

Kaitlin Bundock, Ph.D.

Assistant Professor of Special Education, Utah State University
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EDUCATION

- Ph.D. Special Education, University of Utah, Salt Lake City, UT
(December 2015; Dr. Leanne S. Hawken)
- M.Ed. Special Education, University of Hawai'i at Manoa, Honolulu, HI
(May 2011; Dr. Dennis McDougall)
- B.A. Political Science and Anthropology, Northern Arizona University, Flagstaff, AZ
(May 2009; Dr. Joel Olson)

Honors and Awards:

- Council for Learning Disabilities (CLD) 2021 Must-Read Award for *Learning Disability Quarterly* (LDQ) for the article, "Teaching Rate of Change and Problem Solving to High School Students with High Incidence Disabilities at Tier 3"
 - Special Education Teacher of the Year – Department of Special Education and Rehabilitation Counseling, 2020-2021
 - Undergraduate Faculty Research Mentor of the Year Award – Department of Special Education and Rehabilitation Counseling, 2019-2020
 - Special Education Teacher of the Year – Department of Special Education and Rehabilitation Counseling, 2018-2019
- Awards prior to employment at Utah State University:*
- University of Utah Steffensen Cannon Scholarship, University of Utah, 2014-2015
 - Graduate Student Travel Award, University of Utah, 2014, 2015

Specialized Training:

- IES Summer Research Training Institute: Single-Case Intervention Design and Analysis (2018)
- Write Winning Grant Proposals seminar, Utah State University (2016)
- NIH Grant Writing Workshop/Training, Seattle, WA (2013)

PROFESSIONAL EMPLOYMENT

- 2016-Current Assistant Professor in the Department of Special Education & Rehabilitation Counseling, Utah State University, Logan UT.
- 2015-2016 Special Education Teacher at Cottonwood High School, Granite School District Murray, UT (Resource Mathematics & Directed Studies; Co-taught World Civ.)
- 2011-2016 Instructor for Department of Special Education, University of Utah Salt Lake City, UT
- 2011-2015 Research Assistant for Department of Special Education, University of Utah Salt Lake City, UT
- 2009-2011 Special Education Teacher, Kealakehe High School, West Hawai'i School District Kona, HI (Resource Mathematics & Directed Studies; General Education Citizenship)

RESEARCH

Research Interests:

- Primary line: Effective mathematics instruction and intervention for students with disabilities, primarily in secondary contexts.
 - Sub-strands: instruction, intervention, transition
- Secondary line: Effective Tier 2 behavior interventions within a framework of School Wide Positive Behavior Interventions and Supports (SWPBIS)

PUBLICATIONS

Note: *graduate student co-author, ** undergraduate student co-author.

Journal Articles (Refereed):

1. **Bundock, K.**, Callan, G., *Longhurst, D., *Rolf, K.R., *Benney, C.M., McClain, M.B. (2021). Mathematics intervention for college students with learning disabilities: A pilot study targeting rate of change. *Insights into Learning Disabilities*, 18(1), 1-28.
Impact factor: 0.5; h-index: not available
2. Rhine, S., Driskell, S.O., *Rolf, K.R., **Bundock, K.**, & Hurdle, Z. (2021). The mathematics digital curriculum boom: How are programs selected?. *Curriculum and Teaching Dialogue*, 23(2).
Impact factor: not available; h-index: not available
3. *Rolf, K.R., & Pinkelman, S.E., & **Bundock, K.** (2021). Reviewing tools for evaluating K-12 instructional materials through an implementation lens. *Global Implementation Research and Applications*, 1(1), 5-16. DOI: <https://doi.org/10.1007/s43477-020-00005-w>
Impact factor: not available; h-index: not available (new journal as of 2021)
4. Callan, G., *Longhurst, D., *Ariotti, A., & **Bundock, K.** (2021). Settings, exchanges, and events: The SEE framework of self-regulated learning supportive practices. *Psychology in the Schools*, 58(5), 773-788. DOI: <https://doi.org/10.1002/pits.22468>
Impact factor: 1.774; h-index: 75
5. **Bundock, K.**, Hawken, L.S., Kiuhara, S.A., O’Keeffe, B., O’Neill, R., & Cummings, M. (2021). Teaching rate of change and problem solving to high school students with high incidence disabilities at tier 3. *Learning Disability Quarterly*, 44(1), 35-49. DOI: 10.1177/0731948719887341.
Impact factor: 2.968; h-index: 48
6. Shumway, J.F., **Bundock, K.**, **King, J., **Burnside, M., *Gardner, H., & **Messervy, F. (2020). Visualizing number: Instruction for number system knowledge in second-grade classrooms. *Investigations in Mathematics Learning*, 12(2), 142-161. DOI: 10.1080/19477503.2020.1740383.
Impact factor: not available; CiteScore: 1.1; h-index: 8
7. **Bundock, K.**, Hawken, L.S., Kladis, K., & Breen, K. (2020). Innovating the Check-In, Check-Out intervention: A process for creating adaptations. *Intervention in School and Clinic*, 55(3), 169-177. DOI: 10.1177/1053451219842206.
Impact factor: 1.280; h-index: 31

8. **Bundock, K.**, O’Keeffe, B., Stokes, K., & Kladis, K. (2018). Minimizing variability in progress monitoring of oral reading fluency. *TEACHING Exceptional Children*, 50(5), 273-281.
Impact factor: not available; CiteScore: 0.4; Average circulation per issue: 6,090; h-index: 24
9. O’Keeffe, B., **Bundock, K.**, Kladis, K., & Nelson, K. (2017). Passage variability in *DIBELS Next* Progress Monitoring Measures. *Remedial and Special Education*, 38(5), 272-283.
Impact factor: 5.196; Ranked 8/38 in Special Education; h-index: 64
10. MacLeod, K.S., Hawken, L.S., O’Neill, R., & **Bundock, K.** (2016). Combining tier 2 and tier 3 supports for elementary students with high-incidence disabilities in general education classroom settings. *Journal of Educational Issues*, 2(2), 331-351.
Impact factor: not available

