

**Sally B. Shepley, Ph.D., BCBA-D**  
**University of Kentucky**  
**Early Childhood, Special Education, and Counselor Education**  
Board Certified Behavior Analyst- Doctoral (1-14-16482)  
Kentucky Licensed Behavior Analyst (169160)  
sally.shepley@uky.edu

**Education**

<i>Ph.D.</i> <i>May 2015</i>	University of Georgia Department of Communication Sciences and Special Education Special Education <i>Advisor: Dr. Kevin M. Ayres</i>
<i>M.Ed.</i> <i>August 2011</i>	University of Georgia Department of Communication Sciences and Special Education Collaborative Adolescent Autism Teacher Training Project Fellowship
<i>B.S.</i> <i>May 2009</i>	University of Georgia Special Education- Adapted Curriculum

**Academic Positions**

July 2021 Present	Associate Professor Department of Early Childhood, Special Education, and Counselor Education College of Education: University of Kentucky Lexington, KY
August 2015 June 2021	Assistant Professor Department of Early Childhood, Special Education, and Rehabilitation Counseling College of Education: University of Kentucky Lexington, KY
August 2016 Present	Assistant Professor Department of Pediatrics College of Medicine: University of Kentucky Lexington, KY
August 2012 May 2015	Research assistant under Institute of Education Science Grant# R324A1000094 iSkills: The Audio/Visual Repository for Life Skills U.S. Department of Education

August 2012      Departmental assistant at University of Georgia College of Education:  
May 2013      Communication Sciences and Special Education

June 2009      Collaborative Adolescent Autism Teacher Training Project (CAATT)  
July 2010      Fellowship

### **College Teaching**

#### *University of Kentucky: Instructor*

Spring 2021 -      EDS 618  
Present      Assessment and Treatment of Challenging Behavior  
Graduate Course

Fall 2020 - 2021      EDS 617  
Professional Ethics for Behavior Analysts  
Graduate Course

Fall 2019      EDS 641  
Assistive Technology Assessment  
Graduate Course

Spring 2019      EDS 603  
Behavioral Consultation  
Graduate Course

Spring 2019 -      EDS 518  
Present      Behavior Management in Applied Settings  
Undergraduate Course

Fall 2018 -      EDS 601  
Present      Concepts and Principles in Applied Behavior Analysis  
Graduate Course

Fall 2018      EDS 701  
Seminar in Special Education Leadership Personnel: Manuscript  
Preparation  
Graduate Course

Spring 2018      EDS 615  
Ethics for Behavior Analysts II  
Graduate Course

Fall 2017      EDS 614  
Ethics for Behavior Analysts I  
Graduate Course

Fall 2017 - Present	EDS 612 BCBA Practicum Graduate Course
Fall 2016	EDS 516 Principles of Behavior Management and Instruction Undergraduate/Graduate Course
Spring 2016 - 2018	EDS 546 Transdisciplinary Services for Students with Disabilities: Transition Undergraduate/Graduate Course
Fall 2015	EDS 547 Collaboration and Inclusion in School and Community Settings Undergraduate/Graduate Course

*University of Georgia: Instructor or Co-Instructor*

Spring 2015 Fall 2014	SPED 7440 Practicum- Applied Behavior Analysis Support Clinic BCBA Supervisor, Graduate Course
Spring 2014	SPED 4120 Instruction of Individuals with Moderate to Severe Disabilities Instructor, Undergraduate Course
Spring 2013	SPED 5460 Undergraduate Student Teaching Supervisor, Undergraduate Course
Fall 2014	SPED 4050/6050 Management of Severe and Aggressive Behaviors Co-Instructor, Undergraduate/Graduate Course
Fall 2012	SPED 7240 Methods for Postsecondary Transition Co-Instructor, Graduate Course (Online)

**Funded Grants** (Total dollars obtained=\$2,507,100; *see Appendix A for full list of grant submissions*)

2022	PI: Dr. Justin D. Lane Co-PI: Dr. Amy Spriggs & Dr. Sally B. <b>Shepley</b>
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Unifying and Inspiring All Teachers to Yield Meaningful Growth in  
Children with Disabilities (UNITY)  
Office of Special Education Programs- Personnel Preparation  
Funded- \$1,250,000  
Grant # H325K210041

- 2018      PI: Dr. Amy Spriggs  
Co-PI: Dr. Justin D. Lane & Dr. Sally B. **Shepley**  
TRaining InterdisciPLinary Educators To Support High-Needs Populations  
(TRIPLETS)  
Office of Special Education Programs- Personnel Preparation  
Funded- \$1,250,000  
Grant # H325K170032
- 2017      PI: Dr. Sally B. **Shepley**  
Acquisition of Daily Living and Vocational Tasks using Student-Created  
Video Models  
Support for Research/Creative Activities Grant- College of Education, The  
University of Kentucky  
Funded- \$7,100

