

Collin Shepley, PhD, BCBA-D

Assistant Professor

University of Kentucky

Department of Early Childhood, Special Education, & Counselor Education

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Citizenship: United States of America

Education

Ph.D.

May 2019

University of Kentucky

Early Childhood, Special Education, & Rehabilitation Counseling

Interdisciplinary Early Childhood Education

Advisor: Jennifer Grisham

M.Ed.

Aug. 2012

University of Georgia

Department of Special Education and Communication Sciences

Special Education

Advisor: David L. Gast

B.S.Ed.

May 2010

University of Georgia

Special Education

Awards

2019

Council for Exceptional Children's Division for Research Doctoral Student Scholar

2018

Denemark Award, Partington Award, and Blackhurst Dissertation Award at the University of Kentucky

2015-2019

Research and Graduate Assistantships at the University of Kentucky

2010-2012

Recipient of the graduate study grant Collaborative Personnel Preparation in Autism Project at the University of Georgia

2008

Del Jones Memorial Scholarship and George R. Gilmer Scholarship at the University of Georgia

2007

Floyd and Emily Jordan Scholarship at the University of Georgia

2005-2010

Georgia HOPE Scholarship and Harris Scholarship at the University of Georgia

Professional Positions

2019-Present

Assistant Professor

	University of Kentucky Interdisciplinary Early Childhood Education Applied Behavior Analysis
2016-2019	Clinical Supervisor University of Kentucky Applied Behavior Analysis
2015-2016	Practicum Supervisor University of Kentucky Special Education
2014-2015	Clinical Supervisor University of Georgia Severe Behavior and Skill Acquisition Clinic
2011-2015	Special Education Teacher Oconee County Schools, Georgia Pre-kindergarten special education classroom
2013-2014	Special Education Department Chair Oconee County Schools, Georgia Oconee County Primary School
2011	Special Education Teacher Clarke County School District, Georgia Kindergarten special education classroom
2010	Special Education Teacher Clarke County School District, Georgia Home-based services provider
2009	Paraprofessional Clarke County School District, Georgia Elementary special education classroom

Certifications/Licenses

2019-Present	Restricted-Use Data License Institute of Education Sciences National Center for Education Statistics 1911001
2013-Present	Board Certified Behavior Analyst Behavior Analysis Certification Board 1-13-14736

2010-2015 Special Education Teacher – Adapted Curriculum (P -12)
Georgia Professional Standards Commission
995161

Affiliations

2015-Present Council for Exceptional Children

2014-Present Association for Behavior Analysis International

Related Professional Experience and Service

Research Division for Early Childhood of the Council for Exceptional Children
Updated Frameworks for Response to Intervention in Early Childhood
Member of writing team

Teaching University of Kentucky
IEC 120 – Introduction to Early Childhood Education
IEC 255 – Child Development
IEC 260 – Curriculum Development in IECE
IEC 507 – Assessment of Young Children (*co-taught*)
IEC 620 – Assessment and Programming in Early Childhood Education
IEC 659 – Advanced Child Development
EDS 516 – Principles of Behavior Management and Instruction
EDS 605 – Assessment and Treatment of Social and Adaptive Behaviors
EDS 612 – Applied Behavior Analysis Practicum
EDS 615 – Applied Behavior Analysis Ethics
EDS 633 – Single-Subject Research Design (*co-taught*)

Texas A&M University
EPSY 630 – Single Case Research

Supervision University of Kentucky
Pre-service behavior analysts
Home, school, and clinic-based settings

University of Kentucky
Pre-service special education teachers
Self-contained classroom settings