Journal articles listed below were published prior to employment at Utah State University:

11. Hawken, L.S., **Bundock, K.**, Barrett, C.A., K., Eber, L., Breen, K., & Phillips, D. (2015). Large scale implementation of check-in, check-out: A descriptive study. *Canadian Journal of School Psychology*, 30(4), 304-319.
Impact factor: 1.376; h-index: 29
12. O’Neill, R.E., **Bundock, K.**, Kladis, K., & Hawken, L.S. (2015). Acceptability of functional behavioral assessment procedures to special educators and school psychologists. *Behavioral Disorders*, 41(1), 51-66.
Impact factor: 3.433; h-index: 44
13. Hawken, L.S., **Bundock, K.**, Kladis, K., O’Keeffe, B., & Barrett, C. (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), 632-655.
Impact factor: 0.543; h-index: 43
14. 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.
Impact factor: 0.543; h-index: 43

Books:

1. Hawken, L.S., Crone, D., **Bundock, K.** & Horner, R. (2021). *Responding to problem behavior in schools: The Check-in, Check-Out Intervention*. (3rd ed.). Guilford Publications, Inc.
New edition of a Guilford best seller; over 45,000 in print

Chapters in Edited Books:

1. **Bundock, K.**, & Flannery, K.B. (2021). Check-in, Check-out in high school settings. In, L.S. Hawken, D. Crone, K. Bundock, & R. Horner (Eds.). *Responding to problem behavior in schools: The Check-in, Check-out Intervention* (3rd ed.). (pp. 150-168). Guilford Publications, Inc.
2. Hawken, L.S., Breen, K., **Bundock, K.**, & Crone, D.A. (2021). Layering more intensive interventions onto basic Check-in, Check-out. In, L.S. Hawken, D. Crone, K. Bundock, & R. Horner (Eds.). *Responding to problem behavior in schools: The Check-in, Check-out Intervention* (3rd ed.). (pp. 122-135). Guilford Publications, Inc.

3. **Bundock, K.**, Simonsmeier, V., *Golson, M.E., *Covington, B., & McClain, M.B. (2020). Promoting academic success. In, M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.). *Interprofessional care coordination for pediatric Autism Spectrum Disorder: Translating research into practice*. (pp. 117-136). Springer International Publishing, Inc.
4. Pinkelman, S.E, **Bundock, K.**, & *Rolf, K. (2020). Supporting students with Autism Spectrum Disorder in schools through multi-tiered systems of support. In, M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.). *Interprofessional care coordination for pediatric Autism Spectrum Disorder: Translating research into practice*. (pp. 137-152). Springer International Publishing, Inc.
5. **Bundock, K.**, & Slocum, T. (2018). Research support for direct instruction mathematics. In M. Stein, D. Kinder, K. Rolf, J. Silbert, & D.W. Carnine (Eds). *Designing effective mathematics instruction: A direct instruction approach* (5th ed.) (pp. 10-16). New York, NY: Pearson Education, Inc.
6. Hawken, L.S., **Bundock, K.**, Fabiano, G.A., & Briesch, A.M. (2016). Use of DBR in targeted intervention. In, A.M. Briesch, S.M. Chafouleas & T.C. Riley-Tillman (Eds.), *Direct Behavior Rating (DBR): Linking assessment, communication, and intervention* (pp. 139-164). New York, NY: The Guilford Press.

Book chapters listed below were published prior to employment at Utah State University:

7. O'Neill, R. & **Bundock, K.** (2015). Functional behavioral assessment in schools: Historical background and the current context. In, D.A. Crone, L.S. Hawken, & R.H. Horner (Eds). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment* (2nd ed.) (pp. 3-14). New York, NY: The Guilford Press.
8. O'Neill, R., Hawken, L., & **Bundock, K.** (2014). Conducting Functional Behavioral Assessments. In, F. Brown, J.L. Anderson, & R.L. De Pry (Eds.), *Individual Positive Behavior Supports: A Standards-Based Guide to Practices in School and Community-Based Settings* (pp. 259-278). Baltimore, MD: Paul H. Brooks Publishing Co., Inc.

Other Publications:

Publication listed below was published prior to employment at Utah State University:

1. Hawken, L.S., Stein Carroll, M., & **Bundock, K.** (2013). The behavior education program (BEP): A tier 2 check-in, check-out intervention to prevent severe problem behaviors in schools. *Utah Special Educator*, 35(2), 70-73.

Journal Articles Under Review:

1. **Bundock, K.**, *Rolf, K.R., **Hornberger, A., **Halliday, C. Improving access to general education via co-teaching in secondary mathematics classrooms: A description of Utah's Co-Teaching Project. *(Under review following revise and resubmit decision)*.
2. **Bundock, K.**, Shumway, J. F., **King, J., **Burnside, M., *Gardner, H., & **Messervy, F. Teachers' actions and students' engagement behaviors during number system knowledge discussions: Implications for enhancing active engagement. *(Under review)*.

Journal Articles Under Revision:

1. O’Keeffe, B., **Bundock, K.**, Kladis, K., & Nelson, K. Skill performance assessment for kindergarten reading screening measures: Brief report. (*Under revision*).
2. Hager-Martinez, K., **Bundock, K.**, & *Rolf, K.R. Social validity of multiple methods of performance feedback on preservice teaching: Supervisor, preservice teacher, and peer evaluation. (*Under revision*).

