

CURRICULUM VITAE  
Lydia A. Beahm

**I. Biographical Data**

Physical Address: 104B Melbourne Park Circle  
Charlottesville, VA 22901  
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**II. Present Position**

*Postdoctoral Research Associate*  
Department of Curriculum, Instruction, and Special Education  
School of Education and Human Development, University of Virginia  
Charlottesville, VA

**III. Education and Professional Certifications**

*Doctor of Philosophy* 2022  
Special Education  
University of Virginia

*Master of Arts* 2013  
Special Education  
Marshall University

*Bachelor of Arts* 2009  
Elementary Education  
Marshall University

Board Certified Behavior Analyst 1-22-58629 2022

Registered Behavior Technician RBT-21-164314 2021

Professional Teaching Certificate 4115 Multi Categorical  
(LD, BD, MD) 2013

Professional Teaching Certificate 4116 Autism 2013

Professional Teaching Certificate 3600 Elementary Education 2009

**IV. Professional Experience**

*Registered Behavior Technician* 2021  
Virginia Institute of Autism  
Charlottesville, VA

*Special Education Teacher* 2015-2018  
Explorer Academy

Huntington, WV

*Special Education Teacher*  
Geneva Kent Elementary School  
Huntington, WV

2011-2015

*Substitute Teacher*  
Cabell County School Systems  
Huntington, WV

2010-2011

## V. Articles in Peer-Reviewed Journals

**Beahm, L. A.**, Mandracchia, N., Cook, B. G., & Johnson, A. (under review). Pre-service teachers' perceptions of research-based websites. *Remedial and Special Education*.

**Beahm, L. A.**, Ingvarsson, E., Funk, N., Haskins, L., & Fraiser, J. (under review) What are the effects of a token economy on engagement in adults with autism? *Behavior Analysis in Practice*.

**Beahm, L. A.**, Yan, X., & Cook, B. G. (2021) Where do teachers go for behavior management strategies? *Education and Treatment of Children*. Advance online publication. <https://doi.org/10.1007/s43494-021-00046-2>

Gage, N. A., **Beahm, L. A.**, Kaplan, R., MacSuga-Gage, A. S., & Lee, A. (2020). Using positive behavioral interventions and supports to reduce school suspensions. *Beyond Behavior*, 29(3), 132-140. <https://doi.org/10.1177/1074295620950611>

**Beahm, L. A.**, Cook, B. G., & Cook, L. (2019). Proceed with caution: Using web-based resources for instructing students with and at risk for EBD. *Beyond Behavior*, 28(1), 13-20. <https://doi.org/10.1177/1074295619836076>

## VI. Chapters

**Beahm, L. A.**, & Bradshaw, C. P. (in press). Adapting evidence-based professional development models for online delivery and scale-up to practitioners in applied settings. In S. W. Evans, J. S. Owens, C. P. Bradshaw, & M. D. Weist (Eds.), *Handbook of school mental health – Innovations in science and practice* (3<sup>rd</sup> Edition). Springer.

Hirsch, S. E., Larson, K., **Beahm, L.**, & Bradshaw, C. P. (2023). Adapting classroom management for delivery across contexts: A focus on urban, rural, and online settings. In E. Sabornie and D. Espelage (Eds.). *Handbook of classroom management: Research, practice, and issues* (3<sup>rd</sup> ed., pp. 128-151). Routledge. <https://doi.org/10.4324/9781003275312-10>

Nguyen, A., Henderson, L., **Beahm, L. A.**, & Bradshaw, C. P. (2021) Making hard work count: Building rural schools that meet students' mental and behavioral health needs to address rural achievement gaps. In C. V. Meyers & M. J. Darwin (Eds.), *Rural school turnaround and reform: It's hard work!* Charlotte, NC: Information Age Publishing.

**Beahm, L. A.**, & Cook, B. G. (2021). Merging practice-based evidence and evidence-based practices to lessen the research-to-practice gap. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities: The next big thing in learning and behavioral disabilities* (v. 31, pp. 47-60). Emerald. <https://doi.org/10.1108/S0735-004X20210000031004>

Cook, B. G., **Beahm, L. A.**, Myers, A. M., VanUitert, V. J., & Wilson, S. E. (2021). Open science and special education research. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities: The next big thing in learning and behavioral disabilities* (v. 31, pp. 61-74). Emerald. <https://doi.org/10.1108/S0735-004X20210000031005>

## VII. Other Publications

Cook, B. G., **Beahm, L. A.**, & Therrien, W. J. (2020, April). Open science in special education: Preregistration. *Focus on Research* (newsletter of the Council for Exceptional Children's Division for Research), 33(2), 2-3. [https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/DR\\_Newsletter\\_Apr2020\\_v3.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/DR_Newsletter_Apr2020_v3.pdf)

**Beahm, L. A.**, Fleming, J. I., & Cook, B. G. (2020, March). Using evidence-based practices to bridge the research-to-practice gap in special education. *Behavior Today*, 36(2), 15-19. [https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/Newsletter/PDFs/Behavior\\_Today\\_36\\_2.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/Newsletter/PDFs/Behavior_Today_36_2.pdf)

## VIII. Professional Presentations

**Beahm, L.A.** & Ingvarsson E. (2022). Improving vocational skills and employment outcomes in adolescents and adults with developmental disabilities (Symposium). *Applied Behavior Analysis International*, 2022. Boston, MA, United States.

