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 Professor
 Communication Sciences and Special Education
 The University of Georgia
 Board Certified Behavior Analyst (Lic. #1-10-7866)
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1. Academic history

- a. Tenured
- b. Administrative titles
 - 1. 2016-2017 Graduate Coordinator
 - 2. 2015- Co-Director: Center for Autism and Behavioral Education Research
- c. Graduate Faculty Appointment 2005
- d. Education
 - 1. 2005 Ph.D., Special Education: The University of Georgia
 - 2. 2000 M.A., Special Education, The University of Georgia
 - 3. 1998 B.A., Political Science, The University of Georgia
- e. Academic Positions, in chronological order
 - 1. 2015- Professor, Communication Sciences and Special Education, The University of Georgia
 - 2. 2015- Adjunct Professor, School Psychology, University of Georgia
 - 3. 2015- Co-Director of The University of Georgia Center on Autism and Behavioral Education Research
 - 4. 2010-2015 Associate Professor, Communication Sciences and Special Education, The University of Georgia
 - 5. 2005-2010 Assistant Professor, Communication Sciences and Special Education, The University of Georgia
 - 6. 2003-2005 Lecturer Special Education, The University of Georgia
 - 7. 2000-2003 Adjunct Instructor Special Education, The University of Georgia
- f. Other Professional Employment
 - 1. 2000-2002. Classroom teacher: middle school students with severe autism, Gwinnett County Public Schools

2. Resident instruction and continuing education

a. Resident undergraduate instruction

SPED 3040: Introduction to Individuals with Disabilities
 SPED 3050: Introduction to Classroom Behavior Management
 SPED 4040 & Lab: Special Education Technology
 SPED 4050 Managing Severe Aggressive Behaviors in the School and Community
 F14=20, F13=16, F12=19, F11=14, F09=19
 SPED 4120 Instructional Methods for Students with Severe Disabilities
 Sp09=20, Sp08=23
 SPED 4440 Practicum in Special Education

b. Resident graduate instruction

SPED 6050 Managing Severe Aggressive Behaviors in the School and Community
 F14=6, F13=10, F12=15, F11=2 F09=4,
 SPED 8320 (7000) Ethics for Behavior Analysts
 Su 20= 23, Su 19=20; Su 18=22 Su17=20; May 16= 15; May 15= 15 May14=19
 SPED 7210 Behavioral Methods of Instruction
 S15=12, S14=15
 SPED 7225 Curriculum and Community Based Instruction
 F13=4, Sp11= 8, Sp10=4 Sp09=9,
 SPED 7230 Advanced Applied Behavior Analysis
 F 24=31, F 23=29, F22=28, F21=39, F20= 30, F19= 22;F18=30, F17=36;
 F16=25; F15=22, F14=31, F13=41, F12=25, F11=25, F10=31, F09, Sp09= 8,
 F08=7, Sp08=21, Sp07=9
 SPED 7240 Methods in Transition Planning
 F12=8, F11=4, Sp10=10, F09=9
 SPED 7440 Advanced Practicum in Special Education
 F14=7, F13=7, Su13=12, Sp13=12,
 SPED 7500 Advanced Special Education Technology
 SPED 7810 Philosophical Foundations in Behavior Analysis
 Su26=13 Su25=16 Su24=15 Su23=19, Su22=19, F21=17,
 SPED 8370 Single Subject Research Design
 Sp, 26= 15, Sp 25=20, Sp 24=18, Sp23=20, Sp22=35, Sp 21=33, Sp20=30,
 F18=28; F17=20, Sp16= 16, F15= 20, Su14=18, Su13=10, Su12=14, Su11=17,
 Su10=9, Su08=16, Su07=10

c. Distance learning instruction

SPED 2000 Survey of Special Education
 SPED 3040 Introduction to Individuals with Disabilities
 SPED 3050: Introduction to Classroom Behavior Management
 SPED 4040 & Lab: Special Education Technology
 SPED 7230 Advanced Applied Behavior Analysis
 SPED 7240 Methods in Transition Planning
 SPED 7810 Philosophical Foundations in Behavior Analysis
 SPED 8320 Ethics for Behavior Analysts

3. Scholarly activities

a. Books

Ayres, K.M. & Whiteside, E.E. (2018) How to use Technology to Teach Students with Autism. Austin: Pro-Ed

b. Chapters in books (n=18)

1. Mercado Baez, A.N., Elliott, T.C., Morris, N.J., & **Ayres, K.M.** (2025). Organizational strategies for Picture Exchange Communication System (PECS) implementation: Insight from the classroom. In B. Cook & T. Landrum (Eds.), *Advances in Learning and Behavioral Disorders – Volume 34 A: Case Studies on Empirically Validated Practices for Improving Academic and Communication Outcomes* (pp. 131-146). Emerald Publishing Limited. <https://doi.org/10.1108/S0735-004X2025000034A008>
2. **Ayres, K.M.**, Butler, A., & Morgan, G. (in press). Differential reinforcement. In R. Pennington (Ed.) *Applied Behavior Analysis for Everyone: Basic principles and practices explained by applied researchers that use them. 2nd Edition..* Autism Asperger Publishing Company.
3. Ledford, J.R., & **Ayres, K.M.** (2024). Establishing internal validity via within-study replication. In J.R. Ledford & D.L. Gast. *Single Case Research Methodology: Applications in Special Education and Behavioral Sciences (4th ed.)*. Routledge. <https://doi.org/10.4324/9781003294726>
4. **Ayres, K.M.** (2024). Single case experimental designs. In H. Roane, A. Craig, J. Ringdahl, & A. Craig. *Translational Perspectives on Applied Behavior Analysis*.
5. **Ayres, K.M.**, Tyson, K., White, E.N., & Herrod, J.L., (2021). Improving skills to empower community access and increase independence. In P. Sturmey and R. Lang. *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities*. Springer.
6. Travers, J.C., Forbes, H.J., Johnson, J.V., & **Ayres, K.M.** (2020). Inclusion and students with severe, sensory, and multiple impairments. In J. Kaufman *On Educational Inclusion*. Taylor and Francis.
7. Cagliani, R., Greenway, C., & **Ayres, K.M.**, (2019). In R. Pennington (Ed.) Punishment. *Applied Behavior Analysis for Everyone: Basic principles and practices explained by applied researchers that use them*. Autism Asperger Publishing Company.

8. **Ayres, K.M.**, Quinland, K., Butler, A., & Cagliani, R. (2019). Differential reinforcement. In R. Pennington (Ed.) *Applied Behavior Analysis for Everyone: Basic principles and practices explained by applied researchers that use them*. Autism Asperger Publishing Company.
9. **Ayres, K.**, Shepley, S. B., Cagliani, R. R., & Whiteside, E. (2019). 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). Oviedo, FL: Knowledge by Design.
10. Spriggs, A., **Ayres, K.M.**, Trump, C., & Taylor, C. (2018). Building programs focused on daily living and adult independence. In Chiang, H., *Curricula for Teaching Students with Autism Spectrum Disorders*. Springer.
11. Ardoin, S.P. & **Ayres, K.M.** (2017). Increasing probability of publishing your behavioral research. In Floyd, G. (Ed.), *Publishing in School Psychology and Related Fields: An Insider's Guide*. Taylor & Francis.
12. **Ayres, K. M.**, Travers, J.C., Shepley, C., & Cagliani, R. (2017). Video based instruction for learners with autism. In J.B. Leaf (Ed.), *Handbook of Social Skills and Autism Spectrum Disorder-Assessment, Curricula, and Intervention*. Springer.
13. Travers, J.C., **Ayres, K.M.**, Simpson, R., & Crutchfield, S. (2016). Fad, pseudoscientific, and controversial interventions. In R. Lang, T. Hancock, & N.N. Singh (Eds.), *Early Intervention for Young Children with Autism Spectrum Disorders*, Springer.
14. **Ayres, K.M.**, Shepley, C., & Douglas, K.P. (2016). Assistive and instructional technology for individuals with autism. In. R. Simpson (Ed.). *Educating Children and Youth with Autism: Strategies for Effective Practice*.
15. **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*. Springer International Publishing. 10.1007/978-3-319-20872-5
16. **Ayres, K. M.** & Ledford, J.R. (2014). Measurement. In D. L. Gast & J.R. Ledford (Eds.), *Single Subject Research in Behavioral Sciences, 2nd Edition*. NY: Routledge Publishers.