Journal Articles In Preparation:

1. Callan, G., **Bundock, K.**, McClain, M.B., *Barton T. A microgenetic and microanalytic examination of middle and high school students’ self-regulation in response to strategy instruction. (*In preparation*).
2. **Bundock, K.**, Callan, G., McClain, M.B., *Benney, C., *Rolf, K.R., **Burton, A., & **Harris, B. The effects of a virtual rate of change intervention on the achievement of middle and high school students with or at risk for learning disabilities. (*In preparation*).
3. **Bundock, K.**, Callan, G., McClain, M.B., *Rolf, K.R. The effects of a rate of change intervention on the mathematics writing skills of a college student with a learning disability. (*In preparation*).
4. **Bundock, K.**, Smith, A., Callan, G., **Bradshaw, C. The effects of a rate of change intervention on the mathematics writing skills of middle and high school students with or at-risk for high-incidence disabilities. (*In preparation*).
5. **Bundock, K.**, Callan, G., *Barton, T., McClain, M.B., & *Rolf, K.R. The effects of a virtual rate of change intervention on the mathematics skills of middle and high school students with or at risk for high-incidence disabilities. (*In preparation*).
6. **Bundock, K.**, Callan, G., *Rolf, K.R. The effects of a virtual rate of change intervention on the mathematics writing skills of middle and high school students with or at risk for learning disabilities. (*In preparation*).
7. **Bundock, K.** Using a CRA-I and Pod Check Intervention to teach rate of change concepts to secondary students with or at-risk for high-incidence disabilities. (*In preparation*).
8. **Bundock, K.**, Hawken, L.S., Barrett, C.A., & Richardson, R.D. Preventing math failure through formative assessment: The relationship between math CBM, college readiness and state accountability exams. (*In preparation*).
9. *Rolf, K. R., *Peterson, A., **Bundock, K.**, & Slocum, T. How do we teach students to talk about mathematics?: A systematic review. (*In preparation*).
10. *Rolf, K.R., Slocum, T.A., **Bundock, K.**, & *Peterson, A. Features of mathematics vocabulary instruction. (*In preparation*).

GRANTS & CONTRACT FUNDING

Submitted Grants Under Review:

Co-PIs: **Bundock, K.**, Callan, G.L., & McClain, M.B., Senior Personnel: van Dijk, W., Shumway, J.F., & Kiuahara, S.A. (\$1,584,521). *The Effects of a Rate of Change Intervention on the Achievement and Self-Regulation of Students with Learning Disabilities*. Submitted October 2021 to the National Science Foundation, The Discovery Research PreK-12 program (DRK-12). (Proposed Period: 7/1/2022-6/30/2026).

Funded Grants and Contracts:

PI: **Bundock, K.**, Co-PIs: Callan, G.L., & McClain, M.B. (October 2019). *The Effects of a Rate of Change Intervention on the Achievement and Self-Regulation of Students with Learning Disabilities*. Submitted April 2019. \$19,999.52, Office of Research and Graduate Studies Research Catalyst Grant, Utah State University. Funded.

PI: **Bundock, K.** *An Evaluation of the Effects of Co-Taught Mathematics Classes on Student Achievement*. \$57,834.56, Utah State Board of Education external funding to Utah State University.

PI: **Bundock, K.** *Teaching Rate of Change: The Effects of the CRA Instructional Sequence and Writing to Learn Math on the Performance of Students with Disabilities*. (February 2014-February 2015). \$1,000, UMTSS Research and IHE Collaboration Grant to The University of Utah.

PI: **Bundock, K.**, Co-PI: O'Neill, R. *Assessing the Acceptability of Different Functional Assessment and Analysis Procedures to Teachers and School Psychologists*. (June 2012-June 2013). \$1,000, UMTSS Research and IHE Collaboration Grant to The University of Utah.

Not Funded Grants:

PI: Slocum, T., A., Co-PIs: Gillam, R.B., and Pinkelman, S.E. *Multidisciplinary Program in Evidence-based Practice and Implementation Science*. (2021-present). \$1,101,429, U.S. Department of Education Office of Special Education Programs CDFA: 84.325D. Not funded.
Role: key faculty (made substantial contributions to writing of the proposal).

PI: Shumway, J.F., Co-PIs: **Bundock, K.**, & Moyer-Packenham, P.S. (August, 2019). *MathVision Interventions: Improving First-Graders' Visual Number System Knowledge*. Education Research Grant: Science, Technology, Engineering, and Mathematics (STEM), Project Type: Development and Innovation. Submitted August 2019. \$1,307,770, U.S. Department of Education Institute of Education Sciences (84.305A). Not funded.

PI: **Bundock, K.**, Co-PIs: Callan, G.L., & McClain, M.B. (April, 2018). *The Effects of a Rate of Change Intervention on the Achievement and Self-Regulation of Students with Learning Disabilities*. Submitted April 2019. \$19,729.58, Office of Research and Graduate Studies Research Catalyst Grant, Utah State University. Not funded.

PI: Shumway, J.F., Co-PIs: **Bundock, K.**, & Moyer-Packenham, P.S. (August, 2018). *MathVision Interventions: Improving Rural First-Graders' Visual Number System Knowledge*. Education Research Grant: Science, Technology, Engineering, and Mathematics (STEM), Goal 2. Submitted August 2018. \$1,165,101, U.S. Department of Education Institute of Education Sciences (84.305A). Not funded.

PROFESSIONAL PRESENTATIONS:

Note: *graduate student co-presenter; **undergraduate student co-presenter.

Invited Presentations:

1. **Bundock, K.** (2021, October). Teaching rate of change to secondary students with high-incidence disabilities. Must Read: *Learning Disability Quarterly* Presentation at the 43rd International Conference on Learning Disabilities, Las Vegas, NV.

Council for Exceptional Children (CEC) Annual Conference (*refereed*):

2. **Bundock, K.**, Hawken, L.S., Kiuahara, S.A., O’Keeffe, B., O’Neill, R., & Cummings, M. (2017, April). Teaching rate of change to students with disabilities: A concrete-representational-abstract + writing approach. Poster presented at the Council For Exceptional Children Convention and Expo, Boston, MA.

CEC presentations listed below occurred prior to employment at Utah State University:

3. **Bundock, K.** & Hawken, L.S. (2015, April). Preventing math failure: The relationship of formative assessment to college readiness. Poster presentation at the Council For Exceptional Children Convention and Expo, San Diego, CA.
4. **Bundock, K.** (2014, April). Reviewing the evidence for the effectiveness of the behavior education program. Poster presented at the Council For Exceptional Children Convention and Expo, Philadelphia, PA.

