

**Collin Shepley, Ph.D., BCBA**

Assistant Professor

University of Kentucky

Department of Early Childhood, Special Education, & Rehabilitation Counseling

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**Education**

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

*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

**Awards**

2019 Council for Exceptional Children's Division for Research Doctoral Student Scholar

2015-2019 Research and Graduate Assistantships, Denmark Award, Partington Award, and Blackhurst Dissertation Award at the University of Kentucky

2010-2012 Recipient of the graduate study grant Collaborative Personnel Preparation in Autism Project at the University of Georgia

2005-2010 Georgia HOPE Scholarship, Harris Scholarship, Del Jones Memorial Scholarship, Floyd and Emily Jordan Scholarship, and George R. Gilmer Scholarship at the University of Georgia

**Professional Positions**

2019-Present Assistant Professor  
University of Kentucky  
Interdisciplinary Early Childhood Education

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

2010              Paraprofessional  
Clarke County School District, Georgia  
Elementary special education classroom

**Certifications**

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 255 – Child Development IEC 507 – Assessment of Young Children ( <i>co-taught</i> ) IEC 620 – Assessment and Programming in Early Childhood Education EDS 516 – Principles of Behavior Management and Instruction EDS 612 – Applied Behavior Analysis Practicum EDS 615 – Applied Behavior Analysis Ethics EDS 633 – Single-Subject Research Design ( <i>co-taught</i> )
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	Katherine Jordan Soledad Haggerty Elaine Murner Kaitlin O’Neil Kasey Waddell
Guest Lectures	University of Kentucky CSD 662 – Communication, AAC, and Technology for Students with Autism Spectrum Disorders <i>Verbal Behavior</i> EDS 605 – Practical Applications of ABA <i>Responsive Interaction Strategies</i> EDS 660 – Overview of Characteristics and Instructional Strategies for Individuals with ASD <i>Classroom-based Instruction for Preschoolers with ASD</i> EDS 630 – Advanced Methods for Teaching Students with Disabilities <i>Small Group Direct Instruction</i> EDS 517 – Assistive Technology <i>Communication</i> EDC 329 – Teaching Reading and Language Arts <i>Small-group Instruction for Teaching Diverse Learners</i>

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*

Guest Reviewer *Disability and Rehabilitation*  
*Focus on Autism and Other Developmental Disabilities*  
*Journal of Autism and Developmental Disorders*  
*Journal of Early Intervention*  
*Remedial and Special Education*  
*Research in Developmental Disabilities*  
*Rural Special Education Quarterly*  
*Teaching Exceptional Children*

Proposal Reviewer *2016 Division for Early Childhood Conference*

Trainings Marcus Autism Center  
*Crisis Prevention and Personal Protective Procedures*

### **Publications: Articles**

*Accepted* (n=21)

Shepley, C., Lane, J. D., & Ault, M. J. (in press). Analysis and commentary on inconsistencies across two reviews using What Works Clearinghouse single-case design standards. *Research and Practice for Persons with Severe Disabilities*.

Lane, J. D., Shepley, C., Sartini, E., & Hogue, A. (in press). Promoting engagement and expressive communication in children with autism spectrum disorder and intellectual disability in the classroom. *Autism and Developmental Language Impairments*.

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*. Advance online publication. 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. (2018). A critical review and examination of the system of least prompts. *Remedial and Special Education*. Advance online publication. 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

*In revision (n=3)*

Shepley, C., Zimmerman, K., & Ayres, K. M. (n.d.). Estimating the impact of design standards on the rigor of single-case research.

Zhu, L., Grisham-Brown, J., Shepley, C., & Lane, J. D. (n.d.). Coaching parents of dual language learners to use naturalistic language strategies.

Shepley, C., Grisham-Brown, & J., Lane, J. D. (n.d.). Multi-tiered systems of support for preschool-aged children: A review and meta-analysis of single-case research. Manuscript and data available at [https://osf.io/ghptw/?view\\_only=e3ad8f7352df4031879bde063cfa7c57](https://osf.io/ghptw/?view_only=e3ad8f7352df4031879bde063cfa7c57)

*In review (n=4)*

Council for Exceptional Children's Division for Early Childhood. (n.d.). Updated frameworks for response to intervention in early childhood: Description and implications

Shepley, C., Grisham-Brown, J., Lane, J. D., & Ault, M. J. (n.d.). Training teachers in inclusive preschool classrooms to monitor child progress.

Shepley, C., Shepley, S. B., Allday, A., Tyner-Wilson, M., & Larrow, D. (n.d.). Rationale, development, and description of a brief family-centered service provision model for addressing children's severe behavior.

Shepley, C., Shepley, S. B., Allday, A., Larrow, D., & Tyner-Wilson, M. (n.d.). Evaluation of an outpatient clinic using a brief family-centered service-provision model to address severe challenging behavior.

#### *Selected active projects*

Shepley, C., & Waddington, R. J. (n.d.). Examining the impact of NCLB alternate assessment policies on the post-school outcomes of individuals with significant cognitive disabilities.

