


**CURRICULUM VITAE**  
**Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1**

**PERSONAL INFORMATION**

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**UNIVERSITY ADDRESS**

University of Kansas  
Department of Special Education  
1122 West Campus Road  
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Cell (615) 545 5634

**CURRENT APPOINTMENT**

Roy A. Roberts Distinguished Professor, Department of Special Education, University of Kansas  
Associate Vice Chancellor for Research, University of Kansas

**AREAS OF SPECIALIZATION**

Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention  
Systematic Screening  
Evidence-based Practices  
Low-intensity, Teacher-Delivered Supports  
Emotional and Behavior Disorders  
Applied Behavior Analysis  
Methodology: Group and Single Case Design  
Multivariate Analysis using Statistical Analysis System (SAS) programming  
School-Based Intervention Research: Nomothetic and Ideographic

**EDUCATION**

1998	Credential	University of California, Riverside Certificate of Eligibility for the Administrative Services
1998	Credential	University of California, Riverside Clear Specialists Instruction Credential in Special

		Education: Severely Handicapped, Expiration Date: July 1, 2006
1997	Ph.D.	University of California, Riverside Education Concentrations: Behavior Disorders, Mild Disabilities, Methodology <i>Dissertation Title:</i> Students at-risk for antisocial behavior: The utility of academic and social skills interventions. Advisor & Chair: Dr. Sharon Borthwick-Duffy Committee Members: Dr. Frank Gresham Dr. Donald MacMillan Dr. Keith Widaman
1992	M.A.	University of California, Riverside Education: Concentration in Special Education Advisor: Dr. Sharon Borthwick-Duffy
1992	Credential	University of California, Riverside Clear Specialists Instruction Credential in Special Education: Learning Handicapped; Expiration Date: July 1, 2006
1992	Credential	University of California, Riverside Professional Clear Single Subjects Teaching Credential: Social Studies (Examination); Expiration Date: July 1, 2006
1991	Credential	University of California, Riverside Professional Clear Multiple Subjects Teaching Credential: General Subjects (Examination); Expiration Date: July 1, 2006
1988	B.A.	University of California, Riverside Psychology

**PROFESSIONAL EXPERIENCE**

**Public Education Employment**

1995-1997	San Bernardino County Office Superintendent of Schools San Bernardino, CA	Program Specialist
1995	Riverside Unified School District Amelia Earhart Middle School Riverside, CA	LH/Special Day Class Teacher Grades: 7 & 8
1991-1995	Riverside Unified School District Chemawa Middle School	LH/ Special Day Class Teacher

	Riverside, CA	Grades: 7 & 8
1990-1991	Riverside Unified School District Liberty Elementary School Riverside, CA	General Education Teacher Grade: 5
Summer Session 1990-1994	Riverside Unified School District Chemawa Middle School Riverside, CA	General Education Science Teacher Grades: 7 & 8
1989-1990	Riverside Unified School District Chemawa Middle School Riverside, CA	LH/ Special Day Class Teacher Grades: 7 & 8

### **Higher Education**

January 2020 – Present	Associate Vice Chancellor for Research Vice President, KUCR* Vice President position concluded July 2020
July 2018 – December 2019	Interim Associate Vice Chancellor for Research Vice President, KUCR
July 2013 – July 2014	Co-Director, Center for Research on Learning
<b>August 2012</b>	<b>Professor; Department of Special Education</b> University of Kansas
<b>July 2011- June 2012</b>	<b>Professor; School of Education</b> University of North Carolina at Chapel Hill
<b>September 2008- June 2011</b>	<b>Associate Professor; Department of Special Education</b> Peabody College, Vanderbilt University
<b>July 2001</b>	<b>Assistant Professor; Department of Special Education</b> Peabody College, Vanderbilt University
Fall 2000 – Spring 2001	Associate Professor; California State University – Los Angeles Conducted research with at-risk children. Taught courses in the area of behavior interventions and research methods.
Fall 1999- Summer 2000	Visiting Lecturer & Professional Researcher, College of Education, University of California, Riverside Conducted research with at-risk children. Wrote and implemented a School University Partnership grant assisting at-risk students at the middle school level. Taught courses in Special Education and School Psychology.

- Fall 1998 -  
June 2000                      Assistant Professor, Department of Special Education,  
Rehabilitation, and School Psychology, College of Education,  
University of Arizona  
Conducted intervention research with young children at-risk for emotional  
and behavioral disorders. Designed and taught undergraduate and graduate  
level courses pertaining to students with high incidence disabilities.  
Served as Program Coordinator for the Emotional and Behavioral  
Disorders Program. Leave of absence: Fall 1999 to June 2000.
- Fall 1997 -  
Spring 1998                      Supervisor of Teacher Education  
University of California, Riverside  
Supervised student teachers and interns who are working on  
multiple-subject and special education teaching credentials. Taught  
methodology seminars.
- Summer 1997                      Associate in Education (Lecturer), School of Education  
University of California, Riverside; Course: The Exceptional Child
- Spring 1997                      Associate in Education (Lecturer), School of Education  
University of California, Riverside; Course: Guidance in Special  
Education
- Fall 1994 -  
Spring 1998                      Teaching Assistant, Faculty in Education  
University of California, Riverside  
School of Education; Courses: Descriptive Statistics, Statistical Inference,  
Experimental Design, and Advanced Statistics
- 1994-1996                      Graduate Student Researcher  
University of California, Riverside  
PIs: Sharon Borthwick-Duffy and Keith Widaman; NICHD grant entitled,  
A Life Span Theory of Adaptive Behavior for Persons with Mental  
Retardation. Focused on Child Behavior Checklist and adaptive behavior  
data to identify predictors of externalizing and internalizing behavior, and  
dimensional structure of measures of behavior problems. Examined the  
factor structure of the CBCL and the CDER on a sample of participants  
who had mental retardation using the SAS system.
- Summer 1992                      Staff Research Associate I  
University of California, Riverside  
PI: Donald MacMillan; Dropout Project. This longitudinal study examined  
factors related to dropout behavior. Responsibilities included data entry,  
management, and analysis. Examined the factor structure of the student  
dropout questionnaire.

## **HONORS AND AFFILIATIONS**

### **Honors**

2018 University Scholarly Achievement (University of Kansas)

2017-18 Outstanding Service to Public Education Award (Lawrence Public Schools)

2017 Department of Special Education Budig Teaching Award (University of Kansas)

2017 Kauffman-Hallahan-Pullen Distinguished Researcher Award (Council for Exceptional Children – Division for Research)

2015 Outstanding Leadership Award from the Council for Children with Behavior Disorders (CCBD)

2015 Outstanding Leadership Award by the Midwest Symposium for Leadership in Behavior Disorders (MSLBD)

2014 University of Kansas, School of Education, Distinguished Faculty Achievement: Scholarship

2014 Council for Exception Children (CEC) Special Education Research Award

2010 Outstanding Educator, Outstanding Leadership Honoree of Peabody College (nominated by the Nichols Family)

2008 Outstanding Educator, Outstanding Leadership Honoree of Peabody College (nominated by the Sewell Family)

2008 Shining Apple Award, a service award from Williamson County Schools (nominated by Jane Franks, Director of Elementary Education, WCS)

2006 Outstanding Educator, Outstanding Leadership Honoree of Peabody College (nominated by the Sewell Family)

2005 Council for Exceptional Children – Division for Research, Early Career Research Award

2004 Outstanding Educator, Outstanding Leadership Honoree of Peabody College (nominated by E. Jemma Robertson)

2003 Outstanding Educator, Outstanding Leadership Honoree of Peabody College (nominated by E. Jemma Robertson)

### **Professional Society Memberships**

Association for Applied Behavior Analysis International (ABA)  
Association of Positive Behavior Supports (APBS)  
Council for Exceptional Children (CEC)  
    Council for Children with Behavioral Disorders (CCBD)  
    Division for Research (DR)  
    CEC Pioneers Division (CEC-PD)  
    Teacher Education Divisions (TED)  
Tennessee Association of Applied Behavior Analysis (TABAA)

### **Additional Certifications**

Licensed Behavior Analyst, State of Kansas, Behavioral Sciences Regulatory Board  
LBA #072  
Date of Issue: September 22, 2016  
Expiration Date: September 20, 2021  
Board Certified Behavior Analyst (BCBA) Behavior Analyst Certification Board, Inc.  
Certificant 1-05-2303  
Date of Issue: June 30, 2005  
Recertification Date: June 30, 2021  
Approved Continuing Education Provider Individual (ACE Provider) Behavior Analyst  
Certification Board, Inc.  
BACB ACE Provider Number IP-10-2050  
Date of Issue: November 1, 2010  
Recertification Date: November 30, 2021

### **Miscellaneous**

School of Education, Teaching Assistant of the Year	1995-1996
Minigrant Recipient from the School of Education, Riverside	June 1995
Mentor Teacher: Riverside Unified School District	1994-1995
Cooperating Teacher: Riverside Unified School District	Spring 1992, 1994

Balow Scholarship Recipient

### **PUBLICATIONS**

#### **Books (11)**

Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R., (2020). *Developing a schoolwide framework to prevent and manage learn and behavior problems (2<sup>nd</sup> Edition)*. New York, NY: Guilford Press.

Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2018). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success V1.2*. Phoenix, AZ: KOI Education. (Interactive eBook)

- Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (Eds.) (2017). *Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success*. Phoenix, AZ: KOI Education. (Interactive eBook)
- Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press.
- Lane, K. L., Cook, B. G., & Tankersley, M. (Eds.) (2013). *Research-based strategies for improving outcomes in behavior*. Boston, MA: Pearson.
- Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.
- Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, NY: Guilford Press.
- Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, N. J.: Prentice-Hall.
- Lane, K. L., & Beebe-Frankenberger, M. E. (2004). *School-based interventions: The tools you need to succeed*. Boston, MA: Allyn & Bacon.
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (Eds.) (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.

### **Book Chapters (42)**

- Lane, K. L., Common, E. A., Buckman, M. M., & Allen, G. E. (in press). Essential features of intensive, individualized (Tier 3) interventions. In M. Tankersley, B. G., Cook, and T. J. Landrum (Eds). *Advances in Learning and Behavioral Disabilities* (Volume 31) Emerald Insight.
- Lane, K. L., Common, E. A., Royer, D. J., & Oakes, W. P. (in press). Conducting systematic reviews of the literature: Guidance for quality appraisal. In M. Tankersley, B. G., Cook,

- and T. J. Landrum (Eds). *Advances in Learning and Behavioral Disabilities (Volume 31)*. Emerald Insight
- Lane, K. L., Royer, D. J., & Oakes, W. P. (2020). Literacy instruction for students with emotional and behavioral disorders: A developing knowledge base. In R. Boon, M. Burke, and L. Bowman-Perrott (Eds.), *Literacy Instruction for Students with Emotional and Behavioral Disorders (EBD): Research-Based Interventions for the Classroom* (pp. 1-17). Information Age Publishing.
- Lane, K. L., Buckman, M. M., Oakes, W. Pl., & Menzies, H. M. (2020). Tiered systems and inclusion: Potential benefits, clarifications, and considerations. In J. M. Kauffman (Ed.). *On educational inclusion: Meanings, history, issues, and international perspectives* (pp. 85-106). Routledge Taylor & Francis.
- Gresham, F. M., & Lane, K. L. (2019). Supporting students with intensive intervention needs in comprehensive, integrated, three-tiered models of prevention: Considerations for the field. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, and L. Wood (Eds). *Keeping students safe and helping them thrive. A collaborative handbook on school safety, mental health, and wellness (Volume 2)* (pp. 142-159). Santa Barbara, CA: Praeger.
- Lane, K. L., Oakes, W. P., Buckman, M. M., & Menzies, H. M. (2019). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Considerations for the field. In D. Bateman, J. Cline, and M. Yell. *Current trends and legal issues in special education*. (pp. 22-36) Thousand Oak, CA: Corwin.
- Lane, K. L. & Kettler, R. J. (2019). Literature reviews, questions, and hypotheses. In R. J. Kettler, *Research methodologies of school psychology: Critical skills* (pp. 24-41). New York, NY: Routledge.
- Lane, K. L. & Kettler, R. J. (2019). Research-related tasks: Developing technical writing skills. In R. J. Kettler, *Research methodologies of school psychology: Critical skills* (pp. 193-215). New York, NY: Routledge.
- Lane, K. L. & Kettler, R. J. (2019). Single case research designs in school psychology. In R.J. Kettler, *Research methodologies of school psychology: Critical skills* (pp. 151-165). New York, NY: Routledge.
- Lane, K. L. & Kettler, R. J. (2019). Survey designs in school psychology. In R.J. Kettler, *Research methodologies of school psychology: Critical skills* (pp. 132-150). New York, NY: Routledge.
- Wehby, J. H., & Lane, K. L. (2019). Classroom management. In S. G. Little and A. Akin-Little (Eds). *Handbook of behavioral interventions in schools: Evidence-based positive strategies* (2<sup>nd</sup> Ed.). (pp. 61 – 76). Washington DC: American Psychological Association. <http://dx.doi.org/10.1037/0000126-004>



- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2019). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: The role of systematic screening to inform instruction. In P. Pullen and M. Kennedy (Ed.). *Handbook of response to intervention and multi-tiered systems of support*. (pp.63-75). Routledge. New York, NY.
- Wolery, M., Lane, K. & Common, E. A. (2018). Writing tasks: Literature reviews, research proposals, and final reports. In D. L. Gast and J. Ledford (Ed.). *Single case research methodology: Applications in special education and behavioral sciences* (3<sup>rd</sup> Ed.). (pp. 43– 76). New York, NY: Routledge.
- Sprague, J., & Lane, K. L. (2017). Systematic screening for challenging behaviors in tiered support systems. In the Wiley handbook of violence and aggression. John Wiley & Sons. <https://doi.org/10.1002/9781119057574.whbva053>
- Common, E. A., & Lane, K. L. (2017). Social Validity Assessment. In J. K. Luiselli (Ed.), *Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice* (pp. 73-92). London: Elsevier. ISBN: 978-0-12-811122-2
- Lane, K. L., Oakes, W., & Butler, C. E. (2017). Tiered models of behavioral and instructional support. In M. C. Holbrook, T. McCarthy, and C. Kamei-Hannan (Eds.). *Foundations of education (3<sup>rd</sup> Edition). Volume I: History and theory of teaching children and youths with visual impairments*. (pp. 413-426). New York, NY: American Foundation for the Blind.
- Shogren, K. A., Wehmeyer, M. L., Lane, K. L., & Quirk, C. (2017). Multitiered systems of support. In M. L. Wehmeyer and K. A. Shogren (Eds.). *Handbook of research-based practices for educating students with intellectual disability*. (pp. 185-198). New York, NY: Routledge.
- Klingner, J., Brownell, M., Mason, L. H., Sindelar, P. T., Benedict, A., with Griffin, C., Lane, K., Israel, M., Oakes, W. P., Menzies, H. M., Germer, K., & Park, Y. (2016). Teaching students with special needs in the new millennium. In D. H. Gitomer and C. A. Bell (Eds.). *Handbook of research on teaching (5<sup>th</sup> Edition)* (pp. 639-716). Washington, DC: American Education Research Association.
- Lane, K. L. & Menzies, H. M. (2015). Classroom management in inclusive settings. In E. T. Emmer and E. J. Sabornie (Eds.). *Handbook of classroom management* (2<sup>nd</sup> Ed.). (205-219). New York, NY: Routledge.
- Lane, K. L. & Walker, H. M. (2015). The connection between assessment and intervention: How does screening lead to better interventions? In B. Bateman, M. Tankersley, and J. Lloyd (Eds.). (pp. 283-301). *Enduring issues in special education: Personal perspectives*. New York, NY: Routledge.
- Walker, H. M., Forness, S. R., & Lane, K. L. (2014). Design and management of scientific research in applied school settings. In B. Cook, M. Tankersley, and T. Landrum (Eds.).

*Advances in learning and behavioral disabilities* (vol. 27, pp. 141-169). Bingley, UK: Emerald.

- Odom, S. L., & Lane, K. L. (2014). The applied science of special education: Quantitative approaches, the questions they address, and how they inform practice. In L. Florian (Ed.). *The SAGE Handbook of Special Education* (2<sup>nd</sup> Ed.). (Vol. 1 pp. 369 – 388). Los Angeles, CA: Sage.
- Lane, K. L., Oakes, W. P., Menzies, H. M., & Germer, K. (2014). Increasing instructional efficacy: A focus on teacher variables. In S. G. Little and A. Akin-Little (Eds.) *Academic assessment and intervention*. (pp. 300-315). New York: Routledge.
- Lane, K. L., Oakes, W. P., Menzies, H. M., & Germer, K. A. (2014). Screening and identification approaches for detecting students at-risk. H. Walker and F. M. Gresham (Eds.) *A handbook evidence-based practices for addressing school-related behavior disorders*. (pp. 129-151). New York: Guilford Press.
- Lane, K. L., Menzies, H. M., Oakes, W. P., Zorigian, K., & Germer, K. A. (2014). Professional development in EBD: What is most effective in supporting teachers. In P. Garner, J. Kauffman, & J. Elliot (Eds.). *The Handbook of Emotional & Behavioural Difficulties* (2<sup>nd</sup> Edition) (vol. 24, pp. 251 –293). Thousand Oakes, CA: Sage.
- Wolery, M., & Lane, K. (2014). Writing tasks: Literature reviews, research proposals, and final reports. In D. L. Gast and J. Ledford (Ed.). *Single case research methodology: Applications in special education and behavioral sciences* (2<sup>nd</sup> Ed.). (pp. 50 – 84). New York, NY: Routledge.
- Oakes, W. P., Lane, K. L., Magrane, A. E., Menzies, H. M., & Wehby, J. (2013). Family environment as a predictor of behavioral competencies in the early elementary years. In H. Switzer & D. Foulke (Eds.). *Kindergartens: Teaching methods, expectations and current challenges* (pp. X – X). Hauppauge, NY: Nova Publishers.
- Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (p. 177 – 183). New York, NY: Routledge.
- Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2013). Positive behavior support: A framework for preventing and responding to learning and behavior problems. In M. Tankersley and B. Cook (Eds.). *Effective practices in special education* (pp. 127 – 140). Boston, MA: Pearson.
- Lane, K. L., Walker, H., Crnabori, M., Oliver, R., Bruhn, A., & Oakes, W. P. (2013). Strategies for decreasing aggressive, coercive Behavior: A call for preventative efforts. In M. Tankersley & B. Cook (Eds.). *Effective practices in special education* (pp.192 –212). Boston, MA: Pearson.