Pacific Coast Research Conference (PCRC; rigorous Special Education research conference):

1. Smith, A. **Bundock, K.**, Hebert, M., & Hughes, E. (2022, February). Math writing: Emerging research and future directions. Panel Presentation at the Pacific Coast Research Conference.
2. *Rolf, K.R., **Bundock, K.**, *Peterson, A., & *Wieszciencinski, P. (2022, February). Using the plan-do-study-act cycle to design mathematics vocabulary instruction. Poster presentation at the Pacific Coast Research Conference.
3. **Bundock, K.**, Ray, A., Romig, J., & Pinkelman, S. (2021, February). Challenges, strategies, and outcomes related to implementation of academic interventions. Panel Presentation at the Virtual Pacific Coast Research Conference.
4. *Rolf, K.R., *Peterson, A.K., & **Bundock, K.** (2021, February). A systematic review of mathematics vocabulary interventions across instructional tiers. Poster presented at the Virtual Pacific Coast Research Conference.
5. Ray, Amber B., **Bundock, K.**, & Barnes, M. (2020, February). High school intervention research to promote academic achievement of students with disabilities. Panel Presentation at the Pacific Coast Research Conference, San Diego, CA.
6. *Rolf, K.R., & **Bundock, K.** (2020, February). Reviewing 50 years of disproportionality research: What are the predictor variables? Poster presented at the Pacific Coast Research Conference, San Diego, CA.

7. *Rolf, K.R., & **Bundock, K.** (2020, February). Reviewing state-created curriculum evaluation tools through an implementation lens. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
8. **Bundock, K.**, & Shumway, F. J. (2019, February). An evaluation of student engagement during a whole-class number system knowledge intervention. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
9. **Bundock, K.** (2018, February). The effects of a state-implemented co-teaching training on students' mathematics achievement scores. Panel Presentation at the Pacific Coast Research Conference, San Diego, CA.
10. **Bundock, K.**, & *Rolf, K.R. (2018, February). The effects of a state-implemented co-teaching training on students' mathematics achievement scores. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
11. **Bundock, K.**, Hawken, L.S., Kiuvara, S.A., O'Keeffe, B., 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, San Diego, CA.

PCRC presentations listed below occurred prior to employment at Utah State University:

12. O'Keeffe, B. V., Kladis, K., **Bundock, K.**, & Nelson, K. (2016, February). *Updated: Classwide skill/will assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
13. O'Keeffe, B. V., Kladis, K., **Bundock, K.**, & Nelson, K. (2015, February). *Classwide skill/will assessment*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
14. O'Keeffe, B.V., **Bundock, K.**, Kladis, K., & Nelson, K. (2014, February). Assessing Variability in DIBELS Next Progress Monitoring Passages. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Mathematics Education Conferences (Refereed; Published Conference Proceedings):

1. *Rolf, K.R., **Bundock, K.**, & Pinkelman, S. (2019, November). Reviewing Mathematics Curriculum Evaluation Tools Through an Implementation Lens. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.). *Proceedings of the 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 133). St. Louis, MO.
2. **Bundock, K.**, & Kiuvara, S.A. (2018, November). Teaching rate of change to students with disabilities using an integrated concrete-representational-abstract approach. In Editors' Names (Eds.). *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 635). Greenville, SC.
3. **Bundock, K.**, & *Rolf, K.R. (2018, November). The effects of a state-implemented co-teaching training on students' mathematics achievement scores. In Editors' Names (Eds.). *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 440). Greenville, SC.

4. **Bundock, K.**, Hunt., J. H., & MacDonald B. L. (2017, November). Writing to learn mathematics: A strategy for promoting reflective abstraction for students with learning disabilities. In E. Galindo & J. Newton, (Eds). *Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1133). Indianapolis, IN. <http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>
5. MacDonald, B. L., Hunt, J. H., & **Bundock, K.** (2017, November). Children with Learning Disability's Composite Unit and Subitizing Activity Development. 47th Annual Meeting of the Jean Piaget Society. San Francisco, CA

Treatment and Education of Children with Behavioral Disorders (TECBD) Conference:

1. Kladis, K., **Bundock, K.**, & Breen, K. (2016, October). Check-in, Check-out intervention: Innovations and adaptations. Presentation at the 40th Annual TECBD Conference, Tempe, AZ. (*Invited Presentation*).

TECBD presentations listed below occurred prior to employment at Utah State University:

2. **Bundock, K.** & Hawken, L.S. (2015, October). Teaching rate of change to students with disabilities: A concrete-representational-abstract + writing approach. Presentation at the 39th Annual TECBD Conference, Tempe, AZ.
3. **Bundock, K.**, Hawken, L.S., Barrett, C., & Richardson, R. (2015, October). Preventing math failure through formative assessment: The relationship between math CBM, college readiness, and state accountability exams. Presentation at the 39th Annual TECBD Conference, Tempe, AZ.
4. Hawken, L.S. & **Bundock, K.** (2015, October). Check-in/Check-out: Helping students support students who are risk for Behavioral Disorders. Presentation at the 39th Annual TECBD Conference, Tempe, AZ. (*Invited Presentation*).
5. Hawken, L.S., **Bundock, K.**, & O'Keefe. B. (2013, October). Check-in, Check-out (CICO): Research review and practical implications. Presentation at the 37th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ.

Annual Convention for the Association for Behavior Analysis International (ABAI):

1. *Rolf, K.R., Pinkelman, S.E., & **Bundock, K.** (2020, May). Reviewing state-created curriculum evaluation tools through an implementation lens. Poster presented to the Association for Behavior Analysis International, Virtual conference.

ABAI presentations listed below occurred prior to employment at Utah State University:

2. O'Neill, R., & **Bundock, K.** (2014, May). Acceptability of Functional Assessment Procedures to Special Educators and School Psychologists: Data From National and State Samples. Poster presented at the 40th Annual Convention for the Association for Behavior Analysis International (ABAI), Chicago, IL.
3. Hawken, L.S., O'Keefe, B., & **Bundock, K.** (2012, May). Reviewing the evidence for the effectiveness of the behavior education program. Poster presented at the Association for Behavior Analysis International Annual Convention, Seattle, WA.

