

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

University of Kentucky
 Early Childhood, Special Education, & Rehabilitation Counseling
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Education

Ph.D. University of Georgia
Aug. 2014 Department of Special Education and Communication Sciences
 Special Education
Dissertation Advisor: David L. Gast

M.Ed. Vanderbilt University
May 2008 Department of Special Education
 Early Childhood Special Education, Behavior Analysis
Thesis Advisor: Mark Wolery

B.S. Middle Tennessee State University
Dec. 2004 Psychology

Academic Positions

Aug. 2014 – Assistant Professor
currently Early Childhood, Special Education, and Rehabilitation Counseling
 University of Kentucky

Certifications

2008 Board Certified Behavior Analyst
 Behavior Analysis Certification Board
 1-08-4419; Doctoral Designation assigned in 2014

2008 Early Childhood Special Education Teacher (Pre-K – 3rd)
 Tennessee Department of Education

Affiliations

Current Council for Exceptional Children
 membership

- Division for Early Childhood
- Division on Autism and Developmental Disabilities
- Division for Research

College Teaching

Instructor or Co-Instructor
University of Kentucky

2014 – 2015 (3)	EDS 516
2015 – 2016 (2)	Principles of Behavior Management & Instruction Instructor, Undergraduate & Graduate Course
Spring 2017	EDS 603 Behavioral Consultation in Schools Instructor, Graduate Course
Fall 2016	EDS 605
Fall 2017	Practical Applications of Applied Behavior Analysis Instructor, Graduate Course
Spring 2016	EDS 630
Spring 2017	Advanced Methods for Teaching Students with Disabilities Instructor, Graduate Course
Fall 2015	EDS 633
Fall 2016	Single Subject Research Design
Fall 2017	Co-Instructor, Graduate Course
Fall 2015	EDS 660
Fall 2016	Characteristics and Instruction for Individuals with Autism
Fall 2017	Co-Instructor, Graduate Course

External Funding & Related Grant Experience

2012	Drs. David L. Gast & Dianna Hammond <i>Collaborative Personnel Preparation in Autism (COPPA)</i> <ul style="list-style-type: none"> • Assisted with writing and organizing grant • Funded 5-year grant, began fall 2013
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In Preparation or Under Review

In Preparation	Justin D. Lane Mentors: Ann Kaiser (External) & Jonathan Campbell (Internal) <i>Providing Teachers Tools to Promote Communication in Young Children with Autism Spectrum Disorder</i> <ul style="list-style-type: none"> • Institute of Education Sciences (IES): Research Training Programs in Special Education (84.324B), Early Career Development and Mentoring
Under Review	Amy D. Spriggs, Justin D. Lane , & Sally B. Shepley Training Interdisciplinary Educators to Support High-Needs Populations <ul style="list-style-type: none"> • Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs (CFDA 84.325K)

Professional Positions & Related Professional Experience

- August 2003 – Classroom Assistant
December 2004 Middle Tennessee State University
Self-contained K-Grade 4 special education classroom in public elementary school
- Aug. 2003 – Educational Assistant
April 2004 Private community-based support for elementary-aged child with autism
- Dec. 2004 – Research Assistant
Aug. 2006 Vanderbilt University
Diagnostic and research laboratory for young children with autism spectrum disorder
- April 2007 – Behavior Consultant
July 2007 Family-Centered Positive Behavior Support Program
Vanderbilt University
Head Start preschool programs
- May 2007 – Behavioral Therapist
Aug. 2007 Strategies for Autism through Individualized Learning (SAIL)
Vanderbilt University
In-home direct therapy services for toddlers and preschoolers with autism
- Aug. 2007 – Behavior Consultant
Oct. 2007 Behavior Analysis Clinic
Vanderbilt University
Clinic and in-home support for parents of children with challenging behaviors
- Aug. 2007 – Behavioral Coach
April 2008 Susan Gray School
Vanderbilt University
Classroom assistance and support for teachers and students
- Jan. 2008 – Student Teacher
April 2008 Susan Gray School
Vanderbilt University
Pre-K inclusion classroom
- May 2008 – Behavior Consultant and Teacher
July 2011 HOPE Autism and Behavioral Health Services, LLC.
Home, community, and center-based support and direct therapy for young children with disabilities and families; center-based social skills groups and academic instruction (inclusion and self-contained classes for small and large groups); therapist supervision and training