17. **Ayres, K. M.** & Gast, D. L. (2010). Measurement. In D. L. Gast (Ed.), *Single Subject Research in Behavioral Sciences*. NY: Routledge Publishers.

18. **Ayres, K. M.**, Langone, J., & Douglas, K. (2009). Literacy and assistive technology supports for students with cognitive disabilities: Identification of supports and structural analysis. In L.T. Wee Hin & R. Subramaniam (Ed.) *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges*. Hershey, PA: Information Science Reference.

c. Monographs

1. **Ayres, K. M.** & Langone, J. (2005). Evaluation of software for functional skills instruction blending best practice with technology. Reprinted in C. L. Warger, (Ed.) *Technology and Media for Access the Curriculum: Instructional supports for Students with disabilities*. Arlington, VA: Technology and Media Division of the Council for Exceptional Children.

d. Journal articles (n=100 published or in press)

*Per VPAA guidelines, publications that were subjected to stringent editorial (peer) review are marked with an *, invited publications are marked with a **, papers published with students are marked with ^.*

In Press

2026

1. **^*Ayres, K. M.**, & Elliott, T. C. (2026). What's in a label? On the justification for complete participant descriptions. *Research and Practice for Persons with Severe Disabilities*.
2. **^*Elliott, T. C.**, Wise, C. N., **Ayres, K. M.**, Torelli, J. & Ringdahl, J. E. (2026). Matched sensory stimulation to reduce automatically maintained challenging behavior: A systematic review and meta-analysis. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-025-01140-2>
3. **^*Mercado Baez, A. N.**, Grullon, A. L., Elliott, T. C., & **Ayres, K. M.** (2026). A preliminary evaluation of language preference between Spanish and English with PECS users. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-025-01141-1>

2025

4. *^Gilroy, S.P., Ledford, J.R., Elliott, T.C., **Ayres, K.M.**, & McGill, F. (2025). Extending the Single Case Analysis Review Framework (SCARF-UI): A review and discussion. *Journal of Applied Behavior Analysis*,
5. *^White, E.N., Snyder, S.K., Cagliani, R.R., & **Ayres, K.M.** (2025). Simultaneously training multiple AAC modalities: Evaluation on acquisition and preference. *Education and Training in Autism and Developmental Disabilities*
6. *^Miller, S. B., Snyder, S. K., **Ayres, K. M.**, & Cagliani, R. R. (2025). The effect of magnitude on the displacement of leisure items by edible items. *Journal of Applied Behavior Analysis*, 58(2), 464-473.
7. *Travers, J. & **Ayres, K.M.**, (2025). Using video modeling to teach students with autism. *Teaching Exceptional Children*.
8. *^Britt, J., Elliott, T.C., Snyder, S.K., & **Ayres, K.M.** (2025). Manipulating motivation to evaluate the effects of an error correction procedure used to increase correct discrimination of requests. *Single Case in the Social Sciences*, 2, 11-25.

2024

9. *Snyder, S.K., & **Ayres, K.M.** (2024). Assessment and treatment of multiply maintained problem behavior dependent on the time of day. *Neurodevelopmental Rehabilitation*, 27, 320-327.
10. *^Bahry, S., Gerhardt, P.F., Weiss, M.J., Driscoll, N.M., Leaf, J.B., **Ayres, K.M.**, & Cauchi, J. (2024). Improving outcomes for adults with ASD by targeting meaningful skill acquisition goals: A review of the literature and available assessments and curricula. *Review Journal of Autism and Developmental Disorders*, 1-20.
11. *^ Elliott, T.C., Wise, C., Abt, K.A., Drives, M.G., Cagliani, R., & **Ayres, K.M.**, (2024). Evaluation of the effects of the Picture Exchange Communication System protocol on problematic behavior across the school day. *Journal of Developmental and Physical Disabilities*, (online first).
<https://doi.org/10.1007/s10882-024-09999-9>
12. *^White, E.N., Snyder, S.K., Cagliani, R.R., & **Ayres, K.M.** (2024). Evaluation of the effects of lag schedules on response variability with multimodal communication. *Journal of Developmental and Physical Disabilities*,
13. *^Bahry, S., Gerhardt, P. F., Weiss, M. J., Leaf, J. B., & **Ayres, K. M.** (2024). Improving goals written for individuals with autism: Preliminary

- results on assessing meaningfulness and relevance to adulthood. *Behaviora Interventions*, 39(3), e2006. <https://doi.org/10.1002/bin.2006>
14. ¹⁴^Snyder, S. K., Griffin, M. L., & **Ayres, K. M.** (2024). Assessment and treatment of multiply maintained self injury for a visually impaired elementary student with autism. *Behavioral Interventions*, 39(3), e2011. <https://doi.org/10.1002/bin.2011>
 15. ¹⁵^Elliott, T.-C., **Ayres, K.**, Hart, J., & Ledford, J. (2024). Systematic review of gaps in single case design research: Evaluation of study quality and rigor using the Single Case Analysis and Review Framework. *Single Case in the Social Sciences*, 1(1), 61–83. <https://doi.org/10.15763/issn.1936-9298.2024.1.1.61-83>
 16. ¹⁶^ Snyder, S. K., Herrod, J. L., Whiteside, E. E., & **Ayres, K. M.** (2024). Functional Communication Training Including Discrimination and Tolerance to Denial for Elementary Age Students With Autism. *Focus on Autism and Other Developmental Disabilities*, 0(0). <https://doi.org/10.1177/10883576231223154>
 17. Pollack, E.G., Mercado-Baez, A., **Ayres, K.M.**, Ringdahl, J.E. (in press). Social attention as method to increase physical activity: effects on academic engagement. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-024-09571-7>

2023

18. Mercado Baez, A.N., Elliott, T.C., & **Ayres, K.M.** (2023). Using teacher-led games to increase the step count of young children at recess. *Journal of Applied Behavior Analysis* doi: 10.1002/jaba.1023. Epub ahead of print. PMID: 37773754.
19. ¹⁹^Foster, H., Elliot, T.C., & **Ayres, K.M.** (2023). Using a tag as a stimulus prompt to increase correct dressing orientation. *Research and Practice in Severe Disabilities*, 48(4), 203-214. <https://doi.org/10.1177/15407969231205849>
20. ²⁰^Elliott, T. C., Zawoyski, A. M., & **Ayres, K. M.** (2023). Using direct and indirect functional assessments to guide the selection of individualized academic interventions. *Journal of Behavioral Education*, 1–37. <https://doi.org/10.1007/s10864-023-09511-x>
21. ²¹^Layman, L.N., Ray, L.C., **Ayres, K.M.**, & Ringdahl, J.E. (2023). Effects of Tier 1 Class-Wide Function-Related Intervention Teams (CW-FIT) on On-task Group Behavior in a Preschool Classroom. *Behavior modification*, 1454455221149334 .
22. ²²^Herrod, J.L., Snyder S.K., Hart, J.B., Frantz, S.J., **Ayres, K.M.** (2023) Applications of the Premack Principle: A review of the riterature. *Behavior*

Modification, 47(1), 219-246. doi: 10.1177/01454455221085249. Epub 2022 Mar 31. PMID: 35354379.