University of Georgia
Pre-service behavior analysts
Clinic-based settings

Independent
Pre-service behavior analysts
Home and school-based settings

Thesis Committees	<p>Montunrayo Leshi (Chair)</p> <p>Lane Marquardt (Chair)</p> <p>Emily Webb (Chair)</p> <p>Samantha McGehee (Chair)</p> <p>Amanda Duncan (Chair)</p> <p>Zurisaday Decker (Co-Chair)</p> <p>Maggie Smith (Chair)</p> <p>Pallie Gullet</p> <p>Marlee Hughes</p> <p>Kailee Bingman Matthews</p> <p>Lauren Reiss</p> <p>Rachel Fosnaught</p> <p>Abby Rucker</p> <p>Zhenying Jiang</p> <p>Hailey Helton</p> <p>Samantha Tabor</p> <p>Cara Jorio</p> <p>Stevie Ogburn</p> <p>Katherine Jordan</p> <p>Elaine Murner</p> <p>Kaitlin O’Neil</p> <p>Kasey Waddell</p> <p>Cameron Tyrrell</p> <p>Tabitha Kittle (Capstone Project)</p> <p>Soledad Haggerty (Capstone Project)</p> <p>Lindsay Johns (Capstone Project)</p> <p>Lyndsey Borders (Capstone Project)</p>
Doctoral Committees	<p>Amanda Duncan (Co-Chair)</p> <p>Hannah Keene</p> <p>Cameron Tyrell</p> <p>Jordan Findley (Outside Examiner)</p> <p>Nan Li (Outside Examiner)</p> <p>Robert Williams (Outside Examiner)</p>
Guest Lectures	<p>University of Kentucky</p> <p>CSD 662 – Communication, AAC, and Technology for Students with Autism Spectrum Disorders</p> <p><i>Verbal Behavior</i></p> <p>EDS 605 – Practical Applications of ABA</p> <p><i>Responsive Interaction Strategies</i></p> <p>EDS 660 – Overview of Characteristics and Instructional Strategies for Individuals with ASD</p> <p><i>Classroom-based Instruction for Preschoolers with ASD</i></p> <p>EDS 630 – Advanced Methods for Teaching Students with Disabilities</p> <p><i>Small Group Direct Instruction</i></p>

EDS 517 – Assistive Technology
Communication
EDC 329 – Teaching Reading and Language Arts
Small-group Instruction for Teaching Diverse Learners
IEC 509 – Intervention Planning for Children with Special Needs
Managing Challenging Behavior
RC 515 – Medical and Psychosocial Aspects of Disabilities
Autism and Intellectual Disabilities

University of Georgia
SPED 4120 – Instruction of Students with Moderate to Severe Disabilities
Teaching Communication
SPED 7210 – Behavioral Methods for Teaching Functional Skills
Naturalistic Teaching Strategies

Editorial Board *Focus on Autism and Other Developmental Disabilities*
Topics in Early Childhood Special Education

Guest Reviewer *Autism & Developmental Language Impairments*
Assistive Technology
Behavior Analysis: Research & Practice
Child: Care, Health, & Development
Disability and Rehabilitation
Educational Research Review
Exceptionality
INQUIRY
Journal of Autism and Developmental Disorders
Journal of Behavioral Education
Journal of Early Intervention
Remedial and Special Education
Research in Developmental Disabilities
Research in Autism Spectrum Disorders
Rural Special Education Quarterly
Teaching Exceptional Children

Proposal Reviewer *Division for Early Childhood Conference*

Relevant Trainings
Marcus Autism Center
Crisis Prevention and Personal Protective Procedures
National Science Foundation
Summer Training Institute on Improving Evaluations of R&D
Institute of Education Sciences
Methods Training in Economic Evaluation
Classroom Assessment Scoring System (CLASS)
Reliability Certification for Pre-K and K-3 Assessments

Inclusive Classroom Profile (ICP)
Monitoring Children's Learning

Service Committees Research Advisory Committee (Chair, 2022-Present), College of Education at the University of Kentucky
Evaluation Center (Advisory Board, 2022-Present), University of Kentucky

Publications: Peer reviewed (N=35)

Note. Unless otherwise indicated, rankings and impact factors come from Journal Citation Reports (Clarivate, 2023).

