

Erin Elizabeth Barton, Ph.D., BCBA-D

Associate Professor
Department of Special Education
Peabody College
Vanderbilt University

Education

Institution	Degree	Date Received	Major
Peabody College Vanderbilt University Nashville, TN	Ph.D.	06/2007	Special Education
DePaul University Chicago, IL	M.Ed.	06/2002	Early Childhood Education
University of Illinois at Urbana-Champaign	B.S.	05/1999	Human Development & Family Studies

Professional Experience

07/2017-present	Associate Professor Early Childhood Special Education Program Department of Special Education, Peabody College Vanderbilt Kennedy Center Member Vanderbilt University
07/2013– 07/2017	Assistant Professor Early Childhood Special Education Program Department of Special Education, Peabody College Vanderbilt Kennedy Center Member Vanderbilt University
09/2010 – 07/2013	Assistant Professor Early Childhood Special Education Coordinator, BCBA Certification Program School of Education & Human Development University of Colorado Denver
09/2007 – 09/2010	Assistant Professor Co-Director , Early Intervention Program Department of Special Education & Clinical Sciences University of Oregon

- 04/2008 – 09/2010 **Co-Director**
Oregon Institute for Autism in Early Childhood
University Center for Excellence in Developmental Disabilities
University of Oregon
- 08/2003 – 09/2007 **Research & Teaching Assistant**
Department of Special Education
Vanderbilt University
- 008/2000 – 08/2003 **Special Education Teacher**
Chicago Public Schools
- 09/2000 – 06/2002 **Teacher (2nd grade)**
After School Literacy Program
Chicago Public Schools

Recognitions and Honors

- 2019 **The Merle B. Karnes Award for Service** from the Division for Early Childhood of the Council for Exceptional Children
- 2017 **Distinguished Early Career Research Award**
Council for Exceptional Children, Division for Research
- 2016 - 2018
2013 - 2015 **National Institutes of Health Pediatric Loan Repayment Program**
Awarded by the National Institute of Child Health and Development:
Examining Early Identification and Intervention Practices for Young Children with Autism
- 2012 **Award for Excellence in Research and Creative Activities**
School of Education and Human Development
University of Colorado Denver
- 2012 **Outstanding Autism Professional Finalist**
Autism Society of Colorado
- 2009 **Early Career Teaching Award**
College of Education
University of Oregon

Certification

Board-Certified Behavior Analyst - Doctoral Level (BCBA-D)

Certificate #: 1-08-4055; Account #: BACB004406

Certified: 2008; Next Recertification: 03/31/2020

Illinois Initial Type 04 Teaching License

Early Childhood, 01/2002-06/2013

Publications

*The * denotes a student author.*

Refereed Publications

- *Velez, M., **Barton, E. E.**, Yoder, P., & *Wright, J. (in press). Systematic prompting of peer-related social behaviors in a small group academic instructional context. *Behavior Disorders*.
- *Milam, M., Hemmeter, M. L., & **Barton, E. E.** (in press). Evaluating the efficacy of stay-play-talk with preschoolers. *Journal of Early Intervention*.
- *Wright, J., Knight, V., & **Barton, E. E.** (in press). A review of video-based modeling to teach STEM to students with autism and intellectual disability. *Research in Autism Spectrum Disorders*.
- Pokorski, E. A., & Barton, E. E. (in press). A systematic review of the ethics of punishment-based procedures for young children with disabilities. *Remedial and Special Education*.
- *Wright, J., **Barton, E. E.**, & Knight, V. (in press). Video prompting to teach robotics and coding to middle school students with autism spectrum disorder. *Journal of Special Education Technology*.
- *Francis, R., *Winchester, C., **Barton, E. E.**, Ledford, J. R., & *Velez M. (in press). Using progressive time delay to increase levels of peer imitation during play with preschoolers with disabilities. *American Journal of Intellectual and Developmental Disabilities*.
- Locchetta, B., *Domingo, M., & **Barton, E. E.** (in press). Family Style Dining: Making the most of mealtimes! *Young Exceptional Children*.
- Barton, E. E.**, *Velez, M., *Pokorski, E. A., & *Domingo, M. (in press). The effects of email performance-based feedback delivered to teaching teams: A systematic replication. *Journal of Early Intervention*.
- *Heidlage, J., *Cunningham, J. E., Kaiser, A. P., Trivette, C. M., **Barton, E. E.**, Frey, J. R., & Roberts, M. Y. (in press). The effects of parent-implemented language interventions on child linguistic outcomes: A meta-analysis. *Early Childhood Research Quarterly*.
- *Sweeney, E. M., **Barton, E. E.**, & Ledford, J. R. (in press). Using progressive time delay to increase levels of peer imitation during sculpting play. *Journal of Autism and Developmental Disorders*.
- Barton, E. E.**, *Murray, R., *O'Flaherty, C., *Sweeney, E., & *Gossett, S. (2020). Teaching object play to young children with autism and other disabilities: A systematic review of methods and rigor. *American Journal of Intellectual and Developmental Disabilities*, 125, 14-36.
- Ledford, J. R., **Barton, E. E.**, *Zimmerman, K., *Severini, K., & *Pokorski, E. (2019). Visual display of graphic data in single case design studies: Systematic review and expert preference analysis. *Education and Training in Autism and Developmental Disabilities*, 54, 315-327.
- *O'Flaherty, C., **Barton, E. E.**, *Winchester, C., & *Domingo, M. (2019). Coaching teachers to increase their facilitation of social interactions with toddlers. *Journal of Positive Behavior Interventions*, 21, 199-212.
- *Pokorski, E. A., **Barton, E. E.**, & Ledford, J. R. (2019). Assessing the differential effects of known and mystery rewards in a preschool-based group contingency. *Journal of Early Intervention*, 41, 256-275.

- Barton, E. E.,** *Rigor, M. N., *Pokorski, E. A., *Velez, M., & *Domingo, M. (2019). Using text messaging to deliver performance feedback to preservice teachers. *Topics in Early Childhood Special Education, 39*, 88-102.
- Wolfe, K., **Barton, E. E.,** & Meadan, H. (2019). Systematic protocols for the visual analysis of single-case research data. *Behavior Analysis in Practice, 12*, 491-502.
- Lloyd, B. P., **Barton, E. E.,** Ledbetter-Cho, K., Pennington, B., & Pokorski, E. A. (2019). Function-based interventions in K-8 general education settings: A focus on teacher implementation. *Elementary School Journal, 119*(4), 601-628.
- *Qiu, J., **Barton, E. E.,** & Choi, G. (2019). Using the system of least prompts to teach play to young children with developmental delays. *Journal of Special Education, 52*, 242-251.
- *Goldman, S., *Sanderson, K., A., Lloyd, B. P., & **Barton, E. E.** (2019). Effects of school-home communication with parent-mediated reinforcement on off-task behavior for students with ASD. *Intellectual and Developmental Disabilities, 57*, 95-111.
- *Severini, K., Ledford, J. R., & **Barton, E. E.** (2019). Implementing stay play talk with children who use AAC. *Topics in Early Childhood Special Education, 38*, 220-233.
- Barton, E. E.,** *Choi, G., & *Mauldin, E. G. (2019). Teaching sequences of pretend play to young children with disabilities. *Journal of Early Intervention, 41*, 13-29.
- Barton, E. E.,** *Gossett, S., *Waters, M. C., *Murray, R. E., & *Francis, R. N. (2019). Increasing play complexity in a young child with autism. *Focus on Autism and Developmental Disabilities, 34*, 81-90.
- *Hallett, G., Strain, P., Smith, B. J., **Barton, E. E.,** Steed, E., & Kranski, T. (2019). The Pyramid Plus Center: Scaling up and sustaining evidence-based practices for young children. *Young Exceptional Children, 22*, 22-37.
- Ledford, J. R., **Barton, E. E.,** *Zimmerman, K., & *Severini, K. (2019). A primer on single case research designs: Contemporary use and analysis. *American Journal on Intellectual and Developmental Disabilities, 124*, 35-56.
- *Pokorski, E. A., **Barton, E. E.,** Ledford, J. R., Taylor, A. L., *Johnson, E., & Winters, H. K. (2019). A comparison of antecedent activities for increasing engagement during a small group activity in a child with ASD. *Education and Training in Autism and Developmental Disabilities, 54*, 94-103.
- Barton, E. E.,** Fetting, A., & Meadan, H. (2019). Comparison of visual analysis and non-overlap methods in the evaluation of parent implemented functional assessment-based interventions. *Research in Developmental Disabilities, 85*, 31-41.
- Ledford, J. R., **Barton, E. E.,** *Rigor, M. R., *Stankiewicz, K. C., *Chazin, K. T., *Harbin, E. R., & Taylor, A. L. (2018). Functional analysis and treatment of pica on a preschool playground. *Behavior Analysis in Practice, 12*, 178-181.
- Barton, E. E.,** & Ledford, J. R., *Zimmerman, K., & *Pokorski, E. A. (2018). Increasing the engagement and complexity of block play in young children. *Education and Treatment of Children, 41*, 169-196.
- Qi, C., **Barton, E. E.,** Collier, M., *Lin, Y. (2018). A systematic review of single case research studies on using video modeling interventions to improve social communication skills for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 33*, 249-257.
- *Milam, M., *Velez, M., Hemmeter, M. L., & **Barton, E. E.** (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices*

