixed methods study.

Johnston, S. S., Jameson, J. M., & **O’Keeffe, B. V.** (in preparation). Teaching in the era of artificial intelligence text generators: Reimagining activities and assignments in preservice special education teacher education programs.

PEER REVIEWED PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES

O’Keeffe, B. V., Tovar, J., Palestina, C., *Ojeda, R., & Kuttner, P. (accepted for 2024, Jan.) *Why paraeducators seek, start, and stay in their jobs: Paraeducator recruitment and retention in an urban school district*. Presentation, 36th National Virtual National Resource Center for Paraeducators Conference.

O’Keeffe, B. V., Tovar, J., Palestina, C., *Ojeda, R., & Kuttner, P. (2023, Mar.). *Recruitment and retention of paraeducators in a diverse, urban school district*. Poster presented at Council for Exceptional Children National Conference, Louisville, KY.

- Stegenga, S., **O'Keeffe, B. V.**, & Anderson, D. (2022, Dec.). *Rethinking the childcare crisis in the United States: Differential impacts and resiliency factors*. Presentation for special issue: Building an Open Qualitative Science. *RSF: The Russell Sage Foundation Journal of the Social Sciences*. New York City, NY.
- O'Keeffe, B. V.**, Tovar, J., Palestina, C., *Ojeda, R., & Kuttner, P. (2022, Feb.). *Recruitment and retention of paraeducators in a diverse, urban school district*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- O'Keeffe, B. V.**, *Stokes, K., Wright, H., & Potts, A. (2020, July; accepted, conference cancelled). *Diagnostic accuracy of kindergarten reading screening with skill/will assessment*. Poster, Society for the Scientific Study of Reading Annual Conference.
- Fallon, L. M., *Cathcart, S. C., Johnson, A. H., *DeFouw, E. R., Minami, T., **O'Keeffe, B. V.**, & Sugai, G. (2020, Feb.). *Constructing a teacher self-assessment for culturally and contextually relevant practice*. Paper presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- O'Keeffe, B. V.**, *Stokes, K., & *Wright, H. (2019, Feb.). *Improving diagnostic accuracy of kindergarten reading screening with skill/will assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- O'Keeffe, B. V.**, *Kladis, K., *Bundock, K., & *Stokes, K. (2018, May). *A pilot study of a "skill/will" procedure to improve early reading screening measures in kindergarten*. Poster presented at the Annual Conference of the Association for Applied Behavior Analysis International, San Diego, CA.
- Fallon, L. M., **O'Keeffe, B. V.**, Sugai, G., & Johnson, A. H. (2017, April). *Assessment of culturally and contextually relevant (CCR) supports: Validation of a teacher self-assessment*. Poster presented at Council for Exceptional Children Convention, Boston, MA.
- *Bundock, K., Hawken, L. S., Kiuahara, S. A., **O'Keeffe, B. V.**, O'Neill, R., & Cummings, M. (2017, February). *Teaching rate of change to students with disabilities: A concrete-representational-abstract + writing approach*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Fallon, L. M., **O'Keeffe, B. V.**, Sugai, G. & Johnson, A. H. (2016, March). *Preliminary content validation results of the Culturally and Contextually Relevant Teacher Self-Assessment*. Poster presented at the International Conference on Positive Behavior Support, San Francisco, CA.
- O'Keeffe, B. V.**, *Kladis, K., *Bundock, K., & Nelson, K. (2016, Feb.). *Updated: Classwide skill/will assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