Shepley, C., Graley, D., & Lane, J.D. (in-press). Preparing preschool educators to monitor child progress: A best-evidence synthesis and call to action. *Infants and Young Children.*

Ranking: 37/43 (Social Science Citation Index; Education, Special)

Impact Factor: 1.1

Shepley, C., & Waddington, R. J. (in-press). Examining the impact of NCLB alternate assessment policies on the post-school outcomes of individuals with significant cognitive disabilities. *Intellectual and Developmental Disabilities.* Manuscript available at: https://www.aaidd.org/docs/default-source/prepressarticles/nclb-alternate-assessment-policies-and-post-school-employment-outcomes-for-individuals-with-significant-cognitive-disabilities.pdf?sfvrsn=25ab0321_0

Ranking: 26/43 (Social Science Citation Index; Education, Special)

Impact Factor: 1.8

Shepley, C. (2023). Exploratory time-series evaluation of a behavior analytic service provider: A quality assurance project. *Journal of Autism and Developmental Disorders.* Advanced online publication. <https://doi.org/10.1007/s10803-023-05940-9>

Ranking: 16/76 (Social Science Citation Index; Psychology, Developmental)

Impact Factor: 3.9

Duncan, A. L., & **Shepley, C.** (2022). Does adult-directed early behavioral intervention improve family quality of life? A systematic review and meta-analysis. *Journal of Early Intervention.* Advanced online publication.

<https://doi.org/10.1177/10538151221137806>. Manuscript and data available at

<https://osf.io/bjva9/>

Ranking: 34/43 (Social Science Citation Index; Education, Special)

Impact Factor: 1.4

Shepley, C., Lane, J. D., & Graley, D. (2022). Progress monitoring data for learners with disabilities: Professional perceptions and visual analysis of effects. *Remedial and Special Education.* Advanced online publication.

<https://doi.org/10.1177/07419325221128907>

Ranking: 11/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.4

Lane, J. D., Graley, D., **Shepley**, C., & Lynch, K. M. (2022). Systematic review of naturalistic language interventions in schools: Child- and adult-level outcomes for verbal communication. *Remedial and Special Education*. Advanced online publication. <https://doi.org/10.1177/07419325221125887>

Ranking: 11/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.4

Zhu, L., **Shepley**, C., Grisham, J., & Lane, J. D. (2022). A brief parent-coaching package for tiered language interventions. *Education Sciences*, 12(9), 585. <https://doi.org/10.3390/educsci12090585>. Invited publication for special issue on *Blended Practices in Early Childhood Education* (Editors: Mary Louise Hemmeter & Jennifer Grisham).

Ranking: n/a (Emerging Sources Citation Index)
Impact Factor: 3.0

Shepley, C., Shepley, S. B., & Spriggs, A. D. (2022). On the history of single-case methodology: A data-based analysis. *Journal of Behavioral Education*. Advanced online publication. <https://doi.org/10.1007/s10864-022-09477-2>. Manuscript and data available at <https://osf.io/fns3m/>

Ranking: 19/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.0

Shepley, C., Shepley, S. B., Allday, A., Tyner-Wilson, M., & Larrow, D. (2021). Rationale, development, and description of a brief family-centered service provision model for addressing children's severe behavior. *Developmental Neurorehabilitation*, 24(2), 107-117.

Ranking: 108/130 (Science Citation Index Expanded; Pediatrics)
Impact Factor: 1.3

Shepley, C., Shepley, S. B., Allday, A., Tyner-Wilson, M., & Larrow, D. (2021). Evaluation of a brief family-centered service provision model for treating children's severe behavior: A retrospective consecutive case series analysis. *Behavior Analysis in Practice*, 14(1), 86-96. doi: 10.1007/s40617-020-00487-y

Ranking: n/a (Emerging Sources Citation Index)
Impact Factor: 2.2

Shepley, C., Zimmerman, K., & Ayres, K. M. (2021). Estimating the impact of design standards on the rigor of a subset of single-case research. *Journal of Disability Policy Studies*, 32(2), 108-118. doi: 10.1177/1044207320934048. Manuscript and data available at <https://osf.io/xp7wv/>.

