Justin D. Lane, Ph.D., BCBA-D
Curriculum Vita

Current Position and Contact Information

Current Appointment	Associate Professor, Special Education University of Kentucky, Department of Early Childhood, Special Education, and Counselor Education
Contact Information	229 Taylor Education Building, Office 220 Lexington, KY 40506 justin.lane@uky.edu 859-257-3889

Education and Certifications

Ph.D. *Aug. 2014*	University of Georgia, Special Education Advisor: David L. Gast, Department of Special Education and Communication Sciences
M.Ed. *May 2008*	Vanderbilt University, Early Childhood Special Education, Behavior Analysis Advisor: Mark Wolery, Department of Special Education
B.S. *Dec. 2004*	Middle Tennessee State University Psychology (with honors)
BCBA-D* *2008*	Board Certified Behavior Analyst, 2008, Certification Number: 1-08-4419 *Doctoral Designation added in 2014

Professional Experience

Professional Positions

May 2019-Present	Associate Professor of Special Education, University of Kentucky
Aug 2014-Apr 2019	Assistant Professor of Special Education, University of Kentucky
Aug 2011-May 2014	Graduate and Research Assistant, University of Georgia
May 2008-July 2011	Teacher and Behavior Consultant, HOPE Autism and Behavioral Health Services
Aug 2007-Apr 2008	Behavioral Coach, Susan Gray School, Vanderbilt University
Aug 2006-July 2007	Graduate Assistant, Early Childhood Special Education, Vanderbilt University
Dec 2004-Aug 2006	Research Assistant, Vanderbilt University Children's Hospital

Professional Affiliations

Council for Exceptional Children
1. Division for Early Childhood
2. Division on Autism and Developmental Disabilities
3. Division for Research

Teaching

University of Kentucky, Current and Previous Courses
1. EDS 516, *Principles of Behavior Management & Instruction*
2. EDS 603, *Behavioral Consultation in Schools*
3. EDS 605, *Practical Applications of Applied Behavior Analysis*
4. EDS 612, *Practicum for BCBA Supervision*
5. EDS 615 & 616, *Professional Ethics for Behavior Analysts, Part I and II*
6. EDS 617, *Professional Ethics for Behavior Analysts*

7. EDS 630, *Advanced Methods for Teaching Students with Disabilities*
8. EDS 632, *Advanced Practicum: Moderate and Severe Disabilities*
9. EDS 633, *Single Case Experimental Design*
10. EDS 660, *Characteristics and Instruction for Individuals with Autism*
11. EDS 661, *Instructional Strategies for Individuals with Autism*
12. EDS 701, *Doctoral Seminar in Leadership*
13. EDS 721, *Practicum in Special Education Personnel Preparation*

Service

University of Kentucky - University, College, and Departmental Committees
August 2020-Present — Faculty Senator
Nov 2018-May 2019 — Search Committee Member, Dean of the College of Education
Aug 2017-Dec 2019 — Chair, Top 20 and Scholarship Committee
Aug 2017-Present — Member and Chair (Aug 2020), Media & Information Systems Committee
Aug 2015-Present — Graduate Advisor, Special Education-Moderate and Severe Disabilities (MSD)
Aug 2015-May 2017 — Member, Faculty & Student Recognition Committee
Aug 2014-May 2015 — Member, EDLife Student Organization

