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**BIOGRAPHICAL SKETCH**


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NAME Jennifer R. Ledford		POSITION TITLE Assistant Professor, Special Education	
eRA COMMONS USER NAME (credential, e.g., agency login) ledforjr			
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
Emory University	B.A.	5/2003	Psychology
University of Georgia	M.Ed.	8/2006	Special Education
Vanderbilt University	Ph.D.	12/2012	Special Education

**A. Personal Statement**

I am an assistant professor and former teacher, with seven years of experience working in inclusive and self-contained classrooms including 3-8 year old children with developmental disabilities in public and private school settings. My research interests include identifying and improving the use of appropriate instructional practices in inclusive early childhood and early elementary classrooms, improving physical activity behaviors for young children with and without developmental disabilities, and the effective use and synthesis of single case research for identifying evidence based instructional practices in special education.

Currently, I teach two courses: Instruction and Learning in Early Childhood Special Education and Single Case Research Methodology. In these classes, I advise master's students as they learn to conduct and evaluate instructional practices for young children with disabilities. I also informally advise teachers at the Susan Gray School for Children regarding instruction and behavior management for currently enrolled children in classrooms designed to serve 3-4 year olds with and without disabilities. This school typically enrolls 5-10 children with Down syndrome in 8 classrooms. I am currently the PI of an IES-funded early career grant related to the effective use of small group instruction to improve academic and social skills for children with autism spectrum disorders in preschool and early elementary school.

**B. Positions and Honors****Positions and Employment**

January 2013-December 2013     Assistant Professor  
 Communication Sciences & Special Education  
 University of Georgia

January 2014-current         Assistant Professor  
 Department of Special Education  
 Vanderbilt University

**Other Experience and Professional Memberships**

2006-present	Association for Behavior Analysis International
2008-present	Council for Exceptional Children
2013-present	Editorial Board: <i>Focus on Autism and Other Developmental Disabilities</i> , <i>Journal of Early Intervention</i> , <i>Topics in Early Childhood Special Education</i>
2013-present	Certified Reviewer, Single Case Design, What Works Clearinghouse
2013-present	Board Certified Behavior Analyst—Doctoral Level, Behavior Analyst Certification Board (#1-13-13239)
2012-present	Ad hoc Reviewer: <i>Autism Research</i> , <i>American Journal of Intellectual and Developmental Disabilities</i> , <i>American Journal of Speech-Language Pathology</i> , <i>Behavior Modification</i> , <i>Child Development</i> , <i>Education and Treatment of Children</i> , <i>Journal of Applied Behavior Analysis</i> , <i>Journal of Autism and Developmental Disorders</i> , <i>Journal of Behavioral Education</i> , <i>Remedial and Special Education</i> , <i>Teaching Exceptional Children</i> , <i>Young Exceptional Children</i>

**Honors**

2012	Semmel Dissertation Award Department of Special Education, Vanderbilt University
2012	Richard Shores Award for Excellence in Teacher Education Department of Special Education, Vanderbilt University

**C. Contributions to Science****Peer-reviewed Publications**

Using appropriate and effective instructional practices in early childhood contexts can establish a successful history of instruction prior to K-12 experiences and may prepare children to acquire skills more effectively in these future contexts. Learning pre-academic and readiness skills may be difficult for children with developmental disabilities, including Down syndrome; thus, establishing systematic instruction for these children may be especially crucial. For researchers, identifying effective procedures *and* assessing the experimental methods and procedures from which we draw conclusions is crucial. My research program to date has included research related to both effective instruction and the methods and measurement related to identifying evidence-based practices. Below is a list of representative publications in each of these broad categories.