Ranking: 51/73 (Social Science Citation Index; Rehabilitation)
Impact Factor: 1.6

- Gast, A., **Shepley**, C., & Lane, J. D. (2020). Challenges and successes in addressing food selectivity in children with developmental disabilities during preschool mealtimes. *Infants and Young Children*, 33, 300-312. doi: 10.1097/IYC.000000000000176
Ranking: 37/43 (Social Science Citation Index; Education, Special)
Impact Factor: 1.1
- Shepley**, C., Grisham-Brown, J., Lane, J. D., & Ault, M. J. (2020). Training teachers in inclusive preschool classrooms to collect data on individualized child goals. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/0271121420915770.
Ranking: 14/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.1
- Shepley**, C., Grisham-Brown, & J., Lane, J. D. (2020). Multi-tiered systems of support for preschool-aged children: A review and meta-analysis of single-case research. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/0271121419899720. Manuscript and data available at <https://osf.io/ghptw/>.
Ranking: 14/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.1
- Shepley**, C., Lane, J. D., & Ault, M. J. (2020). Analysis and commentary on inconsistencies across two reviews using What Works Clearinghouse single-case design standards. *Research and Practice for Persons with Severe Disabilities*, 45(3), 143-160. doi: 10.1177/1540796920913867.
Ranking: 8/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.5
- Lane, J. D., **Shepley**, C., Sartini, E., & Hogue, A. (2020). Modifying a naturalistic language intervention for use in an elementary school classroom. *Autism and Developmental Language Impairments*, 5, 1-13. doi: 10.1177/2396941519896925.
Ranking: 148/292 (Scopus; Clinical Psychology)
Impact Factor: 2.3 (Scopus CiteScore)
- Lane, J. D., **Shepley**, C., & Spriggs, A. D. (2019). Issues and improvements in the visual analysis of A-B single-case graphs by pre-service professionals. *Remedial and Special Education*. Advance online publication. doi: 0.1177/0741932519873120.
Ranking: 11/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.4
- Shepley**, C., Ault, M. J., Ortiz, K., Vogler, C. J., McGee, M. (2019). An exploratory analysis of quality indicators in adapted alternating treatments designs. *Topics in Early Childhood Special Education*, 39, 226-237. doi: 10.1177/0271121418820429. Manuscript and data available at <https://osf.io/guw6h/>.
Ranking: 14/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.1

- Lane, J. D., & Shepley, C. (2019). Research to practice: Promoting academic and social behaviors in a small group. *Journal of Early Intervention, 41*, 279-282. doi: 10.1177/1053815116643833.
Ranking: 34/43 (Social Science Citation Index; Education, Special)
Impact Factor: 1.4
- Shepley, C., & Grisham-Brown, J. (2019). Applied behavior analysis in early childhood education: An overview of policies, research, blended practices, and the curriculum framework. *Behavior Analysis in Practice, 12*, 235-246. doi:0.1007/s40617-018-0236-x
Ranking: n/a (Emerging Sources Citation Index)
Impact Factor: 2.2
- Shepley, C. & Grisham-Brown, J. (2019). Multi-tiered systems of support for preschool-aged children: A review and meta-analysis. *Early Childhood Research Quarterly, 47*, 196-308. doi: 10.1016/j.ecresq.2019.01.004. Manuscript and data available at <https://osf.io/e8hy3/>.
Ranking: 58/269 (Social Sciences Citation Index; Education & Educational Research)
Impact Factor: 3.7
- Shepley, C., Lane, J. D., & Ault, M. (2019). A critical review and examination of the system of least prompts. *Remedial and Special Education, 40*(5), 313-327. doi:10.1177/0741932517751. Manuscript and data available at <https://osf.io/rpf4a/>.
Ranking: 11/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.4
- Schebell, S., Shepley, C., Mataras, T., & Wunderlich, K. (2018). Comparing pictures and videos for teaching action labels to children with communication delays. *Topics in Early Childhood Special Education, 37*, 234-245. doi:10.1177/0271121417746.
Ranking: 14/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.1
- Shepley, C., Allday, A., & Shepley, S. B. (2018). Towards a meaningful analysis of behavior analyst preparation programs. *Behavior Analysis in Practice, 11*, 39-45. doi:10.1007/s40617-017-0193-9. Manuscript and data available at <https://osf.io/7wh5x/>
Ranking: n/a (Emerging Sources Citation Index)
Impact Factor: 2.2
- Shepley, C., Lane, J. D., Grisham-Brown, J., Spriggs, A., Winstead, O. (2018.). Effects of a training package to increase teachers' fidelity of naturalistic instructional procedures in inclusive preschool classrooms. *Teacher Education and Special Education, 41*, 321-339. doi:10.1177/0888406417727043.
Ranking: 101/269 (Social Science Citation Index; Education & Educational Research)
Impact Factor: 2.9

