

BIOGRAPHICAL SKETCH

NAME Erin E. Barton Ph.D., BCBA-D		POSITION TITLE Assistant Professor	
eRA COMMONS USER NAME barton.e			
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Illinois at Urbana-Champaign, IL DePaul University, Chicago, IL Vanderbilt University, Nashville, TN	BS MEd PhD	1994-1999 2000-2002 2003-2007	Child Development Early Childhood Ed Special Education

A. Personal Statement

Erin E. Barton, PhD, BCBA-D, is an Assistant Professor in the Department of Special Education at Vanderbilt University. She has applied and research experience with young children with ASD. Her current research interests include the identification of evidence-based practices for children with ASD.

B. Positions and Honors.

July 2013	Assistant Professor, Department of Special Education, Vanderbilt University
July 2013	President-Elect, Council for Exceptional Children, Division for Early Childhood
2010 – 2013	Assistant Professor, Early Childhood Special Education, University of Colorado – Denver
2008 – 2010	Co-Director, Oregon Institute for Autism in Early Childhood, University Center for Excellence in Developmental Disabilities, University of Oregon
2007 – 2010	Assistant Professor, Co-Director, Early Intervention Program, University of Oregon
2006 – 2007	Intern, Vanderbilt Child & Adolescent Behavior Clinic
2003 – 2007	Graduate Fellow, Peabody College, Vanderbilt University
2000 – 2003	Special Education Teacher, Autism Department, Chicago Public Schools

Professional Memberships / Editorial Service

2014 – present	Associate Editor, <i>Journal of Early Intervention</i>
2014 - present	Member, Editorial Board for <i>Infants and Young Children</i>
2014 - present	Member, Editorial Board for <i>Journal of Autism and Developmental Disorders</i>
2011 - present	Member, Editorial Board for <i>Young Exceptional Children</i>
2010 - present	Member, Editorial Board for <i>Topics in Early Childhood Special Education</i>
2009 - present	Member, Association of Professional Behavior Analysts
2007 - present	Member, Association for Applied Behavior Analysis International
2003 - present	Member, Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Division for Autism and Developmental Disabilities (DADD), & Division for Research (DR)

Honors

2013 – 2105	National Institutes of Health Pediatric Loan Repayment Program Funding Awarded by the National Institute of Child Health and Development
2012	2012 Award for Research and Creative Activities, University of Colorado Denver
2012	Outstanding Autism Professional Finalist Autism Society of Colorado

2009 Early Career Teaching Award- College of Education, University of Oregon

c. Selected, recent peer-reviewed publications.

- Barton, E. E., & Smith, B. J. (in press). Advancing high quality preschool inclusion: A discussion and recommendations for the field? *Topics in Early Childhood Special Education*.
- Barton, E. E., & Lissman, D. C. (in press). Group parent training combined with follow-up coaching for parents of children with developmental delays. *Infants and Young Children*.
- Wexler, J., Reed, D. K., Pyle, N., Mitchell, M., & Barton, E. E. (in press). A synthesis of peer-mediated academic interventions for secondary struggling learners. *Journal of Learning Disabilities*.
- Barton, E. E. (2015). Teaching generalized pretend play and related behaviors to young children with disabilities. *Exceptional Children*. Advanced online publication.
- 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.
- 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., Pribble, L., Chen, C., Pomes, M., & Park, 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.
Published 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.

D. Recent, Relevant Research Support.

- 2014 - 2017 Development of Program-Wide Supports for *Pyramid Model* Implementation: Addressing Young Children's Social-Emotional Competence and Challenging Behavior
Institute for Education Sciences: R305A150141
Co-P.I. E. E. Barton
P.I. M.L. Hemmeter
- 2011 University of Colorado Denver Faculty Development Award
Co-P.I. E. E. Barton
Co-P.I. B. Harris
Evaluating autism diagnostic tools for use with culturally and linguistically diverse populations
- 2010 University of Oregon College of Education Fairway Funds

Co-P.Is. - E. E. Barton & L. L. McIntyre
Early Autism Project: Reducing the research to practice divide in early intervention

2010 University of Oregon College of Education Baney Funds
Co-P.I.- E. E. Barton
Co-P.I.- H.B. Moore
Language and play everyday

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