Graduate Student Committees
Master's Level Committee Member
Completed
1. Katherine Shelton, Special Education: MSD, 2015
2. Whitney Barnes, Special Education: MSD, 2016
3. Danielle Crawford, Applied Behavior Analysis, 2016
4. Rachel Pence, Applied Behavior Analysis, 2016
5. Olivia Winstead, (Chair) Applied Behavior Analysis, 2016
6. Jordan Brovelli, Special Education: MSD, 2017
7. Kaitlin Dick, Interdisciplinary Early Childhood Education , 2017
8. Kate Gorton, Applied Behavior Analysis, 2017
9. Brian Newton, Special Education: MSD, 2017
10. Kristen Kapp, (Co-Chair) Special Education: MSD, 2017
11. Meghan Traynor, Special Education: MSD, 2017
12. Colin Vogler, Applied Behavior Analysis, 2017
13. Hannah von Schlutter, Special Education: MSD, 2017
14. Melissa Bell, Special Education: MSD, 2018
15. Lindsey Graessle, Special Education: MSD, 2018
16. Jacqueline Horsman, (Chair) Special Education: MSD, 2018
17. Hannah Dollinger, Applied Behavior Analysis, 2019
18. Devin Graley, Applied Behavior Analysis, 2019
19. Christina Hesley, (Chair) Applied Behavior Analysis, 2019
20. Katelyn Nicklow, Applied Behavior Analysis, 2019
21. Kaitlin Haggard, Applied Behavior Analysis, 2020
22. Bryn Handley, Applied Behavior Analysis, 2020
23. Hannah Keene, (Chair) Applied Behavior Analysis, 2020
24. Alyssa King, Special Education: MSD, 2020
25. Katherine Jordan, (Chair) Applied Behavior Analysis, 2020
26. Elaine Murner, (Chair) Special Education: MSD, 2020
27. Kaitlin O'Neill, (Co-Chair) Special Education: MSD, 2020
28. Briana Rinaldi, Interdisciplinary Early Childhood Education, 2020
29. Kasey Waddell, (Chair) Applied Behavior Analysis, 2020

In Progress
1. Molly Baldridge, (Chair) Special Education: MSD
2. Brandy Denton, (Co-Chair) Special Education: MSD
3. Cara Baxter, Applied Behavior Analysis
4. Stevie Ogburn, (Chair) Applied Behavior Analysis
5. Jenna Venuto, Applied Behavior Analysis

Doctoral Level Committee Member
Completed
1. Mark Samudre, Special Education, Learning and Behavior Disorders, 2019
2. Collin Shepley, Interdisciplinary Early Childhood Education, 2019
3. Afnan Gmmash, Rehabilitation Sciences: Physical Therapy, 2020
4. Katherine Goldey, Rehabilitation Sciences: Communication Sciences and Disorders, 2020
5. Lin Zhu, Interdisciplinary Early Childhood Education, 2020
In Progress
1. Devin Graley, (Chair) Special Education
2. Mark Kruger, (Co-Chair) Special Education
3. Ndaru Prapti, Interdisciplinary Early Childhood Education

Leadership in the Field
Member-at-Large, Division for Early Childhood of the Council for Exceptional Children
- Elected in Fall 2019, 3-year-term: July 2020-July 2023
Research Committee Member, Division for Early Childhood of the Council for Exceptional Children
- Appointed in Spring 2020

Peer Review, National and International Journals
Editorial Board Member, Journals
2020-Present   *Remedial and Special Education*, Prior Guest Reviewer
2019-Present   *Infants and Young Children*
2016-Present   *Topics in Early Childhood Special Education*
2015-Present   *Journal of Early Intervention,* Prior Guest Reviewer
2014-Present   *Teaching Exceptional Children*
2014-Present   *Focus on Autism and Other Developmental Disabilities,* Prior Guest Reviewer

Guest Reviewer, Journals
2020   *Exceptionality*
2020   *Journal of Developmental and Physical Disabilities*
2019   *Behavior Modification*
2019-Present   *Rural Special Education Quarterly*
2018   *Evaluation and Program Planning*
2018   *Young Exceptional Children*
2017-Present   *Research in Developmental Disabilities*
2017-Present   *Journal of Autism and Developmental Disorders*
2017   *Education and Treatment of Children*
2016-Present   *Journal of Positive Behavior Interventions*
2016-Present   *Behavior Analysis in Practice*
2015, 2018   *American Journal on Intellectual and Developmental Disabilities*
2015   *Autism: International Journal of Research and Practice*
2015-Present   *Exceptional Children*