- Lane, K. L., Carter, E. W., Common, E., & Jordan, A. (2012). Teacher expectations for student performance: Lessons learned and implications for research and practice. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions* (Advances in learning and behavioral disabilities, Vol. 25, pp. 95-129). Bingley, UK: Emerald Publishing Group.
- Lane, K. L., Menzies, M., Kalberg, J. R., & Oakes, W. P. (2012). An integrated, comprehensive three-tier model to meet students' academic, behavioral, and social needs. In K. Harris, T. Urdan, & S. Graham (Eds.). *American Psychological Association. Educational Psychology Handbook* (vol. 3, pp. 551-581). Washington, DC: American Psychological Association.
- Lane, K. L., Wehby, J., & Robertson, E. J. (2011). Studying school-wide positive behavior support at the high school level: A formidable task. In A. M. Columbus (Ed.), *Advances in Psychology Research* (vol. 85, pp. 1-27). Hauppauge, NY: Nova Publishers.
- Sandmel, K., Wilson, K., Harris, K. R., Lane, K. L., Graham, S., Oakes, K., Kihara, S., & Steinbrecher, T. D. (2011). Success and failure with tier 2 SRSD for timed writing tests among 2<sup>nd</sup> through 5<sup>th</sup> grade students with writing and behavior difficulties: Implications for evidence-based practices. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavioral disabilities* (vol. 24, pp. 251-293). Bingley, UK: Emerald.
- Wolery, M., & Lane, K. (2010). Writing tasks: Literature reviews, research proposals, and final reports. In D. L. Gast (Ed.). *Single subject research methodology in behavioral sciences* (pp. 57 – 90). New York, NY: Routledge.
- Smith, D., & Lane, K. L. (2010). Emotional or behavioral disorders. *Introduction to special education: Making a difference* (7<sup>th</sup> ed., pp. 224-261). Boston, MA: Allyn & Bacon.
- Lane, K. L., Bruhn, A. L., Crnabori, M. L., & Sewell, A. L. (2009). Designing functional assessment-based interventions using a systematic approach: A promising practice for supporting challenging behavior. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavioral disabilities* (vol. 22, pp. 341-370). Bingley, UK: Emerald.
- Wehby, J. H., & Lane, K. L. (2009). Proactive instructional strategies for classroom management. In A. Akin-Little, S. Little, M. Bray and T. Kehle (Eds.). *Handbook of behavioral interventions in schools* (pp. 141 – 156). Washington DC: American Psychological Association.
- Lane, K. L., Kalberg, J. R., & Edwards, C. (2008). An examination of school-wide interventions with primary level efforts conducted in elementary schools: Implications for school psychologists. In D. H. Molina (Ed.) *School psychology: 21<sup>st</sup> century issues and challenges* (pp. 253-278). New York, NY: Nova Science.

- Lane, K. L., Barton-Arwood, S. M., Rogers, L. A., & Robertson, E. J. (2007). Literacy interventions for students with and at-risk for emotional or behavioral disorders: 1997 to present. In J. C., Crockett, M. M. Gerber, & T. J. Landrum. (Eds.). *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 213-241). Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, D., & Lane, K. L. (2007). Emotional or behavioral disorders. *Introduction to special education: Making a difference* (pp. 232 to 273). Boston, MA: Allyn & Bacon.
- Lane, K. L., Robertson, E. J., & Graham-Bailey, M. A. L. (2006). An examination of school-wide interventions with primary level efforts conducted in secondary schools: Methodological considerations. In T. E. Scruggs & M.A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (Vol. 19, pp. 157-199). Oxford, UK: Elsevier.
- Lane, K. L., Falk, K., & Wehby, J. H. (2006). Classroom management in special education classrooms and resource rooms. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 439-460). Mahwah, NJ: Lawrence Erlbaum.
- Lane, K. L. (2004). Academic instruction and tutoring interventions for students with emotional/behavioral disorders: 1990 to present. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 462-486). New York, NY: Guilford Press.
- O'Shaughnessy, T., Lane, K. L., Gresham, F. M., & Beebe-Frankenberger (2002). Students with or at-risk for learning and emotional-behavioral difficulties: An integrated system of prevention and intervention. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders*. (pp. 3-17). Boston, MA: Allyn & Bacon.
- Gresham, F. M., Lane, K. L., & Lambros, K. M. (2002). Children with conduct and hyperactivity-impulsivity-attention problems: Identification, assessment, and intervention. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders*. (pp. 210-222). Boston, MA: Allyn & Bacon.
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. (2002). Identifying, assessing, and intervening with children with or at risk for behavior disorders: A look to the future. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders*. (pp. 317-326). Boston: Allyn & Bacon.
- Gresham, F. M., Lane, K.L. & Lambros, K.M. (2001). Comorbidity of conduct problems and ADHD: Identification of "fledgling psychopaths." In H. M. Walker & M. H. Epstein

(Eds.), *Making schools safer and violence free: Critical issues, solutions, and recommended practices*. Austin, TX: PROED.

### **Monographs (1)**

Davis, C. A., Lane, K. L., Sutherland, K., Gunter, P. L., Denny, R. K., Pickens, P., & Wehby, J. (2004). *Differentiating curriculum and instruction on behalf of students with emotional and behavioral disorders within general education settings*. In L.M. Bullock, R.A. Gable, and K.J. Melloy (Eds.). From the Fifth CCBD Mini-Library Series: Meeting the Diverse Needs of Children and Youth with E/BD: Evidenced-Based Programs and Practices. Arlington, VA: Council for Children with Behavior Disorders.

### **Non-Peer Reviewed Articles, Encyclopedia Entries, Reflections, Commentaries, and Newsletter Articles (28)**

McIntosh, K. & Lane, K. L. (2019). Advances in measurement in school-wide positive behavioral interventions and supports *Remedial and Special Education, 40*, 3-5. [doi.org/10.1177/0741932518800388](https://doi.org/10.1177/0741932518800388)

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### **Conference Presentations (538, excluding pending presentations)**

#### Pending

#### Completed

- Lane, K. L. (2020, November 19). *Re-thinking educational research during the COVID-19 pandemic service* [Conference session]. Providing opportunities for women in education research (POWER). <https://www.ci3t.org/presentations>
- Lane, K. L., & Buckman, M. M. (2020, November 5). *KU RITE research, teaching & service in the COVID-19 era* [Conference session]. Office of Special Education Programs U.S. Department of Education. <https://www.ci3t.org/presentations>
- Lane, K. L., Oakes, W. P., & Sherod, R. L. (2020, November 4). *Considerations for systematic screening in the COVID-19 era: universal screening for internalizing and externalizing*

- behaviors* [Webinar]. School Climate Transformation Grant (SCTG). To be posted at <https://www.pbis.org/school-climate-transformation-grant-sctg>
- Lane, K. L., Oakes, W. P., Allen, G. E., Austin, K. S., Brunsting N. C., Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., Pérez-Clark, P., Royer, D. J., & Sherod, R. L. (2020, November 3). *Using Ci3T structures in the Covid-19 era: 10/10 topics* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>
- Lane, K. L., Kramer, S., Blevins, M., Oakes, W. P., & Sherod, R. L. (2020, October 21). *Systematic screening: The practicalities of using screening data to inform instruction* [Conference session]. PBIS Leadership Forum. <https://www.pbis.org/conference-and-presentations/pbis-leadership-forum>
- Lane, K. L. (2020, October 7). *Considerations for systematic screening PK-12 in the COVID-19 era: Universal screening for internalizing and externalizing behaviors* [Conference session]. VTPBIS Annual Forum. <https://www.pbisvermont.org/training-resources/vtpbis-annual-forum/>
- Lane, K. L. Oakes, W. P., & Buckman, M. M. (2020, October 1). *Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Conference session]. PaTTAN and PaPBS Network Facilitators. Currently available at <https://www.ci3t.org/presentations>
- Lane, K. L. Oakes, W. P., & Buckman, M. M. (2020, September 22). *Systematic screening in PK-12: A look at the student risk screening scale for internalizing and externalizing (SRSS-IE) & student risk screening scale for early childhood (SRSS-EC)* [Conference session]. State of South Carolina Department of Education: Social Emotional Learning (SEL) Screener Showcase hosted by the Office of Early Learning and Literacy (OELL). Currently available at <https://www.ci3t.org/presentations>
- Lane, K. L. (2020). *Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Webinar]. Southeastern School Behavioral Health Community. Currently available at <https://www.ci3t.org/presentations>
- Lane, K. L., & Oakes, W. P. (2020). *Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Webinar]. Community Conversations, APBS Mid-Atlantic PBIS Network. Currently available at <https://www.ci3t.org/presentations>
- Lane, K. L. (2020, July 28) *Meeting students' academic, behavioral, and social needs: Working in comprehensive, integrated, three-tiered (Ci3T) models of prevention* [Keynote address]. Lincoln Intermediate Unit Summer Institute, New Oxford, PA. Currently available at <https://www.ci3t.org/presentations>