- O'Keeffe, B. V., *Kladis, K., *Bundock, K., & Nelson, K. (2015, Feb.).** *Classwide skill/will assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- O'Keeffe, B. V., *Bundock, K., *Kladis, K., Yan, R., & Nelson, K. (2014, July).** *Assessing variability in DIBELS Next progress monitoring passages*. Poster presented at the Society for the Scientific Study of Reading Annual Conference, Santa Fe, NM.
- O'Keeffe, B. V., *Bundock, K., *Kladis, K., & Nelson, K. (2014, Feb.).** *Assessing variability in DIBELS Next progress monitoring passages*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- *Mendenhall, K., O'Keeffe, B. V., O'Neill, R., & Hawken, L. S. (2013, May).** *Adapting Core Curriculum to Enable Practical Tier 2 Interventions*. Poster presented at the Annual Conference of the Association for Applied Behavior Analysis International, Minneapolis, MN.
- O'Keeffe, B. V. (2013, April).** *Increasing praise and student response opportunities with fluency training for paraprofessionals*. Paper presented at the National Resource Center for Paraeducators National Conference, Salt Lake City, UT.
- *Bundock, K., Hawken, L. S., & O'Keeffe, B. V. (2013, March).** *Reviewing the evidence for the effectiveness of the Behavior Education Program*. Poster presented at the Association for Positive Behavior Supports Conference, San Diego, CA.
- O'Keeffe, B. V., Slocum, T. A., Burlingame, C., Snyder, K., & *Bundock, K. (2013, Feb).** *Comparing results of systematic reviews: Parallel reviews of research on repeated reading*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Hawken, L. S., O'Keeffe, B. V., & *Bundock, K. (2012, May).** *Reviewing the evidence for the effectiveness of the Behavior Education Program*. Poster presented at the Annual Conference of the Association for Applied Behavior Analysis International, Seattle, WA.
- *Ware, S. M., O'Keeffe, B. V., Neugebauer, S. R., & Rambo-Hernandez, K. (2012, Feb).** *The role of Spanish-English cognates in the vocabulary development of bilingual kindergartners*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- O'Keeffe, B. V., Coyne, M., *Ware, S., *Capozzoli, A., *Wilson, J., McCoach, D. B., & *Madura, J. (2011, May).** *Intensifying vocabulary intervention for kindergartners*. Paper presented at the Annual Conference of the Association for Applied Behavior Analysis International, Denver, CO.
- O'Keeffe, B. V., *Fallon, L., & Sugai, G. (2011, March).** *SWPBS: Examination of cultural relevance*. Paper presented at the Association for Positive Behavior Supports Conference, Denver, CO.

- O'Keeffe, B. V., *Ware, S., *Capozzoli-Oldham, A., & Coyne, M.** (2011, Feb). *Intensifying vocabulary instruction in kindergarten: Effects for English language learners*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- O'Keeffe, B. V., Sugai, G., & *Fallon, L.** (2010, October). *SWPBS: Examination of cultural relevance*. Paper presented at the Positive Behavior Interventions and Supports Illinois Leadership Conference, Rosemont, IL.
- O'Keeffe, B. V., Maggin, D. M., Rogers, H. J., Swaminathan, H., Sugai, G., & Horner, R. H.** (2010, June). *GLS regression to compute effect sizes in single-case research: Application examples*. Poster presented at the Institute for Education Sciences Research Conference, National Harbor, MD.
- O'Keeffe, B. V., & Slocum, T. A.** (2010, May). *Increasing praise, pace, and error corrections in a direct instruction reading intervention by paraprofessionals*. Paper presented at the Association for Behavior Analysis International convention, San Antonio, TX.
- O'Keeffe, B. V., & Slocum, T. A.** (2010, March). *Increasing praise and student response opportunities with fluency training for paraprofessionals*. Paper presented at the Association for Positive Behavior Supports, St. Louis, MO.
- O'Keeffe, B. V., & Slocum, T. A.** (2008, September). *Comparing evidence based criteria: A review of repeated reading*. Poster presented at the Association for Behavior Analysis International Evidence Based Practices conference, Reston, VA.
- Slocum, T. A., & **O'Keeffe, B. V.** (2008, August). *Research on Direct Instruction*. Presentation at the National Direct Instruction Conference, Eugene, OR.
- O'Keeffe, B. V., & Slocum, T. A.** (2008, May). *Evidence based practices review: Repeated reading*. Paper presented at the Association for Behavior Analysis International conference, Chicago, IL.
- Mason, L., **O'Keeffe, B. V., & Slocum, T. A.** (2008, May). *Variability in reading rate assessment: The effects of goal markers and passage differences*. Paper presented at the Association for Behavior Analysis International conference, Chicago, IL.