### **Professional Positions and Related Professional Experience**

- 2016    2017      Consultant  
Nelson County Schools, Kentucky
- January 2015      Consultant  
May 2015      Comprehensive Behavior Change, LLC
- August 2014      Clinic Supervisor  
May 2015      University of Georgia Applied Behavior Support Clinic  
BCBA supervisor and case manager
- August 2010      Classroom Teacher  
July 2012      Gwinnett County Public Schools- Peachtree Ridge High School  
High school teacher serving students with severe autism

### **Service**

#### ***Training & Community-Based Supports***

- 2019    Present      Director of ABA Graduate Program  
University of Kentucky
- 2016    2022      Faculty Director of UK- Center for Applied Behavioral Supports (CABS)
- 2015    2017      Kentucky Teacher Internship Program (KTIP) University Supervisor

**Peer Review**

- 2017 - Present      Guest Reviewer  
*Behavior Modification*  
*Career Development and Transition for Exceptional Individuals*  
*Developmental Neurorehabilitation*  
*Journal of Intellectual Disabilities*  
*Journal of Special Education Technology*  
*Research in Developmental Disabilities*  
*Research Journal in Autism and Developmental Disabilities*  
*Review Journal of Autism and Developmental Disorders*  
*Rural Special Education Quarterly*
  
- 2016    Present      Editorial Board  
*Teaching Exceptional Children*
  
- 2015    Present      Editorial Board  
*Focus on Autism and Other Developmental Disabilities*
  
- 2012    2014            Editorial Assistant  
*Focus on Autism and Other Developmental Disabilities*

**Committees**

*College-level Committees*

- 2023    present      Promotion and Tenure Committee
- 2017    2023            Inclusiveness Committee (Co-Chair: 2018    2020)

*Department-level Committees*

- 2017                    Department Review Committee

*Masters and Doctoral Scholars*

N Completed Doctoral=2; N Completed Masters=33; N In-progress=7

- 2022                    Concentration: School Psychology  
University of Kentucky  
                              Jessica Blake, Doctoral Level Scholar (Ph.D)
  
- Concentration: Special Education- Learning and Behavior Disorders  
University of Louisville  
                              Lorita Rowlett, Doctoral Level Scholar (Ph.D.)
  
- Concentration: Applied Behavior Analysis  
University of Kentucky

Kennedy Neltner Carpenter, Masters Level Scholar (M.S.); *Graduated*  
Rachel Fosnaught, Masters Level Scholar (M.S.); *Graduated*  
Taylor Kelley, Masters Level Scholar (M.S.); Chair; *Graduated*  
Lane Marquardt, Masters Level Scholar (M.S.); *Graduated*  
Kailee Bingman Matthews, Masters Level Scholar (M.S.); Chair;  
*Graduated*

Concentration: Special Education- Moderate and Severe Disabilities  
University of Kentucky

Alexis Patterson, Masters Level Scholar (M.S.); Co-Chair; *Graduated*

2021

Concentration: Special Education- Learning and Behavior Disorders  
University of Kentucky

Enrika Wright, Doctoral Level Scholar (Ph.D.)

Concentration: Applied Behavior Analysis  
University of Kentucky

Rose Campbell, Masters Level Scholar (M.S.); *Graduated*

Amanda Duncan, Masters Level Scholar (M.S.); *Graduated*

Gabrielle Lonnemann, Masters Level Scholar (M.S.); *Graduated*

Amanda Schaefer, Masters Level Scholar (M.S.); Chair; *Graduated*

Katherine White, Masters Level Scholar (M.S.); Chair; *Graduated*

Amy Wolfe, Masters Level Scholar (M.S.); Chair; *Graduated*

Concentration: Interdisciplinary Early Childhood Education  
University of Kentucky

Zhenying Jiang, Masters Level Scholar (M.S.); *Graduated*

2020

Concentration: Special Education- Moderate and Severe Disabilities  
University of Kentucky

Rasheeda Swain, Doctoral Level Scholar (Ph.D.); Co-Chair

Kat Lynch, Doctoral Level Scholar (Ph.D.)