- Lane, K. L. (2020, July 28). *Systematic Screening: What do I need to know?* [Conference Presentation]. Lincoln Intermediate Unit Summer Institute, New Oxford, PA.
- Lane, K. L. (2020, July 28). *Low-intensity strategies to support engagement: Practical strategies that work!* [Conference Presentation]. Lincoln Intermediate Unit Summer Institute, New Oxford, PA. Currently available at <https://www.ci3t.org/presentations>
- Lane, K. L., & Oakes, W. P., (2020). *Considerations for systematic screening pk-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Webinar]. Currently available at <https://www.ci3t.org/presentations>
- Oakes, W. P., Lane, K. L., & Lane, K. S. (2020, March). Increasing school leadership teams' capacity to implement integrated tiered prevention models. A poster accepted for the 17th International Conference on Positive Behavior Support. Miami, FL (conference cancelled)
- Menzies, H., Lane, K. L., Oakes, W. P., Smith-Menzies, L., Lane, K. S. (2020, March). The challenges of using schoolwide positive behavior support: Teachers' perceptions. A poster accepted for the 17th International Conference on Positive Behavior Support. Miami, FL (conference cancelled)
- Lane, K. L. (2020). *Tiered systems... A comprehensive, integrated approach: introducing Ci3T models* [Webinar]. Olympic ESD 11. Bremerton, WA. Currently available at <https://www.ci3t.org/presentations>
- Buckman, M. M., Royer, D. J., Common, E. A., Allen, G. E., Lane, K. S., Oakes, W. P., & Lane, K. L. (2020, February 27-29). *Treatment integrity of primary prevention efforts in tiered models: A review of the literature* [Poster presentation]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Pérez-Clark, P., Buckman, M. M., Lane, K. L., Common, E. A., & Sherod, R. L. (2020, February 27-29). *Models of prevention: A systematic review of social emotional learning in secondary schools* [Poster presentation]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Lane, K. L. (2020, February 28). *Wouldn't it be great if... Systematic screening in Ci3T models* [Keynote address]. The Mission of the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO. <https://archive.org/details/mslbd-2020-katheen-lynne-lane>
- Lane, K. L., Geels, T., Piro, S., & Smith, C. (2020, February). *Low-intensity strategies to support engagement: Practical strategies that work!* A workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. & Oakes, W. P. (2020, February). Sharing perspectives: *Cultivating passion for a sustained career*. [Presentation]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Coyne, M., Simonsen, B., Sussman, A., Clemens, N., Gandhi, A., & Lane, K. L. (2020, February 5-8). *The national MTSS research network: Integrating academic and behavior supports*. [Panel] Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Cook, B. G., Therrian, B., Hart, S., and Lane, K. L. (2020, February 5-8). *A call to action for open science: A how-to-guide for moving forward*. [Panel]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Common, E. A., Oakes, W. P., Royer, D. J., Buckman, M. M., Allen, G. E., Pérez-Clark, P., Lane, K. L. (2020, February 5-8). *Examining Social Validity Within Ci3T Models: Illustrations and Relations Garnered Across a University-District Partnership* [Poster presentation]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Buckman, M. M., Common, E. A., Royer, D. J., Lane, K. L., Brunsting, N. (2020, February 5-8). *Treatment Integrity of Primary Prevention Efforts in Tiered Models: A Review of the Literature* [Poster presentation]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., Oakes, W. P., Buckman, M. M., Lane, K. L., Brunsting, N. (2020, February 5-8). *Secondary Teachers' Sense of Efficacy and Burnout After 2 Years of Implementing Ci3T*. [Paper presentation]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Lloyd, J. W., Gage, N. Conroy, M., & Lane, K. L. (2019, October). *Open science round table*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Common, E. A., Carrero, K., Lane, K. L., & Farrell, E. F. (2019, October). *Navigating the behavior analyst certification board's task-list and compliance code across service delivery context*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Oakes, W. P., Chafouleas, S., Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M., & Sherod, R. (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Brunsting, N. C., Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H., Buckman, M. M., Common, E. A., & Allen, G. E. (2019, October). *Ci3T models of prevention: Middle and high school teacher efficacy and burnout*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.

- Allen, G. E., Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., Brunsting, N. C., Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Buckman, M. M., Royer, D. J., Common, E. A., Brunsting, N. C., Lane, K. S., Clark, P. P., Oakes, W. P., & Lane, K. L. (2019, October). *Treatment integrity of primary prevention efforts: Lessons learned from a systematic review of the literature*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Royer, D. R., Brown, C., Lane, K. L., & Oakes, W. P. (2019, October). *Ci3T in Hawai'i: Building a tiered model of prevention in a new locale*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Buckman, M. M., Common, E. A., Lane, K. L., Oakes, W., Royer, D. J., Lane, K. S., & Allen, G. E. (2019, October). *Ci3T tools to facilitate data-informed decision making*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., & Oakes, W. P. (2019, October). *Ci3T: Scaling Up*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Buckman, M. M., & Kraus, D. (2019, October). *A look at the logistics of systematic screening: The practicalities of moving forward*. A paper presented at the 2019 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. L., Buckman, M. M., Burris, H., & Edgecomb, T. B. (2019, October). *Creating positive, productive classrooms: District-level professional learning for successful low-intensity strategies*. A paper presented at the 2019 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. L. & Powers, L. (2019, October). *University screening: Systematic screening to shape instruction: Lessons learned & practicalities*. A round table discussion at the 2019 National PBIS Leadership Forum, Chicago, IL.
- Buckman, M. M., Sherod, R., L., Lane, K. S., Oakes, W. P., & Lane, K. L. (2019, October). *Installing systematic screening district-wide: Structures for success*. A poster presentation at the 2019 National PBIS Leadership Forum, Chicago, IL.
- Chafouleas, S. M., Briesch, A. M., Lane, K. L., & Oakes, W. P. (2019, June). *Improving Educators' Use of Data-Driven Problem-Solving to Reduce Disciplinary Infractions for Students with Emotional Disturbance*. Paper presentation at the Spencer Foundation Conference on Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice. Loyola University: Chicago, IL.

- Lane, K. L. (2019, March). Building your Ci3T Model: Getting started. A workshop at the Olympic ESD 114. Bremerton, WA.
- Lane, K. L. (2019, March). Tiered systems ... A comprehensive, integrated approach: Introducing Ci3T models. A workshop presented in for Olympic ESD. Bremerton, WA.
- Lemke, E., Lane, K. L., & Tillman, C. R. (2019, February). Implementing comprehensive, integrated, three-tiered (Ci3T) models to meet students' academic, behavioral, and social needs. A panel discussion at presentation at the 2019 Pacific Coast Research Conference, San Diego, CA.
- Common, E. A., Lane, K. L., & Royer, D. J. (2019, February). *Research to inform practice: Applications in systematic reviews, quality appraisals, and quantitative syntheses*. A paper presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Ennis, R., Lane, K. L., & Oakes, W. P. (2019, February). *Using within-activity choices to increase engagement during reading*. A paper presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Oakes, W. P., Lane, K. L., & Lane, K. S. (2019, February). *Lesson planning for school success: Integrated lesson plans to meet academic, behavioral, and social needs*. A poster presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Royer, D. J., Lane, K. L., Oakes, W. P., Buckman, M. M., & Allen, G. E. (2019, February). *Precorrection, active supervision, and instructional feedback: Low-intensity strategies to support behavior for school success*. A poster presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Taylor, K., Ennis, R., Lane, K., Piasta, S., & Powell, S. (2019, January). *Tricks of the trade: Strategies for research planning and implementation*. Institute of Education Science Annual Principal Investigators Meeting. Washington, DC.
- Lane, K. L. (November, 2018). *Meeting students' academic, behavioral, and social needs: Working in comprehensive, integrated, three-tiered (Ci3T) models of prevention*. An invited workshop presented at the Utah Association of School Psychologists. Salt Lake City, Utah.
- Lane, K. L., & Lane, K. S. (2018, November). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention*. A paper presented at Tennessee Association for Applied Behavior Analysis (TABA). Nashville, TN.

