

Rebecca G. Lieberman-Betz
Curriculum Vitae

1. Academic History

- a. Rebecca Graham Lieberman-Betz
- b. Present Rank: Associate Professor
Proportion Time Assignments: 0.375 EFT Research, 0.375 EFT Instruction
- c. Tenure Status: Tenured February 2017
- d. Administrative Title: none
- e. Graduate Faculty Status: Appointed Fall 2011
- f. Highest Degree Earned: Ph.D., Special Education, Vanderbilt University, August 2011
 1. 2001 M.S., Early Intervention/Early Childhood Special Education, University of Oregon
 2. 1997 B.A., Anthropology, Cornell University
- g. Academic Positions
Associate Professor
Special Education, Department of Communication Sciences and Special Education, University of Georgia, August 2017 – present

Assistant Professor

Special Education, Department of Communication Sciences and Special Education, University of Georgia, August 2011 – July 2017

Affiliated Faculty

Department of Educational Psychology, University of Georgia, Fall 2015 – present

Center for Autism and Behavioral Education Research (CABER), College of Education, University of Georgia, Fall 2015 – present

William A. and Barbara R. Owens Institute for Behavioral Research, University of Georgia, Fall 2014 – present

Adjunct Instructor

Department of Elementary and Special Education, Middle Tennessee State University, Fall 2010

- h. Other Professional Employment

Developmental Specialist

Cape Cod Child Development, Hyannis, MA 2004 – 2007

Developmental Preschool Teacher

Kodiak Island Borough School District, Kodiak, AK 2003 – 2004

Early Intervention Teacher

Douglas County Education Service District, Roseburg, OR 2001 – 2003

2. Resident Instruction and Continuing Education

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- a. Resident Courses Taught (graduate and undergraduate)
University of Georgia
- SPED 5120/7100: Observation and Assessment of Young Children
Fall 2011 (10U)
Fall 2012 (8U)
Fall 2014 (9U)
Fall 2016 (5U/5G)
Fall 2016 (13G)
Fall 2017 (13G)
- SPED 5160/7160: Communication and Language Development in Young Children
Fall 2012 (1U/13G)
Fall 2013 (7U/10G)
Fall 2014 (13U/5G)
Spring 2016 (13U/11G)
Spring 2017 (20U/12G)
Spring 2018 (24U/23G)
- SPED 5170/7170: Developmentally Appropriate Programming and Curricula for Infants and Toddlers
Spring 2012 (8U/4G)
Spring 2013 (7U/5G)
Spring 2014 (4U/6G)
Spring 2015 (8U/2G)
Fall 2015 (12U/3G)
Fall 2016 (7U/3G)
Summer 2018 (1U/17G)
- SPED 5180/7180: Developmentally Appropriate Curricula for Children Aged 3-5
Fall 2013 (9U/4G)
- SPED 5200/7200: Methods and Curriculum in Early Childhood Special Education
Spring 2012 (14G)
Spring 2014 (4U/18G)
Spring 2015 (5G)
Spring 2016 (12U/4G)
Spring 2017 (4U/2G)
- SPED 3050e: Behavior Management for Individuals With Disabilities
Summer 2013 (14)
Summer 2014 (30)
Summer 2015 (21)
Summer 2016 (14)
Summer 2017 (24)
Summer 2018 (25)
- SPED 5461: Student Teaching Supervision 0 – 5
SPED 6000: Directed Study in Special Education
SPED 7000: Master's Research
SPED 7300: Master's Thesis
SPED 7440: Practicum in Special Education

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SPED 7460: Internship in Special Education
SPED 7650: Applied Project in Special Education
SPED 8000: Directed Study in Special Education
SPED 9000: Doctoral Research
SPED 9300: Doctoral Dissertation

Middle Tennessee State University

SPED 6900: Characteristics of Preschool Children with Disabilities
Fall 2010

b. Course Development

SPED 5160/7160 *Communication and Language Development in Young Children* (3 credit hours). This course examines typical and atypical communication development in children birth through five years of age, and is designed specifically for the early childhood special educator. Issues in communication development for young children with special needs are highlighted, including assessment, intervention, and issues specific to children diagnosed with developmental disorders.