- Shepley, C., Allday, A., Crawford, D., Johnson, M., Pence, R., & Winstead, O. (2017).** Examining the emphasis on consultation in behavior analysis preparation programs. *Behavior Analysis: Research and Practice, 17*, 381-392. doi:10.1037/bar0000064.
Ranking: n/a (American Psychological Association)
Impact Factor: n/a
- Shepley, C., Lane, J. D., Ayres, K. M., & Douglas, K. (2017).** Assistive and instructional technology: Understanding the differences to enhance programming and teaching. *Young Exceptional Children, 20*, 86-98. doi:10.1177/1096250615603436.
Ranking: 247/343 (Scopus; Developmental and Educational Psychology)
Impact Factor: 1.5 (Scopus CiteScore)
- Lane, J. D., Gast, D. L., Ledford, J. R., & **Shepley, C. (2017).** Increasing social behaviors in young children with social-communication delays in a group arrangement in preschool. *Education and Treatment of Children, 40*, 115-144.
Ranking: 39/43 (Social Science Citation Index; Education, Special)
Impact Factor: 1.0
- Shepley, C., Lane, J. D., & Gast, D. L. (2016).** Using SMART Board technology to teach young students with disabilities and limited group learning experience to read environmental text. *Education and Training in Autism and Developmental Disabilities, 51*, 404-420.
Ranking: 68/73 (Social Science Citation Index; Rehabilitation)
Impact Factor: 1.0
- Shepley, C., Lane, J. D., & Shepley, S. B. (2016).** Teaching young children with social-communication delays to label actions using videos and language expansion models: A pilot study. *Focus on Autism and Other Developmental Disabilities, 31*, 243-253. doi:10.1177/1088357614552189.
Ranking: 19/43 (Social Science Citation Index; Education, Special)
Impact Factor: 2.0
- Lane, J. D., **Shepley, C.** & Lieberman, R. (2016). Promoting expressive language in young children with or at-risk for autism spectrum disorder in a preschool classroom. *Journal of Autism and Developmental Disorders, 46*, 3216-3231. doi:10.1007/s10803-016-2856-8.
Ranking: 16/76 (Social Science Citation Index; Psychology, Developmental)
Impact Factor: 3.9
- Lane, J. D., Ledford, J. R., **Shepley, C.**, Mataras, G., Ayres, K. M., & Davis, A. B. (2016). A rapid coaching intervention for teaching naturalistic strategies to parents of young children with ASD. *Journal of Early Intervention, 38*, 135-150. doi:10.1177/1053815115588828.
Ranking: 34/43 (Social Science Citation Index; Education, Special)
Impact Factor: 1.4

Ledford, J. R., Lane, J. D., **Shepley**, C., & Kroll, S. M. (2016). Using structured choices on the playground for young children with autism: Effects on physical activity and social behaviors. *Focus on Autism and Other Developmental Disabilities*, *31*, 163-173. doi:10.1177/1088357614547892.

Ranking: 19/43 (Social Science Citation Index; Education, Special)

Impact Factor: 2.0

Smith, K. A., Ayres, K. A., Alexander, J., Ledford, J. R., **Shepley**, C., & Shepley, S. B. (2016). Initiation and generalization of self-instructional skills in adolescents with autism and intellectual disability. *Journal of Autism and Developmental Disorders*, *46*, 1196-1209. doi:10.1007/s10803-015-2654-8.

Ranking: 16/76 (Social Science Citation Index; Psychology, Developmental)

Impact Factor: 3.9

Lane, J. D., Gast, D. L., **Shepley**, C., & Ledford, J. R. (2015). Including instructive feedback and sharing opportunities during small group academic instruction with preschool students with disabilities. *Journal of Early Intervention*, *37*, 3-22. doi:10.1177/1053815115588828.