- Randall, T., Common, E. A., & Lane, K. L. (2018, October). *Data-driven professional development: Teacher-training on functional assessment-based interventions*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Oakes, W. P., Menzies, H. M., Common, E. A., Royer, D. R., Buckman, M. M., & Allen, G. E. (2018, October). *An update on the SRSS-IE: Lessons learned from the field*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & Brunsting, N. (2018, October). *Ci3T models of prevention: Teachers' efficacy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Allen, G. E., Common, E. A., Lane, K. L., & Buckman, M. M. (2018, October). *Active supervision: A feasible, effective strategy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., Brunsting, N., & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & Brunsting, N. (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Common, E. A., & Lane, K. S. (2018, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): An update on lessons learned*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Common, E. A., Buckman, M. M., Lane, K. L., Royer, D. J., Oakes, W. P., & Allen, G. E. (2018, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Ennis, R. P., Lane, K. L., & Oakes, W. P. (2018, October). *Empowering teachers to participate in the research process: Using instructional choice and direct observation recording in elementary classrooms*. A paper presented at Teacher Educators for Children with



Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M. M., & Allen, G. A. (2018, October). *Supporting student success! Feasibility strategies for supporting engagement*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Lane, K. L., Buckman, M. M., & Lane, K. S. (2018, October). *Supporting student success! Designing engaging lesson plans*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., (2018, October). *Tier II intervention: Using academic supports to meet the needs of high school level students*. A paper presented at the 2018 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. L., Edgecomb, T. B., & Burris, H. (2018, October). *Creating positive, productive classrooms: District-level professional learning for successful low-intensity strategies*. A paper presented at the 2018 National PBIS Leadership Forum, Chicago, IL.
- Royer, D. J., Lane, K. L., Lane, K. S., & Kramer, S. (2018, October). *Using the Schoolwide Expectations Survey for Specific Settings (SESSS) to build behavior expectation Matrices*. A poster presented at the 2018 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. S., Lane, K. L., & Buckman. (2018, September). *Collecting and utilizing treatment integrity data in a Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention*. A poster presented at the Vanderbilt University Undergraduate Research Fair. Nashville, TN.
- Hirsh, S., & Lane, K. L. (2018, April). *Data-driven professional development: Teacher training on functional assessment-based interventions*. A presentation at the Southeastern School Behavioral Health. Myrtle Beach, SC.
- Lane, K. L. (2018, April). *A closer look at Ci3T models: Supporting students' social and emotional learning across the tiers*. A presentation at the Southeastern School Behavioral Health. Myrtle Beach, SC.
- Lane, K. L. (2018, April). *Meeting students' multiple needs within comprehensive, integrated, three-tiered (Ci3T) models: The importance of systematic screening*. A **keynote address** at the Southeastern School Behavioral Health. Myrtle Beach, SC.
- Lane, K. L. (2018, March). *Supporting school success – back to the basics! Feasible strategies for supporting engagement*. An invited workshop at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Lane, K. L. (2018, March). *Building strong partnerships to install tiered systems: Learning and growing together*. An invited featured speaker session presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Common, E. A., & Lane, K. L. (2018, March). *Functional assessment-based interventions (FABI): Outcomes of a large scale professional learning series*. A paper presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Ennis, R. P., Patterson, P. O., Lane, K. L., & Oakes, W. P. (2018, March). *Ci3T training experiences and outcomes from a novice trainer perspective*. A poster presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Common, E. A., Lane, K. L., Royer, D. J., & Oakes, W. P. (2018, March). *Examining tier 2 efforts for addressing students' social-emotional needs: A feasibility study*. A poster presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Royer, D. J., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2018, March). *Teachers' sense of efficacy and burnout after two years of implementing Ci3T: A work in progress*. A poster presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Gandhi, A., Lane, K. L., & Kilgus, S. (2018, March). *The role of behavior screening in tiered systems of support*. A paper presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Lane, K. L. (2018, March). *Tiered systems ... A comprehensive, integrated approach: Introducing Ci3T models*. A presentation at the Olympic ESD 114. Bremerton, Washington.

Lane, K. L. (2018, February). *A closer look at Ci3T models: Supporting student' social and emotional learning across the tiers*. A presentation at the Washington Educational Research Association Research-Practice Partnership Colloquium. Seattle, WA.

Lane, K. L. (2018, February). *Comprehensive, integrated, three-tiered (Ci3T) models: A systems approach to supporting student' social and emotional learning*. A **keynote address** at the Washington Educational Research Association Research-Practice Partnership Colloquium. Seattle, WA.

Ennis, R. P., Lane, K. L., & Oakes, W. P. (2018, February). *Empowering teachers with low-intensity strategies: An illustration of instructional choice implementation in 3rd grade reading and math*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Lane, K. L., Buckman, M. M., Common, E. A., & Allen, G. E. (2018, February). *Integrating social skills across the tiers: Illustrations from Comprehensive, Integrated, Three-tiered*

- (Ci3T) models of prevention.* A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Buckman, M. M., Common, E. A., Allen, G. E., & Lane, K. L. (2018, February). *Exploring solutions to address students' social-emotional learning: A Tier 2 social skills feasibility study.* A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Allen, G., Buckman, M. M., Common, E. A., & Lane, K. L. (2018, February). *Training schools to build comprehensive, integrated, three-tiered (Ci3T) models of prevention: A look across time.* A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2018, February). *Systematic screening within tiered systems: Respectful, responsible partnerships.* A community presentation at the McDowell Institute Speaker Series. Bloomsburg, PA.
- Lane, K. L. (2018, February). *Advanced topics in systematic screening for behavior challenges in tiered systems.* A workshop at the McDowell Institute Speaker Series. Bloomsburg, PA.
- Royer, D. J., Ennis, R. P., Oakes, W. P., & Lane, K. L. (2018, February). *Behavior-Specific Praise.* A presentation in the *Low-Intensity Strategies to Support Behavior for School Success* strand at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Oakes, W. P., Bross, L., Common, E. A., Ennis, R. P., & Lane, K. L. (2018, February). *High probability request sequences.* A presentation in the *Low-Intensity Strategies to Support Behavior for School Success* strand at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Common, E., Ennis, R. P., Oakes, W. P., & Lane, K. L. (2018, February). *Active supervision.* A presentation in the *Low-Intensity Strategies to Support Behavior for School Success* strand at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Royer, D. J., Lane, K. L., & Oakes, W. P. (2018, February). *Schoolwide Expectations Survey for Specific Settings (SESSS): Psychometric Properties and Practical Applications.* A poster presented at the 2018 Convention and Expo, Tampa, FL.
- Lane, K. L. (2018, February). *Building collaborative partnerships: Respectful, responsible inquiry to learn and grow together.* A paper for the Kauffman-Hallahan-Pullen Distinguished Researcher Award (DR-CEC) presented at 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.

- Ennis, R. P., Lane, K. L., & Oakes, W. P. (2018, February). *Empowering teachers with low intensity strategies to support instruction: Using instructional choice to increase engagement in third-grade classrooms*. A paper presented at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Ennis, R. P., & Lane, K. L. (2018, January). *Empowering teachers with low-intensity strategies to support instruction: Increasing engagement in 3rd grade classrooms using instructional choice*. A poster presented at Institute of Education Sciences Principal Investigators Meeting. Arlington, VA.
- Ennis, R. P., Lane, K. L., & Oakes, W. P. (2017, October). *Empowering teachers with low-intensity strategies: Implementing and evaluating instructional choice in 3<sup>rd</sup> grade classrooms*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., & Oakes, W. P. (2017, October). *Creating sustainable structures to inform tier 2 efforts*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., (2017, October). *Becoming a productive scholar: Defining one's lines of inquiry (Parts 1 and 2)*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Oakes, W. P., & Royer, D. J. (2017, October). *Ci3T: Building capacity*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Common, E. A., Schellman, L. E., Lane, K. L., & Oakes, W. P. (2017, October). *Functional assessment-based interventions (FABI): Professional learning to build capacity*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Jenkins, A., & Common, E. A. (2017, October). *Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive properties and practical applications*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Common, E. A., Buckman, M., Royer, D. J., Oakes, W. P., & Allen, G. E. (2017, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M., & Allen, G. (2017, October). *A look at the relationship between challenging behaviors and academic performance: How do students progress in Ci3T models of prevention?* A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Lane, K. L., Royer, D. J., & Crittenden, M. (2017, October). *An update on the SRSS-IE: lessons learned from the field.* A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P. & Lane, K. L. (2017, October). *Panel discussion: Building systems capacity to support students with EBD in tiered systems.* A panel discussion at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Royer, D. J., Lane, K. L., DeWitt, W., & Brungardt, M. E. (2017, September). *Implementing a comprehensive, integrated, three-tiered (Ci3T) model of prevention at the high school level: Teaching schoolwide expectations and social skills.* A poster presented at the 2017 National PBIS Leadership Forum, Chicago, IL.
- Coleman, M., Gelman, C., Lane, K. L., & Novak, K. (2017, July). *TED Talk: Theme 'all means all.'* A panel presented at the 2017 MTSS Professional Learning Institute. Costa Mesa, CA.
- Lane, K. L. (2017, July). *Getting started with screening in comprehensive, integrated, three-tiered (Ci3T) models of prevention: A focus on logistics.* A presentation presented at the 2017 MTSS Professional Learning Institute. Costa Mesa, CA.
- Common, E. A., Bross, L. A., & Lane, K. L. (2017, May). *High probability request sequence: A systematic review and practical illustrations for success.* A poster presentation presented at the 2017 Applied Behavior Analysis International 43<sup>rd</sup> Annual Convention. Denver, CO.
- Green, J., Lane, K. L., & Oakes, W. P. (2017, April). *Systematic screening of internalizing and externalizing behaviors to inform student supports and services.* A panel presentation presented at the 2017 Council for Exceptional Children Convention and Expo. Boston, MA.
- Ennis, R. P. & Lane, K. L. (2017, April). *Empowering teachers with low-intensity strategies to support instruction.* A demonstration presentation presented at the 2017 Council for Exceptional Children Convention and Expo. Boston, MA.
- Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., & Common, E. A. (2017, April). *Practical strategies to support student success in school: Keeping students engaged.* A

demonstration presentation presented at the 2017 Council for Exceptional Children Convention and Expo. Boston, MA.