2022

23. *^Simmons, C. A., Ardoin, S. P., **Ayres, K. M.**, & Powell, L. E. (2022). Parent-implemented self-management intervention on the on-task behavior of students with autism. *School Psychology*, 37(3), 273-284.
<https://doi.org/10.1037/spq0000501><<https://psycnet.apa.org/doi/10.1037/spq0000501>
24. *^Finn, C. E., Ardoin, S. P., & **Ayres, K. M.** (2022, online). Effects of Incremental Rehearsal on Sight Word and Letter Acquisition among Students with Autism and Cognitive Impairment. *Journal of Applied School Psychology*, <https://doi.org/10.1080/15377903.2022.2113946>

2021

25. *Ledford, J.R., Lambert, J.M., Barton, E.E., **Ayres, K. M.** (2021). The evidence base for individuals with ASD: A call to improve practice conceptualization and synthesis. *Focus on Autism and Other Developmental Disorders*.
<https://doi.org/10.1177/10883576211023349>
26. *^White, E. N., **Ayres, K. M.**, Snyder, S. K., Cagliani, R. R., & Ledford, J. R. (2021). Augmentative and alternative communication and speech production for individuals with ASD: A systematic review. *Journal of Autism and Developmental Disabilities*.
27. *^Whiteside, E., **Ayres, K. M.**, Ledford, J.R., & Trump, C. E. (2021). Evaluating the use of video- and computer-based technology supports to facilitate small group instruction, *Education and Training in Autism and Developmental Disabilities*.
28. *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*,

2020

29. *^Trump, C., Herrod, J., **Ayres, K.**, Ringdahl, J., Best, L. (2020). Behavioral momentum theory and humans: A review of the literature. *The Psychological Record*. <https://doi.org/10.1007/s40732-020-00430-1>
30. *Snyder, S. & **Ayres, K.M.** (2020). Investigating the usage of reading curriculum-based measurement (CBM-R) to formatively assess the basic reading skills of

students with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 55(1), 60-74.

31. ^Dubin, A., Lieberman-Betz, R., Zavoyiski, A. M. & **Ayres, K.M.** (2020). The effects of prelinguistic milieu teaching implemented in classrooms for preschoolers with or at-risk for autism spectrum disorder. *Focus on Autism and Other Developmental Disorders*, 35, 79-89.

2019

32. ^Cagliani, R.R., **Ayres, K.M.**, Ringdahl, J.E., & Whiteside, E. (2019). The effect of delay to reinforcement and response effort on response variability for individuals with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, 31, 55-71.
33. ^Paff, M., Trump, C. E., Wunderlich, K., Harrison, A., & **Ayres, K.** (2019). Development and evaluation of the evidence-based practice classroom observation measure, *Behavioral Interventions*, 34, 163-180. DOI: 10.1002/bin.1662
34. ^Trump, C. E., & **Ayres, K.** (2019), Autism, insurance, and discrimination: The effect of an autism diagnosis on behavior analytic services, *Behavior Analysis in Practice*. 10.1007/s40617-018-00327-0
35. ^Trump, C. E., **Ayres, K. M.**, Quinland, K. K., & Zabala, K. A. (2019). Differential reinforcement without extinction: A review of the literature. *Behavior Analysis: Research and Practice*. Advance online publication. <https://doi.org/10.1037/bar0000169>
36. ^Warren, T., Cagliani, R.R., Whiteside, E., & **Ayres, K.M.** (2019). Effect of task sequence and preference on on-task behavior. *Journal of Behavioral Education*, Advanced online publication. doi:10.1007/s10864-019-09358-1

2018

37. ^Ganz, J. & **Ayres, K.M.** (2018). Methodological standards in single-case experimental design: Raising the bar. *Research in Developmental Disabilities*, 79, 3-9.
38. ^Trump, C. E., Pennington, R. C., Travers, J.T., Ringdahl, J.E., Whiteside, E.W., & **Ayres, K.M.** (2018). Applied behavior analysis in special education: Misconceptions and guidelines for use. *Teaching Exceptional Children*, 50, 381-393.

39. ^{^^}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, 264-275.

2017

40. ^{^^}Alexander, J., **Ayres, K.M.**, Shepley, S., Smith, K.A., & Ledford, J. (2017). Comparison of Probe Procedures in the Assessment of Chained Tasks, *Psychological Record*, 67, 547-557.
41. ^{^^}Cagliani, R., **Ayres, K.M.**, Whiteside, E., & Ringdahl, J.R. (2017). Picture exchange communication system and delay to reinforcement. *Journal of Developmental and Physical Disabilities*, 29, 925-939.
42. ^{^^}Shepley, S. B., Smith, K. A., **Ayres, K. M.**, & Alexander, J. L. (2017). The use of video modeling to teach individuals with disabilities to film a video on an iPhone. *Education and Training in Autism and Developmental Disabilities*, 52, 158-169.
43. ^{^^}Snyder, S., Knight, V., **Ayres, K.**, Mims, P., Sartini, E. (2017). Single case design elements in text comprehension research for students with developmental disabilities. *Education and Treatment in Autism and Developmental Disabilities*, 52,
44. ^{^^}Schwartz, R. W., Ayres, K. M., & Douglas, K. H. (2017). Effects of music on task performance, engagement, and behavior: A literature review. *Psychology of Music*, DOI: <https://doi.org/10.1177/0305735617691118>
45. ^{*} Shepley, C., Lane, J.D., **Ayres, K.**, & 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

2016

46. ^{^^}Lane, J. D., Ledford, J. R., Mataras, T. K., **Ayres, K. M.**, & Davis, A. B. (2016). Brief report: A rapid coaching intervention for teaching naturalistic strategies. *Journal of Early Intervention*, 38, 135-150.
47. ^{*}Chai, Z., **Ayres, K.M.** & Vail, C. (2016). Using an iPad app to improve phonological awareness skills in young English language learners with disabilities. *Journal of Special Education Technology*, DOI: 10.1177/0162643416633332

48. ^{*}^Ricciardelli, L. & **Ayres, K.M.** (2016). The standard of proof of intellectual disability in Georgia: The execution of Warren Lee Hill. *Journal of Disability Policy Studies*,
 49. ^{*}Mason, R.A., Davis, H.S., **Ayres, K.M.**, Davis, J.L., & Mason, B.A. (2016). Video self-modeling for individuals with disabilities: A best-evidence, single case meta-analysis. *Journal of Physical and Developmental Disabilities*, (accepted, March 2016).
 50. ^{*}^Smith, K.A., **Ayres, K.M.**, Alexander, J.A., Ledford, J., Shepley, C. & Shepley, S., (2016). Initiation and generalization of self-instructional skills in adolescents with autism and intellectual disability. *Journal of Autism and other Developmental Disabilities*, 46, 1196-1209.
- 2015**
51. ^{*}Douglas, K.H., **Ayres, K.M.**, & Langone, J. (2015). Comparing self-management strategies delivered via an iPhone to promote grocery shopping and literacy. *Education and Training in Autism and Developmental Disabilities*, 50, 446-465.
 52. ^{*}Travers, J. & **Ayres, K.M.** (2015). A critique of presuming competence for learners with autism and other developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 50, 371-387.
 53. ^{*}^Mechling, L. C., **Ayres, K.M.**, Foster, A. L., & Bryant, K. J., (2015). Evaluation of generalized performance across materials when using video technology by students with autism spectrum disorder and moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 30, 208-221.
 54. ^{*}Smith, K. A., Shepley, S. B., Alexander, J. L., & **Ayres, K. M.** (2015). The independent use of self-instruction for the acquisition of untrained multi-step tasks: A review of the literature. *Research in Developmental Disabilities*, 40, 19-30.
 55. ^{*}Ledford, J. R., **Ayres, K.M.**, Lane, J.D., Lam, M. (2015). Identifying issues and concerns with the use of interval-based systems in single case research: A pilot simulation study. *Journal of Special Education*, 49, 104-117.
 56. ^{*}^Mechling, L. C., Bryant, K. J., Spencer, G. & Ayres, K. M., (2015). Comparison of methods for demonstrating passage of time when using computer-based video prompting. *Education and Training in Autism and Developmental Disabilities*, 50, 56-70
 57. ^{*}^Smith, K.A., **Ayres, K.M.**, Mechling, L., Alexander, J.L., Mataras, G., & Shepley, S. (2015). The effects of a system of least prompts with video prompting to teach

office tasks to individuals with moderate intellectual disability. *Career Development and Training for Exceptional Individuals*, 38, 39-49.

58. ^*Alexander, J., **Ayres, K.M.**, & Smith, K.A. (2015). Training teachers in evidence based practice for individuals with autism spectrum disorder: A review of the literature. *Teacher Education and Special Education*, 38, 13-27.
59. ^*Smith, K. A., Shepley, S.B., Alexander, J. L., Davis, A.B. & **Ayres, K.M.** (2015). Self-instruction using mobile technology to learn functional skills. *Research in Autism Spectrum Disorders*, 11, 93-100.