SPED 5170/7170 *Developmentally Appropriate Programming and Curricula for Infants and Toddlers* (3 credit hours). This course serves as an overview of developmentally appropriate programming and curricula for infants and toddlers. This course provides students with content and directed experiences in understanding early typical and atypical development, interactions and collaboration with families, and programming and curricula for infants and toddlers in home-based and center-based settings.

c. Academic Advising

2011 – 2012 (academic year)

- 1 Master's student (chair)
- 1 Master's student (committee)
- 1 Education Specialist (committee)
- 2 Doctoral students (committee)

2012 – 2013 (academic year)

- 2 Master's students (chair)
- 4 Master's students (committee)
- 1 Education Specialist (committee)
- 6 Doctoral students (committee)

2013 – 2014 (academic year)

- 7 Master's students (chair)
- 1 Master's student (committee)
- 1 Doctoral student (co-chair)
- 6 Doctoral students (committee)

2014-2015 (academic year)

- 7 Master's students (chair)
- 6 Master's students (committee)

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- 1 Doctoral student (co-chair)
- 6 Doctoral students (committee)
- 2015-2016 (academic year)
 - 6 Master's students (chair)
 - 5 Master's students (committee)
 - 1 Doctoral student (co-chair)
 - 1 Doctoral student (chair)
 - 5 Doctoral students (committee)
- 2016-2017 (academic year)
 - 5 Master's students (chair)
 - 1 Doctoral student (chair)
 - 4 Doctoral students (committee)

3. Scholarly Activities

- a. Publications
 - i. Chapters in books (n = 1)

Chai, Z., & **Lieberman-Betz, R. G.** (2017). Inclusion as the context for early childhood special education. In W. Murawski & K. Scott (Eds.), *What really works with exceptional learners*. Thousand Oaks, CA: Corwin.

- ii. Journal articles (n = 17)
 - Publications marked with * indicate peer-reviewed publications
 - Publications marked with ** indicate invited publications
 - Publications marked with ^ indicate papers published with students

Vail, C. O., **Lieberman-Betz, R. G.**, McCorkle, L. (in press). The impact of funding sources on Part C Systems: Is the tail wagging the dog? *Journal of Early Intervention*.

Lieberman-Betz, R. G., & Chai, Z. (2017). *Bridging the gap between home and school: Supporting parents to use responsive practices in daily routines*. DEC Recommended Practices Monograph Series No. 3 Family: Knowing Families, Tailoring Practices, Building Capacity.

^*Pendergast, E., **Lieberman-Betz, R. G.**, & Vail, C. O. (2017). Attitudes and beliefs of prekindergarten teachers toward teaching science to young children. *Early Childhood Education Journal*, 45, 43-52. doi: 10.1007/s10643-015-0761-y

^*Lane, J. D., Shepley, C., & **Lieberman-Betz, R.** (2016). Promoting spontaneous 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. doi: 10.1007/s10803-016-2856-8

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- *Chai, Z., & **Lieberman-Betz, R. G.** (2016). Strategies for helping parents of young children address challenging behaviors in the home. *Teaching Exceptional Children, 48*, 186-194. doi: 10.1177/0040059915621754
- ^*Lane, J. D., **Lieberman-Betz, R. G.**, & 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. doi: 10.1177/0022466915614837
- ^*Dubin, A., **Lieberman-Betz, R. G.**, Lease, A. M. (2015). Investigation of individual factors associated with anxiety in youth with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders, 45*, 2947-2960. doi: 10.1007/s10803-015-2458-x
- ***Lieberman-Betz, R. G.** (2015). A systematic review of fidelity of implementation in parent-mediated early communication intervention. *Topics in Early Childhood Special Education, 35*, 15-27. doi: 10.1177/0271121414557282
- ^*Appelman, M., Vail, C. O., & **Lieberman-Betz, R. G.** (2014). The effects of constant time delay and instructive feedback on acquisition of English and Spanish sight words. *Journal of Early Intervention, 36*, 131-148. doi: 10.1177/1053815114563613
- ***Lieberman-Betz, R. G.**, Yoder, P., Carter, A. S., Stone, W. L., Nahmias, A.S., Celimli, S., & Messinger, D. S. (2014). An illustration of using multiple imputation versus listwise deletion analyses: The effect of Hanen's "More Than Words" on parenting stress. *American Journal on Intellectual and Developmental Disabilities, 119*, 472-486. doi: 10.1352/19447558119.5.472
- */****Lieberman, R.G.**, Vail, C.O., & Chai, Z. (2013). Examining response to intervention using a framework of best practice from early childhood special education. *Exceptionality, 21*, 51-67. doi: 10.1080/09362835.2013.750122
- ***Lieberman, R. G.**, & Yoder, P. (2012). Play and communication in children with Autism Spectrum Disorder: A framework for early intervention. *Journal of Early Intervention, 34*, 82-103. doi: 10.1177/1053815112453766
- *McDuffie, A. S., **Lieberman, R. G.**, & Yoder, P. J. (2012). Object interest in Autism Spectrum Disorder: A treatment comparison. *Autism, 16*, 398-405. doi: 10.1177/1362361309360983
- ***Lieberman, R. G.**, Yoder, P., Reichow, B., & Wolery, M. (2010). Visual analysis of multiple baseline across participants graphs when change is delayed. *School Psychology Quarterly, 25*(1), 28-44. doi: 10.1037/a0018600