Common, E. & Lane, K. L. (2017, April). *Functional assessment-based interventions: Professional Learning Series to build educators' knowledge, confidence, and perceived usefulness*. A poster presented at the 2017 Council for Exceptional Children Convention and Expo. Boston, MA.

Lane, K. L. (2017, April). *Comprehensive, integrated, three-tiered (Ci3T) models to support students' multiple needs: A collaborative structure*. A featured speaker presentation at the Badar/Kauffman Conference on Contemporary Issues in Special Education. Kent, OH.

Lane, K. L. (2017, April). *Supporting behavior for school success: Teacher level strategies to manage behavior and support instruction, part 2*. A workshop presented at Capital District/ North County RSE-TASC BOCES. Troy, NY.

Lane, K. L. (2017, April). *Comprehensive, integrated, three-tiered (Ci3T) model of prevention: Why does school – and district – need an integrated approach to meet students' academic, behavioral, and social needs?* A workshop presented at Capital District/ North County RSE-TASC BOCES. Queensberry, NY.

Lane, K. L. (2017, March). *Low-intensity strategies for supporting school success*. A presentation at the Family Network on Disabilities (FND): Working Together to Improve Student Behavior Conference. Tampa, Florida.

Lane, K. L. (2017, March). *Functional assessment-based Interventions: A step-by-step approach to designing practical function-based interventions*. A presentation at the Family Network on Disabilities (FND): Working Together to Improve Student Behavior Conference. Tampa, Florida.

Lane, K. L., & Oakes, W. P. (2017, March). *Systematic screening for behavior in tiered systems: Screening across the preK-12 continuum*. A presentation at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, Co.

Ennis, R. P., Oakes, W. P., & Lane, K. L. (2017, March). *Precorrection: A summary of the literature and steps for success*. A poster presented at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, Co.

Ennis, R. P., Lane, K. L., & Oakes, W. P. (2017, March). *Empowering teachers with low intensity strategies: A professional development model*. A presentation at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, Co.

Lane, K. L., Common, E. A., & Royer, D. J. (2017, February). *Supporting behavior for school success: Three simple strategies to support academic engagement*. A workshop presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

- Royer, D. J., Lane, K. L., & Dunlap, K. D. (2017, February). *Systematic review of teacher-delivered behavior-specific praise K-12 setting*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Cantwell, D., Lane, K. L., Oakes, W. P., & Wisdom, L. (2017, February). *Building sustainable district implementation of comprehensive, integrated, three-tiered (Ci3T) models of prevention through an IES partnership*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Common, E. A., Bross, L. A., Cantwell, E. D., & Lane, K. L. (2017, February). *High probability request sequence: A systematic review and illustrations for success*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Lembke, E., Lane, K. L., Oakes, W. P., Miller, F., & McMaster, K. (2017, February). *Supporting teaches and students at all levels in multi-tiered systems of support*. A panel at Pacific Coast Research Conference, Coronado, CA.
- Haynes, E., Kister, A., Lane, K. L., Marek, S., Martinez, M. Wisdom, L., & Thompson, K. (2016, December). *Researcher-Practitioner Partnership*. A panel presented at the Institute of Education Sciences Primary Investigators Meeting, Washington, DC.
- Lane, K. L. (2016, November). *Practical strategies to support success: Low-intensity strategies to manage behavior and support instruction*. A presentation presented at the 12<sup>th</sup> Annual New England Positive Behavior Intervention and Support Conference. Norwood, MA.
- Lane, K. L. (2016, November). *Screening to support success: A look at systematic screening in tiered systems*. A **keynote address** presented at the 12<sup>th</sup> Annual New England Positive Behavior Intervention and Support Conference. Norwood, MA.
- Lane, K. L. (2016, October). *Building strong partnerships: Responsible inquiry to learn and grow together*. A **keynote address** presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Evans, B., Gabel, B., Zucker, S., Cook, B., Oakes, W. P., Mathur, S., Lane, K. L., & Vannest, K. (2016, October). *Journal editors' forum*. A panel presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., Crittenden, M. (2016, October). *Systematic screening in secondary schools: What have we learned about the Student Risk Screening for Internalizing and Externalizing (SRSS-IE) behaviors?* A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D., Common, E. A., & Johl, L. (2016, October). *Ci3T ... Moving forward with district partners*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Royer, D. J., Dunlap, K. D., Ennis, R. P., & Lane, K. L. (2016, October). *A look at behavior specific praise (BSP): A summary of the literature and steps for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Ennis, R. P., Royer, D. J., Lane, K. L., & Oakes, W. P., (2016, October). *A look at precorrection: A summary of the literature and steps for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., & Lane, K. L. (2016, October). *Using systematic behavior screening tools: Screening and intervening*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., & Lane, K. L. (2016, October). *Using screening data to inform tier 2 efforts*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., & Lane, K. L. (2016, October). *Panel discussion: Building systems capacity to support students with EBD in tiered systems*. A panel presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Fletcher, S., & Lane, K. L. (2016, October). *STEPing UP with Ci3T*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Common, E. A., Bross, L. A., Lane, K. L., Oakes W. P., & Cantwell, E. D. (2016, October). *A look at high-p request sequences: A summary of the literature and steps for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L. (2016, September). *Supporting behavior for school success: Low-intensity strategies to manage behavior and support instruction*. A presentation at the Department of Education Directors Institute. Glendale, AZ
- Lane, K. L. (2016, September). *Building and installing Comprehensive, Integrated, Three-Tiered (Ci3T) models to meet students' multiple needs: An Overview*. A **keynote** address at the Arizona Department of Education Directors Institute. Glendale, AZ



- Lane, K. L. (2016, July). *Systematic screening to support school success!* A presentation at the second annual SWIFT Professional Learning Institute. Washington, DC
- Lane, K. L. (2016, June). *Supporting behavior for school success: Low-intensity strategies to manage behavior and support instruction.* A **keynote** address presented at BEST Project – BEST/MTSS Summer Institute. Killington, VT
- Lane, K. L. (2016, June). *Respectful and responsible ways of responding to challenging behaviors.* A presentation at the second annual All Means All – Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T) Conference. St. Louis, MO
- Lane, K. L. (2016, June). *Celebrating your commitment! A look at Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: From selection to implementation.* A **keynote** address presented at the second annual All Means All – Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T) Conference. St. Louis, MO
- Lane, K. L. (2016, May). *Supporting behavior for school success: Teacher-level strategies to manage behavior and support instruction.* A workshop for the Board of Cooperative Educational Services. Schenectady, NY.
- Lane, K. L. (2016, May). *An overview of behavior screening tools: Using data to inform instruction.* A workshop for the Board of Cooperative Educational Services. Albany, NY.
- Lane, K. L. (2016, April). *Support students with internalizing issues: Practical approaches.* Moderator for a multiple presentation session at the 2016 Council for Exceptional Children Convention and Expo. St. Louis, MO.
- Johl, L., Common, E., Lane, K. L., & Oakes, W. P. (2016, April). *Supporting educators with functional assessment-based interventions (FABI).* A poster presented at the 2016 Council for Exceptional Children Convention and Expo. St. Louis, MO.
- Oakes, W. P., Ennis, R. P., & Lane, K. L. (2016, April). *Empowering teachers with low-intensity strategies: Three illustrations for increasing academic engagement.* A poster presented at the 2016 Council for Exceptional Children Convention and Expo. St. Louis, MO.
- Powers, L., Vasser, C., Diebold, T., Gaskill, T., Oakes, W. P., & Lane, K. L. (2016, April). *Building and installing Comprehensive, Integrated, Three-tiered Models: Training and coaching.* An invited presented at the 2016 Council for Exceptional Children Convention and Expo. St. Louis. MO.
- Common, E., Lane, K. L., & Oakes, W. P. (2016, April). *Increasing students with internalizing behavior patterns' opportunities to respond during early math instruction.* A poster presented at the 2016 Council for Exceptional Children Convention and Expo, St. Louis, MO.

