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Associate Professor
University of Kentucky
Department of Early Childhood, Special Education, & Counselor Education
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Citizenship: United States of America

Education

Ph.D. University of Kentucky
May 2019 Early Childhood, Special Education, & Rehabilitation Counseling
Interdisciplinary Early Childhood Education
Advisor: Jennifer Grisham

M.Ed. University of Georgia
Aug. 2012 Department of Special Education and Communication Sciences
Special Education
Advisor: David L. Gast

B.S.Ed. University of Georgia
May 2010 Special Education

Professional Positions

2024-Present Associate Professor
University of Kentucky

2019-2024 Assistant Professor
University of Kentucky
Interdisciplinary Early Childhood Education
Applied Behavior Analysis

2015-2019 Clinical & Practicum Supervisor
University of Kentucky
Applied Behavior Analysis
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
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Teaching	<p>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 (<i>co-taught</i>) 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 (<i>co-taught</i>)</p> <p>Texas A&M University EPSY 630 – Single Case Research</p>
Supervision	<p>University of Kentucky Pre-service behavior analysts Home, school, and clinic-based settings</p> <p>University of Kentucky Pre-service special education teachers Self-contained classroom settings</p> <p>University of Georgia Pre-service behavior analysts Clinic-based settings</p> <p>Independent Pre-service behavior analysts Home and school-based settings</p>
Thesis Committees	<p>Montunrayo Leshi (Chair) Lane Marquardt (Chair) Emily Webb (Chair) Samantha McGehee (Chair) Amanda Duncan (Chair) Zurisaday Decker (Co-Chair) Maggie Smith (Chair) Pallie Gullet Marlee Hughes Kailee Bingman Matthews Lauren Reiss Rachel Fosnaught Abby Rucker Zhenying Jiang</p>

Hailey Helton
Samantha Tabor
Cara Jorio
Stevie Ogburn
Katherine Jordan
Elaine Murner
Kaitlin O'Neil
Kasey Waddell
Cameron Tyrrell
Tabitha Kittle (Capstone Project)
Soledad Haggerty (Capstone Project)
Lindsay Johns (Capstone Project)
Lyndsey Borders (Capstone Project)

Doctoral
Committees

Amanda Duncan (Co-Chair)
Hannah Keene
Cameron Tyrrell
Jordan Findley (Outside Examiner)
Nan Li (Outside Examiner)
Robert Williams (Outside Examiner)

Editorial Board

Focus on Autism and Other Developmental Disaiblites
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 <i>Crisis Prevention and Personal Protective Procedures</i> National Science Foundation <i>Summer Training Institute on Improving Evaluations of R&D</i> Institute of Education Sciences <i>Methods Training in Economic Evaluation</i> Classroom Assessment Scoring System (CLASS) <i>Reliability Certification for Pre-K and K-3 Assessments</i> Inclusive Classroom Profile (ICP) <i>Monitoring Children's Learning</i>
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=39)

- Matthews, K., Marquardt, L., Keene, H., Shepley, S. B., & **Shepley, C.** (2024). Comparison of COA and QABF informed interventions. *Education and Treatment of Children*. Advanced online publication. <https://doi.org/10.1007/s43494-024-00134-z>
- Shepley, C.**, Duncan, A. L., & Setari, A. (2024). Towards the development and validation of a measure to appraise progress monitoring ability. *Journal of Early Intervention*. Advanced online publication. <https://doi.org/10.1177/10538151241235557>
- Hawkins-Lear, S., Grisham, J., & **Shepley, C.** (2024). Differential effects of peer presence variations during embedded instruction for preschoolers with intensive needs. *Behavior Analysis in Practice*. Advanced online publication. <https://doi.org/10.1007/s40617-024-00975-5>
- Duncan A. L., Keane, H., & **Shepley, C.** (2024). Do naturalistic developmental behavioral interventions improve family quality of life? A systematic review and meta-analysis. *Autism*, 28(9). <https://doi.org/10.1177/13623613241227516>
- Shepley, C.**, Graley, D., & Lane, J.D. (2024). Preparing preschool educators to monitor child progress: A best-evidence synthesis and call to action. *Infants and Young Children*, 34(1), 20-35. doi: 10.1097/IYC.0000000000000255
- Shepley, C.**, & Waddington, R. J. (2024). NCLB alternate assessment policies and post-school outcomes of individuals with significant cognitive disabilities. *Intellectual and Developmental Disabilities*, 62(1), 1-13. doi: 10.1352/1934-9556-62.1.1
- Shepley, C.** (2024). 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>