2014

60. ^*Chai, Z., Vail, C. O. & Ayres, K. M. (2014). Using an iPad Application to Promote Early Literacy Development in Young Children with Disabilities. *Journal of Special Education*. 48, 268-278. doi:10.1177/0022466913517554
61. ^*Mechling, L. C., **Ayres, K. M.**, Bryant, K. J., & Foster, A. L. (2014). Continuous video modeling to assist with completion of multi-step home living tasks by young adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 49, 368-380.
62. ^*Mechling, L. C., **Ayres, K. M.**, Bryant, K. J., & Foster, A. L. (2014). Comparison of the effects of continuous video modeling, video prompting, and video modeling on task completion by young adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 49, 491-504.
63. ^*Alexander, J. L., Smith, K. A., Mataras, T., Shepley, S. B., & **Ayres, K. M.** (2014). Potential threats to internal validity in probe procedures for chained tasks: A meta-analysis and systematic review of the literature. *The Journal of Special Education*, 49, 135-145. DOI: 10.1177/0022466914550096
64. ^*Mechling, L.C., **Ayres, K. M.**, Purrazzella, K., & Purrazzella, K. (2014). Continuous video modeling to prompt completion of multi-component tasks by adults with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 49, 3-16.
65. ^*/^Luke, S., Vail, C.O., & **Ayres, K.M.**, (2014). Using antecedent physical activity to increase on-task behavior in young children. *Exceptional Children*, 80, 489-503.

2013

66. ^Mechling, L. C., **Ayres, K. M.**, Foster, A. L. & Bryant, K. J., (2013). Comparing the Effects of Commercially Available and Custom-Made Video Prompting for Teaching Cooking Skills to High School Age Students with Autism. *Remedial and Special Education*, 34, 371-383.
67. ^Alexander, J.A., **Ayres, K.M.**, Smith, K.A., Bereznak, S., & Mataras, G. (2013). Using video modeling to teach generalized matching on a sorting mail task for adolescents with autism. *Research in Autism Spectrum Disorders*, 7, 1346-1357.
68. ^Mechling, L.C., Foster, A.M., & **Ayres, K.M.** (2013) Navigation between menu screens and multiple touch points on a touch screen tablet to access and complete multi-step tasks using video prompting. *Inclusion*, 1, 121-132.
69. ^Smith, M., **Ayres, K. M.**, Mechling, L., & Smith, K. (2013). A comparison of the effects of video modeling with narration versus video modeling without narration on the functional skill acquisition of adolescents with autism. *Education and Training in Autism and Developmental Disabilities*, 14, 165-179.
70. ^Dutlinger, C., **Ayres, K. M.**, Davis, A. B. & Douglas, K. (2013). The effects of a picture prompt reminder system to increase completion of task verbal directives for students with intellectual disabilities. *Focus on Autism and Developmental Disabilities*, 28, 32-43.
71. */****Ayres, K.M.**, Mechling, L.M., Sansosti, F. (2013) The use of mobile technologies to assist with life skills/independence of students with moderate/severe intellectual disability/autism spectrum disorder. *Psychology in the Schools*, 50, 259-271. DOI: 10.1002/pits.21673 Invited.

2012

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73. ****Ayres, K.M.** (2012). Reconciling ecological educational planning with access to the common core: Putting the cart before the horse. *Research and Practice for Persons with Severe Disabilities*, 37, 153-156. Invited.
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2011

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2010

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82. ^{*/^}**Ayres, K. M.** & Cihak, D. F. (2010). Computer and video based simulation of food preparation skills: Acquisition, generalization and maintenance. *Intellectual and Developmental Disabilities*, 48, (3), 195-208.

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2009

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2008

88. **/***Ayres, K. M.** & Langone, J. (2008). Video Supports for Teaching Students with Developmental Disabilities and Autism: Twenty Five Years of Research and Development, *Journal of Special Education Technology, 23*(3), 1-8.
89. *Carson, K. D., Gast, D. L., & **Ayres, K. M.** (2008). Effects of a photo activity schedule book on independent task changes by students with intellectual disabilities in community job sites. *European Journal of Special Needs, 23*, 269-279.
90. **/***Ayres, K. M.** (2008). Teaching functional behavior assessment via anchored instruction: Turning popular television into a college teaching medium. Associate Editor Column. *Journal of Special Education Technology, 23*(2), 55-55.

2007

91. ***Ayres, K. M.** & Langone, J. (2007). A comparison of video-modeling perspectives for students with autism. *Journal of Special Education Technology*, 22, 15-30.
92. **^Ledford, J., Gast, D. L., Luscre, D. & Ayres, K. M.** (2007). Observational and incidental learning for children with autism during small group instruction. *Journal of Autism and Developmental Disabilities*, 38, 86-103.
93. **^Spriggs, A. D., Gast, D. L., & Ayres, K. M.** (2007). Using picture activity schedule books to increase on-schedule and on-task behaviors. *Education and Training in Developmental Disabilities*, 42, 209-223.

2006

94. **^Ayres, K. M.,** Langone, J., Boon, R., & Norman, A. (2006). Computer based instruction for purchasing skills. *Education and Training in Developmental Disabilities*, 41, 253-263.

2005

95. ***Ayres, K. M.** & Langone, J. (2005). Using video for instruction of students with autism: A review of the literature. *Education and Training in Developmental Disabilities*, 40, 183-196.
96. ***Blankenship, T., Ayres, K. M. & Langone, J.** (2005). Effects of computer-based cognitive mapping on reading comprehension for students with emotional behavior disorders. *Journal of Special Education Technology*, 20, 15-24.

2004

97. ****Burke, M. D., Ayres, K. M., & Hagan-Burke, S.** (2004). Preventing school-based antisocial behaviors with positive behavioral supports. *The Journal of Early and Intensive Behavioral Intervention*, 1, 66-74.
98. ***Simpson, A., Langone, J., & Ayres, K. M.** (2004). Embedded video and computer based instruction to improve social skills for students with autism. *Education and Training in Developmental Disabilities*, 39, 240-252.
99. ***Hutcherson, K., Langone, J., Ayres, K. M. & Clees, T** (2004). Computer assisted instruction to teach item selection in grocery stores: Assessment of acquisition and generalization. *Journal of Special Education Technology*, 19, 33-42.

2002

100. ***Ayres, K. M.**, & Langone, J. (2002). Acquisition and generalization of purchasing skills using a video enhanced computer instructional program. *Journal of Special Education Technology*, 17, 15-28.

e. Bulletins or reports

1. **Ayres, K. M.** & Langone, J. (2005). Evaluation of software for functional skills instruction blending best practice with technology. *Technology in Action*, 1(5), 1-8.
2. ^Douglas, K. H. & **Ayres, K. M.** (2009). Creating your own electronic text to support text comprehension by students with moderate to severe disabilities. *Technology in Action*, 4(1), 1-8.

f. Encyclopedia entries

1. **Ayres, K. M.** (2018) Anchored instruction. *Sage Encyclopedia of Intellectual and Developmental Disorders*. Ed. Ellen Braaten.

g. Works submitted

1. Herrod, J., White, A., Cagliani, R., Quinland, **K., Ayres, K.** (Under review). The effects of differential reinforcement of other behaviors for multiple behaviors in a classroom setting for students with autism spectrum disorder.
2. Snyder, S.K., White, E.N., Hart, A.J., & **Ayres, K.M.** (Under review) The effects of a variable momentary DRO on the reduction of disruptions: A replication.
3. Snyder, S.K., Mercado-Baez, A., & **Ayres, K.M.** (Under review) Assessment and treatment of challenging behavior maintained by multiple social functions: a review of the literature.
4. Ayres, K. M., Cagliani, R., & Courtade, G., (In review). The autism teacher crisis: What happens with ABA, insurance, and schools collide.

h. Works in preparation

1. Snyder, S. K., Herrod., J., Caito, K., Whiteside, E., Ayres, K., (In preparation). A synthesized approach to functional communication training including discrimination and tolerance to denial.

i. Data being collected

1. Elliott, T.C., Wise, C.N., Abt, K., Drives, M., Cagliani, R., & Ayres, K.M. (2022). Evaluation of the Effects of the Picture Exchange Communication System on Problematic Behaviors Throughout the School Day.
2. Elliott, T.C., Mercado Baez, A.N. & Ayres, K.M. (2022). Application of Strategic Incremental Rehearsal Flashcard Method to Teach Students with Autism.