INVITED PARTICIPATION IN CONFERENCE, NATIONAL

Invited Participant in micro-conference on identifying *Questionable and Improved Research Practices in Single-Case Design Research* (2022, Aug. 9).

GRANTS

Grant Proposals Funded

Strickland-Cohen, K. (PI), & **O'Keeffe, B. V.** (key personnel). (2023). *Assessing Impacts of Multi-Tiered Systems of Support on Inclusion and Outcomes for Students with*

Disabilities. Research Incentive Seed Grant, Vice President for Research, University of Utah. \$18,000. Funded, 4/1/2023-3/31/2024.

O’Keeffe, B. V. (PI), & Kiuahara, S. A. (Co-PI). (2023). *The Teacher Recruiting in Mild/Moderate Licensure Project 7* (TRIMM 7). Special Education Personnel Preparation Grants FY2023, Utah State Board of Education. Grant proposal, funded 7/2023-6/2025. \$202,996.

Kiuahara, S. A. (PI), & **O’Keeffe, B. V.** (Co-PI). (2022). *The Teacher Recruiting in Mild/Moderate Licensure Project 6* (TRIMM6). Special Education Personnel Preparation Grants FY2022, Utah State Board of Education. Funded 7/2022-6/2024, \$201,698.

Stegenga, S. M. (PI), & **O’Keeffe, B. V.** (Co-I). (2021). *Advancing Collaboration and Equity in Research through Open Science Innovation in Special Education*. College of Education Dean’s Funding Initiative award. Funded, 6/2021-5/2023, \$10,800.

O’Keeffe, B. V. (PI), Kiuahara, S. A. (Co-PI). (2021). *The Teacher Recruiting in Mild/Moderate Licensure Project 5* (TRIMM 5). Special Education Personnel Preparation Grants FY2021, Utah State Board of Education. Grant proposal. Funded, 7/2021-6/2023. \$171,429.

O’Keeffe, B. V. (PI). (2020). *Recruitment and retention of paraeducators to benefit communities*. University of Utah, College of Education, Leading Educational Advances in Research and New Technologies (LEARNT) Award Program. Funded, 7/1/2020-6/30/2021; no cost extension granted until 6/30/2022, \$8,000.

Kiuahara, S. A. (PI), & **O’Keeffe, B. V.** (Co-PI). (2020). *The Teacher Recruiting in Mild/Moderate Licensure Project 4* (TRIMM4). Special Education Personnel Preparation Grants FY2020, Utah State Board of Education. Grant proposal. Funded, 7/2020-6/2022. \$43,462.

O’Keeffe, B. V. (PI), & Kiuahara, S. A. (Co-PI). (2019). *The Teacher Recruiting in Mild/Moderate Licensure Project 3* (TRIMM3). Special Education Personnel Preparation Grants FY2019, Utah State Board of Education. Grant proposal. Funded, 7/2019-6/2021, \$80,500.

Kiuahara, S. A. (PI), & **O’Keeffe, B. V.** (Co-PI). (2018). *The Teacher Recruiting in Mild/Moderate Licensure Project 2* (TRIMM2). Special Education Personnel Preparation Grants FY2019, Utah State Board of Education. Grant proposal. Funded, 7/2018-6/2020. \$57,500.

Fallon, L. (PI), Sugai, G., **O’Keeffe, B. V.**, & Minami, T. (co-mentors). (2017). Validation of the *Culturally and Contextually Relevant Classroom Supports Teacher Self-Assessment: Supporting Educators of Diverse Students with Disabilities*. Early Career Development and Mentoring Program; Goal 5 (Measurement); Professional Development for Teachers & Related Services Providers. Institute for Education Sciences, U.S. Department of Education. Funded, 9/2017-8/2021; no cost extension granted until 8/2023. \$398,461.