- Duncan, A. L., & **Shepley**, C. (2023). Does adult-directed early behavioral intervention improve family quality of life? A systematic review and meta-analysis. *Journal of Early Intervention*, 45(3), 324-342. <https://doi.org/10.1177/10538151221137806>. Manuscript and data available at <https://osf.io/bjva9/>
- 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>
- 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>
- 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).
- 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/>
- 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.
- 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
- 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/>.
- 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.0000000000000176

- 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.
- 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/>.
- 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.
- 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.
- 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.
- 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/>.
- 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.
- 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
- 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/>.
- 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/>.

- 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.
- 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/>
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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.

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.

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.

Under review (N=5)

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

Shepley, C., Duncan, A. L., & Webb, E. (n.d.). Evaluating *Progress Monitoring for Preschool Teachers*: A randomized control trial. Preregistration available at <https://osf.io/vkb6u>

Shepley, C., Shepley, S. B., Spriggs, A. D., & O'Neil, K. (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>

Shepley, C., Shepley, S. B., Spriggs, A. D., & Jiang, Z. (n.d.). On the evidence of generalized learning in the single-case literature. 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.

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/Contracts (N=6)

Summary

Nationally competitive (n=3).....\$2,737,267
College competitive (n=3).....\$19,709
Total funding to date (N=6)..... \$2,756,976

Oldham, C. (Primary Investigator), **Shepley**, C. (Co-Investigator), & Scott, M. (Co-Investigator). *Evaluation of Kentucky’s Preschool Development Grant and the Governor’s Office of Early Childhood*. Sub-contracted through KYSTATS to the University of Kentucky Evaluation Center. Funded from 2024-2026, \$800,000.

Competitiveness: National

Portion of DOE dedicated to the grant: 15%

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. (Co-Investigator), & Spriggs, A. (Co-Investigator). *Developing a Sustainable and Accessible Online Learning Module to Enhance Evaluations of Generalization using Single-Case Methods*. Proposal submitted to the U.S. Department of Education’s Institute of Education Sciences in January 2024, \$350,000.

Competitiveness: National

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)

Shepley, C., Duncan, A. D., & Webb, E. (October, 2024). Can Someone Tell Me What “Good” Progress Monitoring Actually Looks Like?. Presented at the *Division for*

Early Childhood's 40th International Conference on Young Children with Special Needs and their Families, New Orleans, LA.

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. Presented at the *Association for Behavior Analysis International Conference*, Denver, CO.

Shepley, C., Shepley, S. B., & Lane, J. D. (November, 2016). Feasibility of evidence-based practices: Issues, stories, and recommendations for teachers and researchers conducting applied research. Presented at the *Council for Exceptional Children Teacher Education Division Annual Conference*, Lexington, KY.

Shepley, C., Lane, J. D., Kroll, S., & Ledford, J. D. (May, 2015). Using teacher implemented playground interventions to increase engagement in social behaviors and physical activity for young children with autism. Presented at the *Association for Behavior Analysis International Conference*, San Antonio, TX.

Shepley, C. (April, 2015). Managing challenging behavior. Presented at the *Autism Society for the Bluegrass*, Lexington, KY.

Shepley, C. (January, 2012). Collecting data with iPad technology (January, 2013). Presented at the *Oconee County Schools Conference on Technology*, Watkinsville, GA.

News and Related Media

- Fox 56 – Lexington, KY - <https://fox56news.com/news/local/lexington/university-of-kentucky-college-of-education-creates-module-to-track-progress-of-preschoolers/>
- NPR WEKU – Central and Eastern Kentucky - <https://www.weku.org/lexington-richmond/2024-07-14/university-of-kentucky-offers-free-online-preschool-teaching-module-nationwide>

Additional References

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