3. Garman, J., Morlino, R.M., Elliott, T.C., & Ayres, K.M. (2022). Further Validation of Language for Learning to Teach Children with Autism Various Language Skills.

j. Unpublished Manuscripts

1. Travers, J.C., Ayres, K., Trump, C., & Cagliani, R. (unpublished). An experimental analysis of the rapid prompting method for communication.

k. Creative contributions other than formal publications

Ayres, K. M. (2005). Social Skills Instruction via Computer Based Training. Computer program designed to use video modeling to teach social skills to children with autism.

Ayres, K.M. (2004). Priming Probe. Computer program designed to experimentally present and evaluate student responses to computer mediated primes. Used in Ayres & Langone, 2007.

Ayres, K.M. (2000). Dollar Plus 2002. Computer program designed to teach students how to purchase items in a from a cashier. Used in Ayres, Langone, Boon & Norman, 2006 and in Ayres & Langone, 2002.

4. Grants and Contracts Received (Total funding \$8,747,357)

(dates, amounts, principal investigator or co-principal investigator)

Awarded Grants as author:

Ayres, K.M., (Principal Investigator) Elliott, T.C., Ledford, J., & Gilroy, S.

Ayres, K.M. (Principal Investigator) & Elliott, T.C. Single Case Design Focus Groups. The University of Georgia, Mary Francis Early College of Education. Pushing the Grant Forward. \$15,000.

Ayres, K.M., (Principal Investigator) Morgan, G., & Elliot, T.C. Read Aloud Interventions for Children With ID. Sandra Deal grant. \$50,000. 2024

Ayres, K. M. (Principal Investigator, Director) & Davis, A. (Co-principal Investigator). CABER Scholar. U.S. Department of Education, Office of Special Education Programs. Grant #H325K180151; \$1,141,076 (2019-2024).

Ayres, K. M. (Principal Investigator, Director) & Ardoin, S. (Co-principal Investigator). Analysis, Interpretation, Instruction, and Management (AIIM). U.S. Department of Education, Office of Special Education Programs. Grant #H325K130306; \$1,250,466 (2013-2019).

Ayres, K. M. (Principal Investigator, Director) & Rieber, L. (Co- principal Investigator) (2010). *iSkills: The Audio/Video Repository for Life Skills*. U. S. Department of Education. Institute of Education Science. (Grant# R324A1000094) 1,195,000 (2010-2014).

Ayres, K. M. (Principal Investigator, Director) & Gast, D. L. (Co-Principal Investigator) (2009). *Collaborative Adolescent Autism Teacher Training*, U.S. Department of Education, Office of Special Education Programs. Grant #H325k090243; \$792,550 (2009-2013)

Langone, J. (Co-Principal Investigator), **Ayres, K.M.** (Co-Principal Investigator, Director) & Davis, A. B. (2006). *National Center for the Study of Supported Text in Electronic Learning Environments*, Department of Education, Office of Special Education Programs CFDA# 84.324R. \$72,000 (sub-contract to University of Oregon, Lynn Anderson, Principal Investigator) (2006-2010)

Ayres, K. M. (Principal Investigator). *Variables in Video Modeling*. The University of Georgia Faculty Research Grants. \$5,000 (2006-2007).

Davis, A. (Co-Principal Investigator), **Ayres, K. M.** (Co-Principal Investigator) Coordinator), Langone, J. (Principal Investigator). *SPECTRUM: Special Education Certification Training and Mentoring. Office of Innovation and Improvement*, Grant# U350B040014. Total grant award \$2,442,958 (2004-2010).

Ayres, K. M. (Co-Principal Investigator) & Campbell, J. (Co-Principal Investigator). *Improving Social Skills Using Computer-Based Intervention*. Organization on Autism Research. Total grant award: 25,529 (2005).

Grants as consultant:

Truong, A.M. & McClimmon, D. (Principal Investigators), **Ayres, K.M.**, (consultant). *The Pocket Potty Program-Toilet Training for Children with Developmental Disabilities*. (2012). U.S. Department of Education. National Institute on Disability and Rehabilitation Research. Grant# . (\$4,222).

Contracts as Author (more than \$3.2 million)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER Academic. Total contract: 327,807 (2023-2024)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK. Total contract: 179,856 (2023-2024)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER Academic. Total contract: 155,856 (2022-2023)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK. Total contract: 155,856 (2022-2023)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER K-5. Total contract: 266,100 (2022-2023)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER K-5. Total contract: 266,100 (2021-2022)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK. Total contract: 136,940 (2021-2022)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER Covid-Compensatory. Total contract: 26,398 (2021-2022)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK-5 Demonstration classrooms. Total contract: 356,664 (2020-2021)

Ayres, K.M. (Principal-Investigator) & Ringdahl, J. (2019-2020). Total contract (19,190). Clinical consultation and specialized cases in Georgia. Florida Autism Center.

Ayres, K.M. (Principal-Investigator). No Columns. Total contract: 36,280. (2019-2020)

Ayres, K.M. (Principal-Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK-5 Demonstration classrooms. Total contract: 333,807 (2019-2020)

Ayres, K.M. (Principal-Investigator), Davis, A.D. (Co-Principal Investigator), Cagliani, R. (Co-Principal Investigator). CABER West Jackson Demonstration classroom. Total contract: 128,275 (2018-2019)

Ayres, K.M. (Principal-Investigator), Davis, A.D. (Co-Principal Investigator), Cagliani, R. (Co-Principal Investigator). CABER PK-5 Demonstration classrooms. Total contract: 325,672 (2018-2019)

Ayres, K.M. (Principal-Investigator), Ardoin, S. (Co-Principal investigator), Ringdahl, J. (Co-Principal investigator). One Column. Total contract: 209,063. (2018-2019)

Ayres, K.M. (Principal-Investigator), Ardoin, S. (Co-Principal investigator), Ringdahl, J. (Co-Principal investigator). Three Columns. Total contract: 296,272. (2017-2018)

Ayres, K.M. (Principal-Investigator), Davis, A.D. (Co-Principal Investigator), Cagliani, R. (Co-Principal Investigator.), CABER Pre-k Demonstration classroom. Total contract: 117,398 (2017)

Ayres, K.M. (Principal-Investigator) & Davis, A.D. (Co-Principal investigator), CABER First-Fifth Demonstration classroom. Total contract: 190,970 (2017)

Ayres, K.M. (Principal-Investigator) & Davis, A.D. (Co-Principal investigator), CABER Demonstration classroom. Total contract: 185,900 (2016-2017)

Ayres, K.M. (Principal-Investigator) & Davis, A.D. (Co-Principal investigator), CABER Demonstration classroom. Total contract: 43,000 (2016)

Ayres, K.M. (Principal-Investigator), Ardoin, S. (Co-Principal investigator), Ringdahl, J. (Co-Principal investigator). Three Columns. Total contract: 322,006. (2016-2017)

5. Recognitions and outstanding achievements (prizes, fellowships, etc.)

- 2018 CEC Division on Autism and Developmental Disabilities Research Award
- 2018 Aderhold Distinguished Professor Award, UGA College of Education
- 2015 Glickman Faculty Fellow, UGA College of Education
- 2009 D. Keith Osborn Award for Teaching Excellence, UGA College of Education

6. Areas in which research is conducted

My current research encompasses focuses on improving learning outcomes for people with autism and/or intellectual disability.