- Monograph Series – Instructional Practices* (pp. 77-89). Washington, DC: Division for Early Childhood.
- Barton, E. E.,** & *Pokorski, E. A. (2018). Teaching complex play to young children with disabilities using recommended practices. *DEC Recommended Practices Monograph Series – Instructional Practices*. (pp. 1-13). Washington, DC: Division for Early Childhood.
- Wexler, J., Reed, D. K., **Barton, E. E.,** & Mitchell, M. (2018). The effects of a supplemental peer-mediated reading intervention in incarcerated adolescents' ability to generate a main idea statement about informational text. *Behavioral Disorders, 43*, 290-301.
- Qi, C., **Barton, E. E.,** Collier, M., Lin, Y., & Montoya, C. (2018). A systematic review of the effects of social stories for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 33*, 25-34.
- Reichow, B. R., **Barton, E. E.,** & Maggin, D. (2018). Development and applications of the single case design risk of bias tool. *Research in Developmental Disabilities, 79*, 53-64.
- Odom, S. L., **Barton, E. E.,** & Reichow, B. R., Pustejovsky, J. P., & Swaminthan, R. (2018). Between-case standardized effect size analysis of single case design: Examination of the two methods. *Research in Developmental Disabilities, 79*, 88-96.
- *Zimmerman, K., Ledford, J. R., *Severini, K., Pustejovsky, J. E., **Barton, E. E.,** & Lloyd, B. P. (2018). Single-case synthesis tools I: Evaluating the quality and rigor of research on antecedent sensory-based interventions. *Research in Developmental Disabilities, 79*, 19-22.
- *Zimmerman, K., Pustejovsky, J. E., Ledford, J. R., **Barton, E. E.,** *Severini, K., & Lloyd, B. P. (2018). Single-case synthesis tools II: Comparing overlap measures and parametric effect sizes for synthesizing antecedent sensory-based interventions. *Research in Developmental Disabilities, 79*, 65-76.
- Barton, E. E.,** *Pokorski, E. A., *Gossett, S., *Sweeney, E., *Choi, G., & *Qui, J. (2018). The use of email to coach early childhood teachers. *Journal of Early Intervention, 40*, 212-228.
- Barton, E. E.,** & Ledford, J. R. (2018). The effects of reinforcement on peer imitation in a small group play context. *Journal of Early Intervention, 40*, 69-86.
- *Chazin, K. T., Ledford, J. R., **Barton, E. E.,** & *Osbourne, K. (2018). Antecedent exercise for young children: An examination of bias on experimental outcomes. *Remedial and Special Education, 39*, 158-170.
- Barton, E. E.,** *Pokorski, E. A., *Sweeney, E. M., *Velez, M., *Gossett, S., *Qiu, J., *O'Flaherty, C., & *Domingo, M. (2018). An empirical examination of effective practices for teaching board game play to young children. *Journal of Positive Behavior Interventions, 20*, 138-148.
- *Chazin, K. T., **Barton, E. E.,** Ledford, J. R., & *Pokorski, E. A. (2018). Implementation and intervention practices to facilitate communication skills in a child with complex communication needs. *Journal of Early Intervention, 40*, 138-157.
- Reichow, B., **Barton, E. E.,** Boyd, B. A., & Hume, K. (2018). Early and intensive behavioral interventions for children with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews, 2018*(5), CD009260. doi:10.1002/14651858.CD009260.pub3
- *Goldman, S. E., *Glover, C. A., Lloyd, B. P., **Barton, E. E.,** & *Mello, M. P. (2018). Effects of parent implemented visual schedule routines for African-American children in low-income settings. *Exceptionality, 26*, 162-175.

- *Locchetta, B., **Barton, E. E.**, & Kaiser, A. (2017). The use of family style dining to increase social interactions. *Topics in Early Childhood Special Education, 37*, 54-64.
- Barton, E. E.**, Pustejovsky, J. P., Maggin, D. M., & Reichow, B. R. (2017). A meta-analysis of technology aided instruction and intervention for students with ASD. *Remedial and Special Education, 38*, 371-386.
- *Zimmerman, K., Ledford, J. R., & **Barton, E. E.** (2017). Using visual activity schedules for young children with challenging behavior. *Journal of Early Intervention, 39*, 339-358.
- *Lopez, K., *Dewey, A., **Barton, E. E.**, & Hemmeter, M. L. (2017). The use of descriptive praise to increase diversity during easel painting. *Infants and Young Children, 30*, 133-146.
- Harris, B. & **Barton, E. E.** (2017). Autism services in Mexico: A qualitative survey of education professionals. *International Journal of School and Educational Psychology, 5*, 1-13.
- *Pokorski, B., **Barton, E. E.**, & Ledford, J. R. (2017). A review of the use of group contingencies in preschool settings. *Topics in Early Childhood Special Education, 36*, 230-241.
- Barton, E. E.**, Harris, B., & Leech, N. (2016). Autism identification and programming practices: A preliminary investigation from one state. *Infants and Young Children, 29*, 267-289.
- Barton, E. E.**, Steed, E., & Smith, B. J. (2016). Inclusion and the Environment Recommended Practices: Common challenges to inclusion and strategies to overcome them. In T. Catalino & L. Meyer. *Recommended Practices Monograph #2: Environment Recommended Practices*. (pp. 1-18). Washington DC: Division for Early Childhood.
- Barton, E. E.**, Ledford, J. R., Lane, J. D., Decker, J., Germansky, S. E., Hemmeter, M. L., & Kaiser, A. (2016). The iterative use of single case research to advance the science of EI/ECSE. *Topics in Early Childhood Special Education, 36*, 4-14.
- Ledford, J. R., **Barton, E. E.**, Hardy, J. K., Elam, K., Seabolt, J., Shanks, M., Hemmeter, M. L., & Kaiser, A. (2016). What equivocal data from single case comparison studies reveal about evidence-based practices in early childhood special education. *Journal of Early Intervention, 38*, 79-91.
- Fettig, A., **Barton, E. E.**, & Carter, A. (2016). Using e-coaching to support an early intervention provider's implementation of a functional assessment-based intervention. *Infants and Young Children, 29*, 130-147.
- Barton, E. E.**, Harris, B., Leech, N., *Stiff, L., *Choi, G., & *Joel, T. (2016). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders, 46*, 737-748.
- Barton, E. E.**, *Fuller, E. A., & *Schnitz, A. (2015). Use of email feedback to improve pre-service teacher behaviors. *Topics in Early Childhood Special Education, 36*, 78-90.
- Wexler, J., Reed, D. K., Pyle, N., Mitchell, M., & **Barton, E. E.** (2015). A synthesis of peer-mediated academic interventions for secondary struggling learners. *Journal of Learning Disabilities, 48*, 451-470.
- Artman-Meeker, K., Fettig, A., **Barton, E. E.**, *Penney, A., & *Songtian, Z. (2015). Applying an evidence-based coaching framework to the Early Childhood Professional Development literature. *Topics in Early Childhood Special Education, 35*, 183-196.
- Barton, E. E.**, & Smith, B. J. (2015). Advancing high quality preschool inclusion: A discussion and recommendations for the field. *Topics in Early Childhood Special Education, 35*, 69-78.

- Barton, E. E.** (2015). Teaching generalized pretend play and related behaviors to young children with disabilities. *Exceptional Children, 81*, 489-506.
- Barton, E. E.,** & *Lissman, D. C. (2015). Group parent training combined with follow-up coaching for parents of children with developmental delays. *Infants and Young Children, 28*, 220-236.
- Barton, E. E.,** Reichow, B. R., *Schnitz, A. K., Smith, I., & *Sherlock, D. (2015). A systematic review of sensory-based treatments for ASD. *Research in Developmental Disabilities, 37*, 64-80.
- *Adamo, E. K., *Wu, J., Wolery, M., Hemmeter, M. L., Ledford, J. R., & **Barton, E. E.** (2015). Using video modeling to increase moderate-to-vigorous physical activity for young children with Down syndrome. *Journal of Early Intervention, 37*, 270-285.
- Barton, E. E.,** Bishop, C., & Snyder, P. (2014). High quality instruction through complete learning trials: Blending intentional teaching with embedded instruction. In K. Pretti-Frontczak, J. Grisham-Brown, & L. Sullivan (Eds.). *Young Exceptional Children Monograph #16: Blending Practices to Strengthen Quality Early Learning Programs for ALL Children.* (pp. 73-96). Los Angeles, CA.
- Moore, H. W., **Barton, E. E.,** & *Chronis, M. (2014). Improving toddler communication through parent coaching using naturalistic language enhancing strategies. *Topics in Early Childhood Special Education, 33*, 212-224.
- Barton, E. E.,** Steed, E. E., Strain, P., Dunlap, G., Powell, D., & *Payne, C. (2014). An analysis of classroom-based and parent-focused social-emotional programs for young children. *Infants and Young Children, 27*, 3-29.
- Fettig, A., & **Barton, E. E.** (2014). Functional assessment based parent intervention to reduce children's challenging behaviors: A literature review. *Topics in Early Childhood Special Education, 34*, 49-61.
- Harris, B., **Barton, E. E.,** & *Albert, C. (2014). Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness. *Journal of Autism and Developmental Disorders, 44*, 1275-1287.
- Barton, E. E.,** *Chen, C., *Pribble, L., *Pomes, M., & *Kim, Y.A. (2013). Coaching pre-service teachers to embed prompting procedures in inclusive preschool classrooms. *Teacher Education and Special Education, 36*, 330-349.
- Barton, E. E.,** *Pribble, L., & *Chen, C. (2013). Use of email to deliver performance-based feedback to early childhood practitioners. *Journal of Early Intervention, 35*, 270-297.
- Barton, E. E.,** & Banerjee, R. (2013). Culturally responsive behavioral supports for children with challenging behaviors and their families. *Young Exceptional Children, Monograph #15: Addressing Young Children's Challenging Behaviors* (pp. 76-94). Los Angeles, CA: Division for Early Childhood.
- Barton, E. E.,** & Fettig, A. (2013). Parent-implemented interventions for young children with disabilities: A review of fidelity features. *Journal of Early Intervention, 35*, 194-219.
- Barton, E. E.** & Reichow, B. (2012). Guidelines for graphing data with Microsoft PowerPoint for Office 2007. *Journal of Early Intervention, 34*, 129-150.
- Barton, E. E.,** Moore, H. W., & Squires, J. (2012). Preparing speech language pathologists to work in early childhood. *Topics in Early Childhood Special Education, 32*, 4-13.
- Barton, E. E.,** *Lawrence, K., & Deurloo, F. (2012). Individualizing interventions for young children with autism in preschool. *Journal of Autism and Developmental Disorders, 42*, 1205-1217.