Ranking: 34/43 (Social Science Citation Index; Education, Special)

Impact Factor: 1.4

Under review (N=7)

Duncan A. L., Keane, H., & **Shepley**, C. (n.d.). Do naturalistic developmental behavioral interventions improve family quality of life? A systematic review and meta-analysis. Preregistration available at <https://doi.org/10.17605/osf.io/q9y7x>

Duncan, A. L., & **Shepley**, C. (n.d.). Using video supports to improve children's cleaning behavior during transitions between center activities.

Hawkins-Lear, S., Grisham, J., & **Shepley**, C. (n.d.) Differential effects of peer presence variations during embedded instruction for preschoolers with intensive needs.

Matthews, K., Marquardt, L., Keene, H., Shepley, S. B., & **Shepley**, C. (n.d.). Comparing interventions derived from a concurrent operant analysis and an indirect rating scale.

Shepley, C., Duncan, A. L., & Setari, A. (n.d.). Development and initial validation of a measure to appraise progress monitoring quality. Preregistration available at <https://doi.org/10.17605/osf.io/tmyke>

Shepley, C., Shepley, S. B., & Spriggs, A. D. (n.d.). Generalization in single-case research: A review of inclusion, prevalence, and rigor. Preregistration available at <https://doi.org/10.17605/osf.io/vkpz4>

Wolfe, A., Venuto, J., Jiang, Z., **Shepley**, C., & Shepley, S. B. (n.d.). Retrospective analysis of single-session interview informed synthesized contingency analyses: A quality improvement study.

Selected active projects

Shepley, C. (n.d.). Developing and field testing an online professional development module to support progress monitoring in preschool classrooms.

Shepley, S. B., Spriggs, A. D., & **Shepley, C.** (n.d.). Single-case generalization designs.

Webb, E., & **Shepley, C.** (n.d.). Alignment and misalignment of the Montessori method and applied behavior analysis.

Publications: Chapters (N=3)

Ault, M. J., & **Shepley, C.** (2019). Stimulus control and prompting strategies. In R. Pennington (Ed.), *Applied behavior analysis for everyone: Principles and practices explained by applied researchers that use them*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Ayres, K. M., **Shepley, C.**, & Douglas, K. P. (2016). Assistive and instructional technology for individuals with autism. In R. Simpson & B. S. Myles (Eds.), *Educating Children and Youth with Autism: Strategies for Effective Practice, 3rd Ed*, (pp. 213-232). Pro Ed.

Ayres, K.M., **Shepley, S.B.**, Douglas, K., Shepley, C., & Lane, J. (2015). Mobile technology as a prosthesis: Using mobile technology to support community engagement and independence. In T. Cardon (Ed), *Technology and the Treatment of Autism Spectrum Disorder* (pp.131-145). Springer International Publishing.

Publications: Other (N=1)

Division for Early Childhood of the Council for Exceptional Children (2021). *Position statement on multitiered system of support framework in early childhood*.
<https://www.dec-sped.org/single-post/new-position-statement-multitiered-system-of-support-framework-in-early-childhood>

Funded Grants (N=5)

Summary

Nationally competitive (n=2).....	\$1,937,267
College competitive (n=3).....	\$19,709
<i>Total funding to date (N=5).....</i>	<i>\$1,956,976</i>

Shepley, C. (Primary Investigator). *Systematic Literature Reviews and Meta-Analyses to Support Targeted Grant Applications*. Proposal submitted to the University of Kentucky, College of Education. Funded from 2023-2024, \$6,840.

Competitiveness: College

Portion of DOE dedicated to the grant: 5%

Shepley, C. (Primary Investigator). *Preparing Preschool Teachers to Engage in Reliable and Individualized Progress Monitoring Practices using an Online Asynchronous*

Training. Proposal submitted to U.S. Department of Education’s Institute of Education Sciences. Funded from 2021-2025. \$697,576.

Competitiveness: National

Portion of DOE dedicated to the grant: 40%

Shepley, C. (Primary Investigator). *Is There a Racialized Process that Determines a Student’s Special Education Eligibility, Services, and Post-School Outcomes?* Proposal submitted to the University of Kentucky, College of Education. Funded from 2021-2022, \$7,000.