International Conference on Positive Behavior Support (IPBS):

1. **Bundock, K.**, Breen, K., & Hawken, L.S. (2021, March). Layering more intensive interventions onto basic Check-In, Check-Out: Research and practice. Presentation at the 18th International Virtual Conference on Positive Behavior Support (APBS).
2. **Bundock, K.**, & O’Neill, R. (2014, March). Acceptability of Functional Behavioral Assessment Procedures to Special Educators and School Psychologists. Poster presented at the 11th International Conference on Positive Behavior Support (APBS), Chicago, IL.

IPBS presentations listed below occurred prior to employment at Utah State University:

3. Hawken, L.S., **Bundock, K.**, Kladis, K., & O’Keeffe, B. (2014, March). The Behavior Education Program (BEP): Research Review and Practical Implications for Implementation. Presentation at the 11th International Conference on Positive Behavior Support (APBS), Chicago, IL.
4. Hawken, L.S., **Bundock, K.**, Breen, K., & Eber, L. (2013, March) Large scale evaluation of check-in, check-out (CICO). Presentation at the 10th International Conference on PBS, San Diego, CA.
5. **Bundock, K.** Hawken, L.S., & O’Keeffe, B. (2013, March). Reviewing the evidence for the effectiveness of the behavior education program. Poster presented at the 10th International Conference on PBS, San Diego, CA.

Other National Conferences:

1. Driskell, S.O., Rhine, S., *Rolf, K.R., **Bundock, K.**, & Hurdle, Z. (March 29-April 2, 2021). Digital Mathematics Curriculum Adoption Selection Process. *Proceedings of the 32nd International Conference for the Society for Information Technology and Teacher Education*. San Diego, CA.
2. Rhine, S., Driskoll, S., *Rolf, K.R., **Bundock, K.**, & Hurdle, Z. (2020, October). PK-8 mathematics digital curriculum selection process: Analysis across states. Paper presented to the Society for Information Technology & Teacher Education, Virtual conference.
3. Shumway, J. F., & **Bundock, K.** (2019, April). *Number System Knowledge: An Instructional Treatment for Second-Grade Students*. Paper Presentation, Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

National presentation listed below occurred prior to employment at Utah State University:

4. O’Keeffe, B.V., **Bundock, K.**, Kladis, K., & Nelson, K. (2014, July). Assessing Variability in DIBELS Next Progress Monitoring Passages. Poster presented at the Society for the Scientific Study of Reading, Santa Fe, NM.

Regional and State Conferences:

1. Bundock, K. (2020, August). Making secondary mathematics concepts more accessible for students with disabilities. Presentation at the Jordan School District Summer 2020 Conference, South Jordan, Utah. <https://specialed.jordandistrict.org/summer-conference-2020/>
2. Bundock, K. (2020, August). Secondary Tier 2 Behavior Interventions: Check-in, Check-out (CICO). Presentation at the Jordan School District Summer 2020 Conference, South Jordan, Utah. <https://specialed.jordandistrict.org/summer-conference-2020/>

3. Shumway, J.F., **Bundock, K.**, & King, J.** (2019, October). Communicating our number sense: Talking and writing in math class. Presentation at the National Council for Teachers of Mathematics Regional Conference, Salt Lake City, Utah. (*Refereed conference*)
4. **Burnside, M., & **King, J. (Mentors: Shumway, J. F., & **Bundock, K.**). (2018, December). Talking in Math Class? Encouraging Engagement and Achievement Through the Use of Talk Moves. Oral Presentation, Fall Undergraduate Student Research Symposium, Logan, UT.
5. Rolf, K. and **Bundock, K.** (2018, April). *The effects of a state-implemented co-teaching training on students' mathematics achievement scores*. Poster presented to the Utah State University Student Research Symposium, Logan, UT.
6. **King, J., **Burnside, M., Shumway, J. F., & **Bundock, K.** (2019, February). *Talking in Math Class? Encouraging Engagement and Achievement Through the Use of Talk Moves*. Presentation, Utah Conference on Undergraduate Research, Ogden, UT.
7. **Bundock, K.** (2017, August). Using the concrete-representational-abstract sequence to teach secondary math concepts- part 1: Middle school math. Presentation at the Utah Council for Teachers of Mathematics, Ogden, Utah.
8. **Bundock, K.** (2017, August). Using the concrete-representational-abstract sequence to teach secondary math concepts- part 2: Middle school math. Presentation at the Utah Council for Teachers of Mathematics, Ogden, Utah.
9. **Bundock, K.** (2017, June). Using the concrete-representational-abstract teaching sequence to teach secondary math concepts- part 1: Middle school math. Presentation at the Utah Multi-Tiered System of Supports Connections Conference, Provo, UT.
10. **Bundock, K.** (2017, June). Using the concrete-representational-abstract teaching sequence to teach secondary math concepts- part 2: High school math. Presentation at the Utah Multi-Tiered System of Supports Connections Conference, Provo, UT.
11. **Bundock, K.** (2017, February). Using the Concrete-Representational-Abstract sequence to teach secondary math concepts. Presentation at the Utah Council for Exceptional Children Conference, Murray, UT.

Regional and state conference presentations below occurred pre-employment at Utah State University:

12. Hawken, L.S., & **Bundock, K.** (2016, June). Check-in, check-out: A tier 2 behavior intervention for students at risk. Presentation at the Utah Multi-Tiered System of Supports Connections Conference, Layton, UT.
13. **Bundock, K.**, Hawken, L.S., & Kiuahara, S. (2015, June). Ninth-grade students with disabilities: A concrete-representational-abstract + writing strategy for teaching rate of change. Poster presented at the Utah Multi-Tiered System of Supports Connections Conference, Layton, UT.
14. Hawken, L.S., & **Bundock, K.** (2015, June). The behavior education program: A check-in/check-out intervention for students at risk. Presentation at the Utah Multi-Tiered System of Supports Connections Conference, Layton, UT.