- Barton, E. E. & *Pavilanis, R. L.** (2012). Teaching pretend play to young children with autism. *Young Exceptional Children, 15*, 5-17.
- Reichow, B., **Barton, E. E.**, Boyd, B. A., & Hume, K. (2012). Early and intensive behavioral interventions for children with autism. *Cochrane Database of Systematic Reviews*, 2012(10), CD009260.
Protocol: Reichow, B., **Barton, E. E.**, Boyd, B. A., & Hume, K. (2011). Early intensive behavioral intervention for increasing functional behaviors and skills for young children with autism spectrum disorders. *Cochrane Database of Systematic Reviews*, 2011(8), CD009260.
- Harris, B., **Barton, E. E.**, & *Albert, C. (2012). Assessing young children who are dual language learners with or at-risk for autism. In R. M. Santos, G. A. Cheatham, & L. Duran (Eds.). *Young Exceptional Children, Monograph #14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities* (pp. 93–114). Missoula, MT: DEC.
- Strain, P. S., **Barton, E. E.**, & Dunlap, G. (2012). The utility of social validity. *Education and Treatment of Children, 35*, 183-200.
- *Kim, Y. A., & **Barton, E. E.** (2012). Use of web-based technology in teacher professional development for young children: A literature review. *The Korean Journal of Early Childhood Special Education, 12*(4), 27-49.
- Strain, P., Schwartz, I. S., & **Barton, E. E.** (2011). Providing interventions for young children with autism: What we still need to accomplish. *Journal of Early Intervention, 33*, 321-332.
- Lifter, K., Mason, E. J., & **Barton, E. E.** (2011). Children's play: Where we have been and where we could go. *Journal of Early Intervention, 33*, 281-297.
- Barton, E. E.**, Reichow, B. R., *Chen, C., & Wolery, M. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children, 14*, 2-21.
- Barton, E. E.**, Kinder, K., Casey, A. M., & Artman, K. M. (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children, 14*, 29-46.
- Barton, E. E.** (2010). Development of a taxonomy of pretend play for children with disabilities. *Infants and Young Children, 23*, 247-261.
- Barton, E. E.** & Wolery, M. (2010). Training teachers to promote pretend play in children with disabilities. *Exceptional Children, 77*, 85-106.
- Wolery, M., Busick, M., Reichow, B. R., & **Barton, E. E.** (2010). Comparison of overlap methods for quantitatively synthesizing single subject data. *Journal of Special Education, 44*, 18-28.
- Reichow, B. R., **Barton, E. E.**, *Neely, J., *Good, L., & Wolery, M. (2010). Effects of weighted vests on the engagement of children with developmental delays and autism. *Focus on Autism and Developmental Disabilities, 25*, 3-11.
- McIntyre, L. L., & **Barton, E. E.** (2010). Early childhood autism services: How wide is the research to practice divide? *Behavioral Development Bulletin, 10*, 34-43.
- Reichow, B. R., **Barton, E. E.**, *Good, L. & Wolery, M. (2009). Effects of pressure vest usage on engagement and problem behaviors of a young child with developmental delays. *Journal of Autism and Developmental Disorders, 27*, 333-339.
- Macy, M., Squires, J., & **Barton, E. E.** (2009). Providing optimal opportunities: Structuring practicum experiencing in early intervention and early childhood special education preservice programs. *Topics in Early Childhood Special Education, 28*, 209-218.

- Barton, E. E., & Wolery, M.** (2008). Teaching pretend play to children with disabilities. *Topics in Early Childhood Special Education, 28*, 119-125.
- Barton, E. E., Reichow, B. R., & Wolery, M.** (2007). Guidelines for graphing data with Microsoft PowerPoint. *Journal of Early Intervention, 29*, 320-336.
- Barton, E. E. & Wolery, M.** (2007). Evaluation of e-mail feedback on the verbal behavior of preservice teachers. *Journal of Early Intervention, 30*, 55-72.
- Wolery, M., **Barton, E. E., & Hine, J. F.** (2005). Evolution of applied behavior analysis and treatment of autism. *Exceptionality, 13*, 11-24.

Refereed Publications Under Review

- *Gomez, L., **Barton, E. E.,** *Locchetta, B., & *Winchester, C. (under review). The effects of email performance feedback on teachers' use of play expansions.
- *Martinez Cueto, A. P., **Barton, E. E., & *Bancroft, J.** (under review). The effects of training and performance feedback on preservice teachers' use of statements that promote social interactions. *Accepted pending revisions.*
- *Pokorski, E., **Barton, E. E.,** Lloyd, B. P., & *Willard, K. (under review). Lag schedules and functional communication training: A systematic replication.
- Steed, E., **Barton, E. E., & Strain, P.** (under review). Instructional approaches that promote positive social outcomes for young children: A historical literature review.
- Frey, J., **Barton, E. E.,** *Pokorski, E. A., Roberts, M., & Trivette, C. (under review). Parent-implemented Language Interventions for Young Children: A Meta-Analysis of Single-Case Research. *Early Childhood Research Quarterly.*
- Dinnebeil, L., **Barton, E. E., & Buysse, V.** (under review). Understanding the impact of models of professional collaboration in early childhood intervention: A meta-analysis. *Journal of Early Intervention.* Accepted with revisions.
- Harris, B., & **Barton, E. E.** (under review). Inclusion of racially and ethnically diverse populations in ASD intervention research.
- *Murray, R., & **Barton, E. E.** (under review). Training pediatricians to implement autism screening tools: A review of the literature.

Published Chapters

- Barton, E. E.,** Fettig, A., Pokorski, E., & Harbin, S. (2020). Effective teaching strategies for facilitating social emotional competence for all children. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers.*
- Artman-Meeker, K., **Barton, E. E.,** Strain, P., Hemmeter, M. L. (2020). Problem solving problem behavior. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers.*
- Barton, E. E.,** Lloyd, B. P., Spriggs, A. D., & Gast, D. (2018). Visual analysis of graphic data. In J. R. Ledford & D. L. Gast (Eds.) *Single case research in behavioral sciences, 3rd edition* (pp. 179–214). New York: Routledge Publishers.
- Barton, E. E.,** Meadan-Kaplansky, H., & Ledford, J. R. (2018). Independent variables, fidelity, and social validity. In J. R. Ledford & D. L. Gast (Eds.) *Single case research in behavioral sciences, 3rd edition* (pp. 133-156). New York: Routledge Publishers.

- Barton, E. E.** (2016). Critical issues and promising practices for teaching play to young children with disabilities. In B. R. Reichow, B. A. Boyd, E. E. Barton, & S. A. Odom (Eds.). *Handbook of Early Childhood Special Education* (pp. 267-283). London: Springer.
- Reichow, B., & **Barton, E. E.** (2014). Evidence-based practices in autism. In F. R. Volkmar, S. Rogers, K. Pelphrey, & R. Paul (Eds.). *Handbook of autism and pervasive developmental disorders*, 4th ed. (pp. 969-992). Hoboken, NJ: Wiley.
- Barton, E. E.** (2014). Assessing social competence and play skills. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.). *Essential elements for assessing infants and young children with special needs* (pp. 195-241). Boston, MA: Pearson.
- Barton, E. E.** (2013). Pretend play with young children with autism: A synthesis of the research. In C. Qi & T. Stanton-Chapman (Eds.). *Preschool children: Education, social functioning, and behavioral issues* (pp. 173-204). Hauppauge, NY: Nova Science Publishers.
- Strain, P., **Barton, E. E.**, & Bovey, E. H. (2013). Evidence-based practice for infants and toddlers with autism spectrum disorders. In H. Walker & F. M. Gresham (Eds.) *Handbook of evidence-based practices for students having emotional behavior disorders*. NY: Guilford.

Books

- Ledford, J. R., Lane, J. D., & **Barton, E. E.** (2019). *Teaching in Early Childhood: Methods and Contexts*. New York: Routledge Publishers.
- Reichow, B., Boyd, B. A., **Barton, E. E.**, & Odom, S. A. (2016). *Handbook of Early Childhood Special Education*. London: Springer.
- Barton, E. E.**, & Smith, B. J. (2015). *Preschool Inclusion Toolbox: How to build and lead a high-quality program*. Baltimore, MD: Brookes.
- Barton, E. E.**, & Harn, B. A. (2012). *Teaching young children with autism*. Thousand Oaks, CA: Corwin & National Association for School Psychologists.

Other Published Works

- Barton, E. E.** & Meadan, H. (2019). Innovations and advances in the measurement of social validity in EI/ECSE research. *Topics in Early Childhood Special Education*, 39, 137-138.
- Barton, E. E.** (2019). A word on contributions of research with noneffects to early childhood special education. *Topics in Early Childhood Special Education*, 39, 4.
- *Pokorski, E. A., & **Barton, E. E.** (2019). *Single case research graphing guidelines*. Hammill Institute for Disabilities.
- Barton, E. E.** (2017). Inclusive practices in early childhood: The benefits, research, and recommendations. *Impact on Instructional Improvement*, 42(2), 10-19.
- Catlett, C., & **Barton, E. E.** (2017). The evidence for inclusion. *Resources within Reason Newsletter*. Washington D.C.: Division for Early Childhood.
- Barton, E. E.**, & Smith, B. J. (2016, December). The facts, policies, and practices that support high quality preschool inclusion. *Preschool Development Grants Technical Assistance Quarterly Newsletter*, 2(2).
- Barton, E. E.** (2016). Message from the DEC Executive Board. *Young Exceptional Children*, 19, 1.
- Barton, E. E.** (2016). Message from the DEC Executive Board. *Young Exceptional Children*, 18, 1.

- Barton, E. E. & Fox, L. (2013).** Implementing the Pyramid Model within Home Visiting programs. Modules produced by the Technical Assistance Center for Social Emotional Interventions, University of South Florida, Tampa, FL.
- Barton, E. E. (2012).** Individual Family Service Plans. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Individual Education Programs. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Premack Principle. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Annual Reviews. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.