Concentration: Applied Behavior Analysis  
University of Kentucky

Amanda Chavez, Masters Level Scholar (M.S.); *Graduated*

Cara Jorio, Masters Level Scholar (M.S.); Chair; *Graduated*

Jenna Venuto, Masters Level Scholar (M.S.); Chair; *Graduated*

2019

Concentration: Special Education- Moderate and Severe Disabilities  
University of Kentucky

Mark Kruger, Doctoral Level Scholar (Ph.D.)

Concentration: Applied Behavior Analysis  
University of Kentucky

Bryn Handley, Masters Level Scholar (M.S.); *Graduated*  
Hannah Keene, Masters Level Scholar (M.S.); *Graduated*

Concentration: Special Education- Moderate and Severe Disabilities  
University of Kentucky  
Maddie Calzi, Masters Level Scholar (M.S.); Chair; *Graduated*

2018 Concentration: Applied Behavior Analysis  
University of Kentucky  
Devin Graley, Masters Level Scholar (M.S.) Chair; *Graduated*  
Katelyn Nicklow, Masters Level Scholar (M.S.) Chair; *Graduated*  
Hannah Dollinger, Masters Level Scholar (M.S.); *Graduated*  
Christina Hesley, Masters Level Scholar (M.S.); *Graduated*  
Elena Hitch, Masters Level Scholar (M.S.); *Graduated*

Concentration: Special Education- Learning and Behavior Disorders  
University of Kentucky  
Megan Jones, Doctoral Level Scholar (Ph.D.); *Graduated*

2017 Concentration: Applied Behavior Analysis  
University of Kentucky  
Amanda Hogue, Masters Level Scholar (M.S.) - Co-Chair; *Graduated*  
Molly McGee, Masters Level Scholar (M.S.); *Graduated*  
Kaylee Ortiz, Masters Level Scholar (M.S.) - Co-Chair; *Graduated*  
J. Colin Vogler, Masters Level Scholar (M.S.) Chair; *Graduated*

Concentration: Special Education- Moderate and Severe Disabilities  
University of Kentucky  
Lora Barnett, Masters Level Scholar (M.S.); *Graduated*  
Kristin Kapp, Masters Level Scholar (M.S.) - Co-Chair; *Graduated*  
Amber Tincher, Masters Level Scholar (M.S.) - Co-Chair; *Graduated*

2016 Concentration: Applied Behavior Analysis  
University of Kentucky  
Charity Watson, Masters Level Scholar (M.S.) - Co-Chair; *Graduated*  
Madison Johnson, Masters Level Scholar (M.S.) - *Graduated*

2015 Concentration: Educational Leadership  
University of Kentucky  
Jason Wheatley, Doctoral Level Scholar (Ed.D.) - *Graduated*

**Professional Affiliations**

2015 2016 Association of Professional Behavior Analysts (APBA)

2015 Present Kentucky Association for Behavior Analysis (KYABA)

- 2018-2019: Awards Committee Member
- 2022: President-Elect
- 2023: President
- 2024: Past-President

- 2014 2015 Georgia Association for Behavior Analysis (GABA)
- 2012 Present Association for Behavioral Analysis International (ABAI)
- 2009 Present The Council for Exceptional Children (CEC)
- Division for Autism and Developmental Disabilities (DADD)
  - Innovations in Special Education Technology Division (ISET)
- 2019 2020: Member of Publications Committee
- Division for Research

### Book Chapters

*Published or In Press* (n=4)

#### 4. Shepley, S.,

develop individual student behavior support plans. In Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppert, A. (Eds) *High Leverage Practices and Students with Extensive Support Needs* (pp. 119-133). Routledge.

3. Ayres, K. M., Travers, J., **Shepley, S. B.**, & Cagliani, R. (2017). Video based instruction for learners with autism. In J. Leaf (Ed.) *Handbook of Social Skills and Autism Spectrum Disorder: Assessment, Curricula, and Intervention* (pp. 223-240). Springer International Publishing. doi: 10.1007/978-3-319-62995-7

2. Ayres, K. M., **Shepley, S. B.**, Cagliani, R., & Whiteside, E. (2017). Learn from our mistakes: Designing educational software tools for individuals with developmental disabilities. In D. L. Edyburn (Ed.) *App Development for Individuals with Disabilities: Insights for Developers and Entrepreneurs* (pp. 45-70). Knowledge by Design, Inc.