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*Yoder, P., & **Lieberman, R. G.** (2010). Brief report: Randomized test of the efficacy of picture exchange communication system on highly generalized picture exchanges in children with ASD. *Journal of Autism and Developmental Disorders*, 40, 629-632. doi: 10.1007/s10803-009-0897-y

Yoder, P., & **Lieberman, R. G.** (2010). Two years of Early Start Denver Model reduces cognitive and language impairments in very young children with Autism Spectrum Disorders [Abstract]. *Evidence-Based Communication Assessment and Intervention*, 4, 120-123, Abstract of Dawson, et al. (2010). Randomized, controlled trial of an intervention for toddlers with autism. The Early Start Denver Model, *Pediatrics*, 125, 17-23. doi: 10.1080/17489539.2010.507625

*Yoder, P., & **Lieberman, R. G.** (2008). What does teaching declaratives tell us about the criteria by which we can judge the developmental importance of treatment outcomes? *Evidence-Based Communication Assessment and Intervention*, 2, 225-234. doi: 10.1080/17489530802632992

iii. Works submitted but not yet accepted (n = 3)

Dubin, A., **Lieberman-Betz, R. G.**, & Ayres, K. (n.d.). *An investigation of the effects of prelinguistic milieu teaching implemented in a classroom for preschoolers with or at-risk for Autism Spectrum Disorder*. Manuscript under review.

Dubin, A., & **Lieberman-Betz, R. G.** (n.d.). *Interventions to improve prelinguistic communication for children with Autism Spectrum Disorder: A systematic review*. Manuscript under revision.

Lieberman-Betz, R. G., Long, S. D., Brown, J. A., & Vail, C. O. (n.d.). *Collaboration in early intervention: Teaming to improve outcomes for young children with disabilities*. Manuscript under review.

iv. Any other (n = 1)

Lieberman, R. G. (2011). *Effects of a parent-mediated intervention on object play and play's association with communication in young children with Autism Spectrum Disorder* (Unpublished doctoral dissertation). Vanderbilt University, Nashville, TN.

b. Grants received

(1) Internal

Lieberman-Betz, R. G. (Principal Investigator) *Developmental Trajectory of Symbol-Infused Supported Joint Engagement and Associations With Language Development in Young Children*. University of Georgia, Office of the Vice President of Research Faculty Research Grant.

\$9,991.00

7/2014

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Lieberman-Betz, R.G. (Principal Investigator) *Preliminary Coding of Engagement State and Parent Behaviors Within Mother-Infant Interactions*. University of Georgia, College of Education Early Career Research Grant. \$6,000.00 5/2014

Lieberman-Betz, R.G. (Principal Investigator) *Family-Centered Services and Child Outcomes: Preliminary Analysis of the National Early Intervention Longitudinal Study (NEILS) Dataset*. University of Georgia College of Education Summer Research Grant \$5,000 5/2013

(2) External

Lieberman-Betz, R. G. (PI/Project Director), Brown, J. A. (co-PI), & Vail, C. O. (co-PI). *The PIPs Project: Serving Infants, Toddlers, & Preschoolers with High-Intensity Needs Through Evidence-Based Preparation of Interdisciplinary Providers*. U.S. Department of Education, Office of Special Education Programs. \$1,109,370 2017-2022