Presentations

Invited Presentations

- Barton, E. E. (2019, January). *Implementing High Quality Early Childhood Inclusion: Indicators of Success!* State of TN Department of Education, Partners in Education Conference. Nashville, TN.
- Barton, E. E. (2019, January). *Practical Strategies for Implementing High Quality Early Childhood Inclusion*. State of TN Department of Education, Partners in Education Conference. Nashville, TN.
- McLean, M., Smith, B., Sandall, S., Strain, P., Snyder, P., Salisbury, C., Carta, J., Santos, R., Trivette, C., Hebbeler, K., Winton, P., Barton, E. E., Reichow, B., & Banerjee, R. (2018, October). *DEC Recommended Practices*. Invited Keynote.
- Barton, E. E. (2018, October). *Using family coaching to support child learning and development*. Invited Plenary for the 7th International Forum, Every Child Deserves a Family. Naked Heart Foundation. Moscow, Russia.
- Barton, E. E. (2018, October). *Specific strategies for coaching families in enhancing their child's learning and development: Preventing challenging behaviors and teaching new skills*. Invited Workshop for the 7th International Forum, Every Child Deserves a Family. Naked Heart Foundation. Moscow, Russia.
- Barton, E. E. (2018, August). *Measuring and teaching toy and social play to young children with disabilities*. Invited Keynote for the Washington Association for Behavior Analysis. Auburn, WA.
- Barton, E. E. (2018, April). *Measuring and teaching toy and social play to young children with disabilities*. Invited Keynote for the Nebraska Council for Exceptional Children Conference. Lincoln, NE.
- Barton, E. E. & Lemons, C. (2018, February). Division for Research Distinguished Early Career Award Address: *Improving student outcomes through intensive intervention*. Invited presentation at the Council for Exceptional Children Annual Convention. Tampa, FL.
- Barton, E. E. (2017, November). *Meeting the needs of all children: Supporting high quality early childhood inclusion*. Wisconsin Inclusion Institute. Green Lake, WI.
- Barton, E. E., *Murray, R., & *Domingo, M. (2017, August). *Increasing toy and social play in young children with disabilities*. School SLP Conference. Nashville, TN.
- Barton, E. E. (2017, March). *Solutions and strategies to support access to high quality inclusive environments for all preschool children*. Invited post-conference workshop for Kansas Division for Early Childhood Annual Conference. Wichita, KS.

- Barton, E. E. (2017, February). *Challenges and solutions to support early childhood inclusion*. Keynote presentation for IL Early Childhood Inclusion Summit, Early Choices, Illinois State Board of Education.
- Barton, E. E. (2017, February). *Tools to support early childhood inclusion*. Practitioner Workshop, Early Choices, A Preschool LRE Initiative of the Illinois State Board of Education. Bloomington, IL.
- Barton, E. E. (2017, February). *Facilitating early childhood inclusion*. Webinar presentation for Early Choices, A Preschool LRE Initiative of the Illinois State Board of Education. Bloomington, IL.
- Barton, E. E. (2016, April). *Visual analysis and graphical displays in single case research*. Webinar presentation for the Division for Early Childhood Research to Practice Special Interest Group.
- Barton, E. E. (2016, February). *An overview of the preschool inclusion toolbox*. Webinar presentation for Paul H. Brookes Publishing.
- Barton, E. E. (2015, December). *Issues related to teaching play to young children*. Keynote presentation for the Georgia Association for Positive Behavior Support Annual Conference. Atlanta, GA.
- Barton, E. E. (2015, December). *Family coaching: Universal practices for infants and toddlers*. Featured presentation for the Georgia Association for Positive Behavior Support Annual Conference. Atlanta, GA.
- Barton, E. E. (2015, July). Institute Faculty. Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Reichow, B. & Barton, E. E. (2014, October). *Risk of Bias Assessment for Single Case Research Design*. A J. David Sexton Endowment Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Barton, E. E. (2014, September). Classroom-based and Parent-focused interventions for promoting social emotional competence in young children. Front Porch Series, *National Center on Quality Teaching and Learning*.
- Barton, E. E. (June, 2014). Institute Faculty. Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Barton, E. E. & Smith, B. J. (2015, May). *Challenges and Solutions to Preschool Inclusion?* Presentation at the National Inclusion Institute. Chapel Hill, NC.
- Barton, E. E. (2014, May) *Let's Pretend: Teaching and supporting pretend play with young children in inclusive classrooms*. Presentation at the National Inclusion Institute. Chapel Hill, NC.
- Barton, E. E. (2013, June). Institute Faculty, Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Barton, E. E. (2013, June). *Teaching pretend play to children with disabilities*. Invited presenter, A. J. Pappanikou Center for Developmental Disabilities, University of Connecticut Health Center.
- Barton, E. E. (2012, February). *Universal practices to promote social emotional competence in infants and toddlers*. Celebrating Connections Conference. Charleston, WV.
- Barton, E. E. (2011, October). *Teaching play to young children with disabilities*. Keynote address for the Idaho Division for Early Childhood Fall Conference. Boise, ID.
- Barton, E. E. (2011, July). *Evidence-based practices with young children with autism*. National Association for School Psychologists Summer Conference. Atlantic City, NJ.

- Barton, E. E. & Washbourne, P. (2010, June). *Can we cure autism?* Invited presentation for the Oregon Museum of Science and Industry, Science Pub series. Eugene, OR.
- Barton, E. E. & Phelps, R. (2010, May). *Children with autism and challenging behaviors: A collaborative, functional approach to supporting families.* Invited presentation for the University of Oregon Center for Excellence in Developmental Disabilities. Eugene, OR.
- Barton, E. E. (2010, January). *What is Applied Behavior Analysis?* Invited Presentation, Oregon Commission on Autism Spectrum Disorder. Salem, OR.
- Barton, E. E. (2009, December). *Finding, applying, interviewing, negotiating, and surviving the first year of academic positions in Special Education.* Invited presentation, Vanderbilt University Early Childhood Special Education Leadership Training Seminar.
- Wolery, M., Barton, E. E., & Reichow, B. (2009, October). *Issues in Analysis and Quantitative Synthesis of Single Subject Data.* The J. David Sexton Endowment Presentation for the Division for Early Childhood Conference. Albuquerque, NM.

Conference Presentations

- Barton, E. E., Pokorski, E., Velez, M., Fettig, A. F., Meadan, H., & Hacker, R. (2019, October). *Development and testing of the FBSApp.* Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Hemmeter, M. L., Taylor, A., Horth, K., & Barton, E. E. (2019, October). *Coaching with coaches to coach with fidelity.* Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Barton, E. E., Nemec, A., & Fox, L. (2019, October). *Program-wide implementation of pyramid model practices in Part C programs.* Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Martinez, A. P., & Barton, E. E. (2019, October). *Effects of training and feedback on promoting social interactions by preservice teachers.* Poster presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Velez, M., Pokorski, E., Barton, E. E., Bancroft, J. C., Reichow, B. R., Snyder, P., & The DEC Recommended Practices Evidence Syntheses Group. (2019, October). *Evidence Synthesis of DEC Recommended Practice: Instruction 13.* Poster presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Winchester, C., Barton, E. E., & Trimlett, G. (2019, October). *Using antecedent exercise to reduce young children's challenging behaviors.* Poster presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Barton, E. E., Fettig, A. F., Meadan, H., Pokorski, E., Velez, M., Greeny, K., Chung, M. Y., & Hacker, R. (2019, May). *Supporting parents in reducing children's challenging behaviors: A randomized controlled trial of the FBSApp.* Poster presentation at the ABAI 45th Annual Convention.
- Pokorski, E., & Barton, E. E. (2019, May). *The development and validation of an ethics measure for punishment-based interventions.* Poster presentation at the ABAI 45th Annual Convention.
- Velez, M., Barton, E. E., Yoder, P., & Wright, J. (2019, May). *Systematic prompting of peer-related social behaviors during small group instruction.* Poster presentation at the ABAI

- 45th Annual Convention.
- Murray, R. E., & Barton, E. E. (2019, May). *A systematic review of professional development practices to increase pediatric ASD screenings*. Poster presentation at the *International Society for Autism Research*. Montreal, Canada.
- Barton, E. E. & Nemece, A. C. (2019, May). *Fidelity tools that support the implementation of the Pyramid Model in Early Intervention*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. & Nemece, A. C. (2019, May). *Implementing the Pyramid Model with Families in Early Intervention*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Fetting, A., & Meadan, H. (2019, May). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Milam, M., Hemmeter, M. L., & Barton, E. E. (2019). *Evaluating the fidelity and efficacy of stay-play-talk for preschoolers*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Gomez, L. & Barton, E. E. (2019, March). *Examining the relation between performance feedback and teachers' use of play expansions*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Eames, E. J., & Barton, E. E. (2019, March). *The effects of play materials on play complexity of preschool children*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Winchester, C. R., Barton, E. E., & Trimlett, G. (2019, March). *Antecedent exercise as an intervention for young children with challenging behaviors*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Borgmeier, C., Heineman, M., Spaulding, S., & Barton, E. E. (2019, February). *Using technology to train and implement function-based support*. Panel presented at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Pokorski, E., & Barton, E. E. (2019, February). *The development and validation of an Ethics measure for punishment-based interventions*. Poster presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Pokorski, E., & Barton, E. E. (2019, February). *Group contingencies in preschool settings: Research and application of an effective intervention*. Paper presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Vatland, C., Fox, L., Hemmeter, M. L., & Barton, E. E. (2019, February). *Unpacking and measuring program-level supports for Pyramid Model in early childhood education*. Paper presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Barton, E. E., Fetting, A., & Meadan, H. (2019, January). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the Conference for the Division for Autism and Developmental Disabilities of the Council for Exceptional Children, Maui, HI.
- Barton, E. E., Pokorski, E. A., & Velez, M. (2018, October). *Developing effective performance feedback systems in early childhood*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Zimmerman, K., Ledford, J. R., & Barton, E. E. (2018, October). *Comparing non-evidence and*