1. Ayres, K. A., **Shepley, S. B.**, Douglas, K., Lane, J. D., & Shepley, C. (2015). Mobile technology as a prosthesis: Using mobile technology to support community engagement and independence. In T. Cardon (Ed.) *Technology and Treatment of Children with Autism Spectrum Disorders: Autism and Child Psychopathology Series* (pp. 131-145). Springer International Publishing. doi: 10.1007/978-3-319-20872-5

*In Preparation* (n=0)

### Article Publications

\*Student Thesis/Dissertation



*Published or In Press Article Journals (n=21)*

21. Shepley, C., **Shepley, S. B.**, & Spriggs, A. D. (2022). On the history of single-case methodology: A data-based analysis. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-022-09477-2>
20. Shepley, C., **Shepley, S. B.**, Allday, R. A., Tyner-Wilson, M., & Larrow, D. (2021). Evaluation of a brief family-severe behavior: A retrospective consecutive case series analysis. *Behavior Analysis in Practice*, *14*(1), 86-96. <https://doi.org/10.1007/s40617-020-00487-y>
19. Shepley, C., **Shepley, S. B.**, Allday, R. A., Tyner-Wilson, M., & Larrow, D. (2021). Rationale, development, and description of a brief family-centered service provision *Developmental Neurohabilitation*, *24*(2), 107-117. <https://doi.org/10.1080/17518423.2020.1839979>
18. \*Ethington, A., Spriggs, A. D., **Shepley, S. B.**, & Bausch, M. E. (2021). Behavior skills training for teaching and generalizing self-instruction skills for students with intellectual disability. *Journal of Intellectual Disabilities*. <https://doi.org/10.1177/1744629521995349>
17. \*Johnson, M., Spriggs, A. D., **Shepley, S. B.**, Allday, R. A., & Samudre, M. (2019). Video activity schedules for middle school students with disabilities. *Journal of Developmental and Physical Disabilities*, *31*(1), 73-88. doi: 10.1007/s10882-018-9631-z
16. **Shepley, S. B.**, Spriggs, A. D., Samudre, M. D., & Sartini, E. C. (2019). Initiation and generalization of video activity schedules for elementary students with disabilities. *Journal of Special Education*, *53*(1), 51-62. doi: 10.1177/0022466918800797.
15. \*Chapman, S., Ault, M. J., Spriggs, A. D., Bottge, B., & **Shepley, S. B.** (2019). Teaching an algebraic equation to high school students with moderate to severe intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *52*(2), 161-174.
14. **Shepley, S. B.**, Ayres, K. M., Cagliani, R., & Whiteside, E. (2018). Effects of self-mediated video modeling compared to video self-prompting for adolescents with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, *53*(3), 264-275.
13. **Shepley, S. B.**, Spriggs, A. D., Samudre, M., & Elliot, M. (2018). Increasing daily living independence using video activity schedules in middle school students with intellectual disability. *Journal of Special Education Technology*, *33*(2), 71-82. doi: 10.1177/0162643417732294
12. Shepley, C., Allday, R. A., & **Shepley, S. B.** (2018). Towards a meaningful analysis of behavior analyst preparation programs. *Behavior Analysis in Practice*, *11*(1), 39-45. doi: 10.1007/s40617-017-0193-9

11. Alexander, J. L., Ayres, K. M., **Shepley, S. B.**, Smith, K. A., & Ledford, J. R. (2017). Comparison of probe procedures in the assessment of chained tasks. *The Psychological Record*, 67(4), 547-557. doi: 10.1007/s40732-017-0257-9
10. **Shepley, S. B.** (2017). Self-instructing with mobile technology: Considerations and applications to increase independence for individuals with disabilities. *Teaching Exceptional Children*, 50(2), 59-65. doi: 10.1177/0040059917704971
9. **Shepley, S. B.**, Smith, K. A., Ayres, K. M., & Alexander, J. L. (2017). Use of video modeling to teach adolescents with an intellectual disability to film their own video prompts. *Education and Training in Autism and Developmental Disabilities*, 52(2), 158-169.
8. Smith, K. A., Ayres, K. M., Alexander, J. L., 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 Disabilities*, 46(4), 1196-1209. doi: 10.1007/s10803-015-2654-8
7. 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(4), 243-253. doi: 10.1177/1088357614552189
6. Smith, K. A., **Shepley, S. B.**, Ayres, K. M., & Alexander, J. L. (2015). The independent use of self-instruction for the acquisition of untrained multi-step tasks for individuals with an intellectual disability: A review of the literature. *Research in Developmental Disabilities*, 40(1), 19-30. doi: 10.1016/j.ridd.2015.01.010
5. Smith, K. A., **Shepley, S. B.**, Alexander, J. L., Davis, A., & Ayres, K. M. (2015). Self-instructional skills using mobile technology to learn functional skills. *Research in Autism Spectrum Disorders*, 11(1), 93-100. doi 10.1016/j.rasd.2014.12.001
4. Alexander, J. L., Smith, K., Mataras, T., **Shepley, S. B.**, & Ayres, K. M. (2014). A meta-analysis and systematic review of the literature to evaluate potential threats to internal validity in probe procedures for chained tasks. *Journal of Special Education*, 49(3), 135-145. doi: 10.1177/0022466914550096
3. Smith, K. A., Ayres, K. A., Mechling, L. C., Alexander, J. L., Mataras, T. K., & **Shepley, S. B.** (2013). Evaluating the effects of a video prompt in a system of least prompts procedure. *Career Development and Transition for Exceptional Individuals*, 38(1), 39-49. doi: 10.1177/2165143413511981
2. Alexander, J. L., Ayres, K. M., Smith, K. A., **Shepley, S. B.**, & Mataras, T. K. (2013). Using video modeling on an iPad to teach generalized matching on a sorting mail task to adolescents with autism. *Research in Autism Spectrum Disorders*, 7(11), 1346-1357. doi: 10.1016/j.rasd.2013.07.021