Vail, C. O. (PI), **Lieberman-Betz, R. G.** (Co-PI), & Brown, J. (Co-PI). *Frontiers of Innovation (FOI): Increasing Childcare Providers' Responsivity Through Peer Coaching*. Georgia Department of Public Health. \$60,948.00 2016-2017

Vail, C. O. (Project Director) *Let's Play All Together: Professional Development Modules to Advance Quality Inclusion Practices in Georgia's Childcare Centers*. Brown, J., **Lieberman-Betz, R. G.**, & Ratajczak, B. (Co-Developers). Georgia Department of Early Care and Learning (DHHS). \$30,583.00 2013

c. Grants Under Review (n = 0)

d. Select unfunded grants

Lieberman-Betz, R. G. (PI), Brown, J. (co-PI), & Neuharth-Pritchett, S. (co-PI). *Quality home visiting through coaching: A model of professional development for home visitors*. National Institutes of Health. \$412,500 requested

Lieberman-Betz, R. G. (Principal Investigator), & Vail, C. O. (co-Principal Investigator). *Full STEAM ahead: Preparing professionals for work in inclusive early childhood environments incorporating science, technology, engineering, the arts, & mathematics*. U.S. Department of Education, Office of Special Education Programs. \$1,242,248 requested 2016

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Vail, C. O. (Principal Investigator), Brown, J., **Lieberman-Betz**, R. G., & Marcotte, A. (co-Principal Investigators). *Small talk: Collaborative leadership in early childhood special education and speech-language pathology*. U.S. Department of Education, Office of Special Education Programs.
\$1,087,399 requested 2016

Lieberman-Betz, R. G. (PI). *Development of a Measure of Practitioner Fidelity in Implementation of Part C Services for Children With Communication and Language Delays*. U.S. Department of Education, Institute of Education Sciences.
\$399,992 requested 2012

e. Other research-related activities

Perryman, T. (Co-investigator), Farran, L. (Co-investigator), **Lieberman-Betz**, R. G. (Collaborator). *Examining the mediated relationship between responsive commenting behavior and speech and language outcomes via object play skills in preschool children who screen as at risk for ASD: A pilot intervention study*. This study uses a single case design to examine the effects of an object play intervention on child play and communication outcomes, as well as parent commenting behavior in a sample of young children with Autism Spectrum Disorder.

f. Areas in which research is conducted

My research interests include play and communication development in young children with disabilities, including autism spectrum disorder (ASD); parent responsivity and play behaviors during parent-child interactions; and parent-mediated intervention for young children with disabilities. My work also involves fidelity of implementation of service delivery for infants and toddlers with disabilities and at-risk, as well as family-centered practices in early childhood services.

g. Supervision of student research

Doctoral Chair

2 in progress (co-chair)

1 completed

Doctoral Committee

4 in progress

6 completed

Master's Chair

5 in progress

8 completed

h. Editorship or editorial board member of journals or other learned publications