- evidence-based Interventions for young children in early childhood settings*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Joseph, J., Barton, E. E., Steed, E., Smith, B. J., & Vinh, M. (2018, October). *Implementing high quality early childhood inclusion: Indicators of success*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Barton, E. E., Fetting, A., & Meadan, H. (2018, April). *Development and testing of the FBSApp*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Milam, M., Hemmeter, M. L., & Barton, E. E. (2018, April). *Evaluating the fidelity and efficacy of stay-play-talk for preschoolers*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., & Steed, E. (2018, April). *Screening and assessment of social emotional competence in young children*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Fetting, A., & Barton, E. E. (2018, March). *Family coaching to address challenging behaviors at home*. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Hemmeter, M. L., Barton, E. E., Fox, L., & Vatland, C. (2018, March). *The Pyramid Model goes program-wide in child care*. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Fetting, A., & Meadan, H. (2018, March). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Fetting, A., & Meadan, H. (2018, March). *The development of a measure to evaluate program-wide implementation of pyramid model supports*. Poster presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Pokorski, E. A., & Velez, M. (2018, March). *Increasing play complexity in young children: Issues in measurement and generalization*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Velez, M., Barton, E. E., & Pokorski, E. A. (2018, March). *Delivering performance-based feedback to early childhood professionals: Procedural variations, generalization, and covert observations*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Ledford, J. R., Barton, E. E., & Zimmerman, K. (2018, March). *Synthesis of single case studies: Overarching issues and conclusions in systematic reviews of early childhood research*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Heidlage, J., Cunningham, J., Kaiser, A., Trivette, C., Roberts, M., Barton, E. E., & Frey, J. (2018, March). *The effects of parent-implemented language interventions on child linguistic outcomes: A meta-analysis*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Pokorski, E. A., Barton, E. E., & Ledford, J. (2018, March). *Assessing the differential effects of known and mystery rewards in a preschool-based group contingency*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.

- Barton, E. E., Pokorski, E. A., Ledford, J. R., Johnson, E., Taylor, A., & Winters, H. (2017, October). A comparison of antecedent activities for increasing engagement during a small group activity in a child with ASD. In E. R. Harbin (Chair), *Comparing non-evidence based and evidence-based intervention in educational settings for young children with and without disabilities*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Murray, R. & Barton, E. E., Waters, C., Gossett, S., & Francis, R. (2017, October). Teaching a child with autism to engage in object play. In E. E. Barton (Chair), *Systematic instruction of play and social behaviors*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Pokorski, E., Barton, E. E., Sweeney, E. M., Velez, M., Gossett, S., Qui, J., & O'Flaherty, C. (2017, October). Teaching board game play to young children. In E. E. Barton (Chair), *Systematic instruction of play and social behaviors*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Barton, E. E., Pokorski, E. A., Velez, M., Steed, E., & Joseph, J. (2017, October). *Teaching young children: A focus on play*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Berman, K., Doan, K., Kavulic, C., Barton, E. E., & Kremer, A. (2017, October). *Do you want your state leaders to improve early childhood inclusion policies?* Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Reichow, B., Boyd, B., & Barton, E. E. (2017, October). *Early intensive behavioral intervention for young children with ASD: A Cochrane Review*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Hemmeter, M. L., Fox, L., Barton, E. E., Taylor, A., & Horth, K. (2017, October). *Supporting program-wide implementation of the pyramid model in community child care*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Velez, M., Pokorski, E., Barton, E., Snyder, P., Reichow, B., Evidence Synthesis Group. (2017, October). *Evidence synthesis of DEC Recommended Practice: Instruction 13*. Poster presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Pokorski, E., & Barton, E. (2017, October). *Comparative effects of mystery versus known rewards within a preschool group contingency*. Poster presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Barton, E. E., Pokorski, E. A., Velez, M., & Rigor, M. (2017, May). Delivering performance-based feedback to early childhood professionals: procedural variations and generalization. In K. Ayers (Chair), *Teachers benefit from teaching too*. Symposium presented at the Applied Behavior Analysis International Convention, Denver, CO.
- Barton, E. E., Meadan, H. M., & Fetting, A. (2017, May). Evaluating visual analysis and Non-overlap indices using the literature on parent implemented interventions. In K. Wolfe (Chair), *Issues in the Visual Analysis of Single Case Data*. Symposium presented at the Applied Behavior Analysis International Convention, Denver, CO.
- Pokorski, E. A., Barton, E. E., Ledford, J. R., Taylor, A., Johnson, E., & Winters, H. (2017, May). *A comparison of antecedent activities for increasing engagement during a small group activity in a child with autism spectrum disorder*. Poster presented at the Applied Behavior Analysis International Convention, Denver, CO.

- Houchins-Juarez N. J., Morgan, A. C., Lambert, J. M., Matthews, M. P., Wiggins, S. S., Randall, K. P., Rogers, N. R., & Barton, E. E. (2017, May). Evaluating the generality of therapeutic gains via telehealth. In J. Pollard (Chair) and S. Hall (Discussant). *Emerging practices in assessment and treatment of disruptive behavior: Novel applications of telehealth and exploratory data analysis*. Symposium presented at the 43rd annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Barton, E. E. & Smith, B. J. (2017, April). *Solutions and Strategies to Support Access to Natural and Inclusive Environments for All Children*. DEC Spotlight Session at the Council for Exceptional Children Convention. Boston, MA.
- Barton, E. E. & Steed, E. (2017, April). *Screening and assessment of social emotional competence in young children*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Fettig, A., Barton, E. E. & Urbano, A. (2017, April). *Coaching and supporting families to address challenging behaviors using the pyramid model*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Pokorski, E., & Velez, M. (2017, March). *The use of technology to deliver performance-based feedback in early childhood settings*. Presentation for the Women in Behavior Analysis Conference, Nashville, TN.
- Barton, E. E., Rigor, M., Pokorski, E., Sweeney, E., Gossett, S., & Qiu, J. (2016, October). The use of technology to deliver performance-based feedback in early childhood settings. In E. E. Barton (Chair), *Programming for generalization: This should be easier than it is*. Symposium presented at the 19th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Barton, E. E., King, S. A., LaPaglia, M., & Meindl, J. N. (2016, October). In J. Fox (Chair) and J. Lambert (Discussant), *A debate: Behavior analysts should use only evidence-based interventions and practices*. Panel presented at the 19th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Kavulic, C., Barton, E. E., & Wheatley, E. C. (2016, October). *Seizing opportunities in the federal child care law to improve inclusion*. Division for Early Childhood Annual Conference. Louisville, KY.
- Barton, E. E., Steed, E. A., & Strain, P. S. (2016, June). *Stepping back in time: A historical analysis of research conducted on instructional approaches included in the DEC Recommended Practices*. Paper presented at the International Society on Early Intervention Conference. Stockholm, Sweden.
- Smith, B. J., & Barton, E. E. (2016, June). *Preschool inclusion: Challenged and solutions for overcoming them*. Paper presented at the International Society on Early Intervention Conference. Stockholm, Sweden.
- Barton, E. E. (2016, April) *Family coaching to promote social emotional development*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Ledford, J. R., Zimmerman, K. (2016, February). *Conducting research on research: Suggestions for improving single case design studies*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Odom, S., Barton, E. E., & Reichow, B. (2016, February). *Statistical analysis of single case design research in early intervention: The next generation*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.

- Lifter, K., Wong, C., Barton, E. E., & Mason, E. (2014, February). *Measuring and teaching play: Current issues in research and practice*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., Meadan, H., Fettig, A., & Pokorski, E. (2016, February). *Evaluating and comparing visual analysis procedures to non-overlap indices*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Hardy, J., Grifenhagen, J., Barton, E. E., Gilson, M., & Hemmeter, M. L. (2016, February). *Characteristics of embedded instruction: Lessons learned from past research and guidelines for the future*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Fettig, A., Barton, E. E., Sone-MacDonald, A. (2016, February). *Assessing generalization on functional assessment-based strategies in addressing children's challenging behaviors*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Schnitz, A., Hemmeter, M. L., & Barton, E. E. (2016, February). *Evaluation of the Positive Solutions for Families intervention*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Artman-Meeker, K., Fettig, A., Barton, E. E., Penney, A., & Songtian, Z. (2015, October). *Applying an evidence-based coaching framework to the Early Childhood Professional Development literature*. Poster presentation for the Division for Early Childhood Conference. Atlanta, GA.
- Barton, E. E., Stiff, L. A., Mauldin, E., & Choi, G. (2015, October). *Teaching children with to engage in sequences of pretend play*. Poster presentation for the Division for Early Childhood Conference. Atlanta, GA.
- Barton, E. E. & Smith, B. J. (2015, April). *Challenges and Solutions to Preschool Inclusion?* Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. (2015, April) *Family coaching to promote social emotional development*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. (2015, April) *Family coaching: Tools for your Toolbox*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E.E., Juarez, A.P., Lambert, J.M., Lloyd, B. P., Ledford J.R., & Zimmerman, K.N., (2015, April). *A debate: The ethics of baseline*. Panel discussion presented at the April meeting of the Vanderbilt Association for Behavior Analysis, Nashville, TN.
- Barton, E. E. & Reichow, B. R. (2014, October). *Sensory-based Interventions: Do they work?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Barton, E. E. & Smith, B. J. (2014, October). *Challenges and Solutions to Preschool Inclusion?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Fettig, A., Artman-Meeker, K., & Barton, E. E. (2014, October). *Evidence-based Coaching: What works for you?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Fettig, A., Barton, E. E., Artman-Meeker, K. (2014, June). *Coaching in the classroom and beyond: Lessons learned from coaching professionals and families*. Presentation at the National Association for Young Children: Professional Development Institute. Minneapolis, MN.