Supervision

- Jan. 2012 –
May 2012 Public School Classroom Practicum, University of Georgia
Role: Supervision of students in public school classrooms who are pursuing a master's degree in special education with an emphasis in instructing children with autism spectrum disorder
- Jan. 2013 –
May 2013 Behavior Support Clinic, University of Georgia
Functional Skills Training
Role: Clinic supervision and support for graduate students pursuing certification as a Board Certified Behavior Analyst
- July 2013 Study Abroad Program in Cork, Ireland, University of Georgia
Role: On-site supervision of undergraduate and graduate students in special education and related areas
- Aug. 2013 –
Dec. 2013 Behavior Support Clinic, University of Georgia
Parent training
Role: Clinic supervision and support for graduate students pursuing certification as a Board Certified Behavior Analyst
- Jan. 2014 –
May 2014 On-Site/Public School Classroom Practicum, University of Georgia
Role: Supervision of students in public school classrooms who are pursuing certification as a Board Certified Behavior Analyst
- Jan. 2016 –
currently BCBA Supervision, University of Kentucky
Role: Supervision and support for graduate students pursuing certification as a Board Certified Behavior Analyst

Service

University & Community-Based Supports

- 2009 Panel discussion for graduate students on providing services in early childhood special education
Vanderbilt University
- 2010 Teacher training workshop
Private preschool program
Brentwood, TN
Using evidence-based procedures in inclusive settings
- 2010 – 2011 Monthly respite care for parents of children with disabilities
HOPE Autism and Behavioral Health Services
- 2011 Behavioral Training
Clarke County School System
K-Grade 2 inclusion classroom in public elementary school

2011 – 2013	Behavioral Training Oconee County School System Self-contained preschool classroom for children with communication delays and challenging behaviors
2012	Behavioral Training Clarke County School System Private community-based afterschool program
2014	Behavioral Support and Consultation University of Kentucky, Early Childhood Learning Laboratory Inclusion classroom
2014 – currently	BCBA Program Support University of Kentucky Templates for students and related documents
2014 – 2015	EDLife Board Member Representative for the Early Childhood, Special Education, and Rehabilitation Counseling Department University of Kentucky
2015 – 2017	Faculty & Student Recognition Committee University of Kentucky
2015 – currently	Graduate Advisor - Special Education: Moderate and Severe Disabilities University of Kentucky
2016	Panel for student teachers on how to address challenging behavior in the classroom: Preventative and reactive procedures University of Kentucky
<i>Peer Review</i>	
2014	Reviewer
2015	Proposals for the <i>Division of Early Childhood's (DEC) Annual International Conference</i>
2016	<ul style="list-style-type: none"> • <i>Practice strand (2014, 2015)</i> • <i>Research strand (2016)</i>
2014 – currently	Editorial Board <i>Focus on Autism and Other Developmental Disabilities</i> <ul style="list-style-type: none"> • Guest Reviewer: 2013 – September 2014
2014 – currently	Editorial Board <i>Teaching Exceptional Children</i>

2015 – currently	Editorial Board <i>Journal of Early Intervention</i> • Guest Reviewer: 2014 – November 2015
2016 – currently	Editorial Board <i>Topics in Early Childhood Special Education</i>
2015– currently	Guest reviewer <i>Exceptional Children</i>
2007, 2015	Guest reviewer <i>Autism: International Journal of Research and Practice</i>
2015	Guest reviewer <i>American Journal on Intellectual and Developmental Disabilities</i>
2015 – currently	Guest reviewer <i>Remedial and Special Education</i>
2016	Guest reviewer <i>Behavior Analysis in Practice</i>
2016 – currently	Guest reviewer <i>Journal of Positive Behavior Interventions</i>
2017	Guest reviewer <i>Education and Treatment of Children</i>

Committees

Masters and Doctoral Scholars

2015 (<i>completed</i>)	Mallory Evans, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2015 (<i>completed</i>)	Katherine Shelton, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2016 (<i>completed</i>)	Whitney Barnes, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2016 (<i>completed</i>)	Danielle Crawford, Masters Level Scholar Concentration: Special Education, Applied Behavior Analysis University of Kentucky

2016 (<i>completed</i>)	Rachel Pence, Masters Level Scholar Concentration: Special Education, Applied Behavior Analysis University of Kentucky
2016 (<i>completed</i>)	Olivia Winstead, Masters Level Scholar (Chair) Concentration: Special Education, Applied Behavior Analysis University of Kentucky
2014 – currently	Amanda Taylor, Masters Level Scholar Concentration: Interdisciplinary Early Childhood Education University of Kentucky
2016 – currently	Kaitlin Dick, Masters Level Scholar Concentration: Interdisciplinary Early Childhood Education University of Kentucky
2015 – currently	Meghan Traynor, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2016 – currently	Hannah von Schlutter, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2016 – currently	Brian Newton, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2016 – currently	Jordan Brovelli, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2017 – currently	Jacqueline Horsman, Masters Level Scholar (Chair) Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2017 – currently	Kristen Worthington, Masters Level Scholar (Co-Chair) Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky
2017 – currently	Melissa Bell, Masters Level Scholar Concentration: Special Education, Moderate and Severe Disabilities University of Kentucky