**(1) Research regarding instructional practices**

- Kunzel, E., Wu, J., Wolery, M., Hemmeter, M. L., Ledford, J. R., & Barton, E. (in press). Using video modeling to increase moderate-to-vigorous physical activity for young children with Down syndrome. *Journal of Early Intervention*.
- Lane, J. D., Gast, D. L., Shepley, C., & Ledford, J. R. (in press). Including social opportunities during small group instruction with preschool children with social-communication delays. *Journal of Early Intervention*.
- Ledford, J. R., & Wehby, J. E. (2015). Teaching children with autism in small groups with students who are at-risk for academic problems: Effects on academic and social behaviors. *Journal of Autism and Developmental Disorders*.
- Ledford, J. R. & Wolery, M. (2015). Observational learning of academic and social information during small group instruction. *Exceptional Children*, 81, 272-291.
- Ledford, J. R., & Wolery, M. (2013). Peer modeling of academic and social behaviors during small group instruction. *Exceptional Children*, 79, 439-458.

- Ledford, J. R., Lane, J. D., Elam, K. L., & Wolery, M. (2012). Using response prompting procedures during small group direct instruction: Outcomes and procedural variations. *American Journal of Intellectual and Developmental Disabilities, 117*, 413-434.
- Ledford, J. R., & Wolery, M. (2011). Teaching imitation to children with disabilities: A review of the literature. *Topics in Early Childhood Special Education, 30*, 245-255.
- Lewis, E. A., Ledford, J. R., Elam, K., Wolery, M., & Gast, D. L. (2010). Using small group instruction to teach young children with autism spectrum disorders in early childhood classes. *Young Exceptional Children Monograph No. 12. Early Intervention Services for Children with Autism*.
- Ledford, J. R., Gast, D. L., Luscre, D., & Ayres, K. (2008). Observational and incidental learning by children with autism during small group instruction. *Journal of Autism and Developmental Disorders, 38*, 86-103.

(2) Research regarding measurement and methodology

- Ledford, J. R., Hall, E., Conder, E., & Lane, J. D. (2015). Research for young children with autism spectrum disorders: Evidence of social and ecological validity. *Topics in Early Childhood Special Education*.
- Ledford, J. R., Ayres, K. A., Lane, J. D., & Lam, M. F. (2015). Accuracy of interval-based measurement systems in single case research. *Journal of Special Education*. doi:10.1177/0022466915568975
- Lane, J. D., & Ledford, J. R. (2014). Using interval-based systems to measure behavior in early childhood special education and early intervention. *Topics in Early Childhood Special Education, 34*, 83-93.
- Ledford, J. R. & Gast, D. L. (2014). Measuring procedural fidelity in behavioral research. *Neuropsychological Rehabilitation, 24*, 332-348.
- Ledford, J. R., & Wolery, M. (2013). Procedural fidelity: An analysis of measurement and reporting practices. *Journal of Early Intervention, 35*, 173-193.
- Ledford, J. R., & Wolery, M. (2013). The effects of graphing a second observer's data on judgments of functional relations when observer bias may be present. *Journal of Behavioral Education, 22*, 312-324.
- Ledford, J. R., Artman, K., Wolery, M., & Wehby, J. (2012). The effects of graphing a second observer's data on judgments of functional relations for A-B-A-B graphs. *Journal of Behavioral Education, 21*, 350-364. doi: 10.1007/s10864-012-9150-4
- Wolery, M., Dunlap, G., & Ledford, J. R. (2011). Single-case experimental methods: Suggestions for reporting. *Journal of Early Intervention, 33*, 103-109.

## D. Research Support

### Ongoing Research Support

Sponsor: Institute of Education Sciences

Title: Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism.

Funding period: 07/13-06/17

Role: PI

Sponsor: Peabody College, Vanderbilt University

Title: Relationships between Adult and Child Behavior on the Playground

Funding period: 06/2014-08/2015

Role: PI

### Past Research Support

Sponsor: Using Structured Activities on the Playground to Increase Physical Activity and Social Interactions for Students with Autism

Title: College of Education, University of Georgia

Funding period: 06/2013-12/2013

Role: PI