- Barton, E. E. (2014, April) *Family Coaching: Train the Trainer*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Lifter, K., Barton, E. E., & Mason, E. (2014, February). *Play: The fork in the road for understanding and using it*. Panel session at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Reichow, B. R. & Barton, E. E., (2014, February). *Risk of Bias assessment tool for single subject research design*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Schnitz, A., Fettig, A., & Barton, E. E. (2014, February). *Parent-implemented function-based interventions for children with disabilities*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., Steed, E. A., & Payne, C. (2014, February). *Classroom based and family focused social emotional curricula*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Reichow, B. R. (2013, October). *Sensory interventions for young children with disabilities*. Poster presentation at the Division for Early Childhood Conference. San Francisco, CA.
- Fettig, A., & Barton, E. E. (2013, October). *Parent-implemented function-based interventions for children with disabilities*. Poster presentation at the Division for Early Childhood Conference. San Francisco, CA.
- Barton, E. E. & Woodcock, R. (2013, March). *Bringing the Pyramid Home*. Presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.
- Barton, E. E. (2013, March). *Teaching pretend play to children with disabilities*. Paper presented at the Rocky Mountain Early Childhood Conference. Denver, CO.
- Barton, E. E., & Fox, L. (2013, February). *A family coaching approach to implementation of the pyramid model*. Paper presented at the Northwest Positive Behavior Support Conference. Eugene, OR.
- Barton, E. E., & Reichow, B. R. (2013, January). *Sensory-based interventions for children with autism: A review of the literature*. Poster presented at the Association for Behavior Analysis International Autism Conference. Portland, OR.
- Barton, E. E., & Fox, L. (2012, October). *Family coaching in early intervention*. Paper presented at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Barton, E. E., & Reichow, B. R. (2012, July). *Sensory-based interventions for children with autism: A review of the literature*. Poster presented at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Reichow, B. R., Schertz, H., & Barton, E. E. (2012, July). *Everything you wanted to know about systematic reviews but were afraid to ask*. Paper presented at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Barton, E. E., & Fox, L. (2012, July). *Family coaching in early intervention*. Paper presented at the Office of Special Education Program, U.S. Department of Education, Project Directors Meeting. Washington, D.C.
- Reichow, B. R., Maggin, D., & Barton, E. E. (2012, May). *Investigation of publication bias in systematic reviews of single subject experimental designs*. Paper presented at the Campbell Collaboration Colloquium. Copenhagen, Denmark.
- Barton, E. E. (2012, April). *Teaching pretend play to children with autism*. Invited presenter, Autism Strand, Council for Exceptional Children Convention. Denver, CO.

- Barton, E. E. (2012, March) *Family Coaching: Train the Trainer*. Presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.
- Barton, E. E. & Lifter, K. (2012, February). *Play: The fork in the road for understanding and using it*. Panel session at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Reichow, B. R., Barton, E. E., Boyd, B., Hume, K. (2012, February). *Systematic review of EIBI for Children with Autism*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E. & Moore, H. (2012, February) *Language and Play Everyday*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Reichow, B. R., Barton, E. E., Boyd, B., Hume, K. (2012, February). *Systematic review of EIBI for Children with Autism*. Poster presented at the Applied Behavior Analysis International Autism Conference. Philadelphia, PA.
- Barton, E. E. & Moore, H. (2011, November) *Language and Play Everyday*. Paper presented at the Division for Early Childhood 2011 Conference. National Harbor, MD.
- Barton, E. E. (2011, November) *Rationale and strategies for teaching pretend play*. Paper presented at the Division for Early Childhood 2011 Conference. National Harbor, MD.
- Barton, E. E., Clifford, J., & Macy, M. (2011, November) *SEAM: Social Emotional Assessment Evaluation Measure*. Paper presented at the Division for Early Childhood Conference. National Harbor, MD.
- Barton, E. E., Pribble, L., Chen, C. (2011, November) *Use of email performance feedback to increase teachers' use of recommended practices*. Poster presented at the Division for Early Childhood Conference. National Harbor, MD.
- Moore, H. W., Johnson, J., & Barton, E. E. (2011, November) *Language and Play Everyday*. Paper presented at the American Speech-Language-Hearing Association 2011 Conference. San Diego, CA.
- Drey, B., & Barton, E. E. (2011, November) *Strategies for supporting multilingual learners with autism*. Paper presented at the Colorado Teachers of English to Speakers of Other Languages. Denver, CO.
- Barton, E. E. (2011, March). *Social Emotional Assessment Evaluation Measure: Targeted Skills and Instruction*. Presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.
- Barton, E. E. (2011, March). *Rationale, goals, and strategies for teaching pretend play to young children with special needs*. Paper presented at the Association for Positive Behavior Support Conference. Denver, CO.
- Barton, E. E. (2011, March). *Use of email performance feedback to increase teachers' use of positive behavior support strategies*. Poster presented at the Association for Positive Behavior Support Conference. Denver, CO.
- Barton, E. E. (2011, January). *Teaching pretend play to young children with autism and developmental disorders*. Poster presented at the Association for Applied Behavior Analysis Autism Conference: New tools for translating science to practice. Washington D.C.
- Barton, E. E., Macy, M., & Squires, J. (2010, October). *Social Emotional Assessment Evaluation Measure*. Paper presented at the Division for Early Childhood conference. Kansas City, MO.
- Barton, E. E., & Moore, H. W. (2010, October). *Language and play every day: An*

- interdisciplinary training model*. Poster presented at the Division for Early Childhood conference. Kansas City, MO.
- Blasco, P. B., Barton, E. E., & Falco, R. A. (2010, October). *Are we preparing professionals to include all young children with disabilities in inclusive settings? What happened and how did we get here?* Poster presented at the Division for Early Childhood conference. Kansas City, MO.
- McWilliam, R. A., Casey, A., Bryant, D., Barton, E. E., & Artman, K. (2010, June). *The Efficacy and Feasibility of Implementing Technology-Based Feedback Interventions to Improve Teachers' Classroom Performance*. Symposium presented at the Head Start's 10th National Research Conference, Washington, DC.
- Barton, E. E. (2010, April). *A program wide model of professional development for teaching play to young children with autism*. Poster presented at the Council for Exceptional Children 2010 Convention, Nashville, TN.
- Barton, E. E. & Pavilanis, R. L. (2010, February). *Contextualized coaching as a model of professional development for teaching complex skills for pre-service teachers*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Moore, H. W. & Barton, E. E. (2010, February). *Language and Play Everyday: An interdisciplinary approach to parent and pre-service training*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Blasco, P. B., Barton, E. E., & Falco, R. A. (2010, February). *Are we preparing professionals to include all young children with disabilities in inclusive settings? What happened and how did we get here?* Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Clifford, J., Waddell, M., Squires, J., Barton, E. E., & Macy, M. (2010, February). *Project SEAM: Preventing behavior disorders and improving social-emotional competence in infants and toddlers with disabilities*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E. (2010, March). *Rationale, goals, and strategies for promoting play with pretense as a goal for young children with autism*. Featured Presentation, Conference for the Association of Positive Behavior Support. St. Louis, MO.
- Barton, E. E., Casey, A. M., Artman, K., & Kinder, K. (2009, October). *Playing around with feedback: Research and experiences with providing performance feedback*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Macy, M., & Barton, E. E. (2009, October). *Social emotional assessment and measurement: An activity based approach*. Paper presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Wolery, M., & Barton, E. E. (2009, October). *Goals and strategies for promoting play in young children with disabilities*. Paper presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Chen, C., & Barton, E. E. (2009, October). *Family Involvement in Using Positive Behavior Support for Young Children with Autism*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Levi, S., Chen, C., & Barton, E. E. (2009, October). *Evaluation of E-mail Performance Feedback on the Verbal Behaviors of Preschool Teachers*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.

- Barton, E. E., Reichow, B., Busick, M., & Wolery, M. (2009, August). *Comparison of Overlap Methods for Quantitatively Synthesizing Single Subject Data*. Applied Behavior Analysis 5th International Conference. Oslo, Norway.
- Kinder, K., Barton, E. E., Casey, A. M., & Artman, K. (2009, June). *Playing around with feedback: Research and experiences with providing performance feedback*. National Association for the Education of Young Children: Professional Development Institute. Charlotte, NC.
- Barton, E. E., & Funk, M. K. (2009, June). *The Ages and Stages Questionnaire: Social Emotional*. Presentation for the Early Intervention Council, Eugene, OR.
- Macy, M. M., & Barton, E. E. (2009, April). *Activity Based Intervention: Research to practice*. Paper presented at the Council for Exceptional Children 2008 Convention. Seattle, WA.
- McDermott, W., & Barton, E. E. (2009, April). *An application of the linked systems approach to autism in early intervention*. Poster presented at the Council for Exceptional Children 2008 Convention. Seattle, WA.
- Levi, S., Carter, D., Van Norman, R.K., Barton, E. E. (March, 2009). *Supporting Positive Preschools: Some Lessons Learned in Program-Wide Implementation*. Oregon Positive Behavior Support Network, 7th Annual Statewide Conference. Eugene, OR.
- Barton, E. E. (2008, October). *Training teachers to use the system of least prompts to increase play skills*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Wolery, M., & Barton, E. E. (2008, October). *Goals and strategies for promoting play in young children with disabilities*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Macy, M., Clifford, J., & Barton, E. E. (2008, October). *Social emotional assessment and measurement: An activity-based approach*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Wolery, M., Busick, M., Reichow, B., & Barton, E. E. (2008, February). *Quantitative synthesis of single subject research*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Wolery, M. (2008, February). *Measuring the generalization of pretend play in children with disabilities*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Wolery, M., Barton, E. E., & Gast, A. H. (2007, February). *Using prompting to promote adaptive functioning*. Presentation for the Annual Meeting for the Tennessee Association for Behavioral Analysis. Nashville, TN.
- Barton, E. E., Reichow, B., & Wolery, M. (2007, June). *Effects of weighted vest on attention and engagement of young children with autism*. Poster presented at the International Meeting for Autism Research. Sacramento, CA.
- Reichow, B., & Barton, E. E., Volkmar, F. R., & Cicchetti, D. V. (2007, June). *The status of research on interventions for young children with autism spectrum disorders*. Poster presented at the International Meeting for Autism Research. Sacramento, CA.
- Barton E. E., Reichow, B., & Tapp, J. (2006, March). *Description of the methods using INTMAN to code child and teacher behaviors simultaneously*. Poster presented at the Gatlinburg Conference on Mental Retardation and Developmental Disabilities Research. Annapolis, MD.
- Reichow, B., & Barton, E. E., & Wolery, M. (2006, February). *The use of carpet squares and*

- duration manipulation during circle time for children with autism.* Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Wolery, M. (2005, May). *Efficacy of verbatim and frequency feedback for increasing verbal behaviors of pre-service teachers.* Poster presented at the Vanderbilt University Graduate Student Research Day. Nashville, TN.
- Barton, E., E. (2004, June). *Play interventions for children with autism.* Paper presented at the Lee University Autism Symposium. Cleveland, TN.