7. Supervision of student research

Doctoral Chair

'10 Karen Douglas	Graduated Ph.D., Professor at Radford Univ.
'14 Jennifer Alexander	Graduated Ph.D., Private educational consultant
'14 Katherine Smith	Graduated Ph.D., Private educational consultant
'15 Sally Bereznak	Graduated Ph.D., Associate Professor at Univ. of Kentucky
'15 Cara Meade	Graduated Ph.D., Assistant Professor at Georgia College
'16 ManFung Lam	Graduated Ph.D., Assistant Professor at SUNY New Paltz
'17 Sara Snyder	Graduated Ph.D., Associate Professor at James Madison
'17 Rachel Cagliani	Graduated Ph.D., Associate Professor at Univ. of Georgia
'19 Cary Trump	Graduated Ph.D., Assistant Professor, Univ. N. Colorado
'19 Erinn Whiteside	Graduated Ph.D., Clinical Assistant Professor, Texas A&M
'20 Anna Butler	Graduated Ph.D
'22 Emily White	Graduated Ph.D

'22 Jessica Herrod Graduated Ph.D., Post-Doc, Marcus Autism Center
 '23 Sara Kathryn Snyder Graduated Ph.D., Post-Doctoral Fellow, UGA
 '25 Alexadra Mercado-Baez
 '25 Tyler-Curtis Elliot
 '26 Audrey McNew
 '26 Natalie Morris

Doctoral Committees

'08 Dianne Bakke, Ph.D., Special Education
 '09 Sarah Vess, Ph.D., School Psychology
 '10 Amy Spriggs, Ph.D., Special Education
 '10 Matthew Seagall, Ph.D., School Psychology
 '13 Jeff Hine, Ph.D., School Psychology
 '15 Kathleen Cook, Ph.D., Special Education
 '15 Elias Clinton, Ph.D., Special Education
 '16 Christina Simmons, Ph.D., School Psychology
 '16 Ashley Dubin, Ph.D., School Psychology
 '17 Laura Riccardelli, Ph.D., Social Work
 '19 Maggie Molony, Ph.D., Special Education
 '19 Kayla Crook, Ph.D., Special Education
 '19 Paige McCardle, Ph.D., School Psychology
 '22 Karla Zabala Ph.D., Special Education
 '21 Josh Mallot, Ph.D., School Psychology
 '21 Karla Zabala, Ph.D, Special Education
 '22 Dan Mangum, Ph.D., Special Education
 '22 Courtney Mauzey, Ph.D., School Psychology
 '23 Rose Morlino, Ph.D., Special Education
 '24 Emma Kate Thome, Communication Sciences
 ,

Visiting Doctoral Committee Member

'23 Deborah Hatton, University of Manitoba
 '22 Shanna Bahry, Endicot College
 '18 Hannah Waddington, Victoria University
 '13 Bridget Miller, Ph.D., Purdue University
 '13 Catherine Miltenburger, Ph.D., Clairmont-McKenna College

Master's Chair

'08 Brooke Turner Graduated MEd
 '08 Virginia Bell Graduated MEd
 '08 Bethany Ross Graduated MEd
 '10 Cari Duttlinger Graduated MEd
 '10 Courtney Sievers Graduated MEd (CAATT Fellow)

'10 Meredith Nettles	Graduated MEd	
'11 Molly Smith	Graduated MEd	(CAATT Fellow)
'11 Sally Bareznek	Graduated MEd	(CAATT Fellow)
'11 Annie Reeves	Graduated MEd	
'11 Mike Vernelson	Graduated MAT	(CAATT Fellow)
'12 Patrick Ennis	Graduated MAT	(CAATT Fellow)
'12 Anna McKee	Graduated MAT	(CAATT Fellow)
'12 Sara Costello	Graduated MAT	(CAATT Fellow)
'12 Jessica Ashe	Graduated MEd	(CAATT Fellow)
'12 Kiel Scates	Graduated MEd	(CAATT Fellow)
'12 Ashley Farrington	Graduated MEd	(CAATT Fellow)
'12 Madeline Smith	Graduated MEd	(CAATT Fellow)
'12 Paige Eason	Graduated MEd	
'13 Alexis Zabetakis,	Graduated MEd	(CAATT Fellow)
'13 Rachel Schwartz	Graduated MAT	(CAATT Fellow)
'13 Candace Lattanze	Graduated MAT	
'13 Alexandra Gloede	Graduated MAT	(CAATT Fellow)
'13 Kristin Robinson	Graduated MAT	(CAATT Fellow)
'13 Ginger Hightower	Graduated MEd	(CAATT Fellow)
'13 Claire Harper	Graduated MEd	(CAATT Fellow)
'15 Paula Oakley	Graduated MEd	(CAATT Fellow)
'15Tacey Hudspeth	Graduated MEd	(CAATT Fellow)
'15 Stephanie Rary	Graduated MEd	
'15 Kendra Southard	Graduated MEd	(CAATT Fellow)
'16 Cheryl Daniel	Graduated MEd	(AIIM Fellow)
'16 Erinn Whiteside	Graduated MEd	(AIIM Fellow)
'16 Jessica Burger	Graduated MEd	(AIIM Fellow)
'16 Leandra Morgan	Graduated EdS	
'17 Anna Butler	Graduated MEd	(AIIM Fellow)
'17 Kadijah Quinland	Graduated MAT	(AIIM Fellow)
'17 Samantha Huddleston	Graduated MAT	(AIIM Fellow)
'17 Claire Pritchett	Graduated MAT	(AIIM Fellow)
'17 Breanne Smith	Graduated EdS	(AIIM Fellow)
'17 Heather Williams	Graduated MAT	(AIIM Fellow)
'17 Graham Green	Graduated MEd	(AIIM Fellow)
'17 Kelsie Tyson	Graduated Med	(AIIM Fellow)
'17 Emily Unholtz	Graduated MAT	(AIIM Fellow)
'17 Tiffani Warren	Graduated MAT	(AIIM Fellow)
'17 Callie Dailey	Graduated MAT	(AIIM Fellow)
'18 Lauren Layman	Graduated MS	
'18 Emily Duncan	Graduated MS	
'18 Allie Garrett	Graduated MS	(AIIM Fellow)
'18 Jessica Herrod	Graduated, MEd	(AIIM Fellow)
'18 Allison White	Graduated, MEd	(AIIM Fellow)
'18 Jenna Bass	Graduated, MEd	(AIIM Fellow)
'18 Lauren Thomas	Graduated, MEd	(AIIM Fellow)
'19 Lindsay Waller	Graduated, MEd	(AIIM Fellow)
'19 Kimberly Caito	Graduated, MEd	(AIIM Fellow)
'19 Megan Lee	Graduated, MEd	(AIIM Fellow)
'19 Sara Kathryn Snyder	Graduated, MEd	(AIIM Fellow)
'20 Jamilia Salim	Graduated, MS	
'20 I'moni Mapp	Graduated, MS	(CABER Scholar)
'20 Joseph Hart	Graduated, MEd	(CABER Scholar)
'20 Anna Hart	Graduated, MEd	(CABER Scholar)
'21 Prentiss Smith	Graduated, MS	(CABER Scholar)
'21 Alexandra Mercado-Baez	Graduated, MS	(CABER Scholar)
'21 Amber Shipman	Graduated, MS	
'21 Jamison Keenum		

'21 Annie Grace Whitfield	Graduated, MEd. (CABER Scholar)
'22 Nadya Logan	Graduated, MEd. (CABER Scholar)
'22 Alexander Ambany	Graduated MS
'22 Emily Pollack	Graduated MS
'22 Jessica Garman	Graduated MS
'22 Leah Idichandy	Graduated MS (CABER Scholar)
'23 Mackenzie Riley	Graduated MS (CABER Scholar)
'23 Ana Grulon	Graduated MS (CABER Scholar)
'23 Audrey Mcnew	Graduated MS
'24 Sydney Miller	Graduated MS
'24 Jordan Britt	Graduated MS

*CAATT Fellows are students funded through Ayres & Gast's 2009 Collaborative Adolescent Autism Teacher Training Grant.

* AIIM Fellows are students funded through Ayres & Ardoyn's 2013 Analysis, Interpretation, Intervention, and Monitoring Related Services Training Grant

* CABER Scholar Fellows are students funded through Ayres & Davis's 2018 Analysis, Interpretation, Intervention, and Monitoring Related Services Training Grant

8. Editorship or editorial board member of journals or other learned publications

Editorships

Co-Editor of *Focus on Autism and other Developmental Disabilities*, 2012-Present

Guest Co-Editor of a special issue of *Journal of Special Education Technology* 2008
Topic: Video and autism and developmental disabilities.