Guest Reviewer, Other
2019	*DEC Recommend Practices Monograph on Instructional Practices*
2014-Present	*DEC Annual International Conference Proposals,* Practice Strand (2014-2015), Research Strand (2016, 2018-2019), Professional Development (2020)

Grant Funding

Funded   ***(see Appendix for other grant submissions)***

2018 (5 years)   Amy D. Spriggs, **Justin D. Lane**, & Sally B. Shepley
Training Interdisciplinary Educators to Support High-Needs Populations
- OSEP, Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K), Funded Amount: $1,250,000.00

2020 (5 years)   Jennifer Grisham-Brown, Sarah Hawkins-Lear, **Justin D. Lane**, & Collin Shepley
Tiered Instruction, Engagement, Responding, and Services
- OSEP, Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K), Funded Amount: $1,250,000.00.

Pending

2021 (5 years)   Amy D. Spriggs, **Justin D. Lane**, & Sally B. Shepley
TRaining Interdisciplinary Behavioral Educators
- OSEP, Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K), Requested Amount: $1,250,000.00

2021 (4 years)   **Justin D. Lane**, Melinda Ault, & R. Joseph Waddington
Development and Testing of an Interactive Website to Assist Educators with Selecting Interventions for Students: Assistance in Selection of Interventions for Students and Teachers (ASIST)
- Institute of Education Sciences, Development and Innovation Project, Requested Amount: $2,000,000.00; Role: Co-Principal Investigator.

Research

Peer Reviewed Articles   ****co-authored student publication***

1. 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 designs to advance the science of EI/ECSE. *Topics in Early Childhood Special Education, 36*(1), 4-14.
2. Cook, K. B., Bennett, K. B., **Lane, J. D.,** & Mataras, T. K. (2013). Beyond the brick walls: Homeschooling students with special needs. *Physical Disabilities: Education & Related Services, 32*(2), 90 – 103.
3. Gast, A. H., Shepley, C., & **Lane, J. D.** (2020). Challenges and successes when packaging of simple strategies to address food selectivity in children with development disabilities during preschool mealtime. *Infants and Young Children.* Manuscript accepted for publication.
4. **Lane, J. D.,** & Gast, D. L. (2014). Visual analysis in single case experimental design studies: Brief review and guidelines. *Neuropsychological Rehabilitation, 24* (3 – 4), 445 – 463.
5. **Lane, J. D.,** & Ledford, J. R. (2014). Using interval-based systems to measure behavior in early childhood special education and early intervention. *Topics in Early Childhood Special Education, 34,* 83 – 93.
6. **Lane, J. D**., & Ledford, J. R. (2016). A review of interventions designed to increase sharing behaviors for children with social delays or deficits. *Journal of Behavioral Education, 25*, 69-94.

7. **Lane, J. D.,** & Shepley, C. (2019). Research to practice: Promoting academic and social behaviors in a small group. *Journal of Early Intervention*, *41*(4), 279-282.

8. **Lane, J. D**., Gast, D. L., Ledford, J. R., & Shepley, C. (2017). Increasing social behaviors in young children with social-communication delays in a group arrangement in preschool. *Education and Treatment of Children*, *40*, 115-144.

9. **Lane, J. D.,** Gast, D. L., Shepley, C., & Ledford, J. R. (2015). Including social opportunities during small group instruction of preschool children with social-communicating delays. *Journal of Early Intervention*, *37*, 3 – 22.

10. **Lane, J. D.,** Ledford, J. R., Shepley, C., Mataras, T. K., Ayres, K. M., & Davis, A. B. (2016). A brief coaching intervention for teaching naturalistic strategies to parents. *Journal of Early Intervention, 38*, 135-150.

11. **Lane, J. D.,** Lieberman-Betz, R., & Gast, D. L. (2016). An analysis of naturalistic interventions for increasing spontaneous expressive language in children with autism spectrum disorder. *The Journal of Special Education, 50,* 49-61.