Select Seminars, Webinars, and Workshops

- Barton, E. E. (2019, October). *Embedding structured teaching in inclusive settings.* Workshop hosted by IL STARNET. Springfield, IL.
- Steed, E., & Barton, E. E. (2018, November). *Social emotional screening of young children.* Webinar hosted by Early Childhood Investigations.
- Barton, E. E. (2018, September). *Embedding structured teaching in inclusive settings.* Workshop hosted by IL STARNET and Early CHOICES. Alsip, IL.
- Smith, B. J., Cate, D., & Barton, E. E. (2018, July). *Supporting High Quality Preschool Inclusion.* Virginia Preschool Inclusion Community of Learning Summer Institute.
- Barton, E. E. (2017, March). *Implementing the pyramid model with families in homes: Train the trainers.* Atlanta, GA.
- Barton, E. E. (2017, February). *Implementing the pyramid model with families in homes.* Atlanta, GA.
- Kavulic, C., Barton, E. E., & Hiessenbuttle, H. (2016, June). *Identifying and supporting young children with disabilities.* Webinar for the Promise Zones: Early Childhood Peer Learning & Action Network.
- Barton, E. E. (2016, March, May). *Implementing the pyramid model with families in homes.* Atlanta, GA.
- Barton, E. E. (2015, July). *Overlap Measures in Single Case Research.* Mini-conference on Single Case Research Design, Vanderbilt University, Nashville, TN.
- Barton, E. E. (2015, July). *Risk of Bias in Single Case Research.* Mini-conference on Single Case Research Design, Vanderbilt University, Nashville, TN.
- Barton, E. E. (2015, June). *Implementing the pyramid model with families in homes.* Charlottesville, VA.
- Barton, E. E. (2014, August, October, November). *Implementing the pyramid model with families in homes.* Presentation for the Chancellor's Leadership Academy, University of Illinois at Urbana-Champaign. Champaign, IL.
- Barton, E. E. (2013, June). *Implementing the pyramid model with families in homes.* Presentation for the Montana Department of Education, Early Childhood. Billings, MT.
- Barton, E. E. & Woodcock, R. (2012, October). *Implementing the pyramid model with families in homes.* Webinar for the Technical Assistance Center on Social Emotional Interventions. Denver, CO.
- Barton, E. E., Zickefoose, S., LeGrand, C., & Brown, A. (2012, August). *Implementing the pyramid model with families in homes.* Workshop for West Virginia Birth to Three. Charleston, WV.
- Barton, E. E. (2012, March). *Implementing the pyramid model with families in homes.* Workshop for Nevada Early Intervention Services. Reno, NV.
- Barton, E. E. (2011, October). *Learning through play.* Workshop for the Idaho Division for Early

- Childhood Fall Conference. Boise, ID.
- Barton, E. E., & Fox, L. (2011, October). *TACSEI Family Coaching Materials Webinar*. TACSEI & CSEFEL Home Visitor Trainers. Denver, CO.
- Barton, E. E. (2011, August). *Social emotional identification and intervention*. Jefferson County Preschool Directors Meeting. Wheat Ridge, CO.
- Barton, E. E., & Fox, L. (2011, June). *Family Coaching with Infant and Toddlers in Part C*. West Virginia Birth to Three. Clarksburg, WV.
- Barton, E. E., Beckel, L., & Wasser, J. B. (2011, May). *Using the Pyramid Model with Young Children*. Presentation for the Pyramid Plus Spring Training, Denver, CO.
- Barton, E. E. (2010, April.) Evidence-based practices for young children with autism. Spring training for new ASD specialists, Willamette ESD, Salem, OR.
- Barton, E. E. & Funk, K. (2009, Feb). *The Ages and Stages Questionnaire – Social Emotional*. Presentation for the Early Intervention Council. Eugene, OR.
- Barton, E. E. (2009, March). *The Ages and Stages Questionnaire – 3rd Edition*. Seminar at the Child Care Improvement Project Workshop. Portland, OR.

Funding

Funded Grants

Barton, E. E. (PI), Ledford, J. R. (Co-PI), Lloyd, B. P. (Co-PI)
Preparing Certified Behavior Analysts to be Leaders in Special Education
Office of Special Education Programs
\$1,250,000.00

Lloyd, B. P. (PI), Ledford, J. R. (Co-PI), **Barton, E. E.** (Co-PI), Harris, V.
Project i3: Training Certified Behavior Analysts to Provide Intensive Interdisciplinary Intervention for School-Age Children with Disabilities and High-Intensity Needs
Office of Special Education Programs
\$1,250,000.00

Ledford, J. R. (PI), **Barton, E. E.** (Co-PI), Lloyd, B. P. (Co-PI), Harris, V. (Co-PI)
I-TEACHING: Interdisciplinary Teaming to increase Expectations for and Achievement of Children with High Intensity Needs
Office of Special Education Programs
\$1,250,000.00

Kaiser, A., Ledford, J. R. (Co-PI), **Barton, E. E.** (Co-PI), Hemmeter, M. L. (Co-PI)
A Junior Colleague Approach for Preparing Leaders to Improve Social and Behavioral Outcomes for Young Children with Disabilities (JCAP)
Office of Special Education Programs, Jan 2019-Jan 2024
\$1,250,000.00

Barton, E. E. (PI)
Developing and Testing of the Playing to Learn (PTL) Curriculum for Teaching Complex Play to Young Children with Disabilities
Caplan Foundation, Sept 2018-Sept 2019
\$46,900.00

Barton, E. E. (PI), Ledford, J. R. (Co-PI), Lambert, J. M. (Co-PI), Harris, V. (Co-PI)
EPIC: Early Childhood and Psychology Interdisciplinary Collaboration to Improve Services for Children with High-Intensity Needs
Office of Special Education Programs, U.S. Department of Education, 2018-2023
\$1,250,000.00

Romano, M. (PI), Schnurr, M., (co-PI), **Barton, E. E.** (Methodological Consultant)
The Impact of Internal Coaching on Providers' Use of Family Guided Routines Based Intervention (FGRBI) in Part C Early Intervention
National Center for Special Education Research, Institute for Education Sciences
\$213,464

Hemmeter, M. L. (P.I.), **Barton, E. E.** (co-PI)
Summative Evaluation of Sesame Street Season 74: Focus on Kindness
Sesame Workshop, August 2017-August 2018
\$114,075.00

Hemmeter, M. L. (P.I.), **Barton, E. E.** (co-PI)
Preschool Suspensions and Expulsions: Examining Issues Related to Implicit Bias and Disproportionality in TN
Seed Grant from the Office for Equity, Diversity, and Inclusion at Vanderbilt University
May 2017
\$9,551.00

Barton, E. E. (PI), Meadan, H. (Co-PI), Fettig, A. (Co-PI)
Development and Testing of the Family Behavior Support App
National Center for Special Education Research, Institute for Education Sciences
U.S. Department of Education, Aug 2016-Aug 2019
\$1,499,866.00

Barton, E. E. (PI)
Increasing the Creativity and Complexity of Block and Art Play in Young Children with Disabilities
Peabody Small Research Grant Awards, May 2015
\$10,000

Hemmeter, M. L. (PI), Fox, L. (Co-PI), **Barton, E. E.** (Co-PI)
Development of Program-wide Supports for Pyramid Model Implementation: Addressing Young Children's Social Emotional Competence and Challenging Behavior
National Center for Education Research, Institute for Education Sciences, U.S. Department of Education, 2015-2018
\$1,500,000.00

Wehby, J. (PI), Lloyd, B. P. (Co-PI), **Barton, E. E.** (Co-PI), Ledford, J. R. (Co-PI)
Training Certified Behavior Analysts with Advanced Knowledge in Special Education

Office of Special Education Programs,
U.S. Department of Education, 2014-2019
\$930,000

Kaiser, A. (PI), **Barton, E. E.** (Co-PI), & Ledford, J. R. (Co-PI)
Preparing Early Childhood Special Educators with an Autism Specialization
Office of Special Education Programs,
U.S. Department of Education, 2014-2019
\$930,000

LaRocco, D. (PI), **Barton, E. E.** (Co-PI)
National Early Childhood Special Education Inclusion Summit
Small Grant Competition
University of Hartford, June 2015
\$5,000.00

Barton, E. E. (PI)
Early Childhood Special Education Leadership Specialists (ECSELS)
Grant# H325D120009 awarded to University of Colorado Denver, Oct 2012
Office of Special Education Programs,
U.S. Department of Education, Oct 2012-2013
\$1,249,072.00

Barton, E. E. (PI), B. Harris (Co-PI)
University of Colorado Denver Faculty Development Awards
Evaluating Autism Diagnostic Tools for Use with Culturally and Linguistically Diverse Populations
June 2011
\$5,000

Barton, E. E. (PI), L. L. McIntyre (Co-PI)
University of Oregon College of Education Fairway Funds, Feb 2009
Early Autism Project: Reducing the Research to Practice Divide in Early Intervention
Feb 2010
\$25,000

Barton, E. E. (PI), H. B. Moore (Co-PI)
University of Oregon College of Education Baney Funds
Language and Play Everyday
Feb 2010
\$10,000

Barton, E. E. (PI)
University of Oregon College of Education Fairway Funds, Feb 2009
Project ABI Play: An examination of an activity-based approach to teaching play and other functional skills to children with autism in inclusive settings.