Editorial Boards

<i>Education and Training in Autism and Developmental Disabilities</i>	2016-present
<i>Exceptional Children</i>	2016-present
<i>Remedial and Special Education</i> ,	2011- present
<i>Journal of Special Education Technology</i>	2005-present
<i>Behavior Analysis: Research and Practice</i>	2018-present

Guest Reviewer

<i>Nature</i>	'26
<i>Behavioral Interventions</i>	'25
<i>Journal of Positive Behavior Interventions</i>	'24
<i>Educational Research Review</i>	'23
<i>Assistive Technology</i>	'23
<i>Frontiers in Sports and Active Living</i>	'22
<i>Adapted Physical Activity Quarterly</i>	'20
<i>Augmentative and Alternative Communication</i>	'19, 22-23

<i>International Journal of Developmental Disability</i>	'19
<i>Journal of Applied Research in Intellectual Disabilities</i>	'19
<i>Career Development and Transition for Exceptional Individuals</i>	'18
<i>Teacher and Teacher Education</i>	'18
<i>American Journal on Intellectual and Developmental Disabilities</i>	'18
<i>Advances in Neurodevelopmental Disorders</i>	'18
<i>Journal of Positive Behavior Supports and Interventions</i>	'18
<i>Computers in Human Behavior</i>	'17
<i>Journal of International Special Needs Education</i>	'17
<i>Teaching Exceptional Children</i>	'17, '20
<i>Exceptionality</i>	'17, '19, '23
<i>Journal of Applied Behavior Analysis</i>	2017-2023,
<i>Behavior Analysis Research and Practice</i>	'17
<i>Journal of Evaluation</i>	'17, '23
<i>Journal of Special Education</i>	2016-2018
<i>Journal of the Academy of Nutrition and Dietetics</i>	'16
Paper on teaching adults with disabilities to prepare meals	
<i>Journal of Educational Policy</i>	'16
<i>Journal of Behavioral Education</i>	'16, '23
<i>Teaching Exceptional Children</i>	'15, '16, '22
<i>Research in Developmental Disabilities</i>	2015-2018
<i>Intellectual and Developmental Disabilities</i>	'15
<i>Autism</i>	'15, 2017-18
<i>Journal of Physical and Developmental Disabilities</i>	'15-2020, 23
<i>Exceptional Children</i>	'15,
<i>Education and Treatment of Children</i>	'14
<i>American Journal on Intellectual Disability</i>	'14
<i>Developmental Neurorehabilitation</i>	'13, '14
<i>Journal of Autism and Developmental Disabilities</i>	'13
<i>Journal of Early Intervention</i>	'13, '14, 2020
<i>Education and Training in Autism and Developmental Disorders</i>	2013-2015
<i>Remedial and Special Education</i>	2006, 2009
<i>Research in Special Educational Needs</i>	'06
<i>Virtual Reality</i>	'22

9. Selected Convention papers

Note: mark with an asterisk those that have a published counterpart; mark with a double asterisk those papers that were invited presentations. Those marked with a ^ are international presentations.

Elliott, T. C., Morgan, G., McQuinn, R., Ward, W. & Ayres, K. (2024, November). *How well are my special education teachers performing: Development and evaluation of research-informed tools for evaluation of special education*

teacher performance. Symposium presentation at the Teacher Education Division Forging Innovations Conference, Pittsburgh, PA.

****Ayes, K.M. (2022).** What we teach is more important than how we teach. Behavior Analysis Association of Mississippi. Columbia, Mississippi.

Mercado Baez, A., Elliott., T.C., & Ayes. K.M. (May 2023). Using strategic incremental rehearsal to teach academic skills to students with autism spectrum disorder and developmental disability. ABAI International, Denver, CO.

Butler, A.E., Herrod, J., Trump-Wood, C., Ringdahl, J.E., & Ayes, K.M. (May 2023). Evaluation of concurrent schedule components: Identification of individual sensitivities. ABAI International, Denver, CO.

Ringdahl, J. E., & Ayes, K.M. (July 2023). Behavior Analysis Around the World: Intercontinental Telehealth” has been accepted for the 2023 DISES International Roundtable in Bangalore, India,

Cagliani, R., Snyder, S., Herrod, J., Caito, K., Ayes, K. (January 2020). You want me to do WHAT? Ensuring fidelity of implementation of complex behavior plans throughout the school day. Presentation at 21st International Conference on Autism, Intellectual Disability and Developmental Disabilities, Sarasota, FL.

Trump, C. Paff, M., Wunderlich, K., Harrison, A., Ayes, K. (2017, January). Evidence-based practices: An evaluation tool. Presentation at 18th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater, FL

****Cihak, D., Ayes, K.M., Bouck, E., & McMahon, D. (2016).** Using Mobile and Emerging Technologies for Students With Autism and Intellectual Disability. Showcase presentation for the Division of Autism and Developmental Disabilities. Council for Exceptional Children National Convention, St. Louis, MO.

Alexander, J. L., Ayes, K. M., Smith, K. A., Shepley, S. B., & Mataras, T. (2014). Evaluating the effects of preference for final products when teaching chained tasks using video modeling. Applied Behavior Analysis International 40th Annual Convention. Chicago, Illinois.

Shepley, S. B., Smith, K. A., Ayes, K. M., & Alexander, J. L. (2014). The use of video modeling to teach individuals with disabilities to film a video with an iPhone. Applied Behavior Analysis International: Autism. Louisville, Kentucky.

- **Cannella-Malone, C., VanLaarhoven, T., Johnson, W. & Ayres, K.M. (2013)**
Teaching Skills to Individuals With Autism and Other Developmental Disabilities Using Auditory, Picture, and Video Prompts . Discussant. 39th
Annual Convention of the Association for Applied Behavior Analysis.
Minneapolis, MN.
- Smith, K., Alexander, L.J., **Ayres, K.M.**, Mataras, T., & Bereznak, S. (2013). Natural opportunity probes: An alternative approach to measuring performance on chained tasks. Poster session presented at the meeting of Association for Behavior Analysis International. Portland, OR.
- Smith, K. A., **Ayres, K. M.**, Alexander, J. L., & Mataras, T. K. (2013). The effects of a video prompt embedded in a system of least prompts procedure to teach office skills to individuals with moderate intellectual disability. *CEC 2013 Convention and Expo.* San Antonio, Texas.
- **Alexander, J. L., Ayres, K. M., Smith, K. A., & Bereznak, S. (2013).** Using video modeling on an iPad To teach generalized matching on a sorting mail task to adolescents with autism. *CEC 2013 Convention and Expo.* San Antonio, Texas.
- Alexander, J.L., **Ayres, K.M.**, Mataras, G., Bereznak, S., & Smith, K. (2013). Potential threats to internal validity in probe procedures for chained tasks: A review. Poster session presented at the meeting of Association for Behavior Analysis International, Portland, OR.
- Bereznak, S., Smith, K., **Ayres, K.M.**, Alexander, J.L., & Mataras, T. (2013). Self-instructional skills using mobile technology to learn functional skills. *Applied Behavior Analysis International: Autism.* Portland, Oregon.
- ^/** Ayres, K. M. (2012).** Video modeling and mobile technology for individuals with autism and developmental disabilities. *Psychological Association of Ireland: Behavior Analysis Special Interest Group.* Dublin, Ireland.
- *^Bereznak, S., Ayres, K. M., Mechling, L., & Alexander, J. (2012).** Video self-prompting and mobile technology to increase daily living and vocational independence for students with autism spectrum disorders. Symposium: *Teaching Adolescents and Adults Multi-Component Skills Using Video Modeling and Video Prompting.* chaired by Cannella,-Malone, H.I. 38th
Annual Convention of the Association for Applied Behavior Analysis.
- **/^Ayres, K. M. (2010).** Estrategias de intervencion conductual para ninos con autismo (Strategies of intervention for children with autism). *I. Congresso*

International de Transnos del Neurodesarrollo y Paralisis Cerebral. Cuzco, Peru.