12. **Lane, J. D**., Shepley, C., & Lieberman-Betz, R. (2016). Promoting expressive language in young children with or at-risk for autism spectrum disorder in a preschool classroom. *Journal of Autism and Developmental Disorders, 46*, 3216-3231.

13. **Lane, J. D.,** Shepley, C., Sartini, E., & Hogue, A. (2020). Modifying a naturalistic language intervention for use in an elementary school classroom. *Autism and Developmental Language Impairments*, *5*, 1-13.

14. **Lane, J. D**., Shepley, C., & Spriggs, A. D. (2019). Issues and improvements in the visual analysis of A-B single-case graphs by pre-service professionals. *Remedial and Special Education*. https://doi.org/10.1177/0741932519873120.

15. **Lane, J.D**., Ledford, J. R., & Gast, D. L. (2017). Single-case experimental design: Current standards and applications in occupational therapy. *American Journal of Occupational Therapy*, *71*, 7102300010p1–7102300010p9.

16. Ledford, J. R., Ayres, K., **Lane, J. D.,** & Lam, M. F. (2015). Identifying issues and concerns with the use of interval-based systems in single case research: A pilot simulation study. *The Journal of Special Education*, *49*, 104 – 117.

17. Ledford, J. R., Hall, E., Conder, E., & **Lane, J. D**. (2016). Research for young children with autism spectrum disorders: Evidence of social and ecological validity. *Topics in Early Childhood Special Education*, *34,* 223-233.

18. Ledford, J. R., **Lane, J. D**., & Severini, K. E. (2018). Structured visual analysis of single-case experimental design data. *Brain Impairment, 19,* 4-17.

19. Ledford, J. R., **Lane, J. D.,** Elam, K., & Wolery, M. (2012). Using response prompting procedures during small group instruction: Outcomes and procedural variations. *American Journal on Intellectual and Developmental Disabilities, 117,* 413 – 434.

20. Ledford, J. R., **Lane, J. D.,** Shepley, C., & Kroll, S. M. (2016). Using teacher-implemented playground interventions to increase engagement, social behaviors, and physical activity for young children with autism. *Focus on Autism and Other Developmental Disabilities, 31,* 163-173.

21. Pence, R., Allday, R. A., Spriggs, A. D., & **Lane, J. D.** (2020). Effects of visual activity schedule on decreasing transition latency. *Canadian Journal of School Psychology*. Manuscript accepted for publication.

22. Shepley, C., Grisham-Brown, J., & **Lane, J. D.** (2019). Multi-tiered systems of support in preschool settings: A review and meta-analysis of single-case research. *Topics in Early Childhood Special Education*. Manuscript accepted for publication.

23. Shepley, C., Grisham-Brown, J., **Lane, J. D.**, & Ault., M. J. (2020). Training teachers in inclusive classrooms to collect data on individualized child goals. *Topics in Early Childhood Special Education*. Manuscript accepted for publication.