15. 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 of Supports Connections Conference, Layton, UT.
16. **Bundock, K.**, & Hawken, L.S. (2015, April). The relationship of formative assessment to college readiness. Poster presentation at the University of Utah College of Education Student Research Fair, Salt Lake City, UT.
17. **Bundock, K.**, Hawken, L.S., Barrett, C., & Richardson, R. (2014, June). Preventing math failure: The relationship of formative assessment to college readiness. Poster presented at the Utah Multi-Tiered System of Supports Connections Conference, Layton, UT.
18. 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 of Supports Connections Conference, Layton, UT.
19. O’Neill, R. & **Bundock, K.** (2014, June). Acceptability of Functional Assessment Procedures to Special Educators and School Psychologists: Data From National and State Samples. Poster presented at the Utah Multi-Tiered System of Supports Connections Conference, Layton, UT.
20. 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.
21. **Bundock, K.** & Cummings, M. (2013, June). Inclusive professional development: Improving teachers’ mathematics efficacy and co-teaching competency- Part 1. Presentation at the Utah Multi-Tiered System of Supports & Effective Practices Conference, Layton, UT.
22. Cummings, M., & **Bundock, K.** (2013, June). Inclusive professional development: Improving teachers’ mathematics efficacy and co-teaching competency- Part 2. Presentation at the Utah Multi-Tiered System of Supports & Effective Practices Conference, Layton, UT.
23. **Bundock, K.** (2013, January). Radical education pedagogy. Panel presentation at the Fanaticism and the Abolition-Democracy: Critical Theory in the Spirit of Joel Olson, Flagstaff, AZ.
24. **Bundock, K.** (2011, October). *Culturally relevant math instruction*. Presentation at the Fall Student Activities Committee Forum, Salt Lake City, UT.
25. **Bundock, K.** (2011, April). *Impact of culturally relevant teaching on on-task behavior of students in math*. Presentation at the Hawai’i Council for Exceptional Children (HCEC) Spring Showcase, Honolulu, HI.
26. Iberri-Shea, G., **Bundock, K.**, DeWolf, Z., Broome, S., Mason, S., Freels, Z., & Iberri-Shea, D. (2009, February). *Staining the glass ceiling: Challenges, choices, and assumptions facing women in debate*. Panel presentation at Western States Communication Conference, Mesa, AZ.

Other Professional Presentations

1. Chapman, D., Howorth, S., Siu, T., McMahon, D., & **Bundock, K.** (2020, October 14). *Accessibility in an online environment* [live broadcast of Teach Today Q&A]. The Toni Jennings Exceptional Education Institute, University of Central Florida. <https://ccie.ucf.edu/tjeei/teach-today/>

UNIVERSITY TEACHING

Courses Taught: Utah State University

- SPED 5340: Teaching Math to Students with Mild/Moderate Disabilities (Spring 2017, Fall 2017, 2018, 2019, 2020, 2021) Undergraduate level course designed to provide future special education teachers with effective mathematics pedagogy and empirically validated instructional procedures used to teach math to students with mild/moderate disabilities. Topics included in this course relate to math concepts within the Common Core State Standards Initiative, developing students' skills in instructional design and assessment related to math instruction, implementation of research-based strategies for teaching math to students with disabilities, and the etiology of math disabilities.
Note: taught on-campus & distance sections of SPED 5340 in Fall 2018 & 2019
Formats: In-person, web-broadcast, blended web-broadcast, blended in-person.
- SPED 5420: Practicum: Teaching Math to Students with Mild/Moderate Disabilities (Spring 2017, 2018, 2019, 2020, 2021, 2022) Field experience coordinated with SPED 5340 for undergraduate special education majors. Students in this course are placed in secondary classrooms to teach one or more groups of students daily. I coordinate students' classroom placements, observe students' instruction, and provide advice and feedback to aid students in implementing the content and concepts taught in SPED 5340.
Note: taught on-campus & distance sections of SPED 5420 Spring 2019 & 2020
Formats: In-person, web-broadcast, blended web-broadcast, blended in-person.
- SPED 5312: Mild/Moderate K-12 Math Content, Applications, and Co-Teaching (under development Fall 2019; Taught Spring 2020, 2021, 2022) Undergraduate level course designed to provide future and current special education teachers in the Online Practical Teacher Training (OPTT) program with effective mathematics pedagogy and empirically validated instructional procedures used to teach math to students with mild/moderate disabilities in resource and co-taught general education settings. Topics included in this course relate to math concepts within the Common Core State Standards Initiative, developing students' skills in instructional design and assessment related to math instruction, implementation of research-based strategies for teaching math to students with disabilities, the etiology of math disabilities, differentiated instruction, and co-teaching.
Formats: Blended web-broadcast.
- SPED 5320: Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities (Spring 2022) Undergraduate level course designed to provide future special education teachers with knowledge of effective strategies for teaching content areas (ex: science and social studies courses) and federally-mandated transition services for high-school students with high-incidence disabilities. This course prepares pre-service special education teachers to work effectively with middle and high-school aged students with high-incidence disabilities. Along these lines, some topics included in this course relate to curriculum knowledge, transition skills, learning strategies, written language, science, legal requirements of transition planning, strategies for content area and transition instruction, and a wide range of accommodations and adaptations to support all students.
Formats: Blended in-person.

SPED 6300 Effective Practices with Culturally and Linguistically Diverse Populations (Fall 2021) Graduate level course designed to provide masters' level students with information about effective practices for working with culturally and linguistically diverse populations within the context of special education. Students who take the course are typically full-time teachers pursuing masters degrees in special education or related fields. Topics included in this course relate to developing understanding of cultural characteristics of prevalent cultural groups in the U.S., how cultural characteristics impact a family's reaction to disability and special education, identifying the stages and common characteristics of bilingual development, disproportionate representation of minority students receiving special education services, applying knowledge of bilingual development and cultural competence into special education processes, and effective classroom instructional strategies and language and reading interventions for English language learners.
Formats: Web-broadcast.