- O'Keefe, B. V.** (PI), Kiuahara, S. A. (Co-PI). (2017). *The Teacher Recruiting in Mild/Moderate Licensure Project (TRIMM)*. Special Education Personnel Preparation Grants FY2018, Utah State Board of Education. Grant proposal. Funded, 7/2017-6/2019, \$149,725.
- O'Keefe, B. V.** (PI). (2016). *UMTSS Literacy Project*. Utah Multi-Tiered Systems of Support (UMTSS) Institutes of Higher Education Supports. Utah State Board of Education. Competitive contract, \$22,316. Funded, 1/2017-9/2017.
- O'Keefe, B. V.** (PI). (2016). *Improving Predictive Validity of Early Reading Assessment*. Seed Grant, Vice President for Research, University of Utah. \$33,888. Funded, 1/2017-12/2017.
- Fallon, L. (PI), Sugai, G., & **O'Keefe, B. V.** (consultants). (2016). *Toward Excellence in Diverse Public School Classrooms: Field Testing the Assessment of Culturally Relevant Supports (ACReS)*. Joseph P. Healey Research Grant Program, University of Massachusetts. Funded, \$7,460.
- Yoon, I. (PI), **O'Keefe, B. V.** (consultant). (2015). *Leadership for Inclusion of Students of Color with Emotional and Behavioral Diagnoses: Learning from High Mathematics Achievement at J.P. Manning Elementary School*. University of Utah, Seed Grant Proposal. Funded.
- O'Neill, R. (PI), Johnston, S. (Co-PI), **O'Keefe, B. V.** (co-author), (December, 2014). *Leadership in Positive Behavior Supports*. Office of Special Education Programs, U. S. Department of Education. Funded, \$1,226,399.
- O'Keefe, B. V.** (March, 2013). *Component Analysis of Repeated Reading Intervention*. University of Utah, College of Education, Proposal Development Grant. Funded, \$4,000.
- O'Keefe, B. V.** (February, 2012). *Assessing Variability in Reading Fluency Progress Monitoring*. University of Utah, College of Education, New Faculty Initiative Grant. Funded, \$1,740.
- Coyne, M., & **O'Keefe, B. V.** (May, 2010). *Bilingual Reading Intervention for Early Readers*. University of Connecticut, Large Faculty Grant. Funded, \$24,131.

Grant Proposals Under Review

Grant Proposals Submitted, Unfunded

- Herman, K. (PI), Lucas, C., Austin, C., O'Donnell, K., & **O'Keefe, B. V.** (Co-PIs). (under review, 10/4/2023). *Foundations of Reading Assessment Preparation for Preservice Teachers*. University of Utah Group Teaching Grant proposal, 1/2024-5/2024, unfunded, \$6499.96.
- O'Keefe, B. V.**, (Project Director), Kiuahara, S. A., Austin, C. A., O'Donnell, K., (Co-PIs) & Patrick, K. (Key Personnel). (2023). *Reading and Writing Implementation Science in*

Education (Project RISE). Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, ALN 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2023-9/2028, unfunded, \$1,236,479.

O'Keeffe, B. V., (Project Director), Austin, C. A., Kiuahara, S. A., & Brown, K. (Key Personnel). (2022). *Leadership in Implementation Science for Literacy Intervention*. Preparation of Special Education, Early Intervention, and Related Services Faculty CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2022-9/2027, unfunded, \$1,238,653.

O'Keeffe, B. V., (Project Director), Kiuahara, S. A., Austin, C. A., & Brown, K. (Key Personnel). (2021). *Leadership in Implementation Science for Literacy Intervention*. Preparation of Special Education, Early Intervention, and Related Services Faculty CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2021-9/2026, unfunded, \$1,241,810.

McIntyre, N. (PI), **O'Keeffe, B. V.** (teaching mentor), & Koutsoftas, A. D. (co-mentor). (2021). Early career mentorship proposal. American Speech-Language-Hearing Association's 2021 Advancing Academic-Research Careers (AARC) Award, unfunded, \$5,000.

O'Keeffe, B. V., (PI) (2020). *Recruitment and retention of paraeducators to benefit communities*. University of Utah, Community Based Research Grant, unfunded, \$19,984.

O'Keeffe, B. V., (PI), Brown, K. (co-PI), & Fields, M. (2018). *Improving early reading screening with simplified functional assessment*. Reading and Writing, Goal 5: Measurement, Development/Refinement Project. National Center for Education Research, Institute for Education Sciences, U.S. Department of Education. Grant proposal, unfunded, \$1,391,388.