24. Shepley, C., **Lane, J. D**., & Ault, M. J. (2019). A review and critical examination of the system of least prompts. *Remedial and Special Education, 40*(5), 313-327.
25. Shepley, C., **Lane, J. D**., & Ault, M. A. (2019). Analysis of differences across two unaffiliated systematic reviews using What Works Clearinghouse Single-case Design Standards. *Research and Practice for Persons with Severe Disabilities*. Manuscript accepted for publication.
26. Shepley, C., **Lane, J. D**., & Gast, D. L. (2016). Using SMART Board technology to teach young students with disabilities and limited group learning experience to read environmental text. *Education and Training in Autism and Developmental Disabilities, 51*, 404-420.
27. Shepley, C., **Lane, J. D**., & Shepley, S. (2016). Teaching young children with social-communication delays to label actions using videos and language expansion models: A pilot study. *Focus on Autism and Other Developmental Disabilities, 31*, 243-253.
28. Shepley, C., **Lane, J. D.,** Ayres, K., & Douglas, K. (2017). Assistive and instructional technology: Understanding the differences to enhance programming and teaching. *Young Exceptional Children*, *20*, 86-98.
29. Shepley, C., **Lane, J. D**., Grisham-Brown, J., Spriggs, A. D., & Winstead, O. (2018). Effects of a training package to increase teachers' fidelity of naturalistic instructional procedures in inclusive preschool classrooms. *Teacher Education and Special Education*, *41*(4), 321-339.
30. Swain, R., **Lane, J. D**., & Gast, D. L. (2015). Comparison of constant time delay and simultaneous prompting procedures: Teaching functional sight words to students with intellectual disabilities and autism spectrum disorder. *Journal of Behavioral Education, 24*, 210 – 229.
31. *Winstead, O., **Lane, J. D.,** Spriggs, A. D., & Allday, R. A. (2019). Providing small group instruction to children with moderate to severe disabilities and same-age peers with typical development. *Journal of Early Intervention, 41*(3), 202-219.
32. *Gorton, K., Allday, R. A., **Lane, J. D.**, & Ault, M. A. (2020). Effects of brief training plus electronic feedback on increasing quantity and intonation of praise among preschool teachers. *Journal of Behavioral Education.* Manuscript accepted for publication.

Published Book and Chapters
Textbook
1. Ledford, J. R., **Lane, J. D**., & Barton, E. E. (2019). *Methods for teaching in early education: Contexts for inclusive classrooms.* New York, NY: Routledge.

Single Chapter in a Published Text
1. Ayres, K. A., Shepley, S. B., Douglas, K., Shepley, C., & **Lane, J. D**. (2016). Mobile technology as a prosthesis: Using mobile technology to support community engagement and independence. In T. Cardon (Ed.), *Technology and treatment of children with autism spectrum disorder* (pp. 131-145). Switzerland: Springer International Publishing.
2. **Lane, J. D.,** & Brown, J. A. (2016). Promoting communication development in young children with or at-risk for disabilities. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 199-224). Switzerland: Springer International Publishing.

Multiple Chapters in a Published Text
In Gast, D. L., & Ledford, J. R. (2014). *Single case research methodology in behavioral sciences, 2nd edition.* New York: Routledge Publishers.
1. Mechling, L., Gast, D. L., & **Lane, J. D**. (2014). Ethical principles and practices in research. In D. L. Gast & J. R. Ledford (Eds.), *Single case research methodology in behavioral sciences* (2nd ed.) (pp. 31-49). New York, NY: Routledge.
2. Spriggs, A. D., **Lane, J. D.,** & Gast, D. L. (2014). Visual representation of data. In D. L. Gast & J. R. Ledford (Eds.), *Single case research methodology in behavioral sciences* (2nd ed.) (pp. 154-175). New York, NY: Routledge.

In Ledford, J. R., & Gast, D. L. (2018). *Single case research in behavioral sciences, 3rd edition.* New York: Routledge Publishers.

1. Ledford, J. R., **Lane, J. D**., & Gast, D. L. (2018). Dependent variables, measurement, and reliability. J. R. Ledford & D. L. Gast (Eds.), *Single case research in behavioral sciences* (3rd ed.). New York, NY: Routledge.
2. Ledford, J. R., **Lane, J. D**., & Tate, R. (2018). Evaluating quality and rigor in single case research. J. R. Ledford & D. L. Gast (Eds.), *Single case research in behavioral sciences* (3rd ed.). New York, NY: Routledge.
3. Mechling, L., Gast, D. L., & **Lane, J. D**. (2018). Ethical principles and practices in research. J. R. Ledford & D. L. Gast (Eds.), *Single case research in behavioral sciences* (3rd ed.). New York, NY: Routledge.
4. Spriggs, A. D., **Lane, J. D.,** & Gast, D. L. (2018). Visual representation of data. J. R. Ledford & D. L. Gast (Eds.), *Single case research in behavioral sciences* (3rd ed.). New York, NY: Routledge.