1. **Bereznak, S.**, Ayres, K. M., Mechling, L. C., & Alexander, J. L. (2012). Video self-prompting and mobile technology to increase daily living and vocational independence for student with autism spectrum disorders. *Journal of Developmental and Physical Disabilities*, 24(3), 269-285. doi: 10.1007/s10882-012-9270-8

*Under Review (n=4)*

**Shepley, S. B.** (n.d.). Using self-instruction via video activity schedules to decrease reliance on adult prompts for students with an intellectual disability.

Shepley, C., **Shepley, S. B.**, Spriggs, A. D. (n.d.). Generalization in single-case research: A review of inclusion, prevalence, and rigor.

**Shepley, S. B.**, Spriggs, A. D., Samudre, M. (n.d.). Generalized use of video activity schedules with elementary students with intellectual disability.

Spriggs, A. D., **Shepley, S. B.**, Samudre, M, Keene, H. E., Hall, S. (n.d.). Behavioral skills training to teach self-instruction of video activity schedules for pre-employment skills.

*In Preparation*

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.

., Spriggs, A. D., **Shepley, S. B.** (n.d.). A comparison of the differential effects of edited and inedited video models in skill acquisition for high school students with intellectual disability.

**Shepley, S. B.**,  
learner to be prompt dependent?

\*White, K., **Shepley, S. B.**, Spriggs, A. S., & Allday, R. A. (n.d.) Comparing self-delivered to instructor-delivered reinforcement during vocational instruction for students with intellectual disability using video activity schedules.

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

**Professional Presentations (n=37)**

^Invited Presentation

37. Shepley, C., **Shepley, S. B.**, & Spriggs, A. D. (May 2023). *Generalization in Single-Case Research: Examining Inclusion and Rigor in the Published Literature*. Poster presentation at Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.
36. **Shepley, S. B.** (May 2023). *Using Self-Instruction via Video Activity Schedule to Decrease Reliance on Adult Prompts for Students with Intellectual Disability*. Poster presentation at Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.
35. **Shepley, S. B.** (May 2023). *Discussant*. In A. Spriggs (Chair), We have an app for that! Technology to enhance independence for young adults with disabilities. Symposium conducted at the 49th Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.
- Shepley, S. B.** (October 2022). *Using Self-Instruction via Video Activity Schedule to Decrease Reliance on Adult Prompts for Students with Intellectual Disability*. Poster presentation at Annual Kentucky Association for Behavior Analysis. Lexington, Kentucky.
33. Jiang, Z., Shepley, C., **Shepley, S. B.**, & Spriggs, A. D. (October 2022). *Generalization in Single-Case Research: Examining Inclusion and Rigor in the Published Literature*. Poster presentation at Annual Kentucky Association for Behavior Analysis. Lexington, Kentucky.
32. Wolfe, A., Marquardt, L., & **Shepley, S. B.** (October 2022). *A Retrospective Within-Session Analysis of IISCAs for the Purposes of Quality Improvement within a University-based Clinic*. Poster presentation at Annual Kentucky Association for Behavior Analysis. Lexington, Kentucky.
31. Shepley, C., & **Shepley, S.** (February 2022). *Single-Case Generalization Designs*. Panel presentation at the bi-annual meeting of Conference on Research Innovations in Early Intervention. San Diego, California.
30. ^Spriggs, A.D., **Shepley, S. B.**, *What if we told you, it was ok for your student to be prompt dependent?* [Paper presentation]. Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA) Colloquium Series, Online.
29. **Shepley, S. B.** (May 2021). *Discussant*. In B. Copeland (Chair), Evaluating the impact of practitioner training and service delivery models through retrospective consecutive case series. Symposium conducted at the 47th Annual Convention of the Association for Behavior Analysis International, Online.
28. **Shepley, S. B.**, . (February 2020). *Prevalence of Generalization Effects within Single Case Research: A Review of the Literature*. Poster

presentation at the meeting of Annual Council for Exceptional Children Convention and Expo. Portland, Oregon.