Editorial Board Member, *Journal of Early Intervention*, 2013 - present

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i. Convention Papers

*Presentations marked with an asterisk indicate a published counterpart

- Vail, C. O., & **Lieberman-Betz, R. G.** (2018, April). *Supporting the responsivity of teachers in infant/toddler classrooms through Peer Coaching: PEER2*. Session presented at the National Training Institute on Effective Practices Addressing Challenging Behavior. St. Petersburg, FL.
- Perryman, T., Farran, L., **Lieberman-Betz, R. G.**, & Davis, E. (2017, November). *Comparison of play behaviors in children at risk for ASD and language delay*. Paper presented at the annual convention of the American Speech-Language-Hearing Association. Los Angeles, CA.
- Vail, C. O., **Lieberman-Betz, R. G.**, & Brown, J. A. (2017, November). *Supporting the responsivity of Early Head Start teachers through peer coaching: PEER²*. Paper presented at the annual convention of the Council for Exceptional Children-teacher Education Division. Savannah, GA.
- McCorkle, L., Vail, C. O., Hill, J., & **Lieberman-Betz, R. G.** (2017, November). *Pre-service teacher interpretations: The use of immediate feedback, bug-in-the-ear technology, and responsive interaction*. Paper presented at the annual convention of the Council for Exceptional Children-teacher Education Division. Savannah, GA.
- Vail, C. O., **Lieberman-Betz, R. G.**, & Brown, J. A. (2017, October). *Peer coaching to support Early Head Start teachers' responsivity*. Poster presented at the annual convention of the Council for Exceptional Children-Division of Early Childhood. Portland, OR.
- Vail, C. O., **Lieberman-Betz, R. G.**, Ratajczak, B., & McCorkle, L. (2016, November). *Preparing responsive teachers for children age birth through kindergarten*. Panel to be presented at the annual convention of the Council for Exceptional Children-Teacher Education Division, Lexington, KY.
- *Chai, Z., & **Lieberman-Betz, R. G.** (2016, October). *Supporting parents to use responsive practices in daily routines*. Poster presented at the annual convention of the Council for Exceptional Children-Division of Early Childhood, Louisville, KY.
- Dubin, A., **Lieberman-Betz, R. G.**, Ayres, K., Whiteside, E., & Zawoyski, A. (2016, May). *Investigation of the effects of prelinguistic milieu teaching in a classroom for preschoolers with or at risk for Autism Spectrum Disorder*. Poster presented at the annual convention of the Association for Behavioral Analysis International, Chicago, IL.

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- *Chai, Z., & **Lieberman-Betz, R. G.** (2016, April). *Teacher-parent collaboration to help parents address challenging behaviors in the home*. Poster presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.
- *Lane, J. D., Shepley, C., & **Lieberman-Betz, R. G.** (2016, February). *Promoting expressive language in the classroom: Considerations for responders and non-responders to naturalistic instruction*. Poster presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Farran, L., **Lieberman-Betz, R. G.**, & Perryman, T. (2015, February). *Parent-child interactions: Facilitating communication development*. Panel presented at the annual convention of the Georgia Speech-Language-Hearing Association, Athens, GA.
- Lieberman-Betz, R. G.**, & Iyer, S. N. (2015, February). *Adult responsivity in parent-infant interactions*. Poster session present at the annual UGA College of Education Graduate Student & Faculty Research Conference, Athens, GA.
- *Appelman, M., Vail, C. O., **Lieberman-Betz, R. G.** (2014, October). *The effects of constant time delay and instructive feedback on the acquisition of English and Spanish sight words*. Poster presented at the annual meeting of the Council for Exceptional Children-Division of Early Childhood, St. Louis, MO.
- Lieberman-Betz, R. G.** (2014, September). *Young children's play: A context for development and learning in inclusive settings*. Presented at the annual conference for the Georgia Association on Young Children, Duluth, GA.
- *Dubin, A., **Lieberman-Betz, R. G.**, Lease, A. M. (2014, May). *Investigation of individual factors associated with anxiety in youth with Autism Spectrum Disorder*. Poster presented at the annual International Meeting For Autism Research, Atlanta, GA.
- Lieberman-Betz, R. G.** (2014, April). *Family-centered practices in early intervention*. Poster session presented at the annual UGA College of Education Graduate Student & Faculty Research Conference, Athens, GA.
- Lieberman-Betz, R. G.**, Taylor, C., & Raspa, M. (2014, February). *Practice driven research, research driven policy, policy driven accountability: Does accountability still link to practices?* Panel presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- *Vail, C. O., **Lieberman-Betz, R. G.**, & McCorkle, L. (2014, February). *The impact of funding sources on Part C services*. Poster session presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- *McCorkle, L., Vail, C. O., & **Lieberman-Betz, R. G.** (2013, October). *Whose tail is*