Online Tool for Analyzing Single Case Data

1. Ledford, J. R., **Lane, J. D.,** Zimmerman, K. N., Chazin, K. T., & Ayres, K. A. (2016, April). Single case analysis and review framework (SCARF). Retrieved from: http://vkc.mc.vanderbilt.edu/ebip/scarf/.

Manuscripts Under Review

33. *Gmmash, A. S., Effgen, S. K., Skubik-Peplaski, C., & **Lane, J. D.** (n.d.). Adherence to home activities among young children with delayed motor development in early intervention.

Revisions in Progress

1. *Traynor, M., Ault, M. J., **Lane, J. D.,** & Bausch, M. (n.d.). Effects of an app with embedded models to teach sight words to elementary students with developmental disabilities.
2. *Zhu, L., Shepley, C., Grisham-Brown, J., & **Lane, J. D.** (n.d.). Coaching parents of dual language learners to use naturalistic language strategies.

Manuscripts in Preparation

1. Alexander, J. L., Smith, K. A., **Lane, J. D**., & Shepley, S. B. (n.d.). Evaluating the effects of preference for final products when teaching chained tasks using video modeling.
2. Barton, E. E., & **Lane, J. D.** (n.d.). Play: More than just a context for young children.
3. *Dick, K., Grisham-Brown, J., & **Lane, J. D**. (n.d.). Effects of a coaching intervention on teachers' implementation of naturalistic strategies to promote communication in children with or at-risk for developmental delays.
4. **Lane, J. D**., Shepley, C., Graley, D., & Jordan, K. (n.d.). Indigenous implementers use of naturalistic language interventions with children with disabilities in classrooms.
5. **Lane, J. D.,** Goldey, K., Shepley, C., Murner, E., & Haggard, K. (n.d.). Training preservice professionals to teach play and promote expressive communication during responsive interactions.

Current Studies

1. **Lane, J. D.,** Shepley, C., Spriggs, & A., & Graley, D. *Content validity of single-case graphs and data paths for training pre-service and in-service professionals*.
2. Shepley, C*., & **Lane, J. D.** A *review of progress monitoring in preschool programs.*