Shepley, S. B., Spriggs, A. D., & Shepley, C. (n.d.). Generalization in single-case research. A review of the last 40 years.

Shepley, C., Shepley, S. B., & Spriggs, A. D. (n.d.). Prevalence of single-case methodology in special education research.

#### **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, 3<sup>rd</sup> 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.

#### **Grants** (n=2)

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, \$1,249,999.

- Collaboratively conceptualized, wrote, and submitted

Shepley, C. (Primary Investigator), & Grisham-Brown, 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 U.S. Department of Education - Institute of Education Sciences. Submitted in August of 2018. Not funded.

- Independently conceptualized, wrote, and submitted as qualifying examination for Ph.D. candidacy

### Conference Presentations

#### Lecture or symposium (n=8)

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 35<sup>th</sup> 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 34<sup>th</sup> 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.

#### Posters (n=17)



- Shepley, C., Grisham-Brown, J., & Lane, J. D. (October 2019). Training teachers in inclusive preschool classrooms to monitor child progress and make data-based decisions through direct behavioral observations. Presented at the *Division for Early Childhood's 35<sup>th</sup> International Conference on Young Children with Special Needs and their Families*, Dallas, TX.
- Lane, J. D., & Shepley, C. (October 2019). Training adults to be responsive to young child. Presented at the *Division for Early Childhood's 35<sup>th</sup> International Conference on Young Children with Special Needs and their Families*, Dallas, TX.
- Shepley, C. (March, 2019). Training teachers in inclusive preschool classrooms to monitor child progress and make data-based decisions through direct behavioral observations. Presented at the *Spring Research Conference: University of Cincinnati, University of Kentucky, and University of Louisville*. Lexington, KY.
- Lane, J. D., & Shepley, C. (October, 2018). Incorporating perspective taking into instruction: Contextual supports to improve social behaviors. Presented at the *Division for Early Childhood's 34<sup>th</sup> International Conference on Young Children with Special Needs and their Families*, Orlando, FL.
- Lin, Z., Grisham-Brown, J., Shepley, C., & Lane, J. (February, 2018). Coaching parents of dual language learners to use naturalistic language strategies. Presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- Shepley, C., Ault, M., Ortiz, K., Vogler, J. C., M. McGee, & Lane, J. D. (February, 2018). Examining the validity of adapted alternating treatments designs in the early childhood response prompting literature. Presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- Shepley, C., Shepley, S. B., & Lane, J. (May, 2017). Feasibility of evidence-based practices in schools: Recommendations for behavior analysts conducting applied research. Presented at the *Association for Behavior Analysis International Conference*, Denver, CO.
- Shepley, C., Allday, R. A., & Shepley, S. B. (May, 2017). The heterogeneity of behavior analyst preparation programs. Presented at the *Association for Behavior Analysis International Conference*, Denver, CO.
- Lane, J. D., Shepley, C., & Lieberman-Betz, R. (February, 2016). Promoting expressive language in the classroom: Considerations for responders and non-responders to naturalistic instruction. To be presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- Ledford, J. R., Lane, J. D., Zimmerman, K., & Shepley, C. (February, 2016). Bigger, better, & more complex: To what extent do newer overlap-based metrics adequately describe

- single case data?. Presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- Shepley, C. & Lane, J. D. (February, 2016). When to use the system of least prompts with young children: Recommendations for practice and research. Presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA.
- Shepley, C., Zawoyski, A., McDuffie, M., Burger, J., Smith, K., & Alexander, J. (May, 2015). Managing severe behavior by teaching waiting. Presented at the *Association for Behavior Analysis International Conference*, San Antonio, TX.
- Lane, J. D., Ledford, J. R., & Shepley, C. (February, 2015). Including behavioral interventions for social-communication behaviors in early childhood special education classrooms: Designing appropriate interventions for classrooms. Presented at the *Association for Behavior Analysis International Autism Conference*, Las Vegas, NV.
- Shepley, C., Lane, J. D., & Shepley, S. B. (May, 2014). Teaching young children with social-communication delays to label actions using videos and language expansion. Presented at the *Association for Behavior Analysis International Conference*. Chicago, IL.
- Lane, J. D., Gast, D. L., Ledford, J. R., & Shepley, C. (February, 2014). Embedding social learning opportunities during small group instruction. Presented at the *Association for Behavior Analysis International Autism Conference*, Louisville, KY.
- Shepley, C., Lane, J. D., & Gast, A. H. (February, 2014). Increasing exploratory eating behaviors in a student with developmental delays and food selectivity issues. Presented at the *Association for Behavior Analysis International Autism Conference*, Louisville, KY.
- Shepley, C., & Gast, D. L. (February, 2013). The effects of SMART Board technology with small group instruction on observational and incidental sight word acquisition. Presented at the *Association for Behavior Analysis International Autism Conference*, Portland, OR.

### **Additional References**

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