

Collin Shepley, PhD, BCBA-D
Associate Professor
University of Kentucky
Department of Early Childhood, Special Education, & Counselor Education
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Citizenship: United States of America

Education

<i>Ph.D.</i>	University of Kentucky
<i>May 2019</i>	Early Childhood, Special Education, & Rehabilitation Counseling Interdisciplinary Early Childhood Education <i>Advisor: Jennifer Grisham</i>
<i>M.Ed.</i>	University of Georgia
<i>Aug. 2012</i>	Department of Special Education and Communication Sciences Special Education <i>Advisor: David L. Gast</i>
<i>B.S.Ed.</i>	University of Georgia
<i>May 2010</i>	Special Education

Professional Positions

2025-Present	Faculty Director Early Childhood Laboratory University of Kentucky
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</p> <p>IEC 120 – Introduction to Early Childhood Education</p> <p>IEC 255 – Child Development</p> <p>IEC 260 – Curriculum Development in IECE</p> <p>IEC 507 – Assessment of Young Children</p> <p>IEC 620 – Assessment and Programming in Early Childhood Education</p> <p>IEC 659 – Advanced Child Development</p> <p>EDS 516 – Principles of Behavior Management and Instruction</p> <p>EDS 605 – Assessment and Treatment of Social and Adaptive Behaviors</p> <p>EDS 612 – Applied Behavior Analysis Practicum</p> <p>EDS 615 – Applied Behavior Analysis Ethics</p> <p>EDS 633 – Single-Subject Research Design (<i>co-taught</i>)</p> <p>EDS 701 – Doctoral Seminar</p> <p>IEC 711 – Seminar in Interdisciplinary Early Childhood Education</p>
	<p>Texas A&M University</p> <p>EPSY 630 – Single Case Research</p>
Supervision	<p>University of Kentucky</p> <p>Pre-service behavior analysts</p> <p>Home, school, and clinic-based settings</p>
	<p>University of Kentucky</p> <p>Pre-service special education teachers</p> <p>Self-contained classroom settings</p>
	<p>University of Georgia</p> <p>Pre-service behavior analysts</p> <p>Clinic-based settings</p>
	<p>Independent</p> <p>Pre-service behavior analysts</p> <p>Home and school-based settings</p>
Thesis Committees	<p>Juniper Brewer (Chair)</p> <p>A'Tora Hill</p> <p>Kim Copeland</p> <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>Ashlen Grubbs</p>

Pallie Gullet
Marlee Hughes
Kailee Bingman Matthews
Lauren Reiss
Rachel Fosnaught
Abby Rucker
Zhenying Jiang
Hailey Helton
Samantha Tabor
Cara Jorio
Stevie Ogburn
Katherine Jordan
Elaine Murner
Kaitlin O'Neil
Kasey Waddell
Cameron Tyrrell
Katherine Van Horne (Capstone)
Tabitha Kittle (Capstone Project)
Soledad Haggerty (Capstone Project)
Lindsay Johns (Capstone Project)
Lyndsey Borders (Capstone Project)
Cayla Norris (Capstone Project)

Doctoral Committees	Amanda Duncan (Chair) Cameron Tyrell (Co-Chair) Julia Morgan (Outside Examiner) Jordan Findley (Outside Examiner) Nan Li (Outside Examiner) Robert Williams (Outside Examiner) Janae Mobley (Outside Examiner) Emily Webb (Chair) Hannah Keene Zhenying Jiang
Editorial Board	<i>Focus on Autism and Other Developmental Disabilities</i> <i>Topics in Early Childhood Special Education</i> <i>Journal of Early Intervention</i>
Guest Reviewer	<i>Autism & Developmental Language Impairments</i> <i>Assistive Technology</i> <i>Behavior Analysis: Research & Practice</i> <i>Child: Care, Health, & Development</i> <i>Disability and Rehabilitation</i> <i>Educational Research Review</i> <i>Exceptionality</i> <i>INQUIRY</i>

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

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> RESTART Network <i>Writing for Policy Training Series</i>
Service Committees	Interdisciplinary Early Childhood Program (Chair, 2025-Present), College of Education at the University of Kentucky 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=47)