27. Spriggs, A. D., Lane, J. D., **Shepley, S. B.**, Kruger, M., Keene, H., & Calzi, M. (February 2020). *TRaining InterdisciPLinary EducaTors to Support High-Needs Populations (TRIPLETS)*. Q & A presentation session at the meeting of Annual Council for Exceptional Children Convention and Expo. Portland, Oregon.
26. **Shepley, S. B.**, (February 2020). *Acquisition and Generalization of Self-Instructional Behaviors for Students with Intellectual Disability*. Q & A presentation session at the meeting of Annual Council for Exceptional Children Convention and Expo. Portland, Oregon.
25. **Shepley, S. B.**, Spriggs, A. D., Samudre, M., & Keene, H. (September 2019). *Generalization of Self-Instructional Behaviors by Training Loosely with Sufficient Exemplars for High Schoolers with Intellectual Disability*. Poster presentation at Annual Kentucky Association for Behavior Analysis. Louisville, Kentucky.
24. **Shepley, S. B.**, Spriggs, A. D., Samudre, M., & Nicklow, K. (February 2019). *Generalization of Self-Instructional Behaviors by Training Sufficient Exemplars with Elementary Students with Intellectual Disability*. Poster presentation at Annual Women in Behavior Analysis Conference. Nashville, Tennessee.
23. Spriggs, A. D., **Shepley, S. B.**, & Sartini, E. C. (January 2018). *Effects of Embedding Video-based Instruction in Visual Activity Schedules*. Poster presentation at the 19th International Conference on Autism and Intellectual Disability & Developmental Disabilities of the Council for Exceptional Children: Division on Autism and Developmental Disabilities. Clearwater, Florida.
22. **Shepley, S. B.**, Spriggs, A. D., & Sartini, E. C. (January 2018). *Increasing self-instructional skills by embedding video-based instruction in visual activity schedules*. Lecture conducted at the 19th International Conference on Autism and Intellectual Disability & Developmental Disabilities of the Council for Exceptional Children: Division on Autism and Developmental Disabilities. Clearwater, Florida.
21. **Shepley, S. B.** (July 2017). *A behavioral analysis of transition curriculum: Utilizing natural motivating operations and contingencies*. Presentation conducted at Annual Kentucky Association for Behavior Analysis Conference: Education Across the Lifespan. Louisville: Kentucky.
20. Shepley, C., Allday, R. A., & **Shepley, S. B.** (May 2017). *The heterogeneity of behavior analysts preparation programs*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.
19. Shepley, C., **Shepley, S. B.**, & Lane, J. (May 2017). *Feasibility of evidence-based practices in schools: Recommendations for behavior analysts conducting applied research*. Poster

session presented at the meeting of Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.

18. **Shepley, S. B.**, Spriggs, A. D., & Samudre, M. (May 2017). *Increasing daily living independence using video activity schedules in middle school students with intellectual disability*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International. Denver, Colorado.
17. Spriggs, A. D. & **Shepley, S. B.** (November 2016). *Strategies to improve video-based self-instruction*. Hands-on demonstration conducted at the 51st Annual Kentucky Council for
16. 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*. Panel presentation conducted at the 39th Annual Council for Exceptional Children- Teacher Education Division Conference. Lexington, Kentucky.
15. **Shepley, S. B.** & Ayres, K. M. (May 2016). *Comparison of teacher- and student-delivered instruction for adolescents with intellectual disability*. In K. M. Ayres (Chair), Self-instructing with mobile technology for individuals with intellectual disability: Training to use the technology, implementation, and efficiency. Symposium conducted at the 42nd Annual Convention of the Association for Behavior Analysis International. Chicago, Illinois.
14. **Shepley, S. B.**, Ayres, K. M., & Wagner, L. (May 2015). *Effects of self-instruction with mobile technology when using video models compared to video prompts*. Poster session presented at the meeting of 41st Annual Convention of the Association for Behavior Analysis International. San Antonio, Texas.
13. Simmons, C. A., **Shepley, S. B.**, Ayres, K. M., Kroll, S., & Cook, K. (January 2015). *Evaluating preference and reinforcer effectiveness of iPad apps: Paired stimulus assessment and concurrent operants paradigm*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International: Autism Conference. Las Vegas, Nevada.
12. **Shepley, S. B.**, Alexander, J. L., Smith, K. A., & Ayres, K. M. (January 2015). *Comparison of probe procedures in the assessment of chained tasks*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International: Autism Conference. Las Vegas, Nevada.
11. Simmons, C. A., **Shepley, S. B.**, Wagner, L., & Ayres, K. A. (November 2014). *Challenges to the assessment and treatment of problem behavior maintained by access to rituals within a university outpatient clinic*. Student showcase presentation at the meeting of Annual Georgia- Association for Behavior Analysis Conference. Atlanta, Georgia.