- Lane, K. L., (2016, April). *Implementing comprehensive, integrated, three-tiered (Ci3T) models to meet students' academic, behavior, and social needs*. In R. Mason (Chair), Bridging the research-to-practice gap: Evaluation and problem solving within research-practice partnerships. Symposium conducted at the meeting of the American Education Research Association, Washington, DC.
- Lane, K. L. (2016, March). *An overview of Ci3T models of prevention: Meeting students' multiple needs*. An invited presentation for Southgate Public Schools. Southgate, MI.
- Lane, K. L. (2016, March). *A look at systematic screening in comprehensive integrated, three-tiered (Ci3T) models of prevention: Meeting students' multiple needs*. A workshop presented at the Michigan Council for Exceptional Children Conference. Grand Rapids, MI.
- Ennis, R. P., Oakes, W. P., & Lane, K. L. (2016, March). *Empowering teachers with low intensity strategies: Choice, opportunities to respond, and self-monitoring*. A paper presented at the 13<sup>th</sup> International Conference on Positive Behavior Support, San Francisco, CA.
- Kern, L., Kuder, B., Lane, K., Dunlap, G., Horner, R., Kincaid, D., Clarke, S., Knoster, T., Koegel, R., & Sugai, G. (2016, March). *A discussion of key issues in the direction of PBS and JPBI*. A panel discussion at the 13<sup>th</sup> International Conference on Positive Behavior Support, San Francisco, CA.
- Common, E. A., Cantwell, E., Lane, K. L., Messenger, M., Oakes, W. P., & Ennis, R. P. (2016, February). *The effects of increased opportunities to respond during math for two elementary students with internalizing behavior patterns*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Royer, D., Lane, K. L., & Cantwell, E. (February, 2016). *Instructional choice interventions promoting on-task and other appropriate behaviors: A field test of CEC 2014 quality indicators*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Cantwell, E., Lane, K. L., Royer, D., Common, E. A., Johl, L., & Quell, A. (February, 2016). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Monitoring treatment integrity*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Cantwell, E., & Lane, K. L. (February, 2016). *Student risk screening scale for internalizing and externalizing behaviors: Using the SRSS-IE across the K-12 span*. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Wisdom, L., & Harrell, K. (2016, February). *Designing and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: Lessons from the*

- field*. A presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., & Cantwell, E. (2016, February). *Supporting school success: Feasible strategies for supporting students with intensive behavioral needs*. A workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Cantwell, E., Oakes, W.P., Lane, K.L., & Johl, L. (2016, January). Project support and succeed: Building comprehensive, integrated, three-tiered (Ci3T) models of prevention in local schools. A poster presented at the School of Education Research Conference, Lawrence, KS.
- Oakes, W. P. & Lane, K. L. (2015, November). *Building educators' capacity for designing, implementing, and evaluating functional assessment-based interventions*. A paper presented at the 38<sup>th</sup> Annual Teacher Education Division of the Council for Exceptional Children Conference: IDEA at 40: Successes and challenges. Tempe, AZ.
- Kerr, M. M., Lane, K. L., Gable, R. A., & Jolivet, K. (2015, October invited). *After graduate school, then what? Successful career strategies*. A workshop presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P. & Lane, K. L. (2015, October). *Supporting students with EBD in Ci3T models: Success and challenges*. A panel presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Lane, K. L., Common, E., & Johl, L. (2015, October). *Functional assessment-based interventions: Developing school-site capacity*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015, October). *Supporting behavior for school success: A step-by-step guide to key strategies*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L., Oakes, W. P., & Cantwell, E. (2015, October). Systematic screening in secondary schools: What have we learned about the Student Risk Screening Scale for Internalizing and Externalizing behaviors? A paper presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Lane, K. L., & Royer, D. (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: What is new in measurement?* A paper presented at Teacher

- Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Evans, B., Gable, B., Zucker, S., Mathur, S., Lane, K. L., & Vannest, K. (2015, October invited). *Journal Editors' Forum*. A panel presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Oakes, W. P., Common, E. C., Lane, K. L., Menzies, H. M., & Ennis, R. P. (2015, October). *Increasing opportunities to respond for elementary students with internalizing behaviors during math instruction to support engagement*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. (2015, October). *Systematic review of instructional choice interventions supporting student performance in traditional school-based settings: A field test of CEC 2014 quality indicators*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Lane, K. L. (2015, October). *Moving forward with systematic screening in comprehensive, integrated, three-tiered (Ci3T) systems*. A **keynote address** at the Michigan Association of School Psychologists. Travers City, MI.
- Lane, K. L., Powers, L., Diebold, T., & Oakes, W. (2015, October). *A look at screening tools: From selection to implementation*. A presentation at the National PBIS Leadership Forum: PBIS: Integrated Multi-tiered framework for educational success. Rosemont, IL.
- Lane, K. L., Powers, L., & Oakes, W. (2015, October). *Respectful and responsible ways of responding to challenging behaviors*. A presentation at the National PBIS Leadership Forum: PBIS: Integrated Multi-tiered framework for educational success. Rosemont, IL.
- Lane, K. L. (2015, October 6). *Working in Ci3T models: A closer look at strategies to support engagement*. A presentation at the Michigan Association of State and Federal Program Specialists Fall Director's Institute: Building Your Toolkit for Success. Travers City, MI.
- Lane, K. L. (2015, October 6). *Building comprehensive, integrated, three-tiered (Ci3T) models: A collaborative approach to meeting students' multiple needs*. A **keynote address** at the Michigan Association of State and Federal Program Specialists Fall Director's Institute: Building Your Toolkit for Success. Travers City, MI.
- Lane, K. L., Lusk, M. E., Carrero, K. M., & Collins, L. (2015, September 25). *Establishing research networks and a pipeline*. A double session in a mentoring strand presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.

- Kern, L. & Lane, K. L. (2015, September 25). *Grant writing: Funding in a changing landscape*. A double session in a mentoring strand presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.
- Royer, D. J., Oakes, W. P., Lane, K. L., Cantwell, E. D., & Common, E. A. (2015, September 24). *Schoolwide expectations survey for specific settings: Designing comprehensive, integrated, three-tiered models at secondary schools*. A poster presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.
- Messenger, M., Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., Common, E. A., & Cantwell, E. D. (2015, September 24). *The effects of instructional choice for elementary students in inclusive settings*. A poster presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.
- Cantwell, E. D., Lane, K. L., Royer, D. J., Oakes, W. P., & Common, E. A. (2015, September 24). *Cultivating classroom management and instructional strategies within Ci3T models of prevention: A book study*. A poster presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.
- Lane, K. (2015, September 24). *Supporting the behavior of all students: The gift of systematic screening in comprehensive, integrated, three-tiered systems*. A **keynote address** presented at Council for Children with Behavioral Disorders International Conference. Atlanta, GA.
- Lane, K. L. (2015, September 18). *Using systematic screening data to support students within comprehensive, integrated, three-tiered (Ci3T) models of prevention*. A presentation at Strategies to reduce exclusionary school discipline conference. Lincoln, NE.
- Lane, K. L. (2015, June). *Building comprehensive, integrated, three-tiered (Ci3T) models of prevention: A framework for meeting students' multiple needs*. A presentation at the 2015 Kentucky Council for Children with Behavior Disorder. Louisville, KY.
- Lane, K. L. (2015, June). *Systematic screening for behavior to support instruction: An overview*. A presentation at the 2015 Kentucky Council for Children with Behavior Disorder. Louisville, KY.
- Lane, K. L. (2015, June). *A look at low-intensity strategies to support behavior that facilitates instruction: Teacher-drive strategies that work*. A workshop at The Reading Institute. Williamstown, MA.
- Lane, K. L. (2015, June). *A look at systematic screening in secondary schools*. A presentation at TASN Transition Summit. Lawrence, KS.
- Lane, K. L. (2015, June). *Systematic behavior screening within the context of tiered systems of support: Using data to inform instruction*. A presentation for SWIFT. Catonsville, MD.