1. **Shepley, C., & Shand, R.** (2026). Cost-effectiveness analysis of Progress Monitoring for Preschool Teachers. *Research in Special Education*, 3, 1-14. <https://doi.org/10.25894/rise.2804>. Manuscript and data available at <https://osf.io/krbzc/>.
2. **Shepley, C., Duncan, A., & Webb, E.** (2025). Effects of an online module to improve preschool teachers' progress monitoring implementation and abilities. *Research in Special Education*, 2, 1-23. <https://doi.org/10.25894/rise.2766>. Manuscript and data available at <https://osf.io/mwbdu/>
3. **Shepley, C., Setari, A., Duncan, A., & Webb, E.** (2025). Validity of an online assessment to appraise teacher progress monitoring ability. *Assessment for Effective Intervention*, 51(1), 3-9. <https://doi.org/10.1177/15345084251366206>.
4. **Shepley, C., Shepley, S., Spriggs, A., & Zhenying, J.** (2025). On the evidence of generalized learning in the single-case literature. (2025). *Single Case in the Social*

Sciences, 2(3), 60-79. <https://doi.org/10.15763/issn.1936-9298.2025.2.3.60-82>. Data available at <https://osf.io/ky3ht/>.

5. Duncan, A., **Shepley**, C., & Helton, H. (2025). Using Video models to support generalized center transitions in inclusive preschool classrooms. *Journal of Early Intervention*. Advanced online publication. <https://doi.org/10.1177/10538151251353525>
6. Wolfe, A., Venuto, J., Jiang, Z., **Shepley**, C., & Shepley, S. (2025) A retrospective quality improvement analysis of simplifying functional assessments: A brief report. *Developmental Neurorehabilitation*. Advanced online publication. <https://doi.org/10.1080/17518423.2025.2526363>
7. **Shepley**, C., Shepley, S., Spriggs, A., & O'Neill. (2025). Generalization in single-case research: A review of inclusion, prevalence, and rigor. (2025). *Single Case in the Social Sciences*, 2(2), 38-53. <https://doi.org/10.15763/issn.1936-9298.2025.2.2.38-53>. Data available at <https://osf.io/7uvnq/>.
8. Lane, J. D., **Shepley**, C., & Goldey, K. (2025). Evaluating the use of responsive interaction strategies by related-service providers. Advanced online publication. <https://doi.org/10.1097/IYC.0000000000000309>
9. **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*, 47(2), 148-164. <https://doi.org/10.1177/10538151241235557>
10. Matthews, K., Marquardt, L., Keene, H., Shepley, S. B., & **Shepley**, C. (2024). Comparison of COA and QABF informed interventions. *Education and Treatment of Children*, 47(3), 259-269. <https://doi.org/10.1007/s43494-024-00134-z>
11. 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>
12. 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>
13. **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
14. **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

15. **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>
16. 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/>
17. **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>
18. 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>
19. 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).
20. **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/>
21. **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.
22. **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
23. **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/>.

24. 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

25. **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.

26. **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/>.

27. **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.

28. 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.

29. 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.

30. **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/>.

31. 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.

32. **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

33. **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/>.

34. **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/>.

35. 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.

36. **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/>

37. **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.

38. **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.

39. **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.

40. 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.

41. **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.

42. **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.

43. 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.

44. 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.

45. 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.

46. 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.

47. 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.

Publications: Chapters (N=3)

Ault, M. J., & **Shepley**, C. (2019, 2026). 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=7)

Summary

Nationally competitive (n=3).....	\$3,037,267
College competitive (n=4).....	\$27,209
<i>Total funding to date (N=7).....</i>	<i>\$3,064,476</i>

Shepley, C. (Primary Investigator). *Hype or Hope: Registered Apprenticeship Programs for Early Care and Education*. Proposal submitted to the University of Kentucky, College of Education. Funded from 2025-2026, \$7,500.

Competitiveness: College

Portion of DOE dedicated to the grant: 5%

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, \$1,100,000.

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

Selected Conference Presentations

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.

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

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

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>

Technology and Related Products

- *Progress Monitoring for Preschool Teachers*: A free-to-use online module to support preschool teachers with developing data sheets, collecting progress monitoring data, analyzing data, and making data-based decision to inform teaching. See <https://progressmonitoringforpreschoolteachers.org/>.

- *Brief Preschool Progress Monitoring Measure*: An online assessment intended for preschool teachers to help them identify areas of improvement with their progress monitoring in relation to practices depicted within Progress Monitoring for Preschool Teachers. See <https://progressmonitoringforpreschoolteachers.org/assessments>.
- *Preschool Progress Monitoring Measure*: An observational assessment designed to measure a preschool teacher's implementation fidelity with 25 research-supported practices when monitoring the progress of children with individualized needs. See <https://progressmonitoringforpreschoolteachers.org/assessments>.

Additional References

Rajeev Darolia, Ph.D.

Wendell H. Ford Professor of Public Policy
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University of Kentucky
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Kevin M. Ayres, Ph.D.

Professor
Special Education
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