TEAL 5560/
SCED 5100 Motivation and Classroom Management (Fall, 2017, Spring 2018, Fall 2018, Spring 2019) Undergraduate level course designed to provide future general education teachers with the knowledge and skills needed to effectively manage classroom behavior, as well as engage and motivate students. Topics included in this course relate to the basics of analyzing and evaluating behavior, a functional approach to classroom behavior management, appropriate ways to prevent problem behaviors, appropriate ways to teach appropriate behaviors and behavioral expectations, appropriate ways to respond to behaviors to influence their likelihood of occurring in the future, and motivating students to engage in learning activities.
Formats: In-person.

Courses Taught: University of Utah

SP ED 3010/5010 Human Exceptionality (Spring 2015)
Mixed undergraduate level course designed to introduce and familiarize students with individuals who have learning, behavior, sensory, and physical differences. This course provides a foundation for understanding people with learning, behavior, sensory, and physical exceptionalities. Topics explored in the course include learning and social characteristics of individuals with disabilities, issues specific to families of individuals with disabilities, and public policy and services available to individuals with disabilities. Additionally, the effects of culture and societal values on the inclusion of people with exceptionalities in home, school, and community settings is examined throughout this course.

SP ED 5141/6141 Math Instruction for Students with Mild/Moderate Disabilities (Fall 2013)
Mixed graduate and undergraduate level course designed to provide special and general education teachers in the specialization level of the teacher education program with effective mathematics pedagogy and empirically validated instructional procedures used to address math for students with exceptionalities. Topics included in this course relate to math concepts within the Common Core Standards Initiative, developing students' skills in math lesson planning, and implementation of appropriate instructional procedures.

SP ED 5022/6022 Principles of Instructional & Behavioral Support (Sp. 2013, Fa. 2014, Sp. 2016)
Mixed graduate and undergraduate level course designed to introduce students to a functional approach towards individual and classroom behavior management. Topics included in this course relate to the basics of analyzing and evaluating behavior, designing individualized behavior support plans, and developing an understanding of classroom management strategies and techniques.

SP ED 5012/6012 Teaching Students with Disabilities in Inclusive Secondary Classrooms (Summer, 2012, 2013, 2014, 2015, 2016). Mixed graduate and undergraduate level course designed to improve students' understanding of inclusive education in secondary settings. Topics emphasized in this course include Special Education law, inclusive teaching strategies, differentiation of curriculum, co-teaching, and teaching diverse learners.

EDU 6900 Teaching Middle School Mathematics I (Summer 2012, 2013)
Co-taught class with Maggie Cummings as part of the Numeracy Project, a professional development series funded by the Utah State Office of Education. This course was designed to provide current middle school mathematics and special education teachers with more information regarding the Common Core standards, co-teaching practices, and strategies for teaching mathematics to diverse learners and students with disabilities.

EDU 6950 Teaching Middle School Mathematics II (Summer, 2012, 2013)
Co-taught class with Maggie Cummings as part of the Numeracy Project, a professional development series funded by the Utah State Office of Education. This course was designed to teach current middle school mathematics and special education teachers about the Common Core standards, co-teaching practices, and strategies for teaching mathematics to diverse learners.

Teaching Assistant Activities at the University of Utah:

Spring 2013	Supervision of Special Education Student Teachers
Fall 2012	Supervision of Special Education Students in Field Practicum
Spring 2012	SP ED 5012/6012: Teaching Students with Disabilities in Inclusive Secondary Classrooms
Spring 2012	SP ED 5022/6022: Principles of Instructional and Behavioral Support
Fall 2011	SP ED 5141/6141: Math Instruction for Students with Mild/Moderate Disabilities

RESEARCH SUPERVISION AND MENTORSHIP

Ph.D Supervision – Co-Chair

Kristen Rolf (co-chair; 2017-present); Dept. of Special Education & Rehabilitation, Utah State University
 Dissertation in progress: *Investigating the Effectiveness of Explicit, Systematic Mathematics Vocabulary Instruction for Students in Fourth Grade*

Ph.D Supervision – Current Committee Membership

Patrick Wieszcieski (2021-present); Department of Special Education & Rehabilitation, USU
 Scott Page (2018-present); Department of Special Education & Rehabilitation, Utah State University
 Kent Hoffman (2017-present); Department of Teacher Education & Leadership, Utah State University
 Siri Sedgwick (2018-present); Department of Psychology, Utah State University
 Amy Kinder (2019-present); Department of Teacher Education & Leadership, Utah State University
 Nicole Parker (2019-present); Department of Teacher Education & Leadership, Utah State University
 Cassity Havercamp (2019-present); Department of Psychology, Utah State University
 Stephanie Mattson (2020-present); Dept. of Special Education & Rehabilitation, Utah State University

Ph.D Supervision – Committee Membership for Students Who Have Graduated

Faith Thomas (2018-2020); Department of Special Education & Rehabilitation, Utah State University
 Dissertation completed: *National Survey of Professional Development on Writing Compliant Transition Individualized Education Programs*
 Current position: Project Coordinator SR, USU Center for Persons with Disabilities
 Eliza Jex (2018-2019); Department of Special Education & Rehabilitation, Utah State University
 Dissertation completed: *An Assessment of Self-Determination Skills in Transition-Age Students with Disabilities Following Instruction Using the “My Transition Portfolio” Program*
 Current position: Assistant Professor of Special Education at Eastern Washington University

Masters’ Supervision – Chair

Riley Johnson (2020-present); Department of Special Education & Rehabilitation, Utah State University
 Creative project in progress: *Examining General Education Teacher Perceptions of Individualized Education Program Accommodations*
 Joanna Cornejo (2021-present); Department of Special Education & Rehabilitation, Utah State University
 BreAnn Brewer (2021-present); Department of Special Education & Rehabilitation, Utah State University

Masters’ Supervision – Chair – Students Who Have Graduated

Jessica Sitton (2017-2020); Department of Special Education & Rehabilitation, Utah State University
 Thesis defended: *An Examination of Co-Teachers’ Instructional Practices and Social Validity Following Participation in Professional Development*
 Zinna Eaton (2018-2020); Department of Special Education & Rehabilitation, Utah State University
 Creative project completed: *Exploring the Impact of Musical Mnemonic Strategies on Student Achievement and Engagement in Inclusive Science Classes*