Fallon, L. (PI), Sugai, G., **O'Keeffe, B. V.**, & Minami, T. (co-mentors). (2015). Validation of the *Culturally and Contextually Relevant Classroom Supports Teacher Self-Assessment: Supporting Educators of Diverse Students with Disabilities*. Early Career Development and Mentoring Program; Goal 5 (Measurement) -Professional Development for Teachers & Related Services Providers. Institute for Education Sciences, U.S. Department of Education. Grant proposal, unfunded, \$400,000.

O'Keeffe, B. V., Barrett, C., & Brown, K. (2013). *Component Analysis of Repeated Reading*. Institute of Education Sciences, U.S. Department of Education, unfunded, \$1,128,216.

Maggin, D., & **O'Keeffe, B. V.** (2010). *Identifying Classroom Management Strategies with Empirical Evidence*. Institute of Education Sciences, U.S. Department of Education, unfunded, \$643,251.

Slocum, T. A., Salzberg, C., Lignugaris-Kraft, B., **O'Keeffe, B. V.**, & Betz, A. (2008). *Preparing Leadership Personnel to Promote Research-Based Practices, Collaboration,*

and Success of Culturally and Linguistically Diverse Students with Disabilities. U.S. Department of Education. Recommended, unfunded.

UNIVERSITY TEACHING EXPERIENCE

University of Utah

Principles of Extramural Funding (SPED 7115)

Professional Writing in Education (SPED 5054/6054, online)

Assessment and Service Delivery for Students with Mild/Moderate Disabilities (SPED 5121/6121, Lecture; SPED 5131/6131, Lab); (formerly Assessment for Students with Mild/Moderate Disabilities)

Reading Instruction for Students with Mild/Moderate Disabilities (SPED 5122/6122), face to face and hybrid sections

Principles of Assessment & Data-Based Decision Making (SPED 5021/6021), face to face and hybrid sections

Seminar in Systems Change, Coaching and Consulting in Educational and Community Settings, doctoral seminar (SPED 7831)

Assessment and Intervention for Reading Difficulties (SPED 6631/EDPS 6631)

University of Connecticut

Individual Pupil Assessment (EPSY 5116), Spring 2011, teaching assistant

Grant Writing in Education (EPSY 6103), Fall 2009, teaching assistant

Utah State University

Teaching Reading and Language Arts to Students with Disabilities (SPED 5310), on campus and distance education (2005-2006)

Practicum Supervision for Reading and Language Arts to Students with Disabilities (SPED 5410), (2007)

Student Teaching Supervision in Special Education (2009)

Education of Exceptional Individuals (SPED 4000), hybrid (2008-2009)

Student Committees, Advising

Chair, Co-Chair of Student Committee, Ph.D., M.Phil.: 1 in progress; 1 completed (M.Phil.);
2 completed (Ph.D.), 2013-present

Member of Student Committee, Ph.D., M.Phil.: 2 in progress; 11 completed, 2015-present

Chair of Student Committee, M.Ed., M.S., M.Ed.+License, M.Ed.+BCBA: 10 in progress; 34
completed, 2014-present

Member of Student Committee, M.Ed., M.Ed. + BCBA: 3 in progress; 34 completed 2012-
present

Advisor, B.A. or License only: 10 completed 2015-present

SERVICE**National**

Treasurer, Division for Learning Disabilities, Council for Exceptional Children (1/2022-
12/2025)

Mentor, Postdoctoral Fellow Training Program, Institute of Education Sciences (IES),
(5/2020-present)

External Tenure Reviewer, undisclosed university (2021)

Editorial Review Board Member, *Remedial and Special Education* (2020-present)

Editorial Review Board Member, *Education and Treatment of Children* (2015-2019)

Guest Associate Editor, *Education and Treatment of Children* (2 manuscripts)

Guest Reviewer

Behavioral Disorders (2 manuscripts)

Canadian Journal of School Psychology (1 manuscript)

Cognition and Instruction (1 manuscript)

Education and Treatment of Children (8 manuscripts prior to Review Board membership)

The Elementary School Journal (2 manuscripts)

Journal of Applied Behavior Analysis (2 manuscripts)

Journal of Positive Behavior Interventions (14 manuscripts)