- **/^ Vilca, E. (moderator), Arroyo, H., Escalante, C., Velarde, M., Flores, M., Pacheco, F., & **Ayres, K. M.** (2010). Mesa Redonda: Pronostico y Calidad de Vida en Ninos Con Paralsis Cerebral. (Round Table: Prognosis and Quality of Life for Children with Cognitive Disabilities). *I. Congresso International de Transnos del Neurodesarrollo y Paralisis Cerebral*. Cuzco, Peru.
- **/^ **Ayres, K. M.**, Berezna, S. & Smith, M. (2010). Assessment and Treatment of Challenging Behaviors in Children with Autism. Universidad Andina, Cuzco, Peru. Invited Presentation.
- ** **Ayres, K. M.** & Mechling, L. (2010) Video technology applications for adolescents with autism and developmental disabilities. *Annual Conference of the Council for Exceptional Children, Nashville, TN*. Presented as part of an invited strand of presentations on ASD.
- ** **Ayres, K. M.**, Campbell, J., Hammond, D., & Muething, C. (March, 2010). Current research from the UGA Autism Consortium. *Georgia Chapter of the Autism Society of America, 3rd Annual Conference*. Norcross, GA
- *^ Hammond, D., Whatley, A., **Ayres, K. M.** & Gast, D.L. (2010). Effects of video modeling to teach iPod use to Students with moderate intellectual disabilities. *12th International Conference on Autism, Intellectual Disabilities and Other Developmental Disabilities*. Maui, HI (poster)
- *^ Douglas, K. H. & **Ayres, K. M.** (April, 2009) Graphic organizers as a comprehension support for functional literacy. *Annual Conference of the Council for Exceptional Children*. Seattle, WA.
- *^ Douglas, K. H. & **Ayres, K. M.** (October, 2008) Navigational, translational, for students with moderate cognitive disabilities. *11th International Conference on Cognitive Disabilities/Mental Retardation, Autism, & Other Developmental Disabilities*, San Diego, CA.
- *^ Douglas, K. H. & **Ayres, K. M.** (October, 2008) Promoting literacy through supported electronic text for students with moderate cognitive disabilities. *Closing the Gap*, Minneapolis, MN.
- **/^ **Ayres, K. M.** (2008) Video y Tecnología para apoyar la Instrucción de Habilidades Funcionales . Invited presentation at *Centro Ann Sullivan Peru*.
- * **Ayres, K. M.** (2008) Video-based instruction of functional skills for students with

autism. *Annual Conference of the Council for Exceptional Children*. Boston, MA.

^^Ayres, K. M., Bevill-Davis, A. & Hamilton-Jones, B. (2007). Helping Schools to Grow their own: Supporting Para-professionals Becoming Teachers. *Annual Conference of the Teacher Education Division of CEC*. Milwaukee, WI

^^Ayres, K. M. Bevill-Davis, A. & Langone, J. (2007) Old Wine in New Bottles: Distance Education Teacher Preparation. *Annual Conference of The Council for Exceptional Children*. San Diego, CA.

****Ayres, K. M. & Langone, J.** (2006). Achieving Universal Design through Assistive Technology. Invited presentation to The Department of Defense Education Activity. Washington, D.C.

Bevill-Davis, A., **Ayres, K. M.,** & Langone, J. (2005) The Meaning of No Significant Differences in Comparing On-line and On-campus Courses. *Annual Conference of the Teacher Education Division of CEC*. Portland, ME

Ayres, K.M., Bevill-Davis, A., & Langone, J. (2005) Technology, Teacher Education and Barriers to Distance Education. *Annual Conference of the Teacher Education Division of CEC*. Portland, ME

Langone, J., **Ayres, K. M.** & Bevill-Davis, A. (2004). Applications of Assistive Technology for Individuals with Mental Retardation: Integrating Content and Skills into a Graduate Level Teacher Preparation Program. *Annual Conference of the Teacher Education Division of CEC*. Albuquerque, NM

***Ayres, K.M. & Langone, J.** (2004). Teaching dollar plus via computer mediated instruction. *Annual Conference of The Technology and Media Division of CEC*. Albuquerque, NM

Ayres, K.M. & Langone, J. (2004). Evaluation of functional skills training software in relation to best practices in special education. *Annual Conference of The Technology and Media Division of CEC*

10. Professional services:

- 2023 OSEP Grant Review Panel
- 2023 IES Panel Chair
- 2022- Secretary Division on Autism and Developmental Disabilities
- 2022 External dissertation reviewer, University of Manitoba
- 2021 IES Ad hoc reviewer Statistics and Modeling
- 2019 Grant reviewer for the Netherlands Organization for Scientific Research

- 2019 IES Panel Reviewer Early Career Program
- 2019 Council for Exceptional Children Conference Proposal Reviewer
- 2017-Present Scientific Council for the Organization for Autism Research
- 2015-Present Grant Reviewer for Organization for Autism Research
- 2011-2018 Panel reviewer for the Institute of Education Sciences, Special Education
- 2016-2019 External promotion and tenure reviewer University of Malaya
- 2016 Office of Special Education Programs grant reviewer
- 2014 Grant Reviewer for Office of Special Education Research Grants
- 2014 What Works Clearing House Certified Single Case Design Reviewer
- 2014 Grant Reviewer for National Institutes on Developmental Disabilities
- 2014 Ad hoc reviewer for Institute of Education Sciences, Statistics and Modeling; Education Systems and Broad Reform
- 2013-2014 Grant Reviewer for Office of Special Education Programs training grants
- 2008-2009 Grant reviewer for the Israeli Science Foundation
- 2009-2010 Member-at-Large (Membership Chairperson) for the Technology and Media Division of the Council for Exceptional Children

11. University services

- 2022-2023 Chair, Departmental Appeals Committee
- 2022-2023 Departmental search committee applied behavior analysis clinical assistant professor
- 2022-2023 Departmental search committee applied behavior analysis assistant professor
- 2018-2019 College Promotion and Tenure Committee
- 2015-2016 College Promotion and Tenure Committee
- 2015 Graduate Council, Appointment and Reappointment Committee
- 2014 CURO Grant reviewer (undergraduate research grants)
- 2013 Departmental awards committee
- 2012 Chair- Special education search committee
- 2011 Dean's Office Grant Review Team
- 2008 Chair- College of Education Senate Ad hoc Committee on Senate website
- 2008- 2010 Faculty Advisor for Building Friendship Frontiers (social tutoring group for students with autism)
- 2007 College of Education International Action Committee
- 2007 Chair- Communication Sciences and Special Education-Academic Professional Search Committee
- 2007 Communication Sciences and Special Education-Assistant Professor Search Committee
- 2005- 2008 College of Education Faculty Senate
- 2005-2007 College of Education Undergraduate Appeals Committee
- 2005-Present Faculty Advisor to the University of Georgia Triathlon Team
- 2005-2006 Chair of Ad-Hoc Special Education Appeals Committee

- 2003-2004 Coordinator for the Special Education program at the Gwinnett University Center

12. Other services

- 2024 Ad hoc reviewer for the Dutch Research Council
- 2022- 2024, BlueSprig Pediatric-Research Committee
- 2021-2022 BlueSprig Pediatric-Grand Rounds Committee
- 2021-2022 BlueSprig Pediatric-Safeguarding Committee
- 2021-Present Peer Review Committee for Georgia Dept. of Behavioral Health and Developmental Disabilities
- 2016-2017 Georgia Options, Board of Directors.
- 2012-2015-Events Committee Member for Extra Special People (organization providing recreational opportunities for children and adults with disabilities)
- 2012 Committee Member on Region 2 Behavior Plan Review Committee for Georgia.
- 2010-2012 Organizer and coach for Oconee Special Soccer League (inclusive program for children with disabilities)

13. Expert Witness Work

- U.S. Department of Justice
- Ferrera v. Reaching Milestones, et al. State Court of Chatham County, GEORGIA Civil Action No. STCV20-01759
- Soto v. Clark County School District (2:16-cv-02063) District Court, D. Nevada