**Beahm, L.A.**, Mandracchia, N., Cook, B.G., & Johnson, A. (2022). Comparing pre-service educators' perceptions of research-based websites on behavior support strategies. *CEC Special Education Convention & Expo, 2022*. Orlando, FL, United States.

- Ellis, K. & **Beahm, L.A.** (2022). Teacher knowledge and perception of BCBAs in schools: A survey. *CEC Special Education Convention & Expo, 2022*. Orlando, FL, United States.
- Beahm, L. A.**, Ingvarsson, E., Funk, N., Haskins, L., & Fraiser, J. (2021). Does implementing a token economy using an app improve engagement in individuals with ASD? *44<sup>th</sup> Annual Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ, United States.
- Beahm, L. A.**, Cook, B. G., Johnson, A., & Mandracchia, N. (2021). How do pre-service teachers interact with research-based websites? *44<sup>th</sup> Annual Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ, United States.
- Cook, L., Contesse, V., Lane, H., & **Beahm, L. A.** (2021). What online resources do teachers use to teach foundational reading skills? *Teacher Education Division 2021 National Conference* [Conference presentation]. Fort Worth, TX, United States.
- Beahm, L. A.**, & Romig, J. (2021). Professional development for classroom or behavior management: A meta-analysis [Poster presentation]. *CEC Special Education Convention & Expo 2021*. Virtual.
- Beahm, L. A.** (2021). What behavior management resources do teachers find usable and why? [Poster presentation]. *CEC Special Education Convention & Expo 2021*. Virtual.
- Beahm, L. A.** (2020). Where do teachers go for behavior management strategies? [Conference presentation]. *43<sup>rd</sup> Annual Teacher Educators of Children with Behavioral Disorders*. Virtual.
- Beahm, L. A.**, & Cook, L. (2020). Proceed with caution: Using web-based resources effectively [Conference presentation]. *CEC Special Education Convention & Expo 2020*. Portland, OR, United States.
- Beahm, L. A.** (2019). Reducing the research-to-practice gap: Combining practice-based evidence and evidence-based practice [Conference presentation]. *42<sup>nd</sup> Annual Teacher Educators of Children with Behavioral Disorders*. Tempe, AZ, United States.
- Cook, L., & **Beahm, L. A.** (2019). Can examining Pinterest assist in closing the research-to-practice gap? *Teacher Education Division 2019 National Conference* [Conference presentation]. New Orleans, LA, United States.
- Beahm, L. A.**, Cook, L., & Cook, B. G. (2018). Are Pinterest resources research based? *41<sup>st</sup> Annual Teacher Educators of Children with Behavioral Disorders* [Conference presentation]. Tempe, AZ, United States.

**IX. University Teaching**

*Guest Lecturer*

EDIS 3887: Field Practicum and Special Education Spring 2021

*Instructor*

EDIS 4100: Characteristics of Emotional Disorders Spring 2020  
Fall 2020

*Instructor*

EDIS 3020: The Exceptional Learner Fall 2019

*Teaching Assistant*

EDIS 5011: Classroom Management Spring 2019

*Guest Lecturer*

EDIS 3020: The Exceptional Learner Spring 2019

**X. Course Development**

Had an active role in the creation of courses for the new program for practicing teachers to add special education licensure program: 2018/19

EDIS 5001: Legal Foundations of Special Education

EDIS 5040: Assessment and Evaluation in Special Education

EDIS 5060: Mathematics Instruction for Special and Elementary Education

EDIS 5142: IEP Development & Implementation

EDIS 5143: Transition Planning

EDIS 5230: Reading and Writing Instruction in Special Education

**XI. Memberships**

Council for Exceptional Children

- Division of Teacher Education
- Division of Emotional and Behavioral Health

**XII. Service**

Reviewer for 2022 Council for Exceptional Children 100<sup>th</sup>  
Annual Conference 2021

Reviewer for Curry Research Conference, Curry School  
of Education and Human Services 2020

Reviewer for *The Elementary School Journal* 2020/2021

Served on the Teacher Education Division of the Council for  
Exceptional Children's Knowledge and Skills committee 2020

**XIII. Grants**

School of Education and Human Development Innovative, Developmental, Exploratory Awards (funding period 2021-2022). Are there differences in efficacy and efficiency between asynchronous and synchronous coaching? \$1000

**XIV. Awards**

**Research Funding**

Nancy Hall Butts Award	2021
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**Scholarship**

Snyder-Crumpacker Graduate Fellowship	2020
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Dean's Travel Fellowship Program	2019
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Special Education Teachers and Researchers Initiative for Virginia Education (STRIVE) fellow	2018-2022
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