

Richard Allan Allday
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Educational Background

Ph.D.	2004	<i>Special Education, Auburn University</i> <i>Minor Area of Study: School Psychology</i>
M.Ed.	2000	<i>Special Education, Auburn University</i>
B.A.	1998	<i>Psychology, Auburn University</i>

Certifications (current)

Board Certified Behavior Analyst – Doctoral #1-11-8095 (2011 – present)
 Alabama Licensed Behavior Analyst #2022-054 (2022 – present)
 Class “A” Alabama - Special Education (K-12) for Behavior Disorders (1999 – 2004; 2022 - present)

Professional Experiences (Higher Education)

University of South Alabama, Department of Leadership and Teacher Education
Department Chair (July 2022 – present)
Associate Professor (July 2022 – present)

University of Kentucky, Department of Special Education and Rehabilitation Counseling
Associate Professor (June 2014 – June 2022)
Assistant Professor (August 2011 – May 2014)

University of Sopron
Fulbright Scholar (September 2019 – January 2020)

University of Kentucky, Department of Pediatrics
Associate Professor, Joint Appointment (July 2016 – June 2022)

Oklahoma State University, School of Teaching and Curriculum Leadership
Assistant Professor (August 2007 – July 2011)

College of Charleston, School of Education
Assistant Professor (August 2004 – May 2007)

Borys Hyrenchenko Kyiv Municipal Pedagogical University, Faculty of Social Pedagogy
Fulbright Scholar (January 2008 – June 2008).

Publications (2020-present)

Fisher, A., Allday, R. A., Jones, M. E., & Samudre, M. D. (Online First). The impact of a short and explicit labeling bias video on preservice educator behavioral expectations. *Journal of Education for Students Placed At-Risk*. <https://doi.org/10.1080/10824669.2022.2123324> (data-based).

Samudre, M. D., Allday, R. A., & Lane, J. D. (2022). Training pre-service general educators to collect accurate antecedent-behavior-consequence data. *Education & Treatment of Children*, 45, 173-191. (data-based).

Gorton, K., Allday, R. A., Lane, J. D., & Ault, M. J. (2022). Effects of brief training plus electronic feedback on increasing quantity and intonation of behavior specific praise among preschool teachers. *Journal of Behavioral Education*, 31(4), 731-750. <https://doi.org/10.1007/s10864-020-09427-w> (data-based)

Allday, R. A., Burt J., & Haggard, K. (2021). Considering a function-based approach for reducing disproportionate disciplinary practices. *Preventing School Failure*, 65(4), 332-342. <https://doi.org/10.1080/1045988X.2021.1937023>

- Shepley, C. N., Shepley, S. B., **Allday, R. A.**, Larrow, D. W., & Tyner-Wilson, M. (2021). Evaluation of a Brief Family-Centered Service Provision Model for Treating Children's Severe Behavior: A Retrospective Consecutive Case Series Analysis. *Behavior Analysis in Practice, 14*, 86-96. (data-based) <https://doi.org/10.1007/s40617-020-00487-y>
- Pence, R. B., **Allday, R. A.**, Spriggs, A. D., & Lane, J. D. (2021). Effects of visual activity schedule on decreasing transition latency. *Canadian Journal of School Psychology, 36*(1), 51-58. (data-based) <https://doi.org/10.1177/0829573520964354>
- Dubuque, E. M., Yingling, M. E., & **Allday, R. A.** (2021). The misclassification of behavior analysts: How National Provider Identifiers fail to adequately capture the scope of the field. *Behavior Analysis in Practice, 14*, 214-229.. <https://doi.org/10.1007/s40617-020-00451-w> (data-based)
- Shepley, C. N., Shepley, S. B., **Allday, R. A.**, Larrow, D., & Tyner-Wilson, M. (2021). Rationale, development, and description of a brief family-centered service provision model for addressing children's severe behavior. *Developmental Neurorehabilitation, 14*(2), 107-117. <https://doi.org/10.1080/17518423.2020.1839979>
- Sartini, E. C., Knight, V. F., Spriggs, A. D., & **Allday, R. A.** (2020). Effects of systematic instruction and self-directed video prompting on text comprehension of elementary students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 72*, (data-based) <https://doi.org/10.1016/j.rasd.2020.101529>
- Samudre, M. D., Ackerman, K., & **Allday, R. A.** (2020). Moving general educators toward a functional approach to challenging behaviors. A systematic review. *Journal of Disability Policy Studies, 31*(1), 3-14.
- Ackerman, K., Samudre, M. D., & **Allday, R. A.** (2020). Practical components for getting the most from a token economy. *Teaching Exceptional Children, 52*(4), 242-249. Doi: <https://doi.org/10.1177/0040059919892022>