Competitiveness: College

Portion of DOE dedicated to the grant: 5%

Shepley, C. (Primary Investigator). *Development, Testing, and Refinement of an Automated Online Training to Prepare Teachers to Analyze Student Data and Make Data-based Decisions*. University of Kentucky, College of Education. Funded from 2020-2021, \$5,869.

Competitiveness: College

Portion of DOE dedicated to the grant: 5%

Grisham-Brown, J. (Primary Investigator), **Shepley, C.** (Co-Primary Investigator), Hawkins-Lear, S. (Co-Primary Investigator), & Lane, J. D. (Co-Primary Investigator). *Tiered Instruction, Engagement, Responding, and Services*. U.S. Department of Education – Office of Special Education Programs. Funded from 2019-2023, \$1,239,691.

Competitiveness: National

Portion of DOE dedicated to the grant: 3.5%

Unfunded Grants

Shepley, C. (Primary Investigator), Shepley, S. (Multi-Primary Investigator), & Spriggs, A. (Multi-Primary Investigator). *Continuing to do a Lot with a Little: Expanding Single-Case Designs to Rigorously Evaluate Generalized Treatment Effects*. Proposal submitted to the National Institutes of Health (RFA-OD-23-003) in April 2023, \$800,000.

Competitiveness: National

Shepley, C. (Primary Investigator). *Beyond Instruction: Preparing Teachers to Monitor the Progress of Children with Diverse Needs*. Proposal submitted to the NAE/Spencer Postdoctoral Fellowship Program in November 2020, \$70,000.

Competitiveness: National

Shepley, C. (Primary Investigator), Grisham, J. (Co-Primary Investigator). *Determining and Evaluating Teacher Practices Aligned with Elements of the Curriculum Framework for Providing Individualized Instruction within a Tiered Support System*. Proposal submitted to the Institute of Education Sciences (84.324A) in August 2018, \$1,399,907.

Competitiveness: National

Conference Presentations

Lecture or symposium (N=14)

Cox, A., Morgan, M., **Shepley**, C., & Lambert, J. (May, 2023). Predicting services and outcomes using consecutive case series data: A quality improvement study. Presented at the *Association for Behavior Analysis International's 49th Annual Convention* in Denver, CO.

Shepley, C. (October, 2022). Progress monitoring: Data collection is not enough. Presented at the *Kentucky Association for Behavior Analysis Conference* in Lexington, KY.

Shepley, C., & Shepley, S. (February, 2022). Single-case generalization designs. Presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.

Copeland, B., Lambert, J., **Shepley**, C., Shepley, S., Paranczak, J., ... Hodapp, R. (May, 2021). Evaluating the impact of practitioner training and service delivery models through retrospective consecutive case series. Presented at the *Association for Behavior Analysis International's 47th Annual Convention*, Online format.

Shepley, C., Grisham, J., & Lane, J.D. (October, 2020). MTSS in preschool settings: What does the research say? Presented at the *Division for Early Childhood's 36th International Conference on Young Children with Special Needs and their Families*, Online format.

Lane, J.D., Grisham, J., Brown, J., & **Shepley**, C. (October, 2020). Assessing, Measuring, and Intervening on Social Communication at School. Presented at the *Division for Early Childhood's 36th International Conference on Young Children with Special Needs and their Families*, Online format.

Lane, J. D., **Shepley**, C., Zhu, L., & Grisham-Brown, J. (October, 2019). A rapid training and coaching model for caregivers and educators. Presented at the *Division for Early Childhood's 35th International Conference on Young Children with Special Needs and their Families*, Dallas, TX.

Ault, M. J., **Shepley**, C., & Lane, J. D. (February, 2019). System of least prompts: Evaluation of evidence-base. Presented at the *Council for Exceptional Children Convention*, Indianapolis, IN.

Division for Early Childhood of the Council for Exceptional Children (October, 2018). Updated Frameworks for Response to Intervention in Early Childhood. Presented at the *Division for Early Childhood's 34th International Conference on Young Children with Special Needs and their Families*, Orlando, FL.

Shepley, C., Lane, J., Grisham-Brown, Spriggs, A., & J. Olivia, W. (May, 2017). Teacher training across naturalistic instructional approaches in inclusive preschool classrooms.

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