December 2008
\$25,000

Barton, E. E. (PI)

University of Oregon College of Education Baney Funds, Feb 2009
An examination of a family centered PBS approach to food refusal behaviors
December 2008
\$8,000

Barton, E. E. (PI), B. R. Reichow (Co-PI)

Organization for Autism Research - Graduate Student Grant, June 2005
The Effects of Carpet Squares and Duration on the Behavior of Children with Autism During Circle Time in Inclusive Preschool Classrooms.
\$2000.00

Pending Grants

Lifter, K. (PI), Barton, E. E. (co-PI)
Development of an Innovative Curriculum of Play Activities for Teachers of Young Children
Caplan Foundation
\$60,000.00

Barton, E. E. (PI), Meadan, H. (Co-PI), Fettig, A. (Co-PI)

Development and Testing of the Classroom Functional Behavior Assessment App (ClassFBApp)
National Center for Special Education Research, Institute for Education Sciences
U.S. Department of Education
\$1,400,000.00

Select Unfunded Grants

Ledford, J. R. (PI), **Barton, E. E. (Co-PI)**
MATCHES: Development of a Manualized Approach for Teaching Children in Early Childhood Settings
National Center for Special Education Research, Institute for Education Sciences
\$1,400,000.00

Reichow, B. R. (PI), Barton, E. E. (Co-PI)

Impact of Professional Development on Early Intervention Specialists' Instructional Delivery of a Virtual Parent Skills Training Program for Parents of Infant and Toddlers with Disabilities
National Center for Special Education Research, Institute for Education Sciences
\$1,400,000.00

Watson, L. (PI), Rezka, S. (Co-PI), Steinbrenner, J. (Co-PI), **Barton, E. E. (Site PI)**
ASAP Intensity Replication Study: Improving Outcomes for Preschoolers with Autism
National Center for Special Education Research, Institute for Education Sciences
VU subcontract: **\$1,100,000.00**

Barton, E. E. (PI), Dickinson, D. (Co-PI), Swan, R. (Co-PI)

Closing the Word Gap Through Pediatrician – Preschool Collaboration (2015)
Trans-Institutional Programs Initiative Proposal
Vanderbilt University
Invited to submit full proposal, not funded

University Teaching Experience

Vanderbilt University

Courses Taught:

- Single Case Research Design
- Screening and Assessment for Young Children
- Advanced Classroom Management (Early Childhood)
- Characteristics of Children with Severe and Multiple Disabilities
- ECSE Student Teaching and Practicum Seminars

Advising:

Current Master Students: Mollie Todt, Kelly Willard, Gabrielle Trimlett, Yuxin Tang, Emma Skiba, Lauren Schulte, Caroline Baum

Masters Students Graduated with Thesis: Gounah Choi, Evelyn Mauldin, Monica Rigor, Lillian Stiff, Stephanie Gossett, Erin Sweeney, Jia Qiu, Ethan Lin, Cecelia O’Flaherty, Rebecca Murray, Rachel Francis, Maddisen Domingo, Lauren Gomez, Emily Eames, Ana Paula Martinez, Claire Winchester

Masters Students Thesis Second Reader: Run Chang, Carrie Glover

Current Doctoral Students: Marina Velez (chair), Jennifer Bancroft (chair)

Current Doctoral Students program and dissertation committees: Amy Lynn Harbison

Doctoral Students graduated and dissertation committees (year of graduation): Matt Busick (2015), Micheal Sandbank (2015), Alana Schnitz (co-chair, 2016), Elizabeth Biggs (2017), Samantha Golden (2017), Molly Gilson (2018), Kathleen Zimmerman (2018), Elizabeth Fuller (2018), Jennifer Cunningham (2018), Anne Sinclair (2019), Jodi Heidlage (2019), John Wright (2019, chair), Carlie Rhoads (2019), Elizabeth Pokorski (2019, chair)

University of Colorado Denver

Courses Taught:

- Early Intervention Strategies (online and on campus)
- Screening and Assessment of Young Children (online and on campus)
- Social and Cognitive Development and Disorders / Social Competence and Classroom Supports
- Seminar: Current Topics and Research in Early Childhood
- Seminar: Single Case Research Design in Education

Advising:

Masters Students advised (2010-2013): 32

Masters Thesis completed: Anne Hungerford, Beret Kroeger

Doctoral Students program and dissertation committees: Alissa Rausch

University of Oregon

Courses Taught:

- Assessment in Early Childhood Special Education/Early Intervention
- Curriculum in Early Childhood Education

- Family-guided Early Intervention
- Field Experience Seminar: Home Behavioral Supports for Families
- Foundations in Early Childhood Special Education/Early Intervention
- Practicum Experience/Seminar: Language and Play Every Day: Parent Training for Late Talking Toddlers
- Practicum Seminar: Parent Training in Early Intervention
- Seminar: Autism in Early Intervention
- Seminar: Communication Interventions in Early Intervention
- Seminar: Current Trends in Early Intervention

Advising:

Masters Students advised (2007-2010): 25

Masters Thesis completed: Dana Cohen

Doctoral Students program and dissertation committees: Prasong Saihong

Editorial Experience

Editor

10/2016 – present

Editor-in-Chief, *Topics in Early Childhood Special Education*

07/2014 – present

Associate Editor, *Journal of Early Intervention*

Editorial Boards

01/2018 – present

Behavior Disorders

09/2014 – present

Journal of Autism and Developmental Disorders

06/2014 – present

Infants and Young Children

09/2011 – present

Young Exceptional Children

07/2010 – present

Topics in Early Childhood Special Education

11/2010 – 06/2014

Co-Editor, *Focus on Research* Newsletter for the Division for Research of the Council for Exceptional Children (CEC-DR)

10/2009 – present

Journal of Early Intervention

Ad Hoc Reviewer

Behavior Analysis in Practice

Behavior Modification

Children and Youth Services

Child: Care, Health, & Development

Corwin Press

Early Childhood Research Quarterly

Education and Treatment of Children

Evidence-based Communication Assessment and Intervention

Exceptional Children

Focus on Autism and Developmental Disabilities

Paul H. Brookes Publishing

Journal of Applied Behavior Analysis

Journal of Communication Disorders

Journal of Special Education

Journal of Teacher Education

Neuropsychological Rehabilitation

Remedial and Special Education

Service

National

July 2019	AERA Convention Proposal Reviewer: Division K: Teacher Learning and Professional Development SIG-Family, School, Community Partnerships
July 2019 – present	DEC Recommended Practices Committee
Dec 2018, May 2019	DEC EI/ECSE Standards Think Tank
July 2018 – present	DEC EI/ECSE Standards Development Workgroup
July 2017 – present	Chair, Funding and Development Council Division for Early Childhood of the Council for Exceptional Children
July 2013 – July 2017	President (2015-2016), Executive Board Division for Early Childhood of the Council for Exceptional Children
2012 – 2016	Planning Committee (Committee Chair, 2014) Conference on Research Innovation in Early Intervention (CRIEI)
2013	DEC – Recommended Practices Commission, Instructional Practices Workgroup
2012	National Professional Development Center on ASD Single Subject Research Design Article Reviewer
2011	Co-Director, DEC Research Special Interest Group DEC Workgroup <i>Position Paper on Prevention of Social, Emotional, Physical, and Cognitive Disabilities and the Promotion of Health, Safety, and Well-Being</i>
2010-2012	DEC Chair of the Research and Evaluation Strand for the 2010 Annual Conference
2007 – 2017	Proposal Reviewer for the CEC Annual Convention and Expo

State

2012 – 2013	Colorado Autism State Leaders Work Group
2011 – 2013	Pyramid Plus State Policy Team – Professional Development workgroup
2009 – 2010	Oregon Commission on Autism Spectrum Disorders, Educational Endorsement and Competency-based Assessment Subcommittee
2009 – 2010	Vice President, Oregon Division for Early Childhood
2008 – 2010	Oregon Early Childhood Inclusion Collaborative, Professional Development Committee

Vanderbilt University

2019 – 2020	Chair, ABA Clinical Faculty Search Committee
2019 – present	ECSE representative, Special Education Strategic Planning Committee
2019 – present	Peabody representative, Graduate Faculty Council
2018 – present	Vanderbilt University Press Editorial Committee

2018 – present	Department of Special Education, Faculty Tenure and Promotion Committee
2018 – present	Chair, Peabody Curriculum Committee
2018 – present	Poster Judge, Vanderbilt Postdoctoral Association
2018 – 2020	Severe Program Tenure Track Faculty Search Committee
2017 – present	Practicum and Student Teaching Site Coordinator, Early Childhood Special Education Program
2017 – 2018	Secretary, Peabody Faculty Council
2017 – present	Special Education Department Representative, Peabody Faculty Council
2016 – 2017	ABA Program Tenure Track Faculty Search Committee
2016 – 2017	Vanderbilt Kennedy Center Lecture Series Committee
2013 – present	Department of Special Education Teacher Preparation Committee

University of Colorado Denver

2013	Coordinator, School of Education and Human Development (SEHD) Behavior Analyst Board Certification Program
2012	Search Committee Early Childhood Education Program Faculty Position
2012	Buell Early Childhood Leadership Program Design Team
2011 – 2013	SEHD Committees Leadership Committee Doctoral Studies Committee Practicum Coordinator

University of Oregon

2007 – 2009	College of Education Consortium for the Improvement of Professional Development Student Services and Supports Committee Library Committee Co-Director, Diversity Work Group Special Education Doctoral Committee
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Professional Organization Membership

- Council for Exceptional Children
 - Division for Early Childhood
 - Division for Research
 - Teacher Education Division
 - Council for Children with Behavior Disorders
 - Division for Autism and Developmental Disabilities
 - Division for Research
- Applied Behavior Analysis (ABA) International
- National Association for the Education of Young Children