Masters’ Supervision – Current Committee Membership

Aliya Halterman (2020-present); Department of Psychology, Utah State University
 Tyler Barton (2021-present); Department of Psychology, Utah State University
 Sherri Lay (2018-present); Department of Special Education & Rehabilitation, Utah State University
 Clint Nicholes (2020-present); Department of Special Education & Rehabilitation, Utah State University

Masters’ Supervision – Committee Membership for Students Who Have Graduated

Megan Robertson (2019-2021); Dept. of Special Education & Rehabilitation, Utah State University
 Nicole Taylor (2017-2018); Department of Special Education & Rehabilitation, Utah State University

Stephanie Mattson (2017-2018); Dept. of Special Education & Rehabilitation, Utah State University
 Bayley Thompson (2018-2019); Dept. of Special Education & Rehabilitation, Utah State University
 Marlee Jones (2017-2018); Department of Special Education & Rehabilitation, Utah State University

Undergraduate Research and Independent Studies

Mary Mitchell (Fall 2019); Independent study focused on applied education research
 Riley Fraser (Fall 2017); Independent study focused on research-based mathematics interventions

Student Supervision Under Research Projects I Have Led

Students Research Assistants on Research Catalyst Seed Grant Projects, Under My Direction

Graduate Students:

David Longhurst; Dept. of Psychology, Utah State University
 Chandler Benney; Dept. of Psychology, Utah State University
 Tyler Barton; Dept. of Psychology, Utah State University

Undergraduate Students:

Hannah Steed; Dept. of Special Education and Rehabilitation Counseling, Utah State University
 Anne Bertolio; Dept. of Special Education and Rehabilitation Counseling, Utah State University
 Anna Hornberger; Dept. of Teacher Education and Leadership, Utah State University
 Mary Mitchell; Dept. of Teacher Education and Leadership, Utah State University
 Allie Turner; Dept. of Special Education and Rehabilitation Counseling, Utah State University
 Brandon Newman; Dept. of Special Education and Rehabilitation Counseling, Utah State University
 Cheyanne Bradshaw; Dept. of Special Education and Rehabilitation Counseling, Utah State University
 Alyssa Burton; Music Therapy program in Music Department; Utah State University

Students Who Assisted with Co-Teaching Research Funded by Utah State Board of Education, Under My Direction

Graduate Students:

Kristen Rolf; PhD. Program in Dpt. of Special Education and Rehabilitation, Utah State University
 Kathleen O'Donnell; Social Work Masters' Program, University of Utah
 Liz Maryon; Clinical Mental Health Counseling Masters' Program, University of Utah

Undergraduate Students:

Anna Hornberger; Dept. of Teacher Education and Leadership, Utah State University
 Riley Johnson; Department of Special Education and Rehabilitation Counseling, Utah State University
 Chamy Halliday; Department of Special Education, University of Utah

Students Who Assisted with Research Tasks Spanning Multiple Projects, Under my Direction

Undergraduate Students:

Marissa Storey; Department of Special Education and Rehabilitation Counseling, Utah State University
 Nate Storey; Department of Psychology, Utah State University
 Emma Micheel; Department of Special Education and Rehabilitation Counseling, Utah State University
 Anna Hornberger; Dept. of Teacher Education and Leadership, Utah State University
 Riley Johnson; Department of Special Education and Rehabilitation Counseling, Utah State University
 Mary Mitchell; Dept. of Teacher Education and Leadership, Utah State University

PROFESSIONAL SERVICE

Department Level Service:

Honors Advisor for Department of Special Education and Rehabilitation, Utah State University (2019-current)

Search Committee Member for three faculty searches, Department of Special Education and Rehabilitation Counseling, Utah State University (2021-2022 academic year)

Search Committee Member for two faculty searches, Department of Special Education and Rehabilitation Counseling, Utah State University (2020-2021 academic year)

Search Committee Member for one faculty search, Department of Special Education and Rehabilitation Counseling, Utah State University (2018-2019 academic year)

College Level Service:

Member of the College of Education and Human Sciences Curriculum Committee, Utah State University (2016-current)

Member of the College of Education Dean's Search Committee, University of Utah (Spring, 2013)

SP ED 5960/6960 Going Global in the College of Education service learning study abroad program, University of Utah (Summer, 2012)

University Level Service:

Volunteer facilitator for Allies on Campus trainings, Utah State University (2016-current)

Discussant, panelist and mentor for the Women's Leadership Initiative, Utah State University (2017-2018). Fellow for the Women's Leadership Initiative, based on amount of involvement.

Editorial Board Member:

Teacher Education and Special Education (2016, 2017, 2018, 2019, 2020, 2021)

CEC Publication Panel Review Member (2018-current)

Grant Reviewer:

2019 Office of Special Education Programs (OSEP), Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA #84.325D) competition.

Guest Reviewer:

Teaching Exceptional Children (2021)

Teaching and Teacher Education (2021)

Learning Disabilities: A Contemporary Journal (2021)

Investigations in Mathematics Learning (2020, 2021)

International Journal of Multicultural Education (2019)

American Educational Research Journal (2019)

European Journal of Behavior Analysis (2018)

Journal of Positive Behavior Interventions (2016)

Remedial and Special Education (2015)

Educational Assessment (2015)

Education and Treatment of Children (2014, 2015)

Beyond Behavior (2012)

Conference Proposal Reviewer

Reviewer for the Mathematics strand of the Council for Exceptional Children's conference (2018, 2019, 2020, 2021, 2022)

Reviewer for the Psychology of Mathematics Education – North America conference (2017, 2018, 2019)

Organization Memberships:

Council for Exceptional Children (CEC): *Council for Children with Behavioral Disorders; Division for Research; Division for Culturally and Linguistically Diverse Exceptional Learners; Division for Learning Disabilities*