National/International Conference Presentations (2020-present)

- Scott, T.M., Whitney, J. T., Cooper, J., & **Allday, R. A.** (Upcoming February 2023). Examining relationships, emotions, and reactivity in teacher-student relationships. Accepted to Present at 2023 Council for Exceptional Children Conference, Louisville, KY (Peer Reviewed).
- Allday, R. A.**, & Sheffler, S. A. (November 2021). Psychophysiological effects of challenging behavior on pre-service educators. Presented at 2021 TECBD Conference, Tempe, AZ (Peer Reviewed).
- Allday, R. A.**, Burt, J. L., & Haggard, K. N. (October 2020). *Considering a Function-Based Approach to Reducing Disproportional Disciplinary Practices in School*. Poster presented at ABAI Culturo-Behavior Science Conference, Online due to Covid-19 (Peer Reviewed).
- Samudre, M. D., **Allday, R. A.**, & Hitch, E. J. (February 2020). *Training Pre-Service General Education Teachers How to Collect Accurate Antecedent-Behavior-Consequence Data*. Presented at the 2020 Council for Exceptional Children Conference, Portland, OR (Peer Reviewed).

Grants Funded/Pending (current)

- Allday, R.A.**, Campbell, J., Hammond, R.K., & Fedewa, A.C. (2017). Related Service Provider Education, Consultation and Training in Working with Student with Disabilities who have Academic, Behavioral and Social Communication Deficits (RESPECT). Office of Special Education Programs, U.S. Department of Education. (\$1,245,180, *Funded*).
- Simonsen, B., **Allday, R. A.**, & Everette, S. (under review). Small Intentional Moves toward Positive Learning Environments (SIMPLE). Institute of Education Sciences, National Center for Special Education Research, Development and Innovation Grant, 4-year proposal (\$1,995,990) with the University of Connecticut. (University of South Alabama subaward amount \$606,605).

Ackerman, K.B., **Allday, R. A.**, Choo, S., & Carmouche, M. (under review). Q-Me Behavioral Support System: Modern Technology. Institute of Education Sciences, National Center for Special Education Research, Development and Innovation Grant, 3-year proposal (\$1,871,693) with the University of Kentucky. (University of South Alabama subaward amount \$546,068).

University Teaching Experiences (2020-present)

University of South Alabama
 SPE 642 – Clinical Teaching I
 EDL 694 – Directed Studies and Research

University of Kentucky
 EDS 516 – Principles of Behavior Management and Instruction
 EDS 518 – Behavior Management in Applied Settings
 EDS 601 – Applied Behavior Analysis
 EDS 603 – Behavioral Consultation
 EDS 612 – Practicum in Special Education (Behavior Analysis Practicum)

Trainings and Workshops (2022-present)

Challenging Behavior in a Challenging Time. 2-hr. workshop (January 2023). Booker T. Washington Middle School. Mobile County Public Schools, Mobile, AL.
Addressing Challenging Behavior in a Positive Manner. 2-hr workshop (January 2023). P.O.I.N.T.E. Academy. Boys and Girls Club of Mobile. Mobile, AL.
Challenging Behavior in a Challenging Time. 2-hr. workshop (November 2022). Booker T. Washington Middle School. Mobile County Public Schools, Mobile, AL.
The Constant Full Moon: Challenging Behavior for a Challenging Time. 2-hr. workshop (October 2022). Clarke County Schools, Jackson, AL.
Reflecting on the Past Year and Preparing for the Next. 2-hr. workshop (May 2022). Jessamine County Schools. Warner Elementary, Nicholasville, KY.
Teaching Strategies for Students with ASD. 1.5-hour workshop (February 2022). Foster Heights Elementary School, Bardstown, KY.

Service (2022-present)

National/International Service:

Reviewer for Hungarian Fulbright Commission Student Program (2022 – present)
 Reviewer for Egyptian Fulbright Commission Student Program (2021 – present)
 Editorial Review Board for *Journal of Disability Policy Study* (2010 – present)
 Guest Reviewer for *Remedial and Special Education* (2014 – present)
 Guest Reviewer for *Behavioral Disorders* (2011-present)
 Guest Reviewer for *Teaching Exceptional Children* (2019-present)

State Service:

Member, Kentucky Behavior Analysts Licensing Board (appointed term 2014-2022)

University Service:

University of South Alabama

Member, Advisory Board for Innovation in Learning Center (2022 – present)

University of Kentucky

Reviewer, Fulbright Student Awards for UK (2021 – 2022)

Guest Reviewer, Institutional Review Board (2022 – 2022)

Member, Graduate School Committee on Fellowships & Traineeships (2018 – 2021)

Senator, University Senate, Representing the College of Education (2014 – 2017; 2020-2022)