The Psychological Record (2 manuscripts)

Psychology in the Schools (4 manuscripts)

Remedial and Special Education (13 manuscripts prior to Review Board membership)

Review of Educational Research (3 manuscripts)

School Psychology Quarterly (4 manuscripts)

Member, Standing Panel for Peer Review of Special Education Leadership Personnel Grant
Competition, U. S. Office of Special Education Programs (2014-present)

State of Utah

Member, University Collaborative for Improving Literacy, Utah State Board of Education
(2019-2020)

Member, Utah Multi-Tiered Systems of Support Advisory Council, Utah State Board of Education (2011-2018)

Member, Committee to draft Level 3 Reading Endorsement for the State of Utah, Utah State Board of Education (2014-2016)

University of Utah

Title IX Liaison for the College of Education (Fall 2020-Fall 2023)

Member, Curriculum Policy Review Board/Special Fee Review Committee (Fall 2019)

Member, University Advisory Council for Teacher Educators (2014-2017)

Independent Reviewer, University Vice President for Research Grant Program (2014, 2015)

University-Neighborhood Partnerships

Co-Chair (2019-2023) and Member (2016-2019), Grow Your Own Educator Committee, University Neighborhood Partnership, in collaboration with Salt Lake City School District and Salt Lake Community College

College of Education, University of Utah

Chair (2023-2024), Chair Elect (2022-2023), Member (2021-2022) College Council Executive Committee, College of Education

Member, Advancing Pathways toward Equity and eXcellence with Educators of Multilingual Learners (APEX) Project Advisory Council (2022-present)

Member, Associate Dean for Research Search Committee, College of Education (2023)

Member, Faculty Search Committee, Department of Educational Psychology, Elementary literacy faculty (2022-2023)

Member, Retention, Promotion, & Tenure Committee (2014-2015; 2022)

Member, Faculty Workload Policy workgroup, College of Education (2022)

Member, Search Committee, College of Education Grants Accounting Officer (2020)

Member, Faculty Search Committee, Department of Educational Psychology, Reading and Literacy faculty (2019-2020)

Member, College Research and Grants Committee (2012-2014; 2016-2019)

Member, Faculty Awards Committee (2013-2015)

Department of Special Education, University of Utah

Program Area Coordinator, Mild/Moderate Program Area (2018-present)

Chair (5/2020-present), Member (2018-2020), Department Admissions Committee

Member, Master’s Comprehensive Portfolio (MCP) Design Team (2022-present)

Member, Faculty Appointments Committee (2023-present)

Member, Retention, Promotion and Tenure Committee (2011-present)

Member, Faculty Search Committee, Adapted Physical Education faculty (2023-2024)

Chair, Faculty Search Committee, Career-line Special Education faculty search, 2 positions (2023)

Member, Faculty Search Committee, BCBA/Core faculty (2021-2022)

Member, Faculty Search Committee, Severe Disabilities faculty (2019-2021)

Co-Chair, Faculty Search Committee, Adapted Physical Education faculty (2019-2020)

Member, Faculty Search Committee, Early Childhood Special Education and Significant Needs faculty (2018-2019)

Member, Visibility and Communication Committee (2016-2018)

Member, Qualifying Exam Committee, Department of Special Education (2011-2017)

Utah State University

Student Representative, Doctoral Program Committee, Utah State University (2008-2009)

Student Representative, Faculty Search Committee, Utah State University (2008-2009)

Student Representative, Doctoral Student Recruiting Committee (2007-2008)

Member, Master’s Thesis Award Committee (2006)

OUTREACH ACTIVITIES

National Activities

Grow Your Own Network, New America. (2023, Jan.). *Grow Your Own Educators, Salt Lake City, UT*. Overview presentation for network cohort.

National Resource Center for Paraeducators (NRCPP), *Individual Paraeducator Survey: 2021* (survey; unpaid technical assistance)

State Publications

*Mendenhall, K. A., Suchey, N., **O’Keeffe, B. V.**, & O’Neill, R. (2013). Adapting a school’s reading curriculum materials as a tier 2 intervention. *The Utah Special Educator*, 35(2), 118-120.