10. 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*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International. Chicago, Illinois.
9. Alexander, J. L., Ayres, K. M., Smith, K. A., & **Shepley, S. B.** (May 2014). *Evaluating the effects of preference for final products when teaching chained tasks using video modeling*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International. Chicago, Illinois.
8. **Shepley, S. B.**, Smith, K. A., Ayres, K. M., & Alexander, J. L. (February 2014). *The use of video modeling to teach individuals with disabilities to film a video with an iPhone*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International: Autism Conference. Louisville, Kentucky.
7. Alexander, J. L., Ayres, K. M., Smith, K. A., & **Bereznak, S.** (April 2013). *Using video modeling on an iPad to teach generalized matching on a sorting mail task to adolescents with autism*. Poster session presented at the meeting of Annual Council for Exceptional Children Convention and Expo. San Antonio, Texas.
6. Alexander, J. L., Ayres, K. M., Mataras, G., **Bereznak, S.**, & Smith, K. (February 2013). *Potential threats to internal validity in probe procedures for change tasks: Review of the literature*. Poster session presented at the meeting of Annual Applied Behavior Analysis International: Autism Conference. Portland, Oregon.
5. Smith, K., Alexander, J. L., Ayres, K. M., Mataras, T., & **Bereznak, S.** (February 2013). *Natural opportunity probes*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International: Autism Conference. Portland, Oregon.
4. **Bereznak, S.**, Smith, K., Ayres, K. M., Alexander, J. L., & Mataras, T. (February 2013). *Self-instructional skills using mobile technology to learn functional skills*. Poster session presented at the meeting of Annual Convention of the Association for Behavior Analysis International: Autism Conference. Portland, Oregon.
3. **Bereznak, S.**, Ayres, K. M., Mechling, L., & Alexander, J. (May 2012). *Video self-prompting and mobile technology to increase daily living and vocational independence for students with autism spectrum disorders*. In H. I. Canella-Malone (Chair), Teaching adolescents and adults multi-component skills using video modeling and video prompting. Symposium conducted at the 38th Annual Convention of the Association for Behavior Analysis International. Seattle, Washington.
2. **Bereznak, S.** & Ayres, K. M. (April 2012). *Video self-prompting and mobile technology to increase daily living and vocational independence for student with autism spectrum disorders*. Poster session presented at the meeting of Annual Conference of the Council for Exceptional Children. Denver, Colorado.

1. ^Ayres, K. M., **Bereznak, S.** & Smith, M. (July 2010). *Assessment and treatment of challenging behaviors in children with autism*. Universidad Andina, Cuzco, Peru.



**Appendix A**  
Grant Submissions

**Grant Submissions**  
**Sally B. Shepley**  
**University of Kentucky**

**Funded (N=3)**

<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>September 2021</i></p> <p><b>Funded</b> 2022 - 2027</p>	<p>Co-PIs, Justin D. Lane, Amy D. Spriggs, &amp; <b>Sally B. Shepley</b>  <i>Unifying and Inspiring All Teachers to Yield Meaningful Growth in Children with Disabilities (UNITY)</i></p> <ul style="list-style-type: none"> <li>• Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K)</li> </ul> <p>Funded Amount: \$1,250,000.00</p>
<p><b>University of Kentucky</b> COE Internal Grant Submission</p> <p><i>March 2017</i></p> <p><b>Funded</b> May 2017 April 2018</p>	<p>PI, <b>Sally B. Shepley</b>  <i>Acquisition of Daily Living and Vocational Tasks using Student-Created Video Models</i></p> <p>Funded Amount: \$7,100.00</p>
<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>March 2017</i></p> <p><b>Funded</b> 2018 2022 NCE 2023</p>	<p>Co-PIs, Amy D. Spriggs, Justin D. Lane, &amp; <b>Sally B. Shepley</b>  <i>Training Interdisciplinary Educators to Support High-Needs Populations (TRIPLETS)</i></p> <ul style="list-style-type: none"> <li>• Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K)</li> </ul> <p>Funded Amount: \$1,250,000.00</p>