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- wagging? The impact of Part C funding crisis.* Poster session presented at the annual meeting of the Council for Exceptional Children-Division of Early Childhood, San Francisco, CA.
- Vail, C. O., **Lieberman-Betz, R. G.**, & Pendergast, E. (2012, September). *Including everyone using activity based intervention to embed goals and standards.* Panel presented at the annual conference of the Georgia Association of Young Children, Duluth, GA.
- Vail, C., **Lieberman-Betz, R. G.**, Neuharth-Pritchett, S., Goodman, S., & Adams, S. (2012, September). *Policies in early education and care: A federal, state, and local analysis.* Panel presented at the annual State of Education in Georgia Conference, Athens, GA.
- ***Lieberman, R.G.**, & Yoder, P. (2012, February). *The visual analysis of MBL-P data when delayed change occurs: An illustration of G & D studies.* Panel presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Lieberman, R.G.**, Nahmias, A.S., Celimli, S., Messinger, D.S., Stone, W.L., Carter, A.S., Yoder, P. (2011, May). *Object knowledge as a moderator of intervention effects on responding to joint attention in children with ASD.* Poster session presented at the International Meeting for Autism Research, San Diego, CA.
- Lieberman, R. G.**, Nahmias, A. S., Yoder, P., Celimli, S., Messinger, D. S., Stone, W. L., & Carter, A. S. (2011, March). *Does the effect of a parent training program on parent responsivity vary by parental depression severity?* Poster session presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
- ***Lieberman, R. G.**, & Yoder, P. J. (2010, February). *Interpretability of visual data when rater agreement is low.* Poster session presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- *Yoder, P. J., & **Lieberman, R. G.** (2009, November). *Effects of PECS on generalized picture exchange in young children with autism.* Poster session presented at the annual meeting of the American Speech, Hearing, and Language Association, New Orleans, LA.
- ***Lieberman, R. G.**, Yoder, P., Reichow, B., & Wolery, M. (2009, August). *Visual analysis of multiple baseline across participants graphs when change is delayed.* Paper presented at the American Psychological Association Annual Convention, Toronto, CA.
- ***Lieberman, R. G.**, Yoder, P. J., Reichow, B., & Wolery, M. (2009, May). *Identification of functional relations from multiple baseline data with delayed change in the*

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dependent variable. Poster session presented at the annual meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Lieberman, R. G., Yoder, P. J., & Scott, A. (2009, May). *Correlation between play and turn-taking in young children with autism*. Poster session presented at the annual International Meeting for Autism Research, Chicago, IL.

*McDuffie, A. S., **Lieberman, R. G.**, & Yoder, P. J. (2009, April). *Large treatment effect on object interest in children with autism*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

*Yoder, P., & **Lieberman, R. G.** (2008, March). *Application of scientific criteria for judging the developmental importance of outcomes of treatment*. Paper presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

4. Public Services Performed

a. Journal Reviewer

Guest Reviewer, *The American Journal of Speech Language Pathology*

Guest Reviewer, *Autism*

Guest Reviewer, *Autism & Developmental Language Impairments*

Guest Reviewer, *The Cleft Palate-Craniofacial Journal*

Guest Reviewer, *Early Childhood Research Quarterly*

Guest Reviewer, *Intellectual and Developmental Disabilities*

Guest Reviewer, *Journal of Autism and Developmental Disorders*

Guest Reviewer, *Journal of Communication Disorders*

Guest Reviewer, *The Lancet*

Guest Reviewer, *Topics in Early Childhood Special Education*

b. Conference Proposal Reviewer

International Meeting for Autism Research, (2014, 2015, 2016)

Council for Exceptional Children Division of Early Childhood, (2018)

c. Conference Committee Member

Annual meeting for the Council for Exceptional Children Division of Early Childhood (2015)

d. Professional Development Presentations and Guest Lectures

Lieberman, R.G. (2012, March). *Young children's play: A context for development, learning, and specialized instruction*. REED Seminar Series, University of Georgia, Athens.

Lieberman, R., & Yoder, P. (2008, April). *Supporting parents and professionals in helping children learn to talk*. Nashville Area Association for the Education of Young Children, Nashville, TN.

5. Other Services (departmental, college, and university committees)

University of Georgia Committee Work

a. Department Committees

Chair, Awards and Scholarship Committee (2017-2018)

Member, Faculty Search Committee (2014-2015)

Member, Faculty Search Committee (2011-2012)

Member, Graduate Faculty (2011-present)

Member, Student Appeals Committee (2012-2014)

b. College Committees

Chair, COE Scholarship Committee (2014-2015)

Member, COE Scholarship Committee (2013-2014)

Member, COE Faculty Senate (2014-2017)

Member, COE Faculty Senate Steering Committee (2016-2017)

Member, COE Academic Appeals Committee (2016-2018)

Member, Early Career Faculty Grant Review Committee (Spring 2018)