International Presentations

O’Keeffe, B. V., & *Kayumova, H. (2014, Jan). *Overview of Learning Disabilities*. Live webinar. Asaka Pedagogical College, Asaka, Andijan, Uzbekistan.

Peer Reviewed Presentations at Regional and State Conferences

- O’Keeffe, B. V. & *Tribe, R.** (2023, Oct.). *An overview of 504s and IEPs for students with learning disabilities*. Presentation at the Wasatch Reading Summit, Decoding Dyslexia, Sandy, Utah.
- O’Keeffe, B. V.** (2016, June). *Tier 2 Vocabulary Instruction*. Invited presentation at the Utah Multi-Tiered System Supports Conference, Layton, UT.
- O’Keeffe, B. V., *Kladis, K., *Bundock, K., Nelson, K., & Nelson, M.** (2015, June). *Skill/Will Assessment for Kindergarten Early Reading Skills*. Presentation at the Utah Multi-Tiered System Supports Conference, Layton, UT.
- O’Keeffe, B. V., *Bundock, K., *Kladis, K., & Nelson, K.** (2014, June). *Variability in oral reading fluency progress monitoring*. Presentation at the Utah Multi-tiered System Supports Conference, Layton, UT.
- O’Keeffe, B. V., *Bundock, K., *Kladis, K., & Nelson, K.** (2014, April). *Assessing variability in DIBELS Next progress monitoring passages*. Poster presented at the Four Corners Applied Behavior Analysis Conference, Park City, UT.
- O’Keeffe, B. V., Coyne, M., *Ware, S., *Capozzoli, A., *Wilson, J., McCoach, D. B., & *Madura, J.** (2013, June). *Intensifying vocabulary intervention for kindergartners*. Presentation at Utah Multi-tiered System Supports Conference, Layton, UT.
- *Mendenhall, K., O’Keeffe, B. V., O’Neill, R., & Hawken, L. S.** (2013, June). *Adapting Core Curriculum to Enable Practical Tier 2 Interventions*. Poster presented at Utah Multi-tiered System Supports Conference, Layton, UT.

University Presentations

- O’Keeffe, B. V.** (July 29, 2020). *Tips for new online instructors*. Presentation and Q&A with the Center for Teaching and Learning Excellence, University of Utah, Salt Lake City, UT.
- O’Keeffe, B. V.** (March 21, 2019). *If life gives you lemons, research them! Turning educational research challenges into research studies*. Invited presentation for the Office of Faculty Research Support, College of Education, University of Utah, Salt Lake City, UT.

Professional Development

- O’Keeffe, B. V.** (2013, Jan., Feb.). *DIBELS Next Overview*. McGillis School, Salt Lake City, UT.

PAID CONSULTING AND PRESENTATIONS

- O’Keeffe, B. V.** (2022). *Supports for students with high incidence disabilities*. Paraeducator booster session training. Wyoming Department of Education.

O’Keeffe, B. V. (2021). Design team leader: Developed demonstrated competencies for the mild/moderate and severe special educator endorsements. Utah State Board of Education.

O’Keeffe, B. V. (2017, July). Presentations 1 & 2: *Building blocks of reading: Effective phonemic awareness and decoding instruction*; Presentations 3 & 4: *Achieving important literacy outcomes: Effective vocabulary and comprehension instruction*. Northern Arizona University, Institute for Human Development, 50 Years of Service Conference, Evidence Based Practice Strand. Invited presentations.

O’Keeffe, B. V. (November 17-18, 2011). *DIBELS Next Overview*. Utah State Office of Education, Principals’ Literacy Institute.

PROFESSIONAL CERTIFICATION

State of Wisconsin

Special Education Teaching License, Cognitive Disabilities 2004-2009

State of California

Preliminary Level I Education Specialist Instruction Credential,
Moderate/Severe Disabilities 2001-2006

PROFESSIONAL AFFILIATIONS

Association for Behavior Analysis International

Association for Positive Behavior Supports

Council for Exceptional Children: Division for Culturally and Linguistically Diverse

Exceptional Learners, Division for Learning Disabilities, Division for Research

Four Corners’ Association for Behavior Analysis

Society for the Scientific Study of Reading