Presentations

1. Dollinger, H., Hesley, C., & **Lane, J. D**. (2019). Naturalistic instruction and behavior analysis: Building the bridge in practice. *Women in Behavior Analysis Annual Conference.*
2. Goldey, K., & **Lane, J. D.** (2019). Trauma informed care and communication intervention for children with complex communication needs: A theoretical model. *American Speech-Language-Hearing Association Annual Conference.*
3. **Lane, J. D**., Gast, D. L., Ledford, J. R., & Shepley, C. (2014). Embedding social learning opportunities during small group instruction. *The Association for Behavior Analysis International Autism Conference.*
4. **Lane, J. D.**, & Ledford, J. R. (2015). Promoting social interactions by teaching children to share items. *The Division for Early Childhood Annual Conference.*
5. **Lane, J. D.,** Ledford, J. R., Ayres, K. M., & Davis, A. B. (2015). Teaching naturalistic strategies to a parent of child with autism spectrum disorder. *The Association for Behavior Analysis International Autism Conference.*
6. **Lane, J. D.,** Murner, E., & Shepley, C. (2020). Building the foundation for meaningful interactions between educators and students. *The Council for Exceptional Children Annual Conference.*
7. **Lane, J. D.**, & Shepley, C. (2018). Incorporating perspective taking into instruction: Contextual supports to improve social behaviors. *The Division for Early Childhood Conference (DEC).*
8. **Lane, J. D.,** & Shepley, C. (2019). Training preservice professionals to be responsive during child-led activities. *The Division for Early Childhood Annual Conference.*
9. **Lane, J. D.,** Shepley, C., Grisham-Brown, J., & Zhu, L. (2019). Promoting adult learning using a rapid training and coaching model. *The Division for Early Childhood Annual Conference.*
10. **Lane, J. D**., Shepley, C., & Ledford, J. R. (2015). Including feasible behavioral interventions for social-communication behaviors in early childhood special education classrooms. *The Association for Behavior Analysis International Autism Conference.*
11. **Lane, J.D.,** Shepley, C., & Lieberman-Betz, R. (2016). Promoting expressive language in the classroom: Considerations for responders and non-responders to naturalistic instruction. *Conference on Research Innovations in Early Intervention (CRIEI).*
12. **Lane, J.D.,** & Wolery, M. (2008). Using isolate toys to promote social interactions for children with autism. *The Association for Behavior Analysis International Autism Conference.*
13. Ledford, J. R., Chair, & **Lane, J. D.,** Discussant. (2015). Symposium: Characterizing and Improving Physical Activity Behaviors of Individuals with Autism and other Developmental Disabilities. *The Association for Behavior Analysis International Annual Conference.*
14. Ledford, J. R., & **Lane, J. D.** (2014). Using interval-based measurement systems. *Conference on Research Innovations in Early Intervention (CRIEI).*
15. Ledford, J. R., & **Lane, J. D.** (2015). Peer play and physical activity for children with and without ASD. *The Division for Early Childhood Annual Conference.*
16. Ledford, J. R., **Lane, J. D**., Zimmerman, K., & Shepley, C. (2016). Bigger, better, & more complex: To what extent do newer overlap-based metrics adequately describe single case data? *Conference on Research Innovations in Early Intervention (CRIEI).*
17. Shepley, C., Ault, M., Ortiz, K., Vogler, C., McGee, M., & **Lane, J. D.** (2018). Examining the validity of adapted alternating treatment designs in the early childhood response prompting literature. *Conference on Research Innovations in Early Intervention (CRIEI).*
18. Shepley, C., Grisham-Brown, J., & **Lane, J. D.** (2019). Training teachers in inclusive preschool classrooms to monitor child progress. *The Division for Early Childhood Annual Conference (DEC).*
19. Shepley, C., & **Lane, J. D**. (2016). When to use a system of least prompts with young children: Considerations for practitioners and researchers. *Conference on Research Innovations in Early Intervention (CRIEI).*

20. Shepley, C., **Lane, J. D**., & Gast, A. H. (2014). Increasing exploratory eating behaviors in a student with developmental delays and food selectivity issues. *The Association for Behavior Analysis International Autism Conference.*
21. Shepley, C., **Lane, J. D**., & Shepley, S. B. (2014). Brief study on labeling actions presented via videos and language expansion for preschoolers with autism spectrum disorder. *The Association for Behavior Analysis International Annual Conference.*
22. Shepley, C., Shepley, S. B., **Lane, J. D.** (2016). Feasibility of evidence-based practices: Issues, stories, recommendations for teachers and researchers conducting applied research. *Teacher Education Division of the Council for Exceptional Children, 39th annual conference.*
23. Shepley, C., Shepley, S. B., **Lane, J. D.** (2017). Designing socially and ecologically valid behavioral treatments for individuals with disabilities. *The Association for Behavior Analysis International Annual Conference.*
24. Spriggs, A. D., Calzi, M., Keene, H., Shepley, S., **Lane, J. D.**, & Kruger, M. (2020). TRIPLETS: Training Interdisciplinary Educators to Support High-Needs Populations. *The Council for Exceptional Children Annual Conference.*
25. Zhu, L., Grisham-Brown, J., Shepley, C., & **Lane, J. D**. (2018). Brief training intervention for teaching naturalistic strategies to parents of young dual language learners. *Conference on Research Innovations in Early Intervention (CRIEI).*