- 2017 – currently Lindsey Graessle, Masters Level Scholar
Concentration: Special Education, Moderate and Severe Disabilities
University of Kentucky
- 2017 – currently Kate Gorton, Masters Level Scholar
Concentration: Special Education, Applied Behavior Analysis
University of Kentucky
- 2017 – currently Colin Vogler, Masters Level Scholar
Concentration: Special Education, Applied Behavior Analysis
University of Kentucky
- 2015 – currently Meg Gravil, Doctoral Candidate
Concentration: Interdisciplinary Early Childhood Education
University of Kentucky
- 2016 – currently Mark Samudre, Doctoral Student
Concentration: Special Education
University of Kentucky
- 2016 – currently Afnan Gmmash, Doctoral Student
Concentration: Rehabilitation Sciences
University of Kentucky
- 2016 – currently Lin Zhu, Doctoral Student
Concentration: Interdisciplinary Early Childhood Education
University of Kentucky
- 2016 – currently Katie Goldey, Doctoral Student
Concentration: Communication Sciences and Disorders
University of Kentucky

Publications, Manuscripts, & Related Properties

***=Student publication (thesis or doctoral committee member)**

Peer Reviewed Published or In-Press Articles

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.

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.

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.

- Lane, J. D.**, Gast, D. L., Ledford, J. R., & Shepley, C. (in press). Increasing social behaviors in young children with social-communication delays in a group arrangement in preschool. *Education and Treatment of Children*.
- 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.
- 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.
- 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.
- Lane, J.D.**, Ledford, J. R., & Gast, D. L. (in press). Current standards in single case design and applications in occupational therapy. *American Journal of Occupational Therapy*.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Shepley, C., **Lane, J. D.**, Ayres, K., & Douglas, K. (in press). Assistive and instructional technology: Understanding the differences to enhance programming and teaching. *Young Exceptional Children*. doi: 10.1177/1096250615603436.

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.

Shepley, C., **Lane, J. D.**, Grisham-Brown, J., Spriggs, A. D., & Winstead, O. (in press). Training teachers to embed systematic instructional procedures in a preschool. *Teacher Education and Special Education*.

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.

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.

Published or In-Press Invited Manuscripts

Lane, J. D., & Shepley, C. (in press). Research to practice: Promoting academic and social behaviors in a small group. *Journal of Early Intervention*.

Published or In-Press Chapters

Single Chapter in a Published Text

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.

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

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.

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

1. Ledford, J. R., **Lane, J. D.**, & Gast, D. L. (in press). 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. (in press). 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.** (in press). 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. (in press). Visual representation of data. J. R. Ledford & D. L. Gast (Eds.), *Single case research in behavioral sciences* (3rd ed.). New York, NY: Routledge.

Textbook Under Contract

Ledford, J. R., **Lane, J. D.**, & Barton, E. E. (n.d.). *Methods for teaching in early education: Contexts for inclusive classrooms*. New York, NY: Routledge.

Online Tool for Analyzing Single Case Data

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/>.

Submitted Manuscripts or Chapters

Gast, A. H., Shepley, C., & **Lane, J. D.** (submitted). Increasing exploratory eating behaviors in young children with autism spectrum disorder.

Lane, J. D., Shepley, C., Sartini, E., & Hogue, A. (submitted). Naturalistic language intervention for children with autism spectrum disorder and intellectual disability in the classroom.

Ledford, J. R., **Lane, J. D.**, & Severini, K. E. (submitted). Structured visual analysis of single-case experimental design data.

Shepley, C., **Lane, J. D.**, & Ault, M. J. (submitted). A review and critical examination of the system of least prompts.

*Winstead, O., **Lane, J. D.**, Spriggs, A. D., & Allday, R. A. (submitted). Promoting collaboration and conversation in students with academic and social delays during small group instruction.

Manuscripts in Preparation

Alexander, J. L., Smith, K. A., & **Lane, J. D.** (n.d.). Evaluating the effects of preference for final products when teaching chained tasks using video modeling.

*Duff, D., Allday, R. A., **Lane, J. D.**, & Ault, M. A. (n.d.). Where are we now? An extension of Maggin and colleagues 2012 review of group behavior management strategies in schools.

Lane, J. D., Shepley, C., & Spriggs, A. D. (n.d.). A brief training for increasing pre-service professionals' reliable visual analysis of behavior change programs.

*Pence, R., Allday, R. A., Spriggs, A. D., & **Lane, J. D.** (n.d.). Effects of a visual activity schedule on decreasing transition latency for an at-risk student.

Presentations

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*.

Lane, J. D., & Ledford, J. R. (2015). Promoting social interactions by teaching children to share items. *Division for Early Childhood Conference*.

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*.

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*.

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)*.

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*.

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*.

Ledford, J. R., & **Lane, J. D.** (2014). Using interval-based measurement systems. *Conference on Research Innovations in Early Intervention (CRIEI)*.

- Ledford, J. R., & **Lane, J. D.** (2015). Peer play and physical activity for children with and without ASD. *Division for Early Childhood Conference.*
- 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).*
- 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).*
- 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.*
- 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.*
- 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.*
- 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.*