**Submitted (N=1)**

<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>June 2023</i></p>	<p>Co-PIs, <b>Sally B. Shepley</b>, Amy D. Spriggs, &amp; Justin D. Lane  <i>Building Special Education and Behavior Analytic Connections for Students with High-Intensity Needs (BEACON)</i></p> <ul style="list-style-type: none"> <li>• Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K)</li> </ul> <p>Funded Amount: \$1,250,000.00</p>
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**Not Funded (N=11)**

<p><b>NIH</b> Short Courses on Innovative Methodologies and Approaches in the Behavioral and Social Sciences (R25)</p> <p><i>April 2023</i></p>	<p>PI, Collin Shepley, Co-PIs <b>Sally Shepley</b> &amp; Amy Spriggs <i>Continuing to Do a Lot with a Little: Expanding Single-Case Designs to Rigorously Evaluate Generalized Treatment Effects</i> Amount Requested: \$836,573.00</p>
<p><b>IES</b> Transformative Research in the Education Sciences</p>	<p>PI, Amy-Spriggs; Co-PIs <b>Sally B. Shepley</b>, R. Allan Allday <i>Q-Me Behavioral Support System (Q-Me)</i> Amount Requested: \$1,604,696.00</p>
<p><b>IES</b> Special Education Research Grant- Development &amp; Innovation</p> <p><i>August 2020</i></p>	<p>PI, <b>Sally B. Shepley</b> Co-PI, Amy D. Spriggs <i>Own The Day (OTD): Self-managing adaptive behaviors for adolescents with low-incidence disabilities</i> Amount Requested: \$1,955,354.00</p>
<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>March 2020</i></p>	<p>Co-PIs, Amy D. Spriggs, <b>Sally B. Shepley</b>, &amp; Justin D. Lane <i>Training Interdisciplinary Behavioral Educators</i></p> <ul style="list-style-type: none"> <li>• Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K)</li> </ul> <p>Amount Requested: \$1,000,000.00</p>
<p><b>Dr. Scholl Foundation</b> VPR Internal Grant Submission</p> <p><i>November 2019</i></p>	<p>PI, <b>Sally B. Shepley</b> Co-PIs, Amy D. Spriggs, &amp; Collin Shepley <i>A Family Centered Model for Addressing Children's Severe Behavior</i> Amount Requested: Proposal did not include budget at this stage</p>
<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>July 2019</i></p>	<p>PI, <b>Sally B. Shepley</b> Co-PIs, Allison Levin &amp; Kathy Sheppard-Jones <i>Preparing Our Special Educators and Rehabilitation Counselors for Transition Services</i> Amount Requested: \$1,245,430.00</p>
<p><b>University of Kentucky</b> COE Internal Grant Submission</p> <p><i>March 2019</i></p>	<p>PI, <b>Sally B. Shepley</b> <i>A Review of the Assessment and Evaluation of Generalization Outcomes within Single Case Research Design</i> Amount Requested: \$7,500.00</p>

<p><b>NIH</b> Self-Management Interventions and Technologies to Sustain Health and Optimize Functional Capabilities (R01)</p> <p><i>January 2018</i></p>	<p>Kevin M. Ayres, <b>Sally B. Shepley</b>, Amy D. Spriggs, &amp; Samson Cheung <i>Optimizing Health and Independence for People with Disabilities Using Mobile Management</i> Amount Requested: \$2,371,855.00</p>
<p><b>University of Kentucky</b> VPR Internal Grant Submission</p> <p><i>March 2017</i></p>	<p>Co-PIs, Amy D. Spriggs &amp; <b>Sally B. Shepley</b> <i>Acquisition of self-instructional skills using behavior skills training</i> Amount Requested: \$19,686.00</p>
<p><b>IES</b> Special Education Research Grant- Goal 2</p> <p><i>May 2016</i></p>	<p>PI, Kevin M. Ayres Co-PIs, <b>Sally B. Shepley</b> &amp; Amy D. Spriggs <i>Preparing Professionals in Self-Instructional Curriculum for Life and Schools</i> Amount Requested: \$1,382,097.00</p>
<p><b>OSEP</b> Personnel Preparation Grant</p> <p><i>December 2015</i></p>	<p>Co-PIs, R. Allan Allday, Justin D. Lane, &amp; <b>Sally B. Shepley</b> <i>Preparing Educators and Related Service Providers to Evaluate, Educate, and Remediate Challenging Behaviors in Children with Disabilities</i> Amount Requested: \$1,230,349.00</p>