Upcoming Presentations

26. Graley, D., **Lane, J. D.,** & Shepley, C. (2021). Promoting social communication in minimally verbal children. *The Division for Early Childhood Annual Conference (DEC).*
27. Hawkins-Lear, S., Shepley, C., Grisham, J., & **Lane, J. D.** (2021). Conceptualizing and operationalizing progress monitoring. *The Division for Early Childhood Annual Conference (DEC).*
28. **Lane, J. D.,** Brown, J.A., Grisham, J., & Shepley, C. (2021). Assessing, measuring, and intervening on social communication at school. *The Division for Early Childhood Annual Conference (DEC).*
29. **Lane, J. D.,** Shepley, C., Graley, D., & Goldey, K. (2021). Authentic interdisciplinary work: Educators, behavior analysts, and SLPs. *The Division for Early Childhood Annual Conference (DEC).*
30. Shepley, C. Grisham, J., & **Lane, J. D.** (2021). Collecting data and making data-based decision are two different beasts. *The Division for Early Childhood Annual Conference (DEC).*
31. Shepley, C. , Grisham, J., & **Lane, J. D.** (2021). MTSS in preschool settings: What does the research say? *The Division for Early Childhood Annual Conference (DEC).*
32. Zhu, L*.,* Grisham, J., & **Lane, J. D.** (2021). A brief training model: Training parents of children who are dual-language learners. *The Division for Early Childhood Annual Conference (DEC)*

Submitted

33. Chazin, K., **Lane, J. D.,** & Ledford, J. R. (n.d.). Optimizing instruction for young children: Insights from recent research and reviews (symposium).

Appendix

Grants Submitted, Not Funded   ***an updated revision was submitted for the next competition***

1. Amy D. Spriggs, R. Allan Allday, & **Justin D. Lane.** *Acquiring Broad Leadership Skills in Special Education through a Three-Pronged Approach to Research, Teaching, and Service* (June 2019)*.* OSEP, Preparing of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D).
2. Jennifer Grisham-Brown & Collin Shepley with **Justin D. Lane** (Research Consultant) (August 2018). *Determining and evaluating teacher practices aligned with elements of the curriculum framework for providing individualized instruction within a tiered support system*. Institute of Education Sciences, Goal
3. **Justin D. Lane** (Co-PI) & Jonathan Campbell (May 2018). *Rapid coaching model for improving parent-child interactions.* Caplan Foundation for Early Childhood.
4. **Justin D. Lane** (PI) with Jonathan Campbell (March 2018). *Training parents to promote engagement and communication in their young children with autism spectrum disorder*. Organization for Autism Research.
5. Allan Allday & **Justin D. Lane** (Co-PI) (March 2017). *Training parents how to address challenging behavior and improve social communication in typical settings*. USDA CYAR.
6. *****Justin D. Lane** (PI) with Ann Kaiser (External Mentor) & Jonathan Campbell (Internal Mentor) (August 2016; Revised August 2017). *Providing teachers tools to promote communication in young children with autism spectrum disorder*. Institute of Education Sciences, Early Career Development and Mentoring.
7. *Jennifer Grisham-Brown, Thomas Guskey, **Justin D. Lane** (Co-PI), & Amy Spriggs (August 2016; Revised August 2017). *Tools for preschools (TOPS): Supporting children with, or at-risk for developmental delays in community based early childhood settings*. Institute of Education Sciences, Goal 2.
8. Jonathan Campbell & **Justin D. Lane** (Co-PI) (October 2015). Evaluation of Sesame Street Workshop Autism Awareness Project (Invited).
9. R. Allan Allday, **Justin D. Lane** (Co-PI), & Sally B. Shepley (December 2015). *Preparing educators and related service providers to evaluate, educate, and remediate challenging behaviors in children with disabilities.* OSEP - Personnel Preparation Grant.
10. **Justin D. Lane** (Co-PI), Jennifer Grisham-Brown, & Amy Spriggs (March 2015). *Training preschool teachers to embed systematic instruction in typical activities.* Organization for Autism Research.
11. *Jennifer Grisham-Brown, **Justin D. Lane** (Co-PI), & Amy Spriggs (December 2014; Revised December 2015). *Preparing early childhood providers to work in underserved communities with high need children*. OSEP - Personnel Preparation Grant.
12. **Justin D. Lane** (PI) (December 2014). *Training pre-service teachers and practitioners: Visual analysis and measurement.* University of Kentucky.