- Lane, K. L. (2015, May). An overview of behavior screening tools: Using data to inform instruction. A workshop for the Board of Cooperative Educational Services. Schenectady, NY.
- Lane, K. L. (2015, April). *Moderator: Bullying and violence prevention in schools*. A multi-session presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- Buckley, J., & Lane, K. L. (2015, April). *IES funding opportunities and application tips for early career investigators*. A paper presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- Lane, K. L., Oakes, W. P., & Ennis, R. P. (2015, April). *Empowering teachers with low-intensity strategies to support instruction*. A poster presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- Ennis, R. P., Oakes, W. P., Menzies, H. M., & Lane, K. L. (2014, April). *Strategies for managing challenging behavior in schools to support instruction*. A paper presented at the 12<sup>th</sup> International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.
- Schmitz, K., Oakes, W. P., & Lane, K. L. (2015, April). *MTSS: CI3T... the next generation of MTSS dedicated to meeting students' multiple needs*. A paper presented at the 12<sup>th</sup> International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.
- Lawson, T., Lane, K. L., & Oakes, W. P. (2015, April). Universal screening for behavior: Pennsylvania's collaboration with researchers and district level implementers. A paper presented the 12<sup>th</sup> International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.
- Swogger, E. Lane, K. L., Oakes, W. P., & Royer, D. (2015, February). *Project EMPOWER: A professional development series to introduce Comprehensive, Integrated, Three-tiered Models of Prevention*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Common, E. Lane, K. L., & Oakes, W. P. (2015, February). *Supporting educators in designing, implementing, and evaluating functional assessment-based interventions*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Ennis, R., P., & Oakes, W. P. (2015, February). *Empowering teachers with low-intensity supports to improve students' academic engagement: Choice and self-monitoring*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Royer, D., Swogger, E., Oakes, W.P., Quell, A., & Lane, K.L. (2015, February). *Empowering teachers with low-intensity supports to improve students' academic engagement: Increasing opportunities to respond and instructional feedback*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Oakes, W. P., Lane, K. L., & Royer, D. (2015, February). *Building comprehensive, integrated, three-tiered models to address academic, behavioral, and social needs*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2015, February 3). *Planning for success! Using Systematic Screening Data to Inform Instruction*. A workshop presented at Drake University, Des Moines, IA.
- Lane, K. L., Oakes, W. P., Swogger, E. D., Royer, D. J., Common, E. A. (2015, January). *Identifying and supporting PK-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort*. A paper presented at the University of Kansas School of Education Faculty Research Conference, Lawrence, KS.
- Lane, K. L. (2014, December invited). *A closer look at the Student Risk Screening Scale (SRSS): Using screening data to inform discussion*. A presentation presented at the Michigan Elementary and Middle School Principals Association. Acme, MI.
- Lane, K. L. (2014, December invited). *Meeting students' multiple needs within comprehensive, integrated, three-tiered (CI3T) models: A look at the role of systematic screenings*. A presentation presented at the Michigan Elementary and Middle School Principals Association. Acme, MI.
- Lane, K. L., Powers, L., & Oakes, W. (2014, October invited). *Universal screening: A look at behavior screening tools in tiered systems of support*. A presentation presented at the National PBIS Leadership Forum: PBIS Building Capacity & Partnerships to Enhance Educational Reform. Rosemont, IL.
- Kerr, M. M., Lane, K. L., Mathur, S., Gable, R. A., Trovato, C., Caldarella, P., & Jolivet, K. (2014, October invited). *Mentorship workshop*. A workshop presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Benner, G., & Eklund, K. (2014, October). *Supporting students with EBD in CI3T models: Success and challenges*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Royer, D., Common E., & Swogger, E. D. (2014, October). *Shoring up classroom management within CI3T models of prevention: Practical strategies that work*. A paper presented at Teacher Educators for Children with Behavioral Disorders

- 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Menzies, H. M., Swogger, E. D., Common, E., & Germer, K. (2014, October). *A look at systematic screening tools across the K-12 continuum: What have we learned about the SRSS-IE?* A paper presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2014, October). *Designing, implementing, and evaluating comprehensive, integrated, three-tiered (CI3T) models of prevention: A step-by-step approach.* A paper presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Evans, B., Gable, B., Zucker, S., Mathur, S., Lane, K. L., Hosp, J., Vannest, K., & Conroy, M. (2014, October invited). *Journal Editors' Forum.* A panel presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Ennis, R. P., Lane, K. L., & Oakes, W. P. (2014, October). *Using self-monitoring to improve academic engaged time in an elementary resource classroom.* A paper presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Ennis, R. P., Messenger, M., Royer, D., Common, E. & Swogger, E. (2014, October). *Instructional choice to support academic engagement during writing instruction.* A paper presented at Teacher Educators for Children with Behavioral Disorders 38<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2014, July). *Planning for success! Using systematic screening data to inform instruction.* A workshop presented at Nebraska Behavior Institute. Lincoln, NE.
- Lane, K. L. (2014, June). *Meeting students' academic, behavior, and social needs within comprehensive, integrated, three-tiered (CI3T) models: The importance of systematic screenings.* A **keynote address** presented at the BEST Summer Institute. Killington, VT.
- Wood, B., Fettig, A., Oakes, W. P., & Lane, K. L. (2014, April). *Lessons Learned: Positive Behavioral Interventions and Supports (PBIS) in Preschool Settings.* A poster presented at Council for Exceptional Children. Philadelphia, PA.
- Lawson, T., Funsten, D., Lane, K. L., & Oakes, W. P. (2014, April). *Universal screening for behavior: Pennsylvania's collaboration with researchers and district level implementers.* A paper presented at Council for Exceptional Children. Philadelphia, PA.



- Lane, K. L., & Oakes, W. P. (2014, April). *Building comprehensive, integrated, three-tiered models for academic, behavioral, and social needs*. A paper presented at Council for Exceptional Children. Philadelphia, PA.
- Oakes, W. P., & Lane, K. L. (2014, April). *Fidelity of instruction: Considerations for tiered interventions and supports*. A paper presented at Council for Exceptional Children. Philadelphia, PA.
- Schmitz, K., Oakes, W.P., & Lane, K. L. (March 2014). *Moving toward a comprehensive, integrated, three-tiered model of prevention in Kansas*. A poster presented at the 11<sup>th</sup> International conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Chicago, IL.
- Oakes, W., & Lane, K. L. (2014, March, invited). *Monitoring fidelity of instruction across tiered systems of support*. A paper presented at the 11<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Chicago, IL.
- Lane, K. L. & Oakes, W. (2014, March, invited). *Using screening data to inform decision making in tiered systems of support*. A workshop presented at the 11<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Chicago, IL.
- Lane, K. L., Ennis, R., P., Oakes, W. P., & Common, E. A. (2014, February). *Building teachers' capacity to implement low-intensity strategies to improve academic engagement*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Oakes, W. P., & Ennis, R. P. (2014, February). *Meeting the academic needs of students with and at-risk for E/BD: A look at reading and writing interventions*. A workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Oakes, W. P., & Harris, P. (2014, February). *Initial evidence of the Student Risk Screening Scale: Internalizing and Externalizing*. A poster at Pacific Coast Research Conference, Coronado, CA.
- Oakes, W. P., & Lane, K. L. (2013, October). A look at systematic screening at the preschool level. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Menzies, H., Common, E., & Germer, K. (2013, October). A look at systematic screening tools across the K-12 continuum: What have we learned about the SRSS-IE? A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Satter, A., Greer, D., Basham, J., Lane, K., Smith, S., & Griller-Clark, H. (2013, October). Online learning for students with emotional and behavioral disorders: Perceptions from the field. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Jenkins, A., Magill, L., & Lane, K. L. (2013, October). The CI3T Model of Prevention: Findings from a statewide administrator study. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Ennis, R., Caldarella, P., & Satter, A. (2013, October). Meeting the needs of students with EBD within and beyond three-tiered models of support: Considerations and concerns. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Menzies, H., & Lane, K. L. (2013, October). Low-intensity strategies to improve academic engagement: Empowering teachers within comprehensive, integrated, three-tiered (CI3T) models of prevention. A workshop presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lopes, J., Kauffman, J. M., Gable, R., Landrum, T., Lane, K., Oakes, W., Hendrickson, J., deMello, L., Cook, B., Ruhaak, A., Wiley, A., & Germer, K. (2013, October). TECBD Symposium on the upcoming Handbook of Emotional and Behavioral Difficulties. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. & Lane, K. (2013, October). Using schoolwide data to identify students with behavioral challenges for tier 2 supports in comprehensive, integrated, three-tiered (CI3T) models of prevention. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Brunsting, N., Sreckovic, M., & Lane, K. L. (2013, October). Burnout in special education teachers: What we know and what we need to know next. A paper presented at Teacher Educators for Children with Behavioral Disorders 37<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2013, October). A discussion on the importance of systematic screening for behavior. A discussion section at Midwest Symposium for Leadership in Behavior Disorders: Conference for School Leaders on Behavior Issues. Overland Park, KS.

- Lane, K. L. (2013, October). The importance of systematic screening for behavior: What every school leader needs to know. **A keynote address** at Midwest Symposium for Leadership in Behavior Disorders: Conference for School Leaders on Behavior Issues. Overland Park, KS.
- Benner, G., Cheney, D., Lane, K., Shriner, J., & Yell, M. (2013, September). Writing and publishing your textbook. A panel discussion at *Council for Children with Behavioral Disorders International Conference*. Chicago, IL.
- Oakes, W. & Lane, K. (2013, September). A look at systematic screening for behavior challenges with comprehensive, integrated, three-tiered models of prevention. A paper presented at *Council for Children with Behavioral Disorders International Conference*. Chicago, IL.
- Gable, R. A., Sutherland, K., Ryan, J., Mathur, S. Yell, M., Farmer, T., Evans, W., & Lane, K. (2013, September). Getting your message out: Journal publishing. A panel discussion at *Council for Children with Behavioral Disorders International Conference*. Chicago, IL.
- Mann, C., Wiley, B., Wilkerson, L., & Lane, K. L. (2013, September). *Meeting students' academic, behavioral, and social skills: A look at systematic screening and functional assessment-based intervention*. A paper presented at Kansas Multi-Tier System of Supports Symposium. Wichita, KS
- Lane, K. L. (2013, September). *Understanding the link between academic performance and behavioral supports: Teacher-driven strategies and practices that work (repeated AM and PM)* A workshop presented at Kansas Multi-Tier System of Supports Symposium. Wichita, KS.
- Lane, K. L. (2013, June, invited). *Building Tier 2 and Tier 3 intervention grids: Where do we begin?* A paper presented at the University of Louisville Special Education Conference: Innovative Research to Practical Application. Louisville, KY.
- Lane, K. L. (2013, June, invited). *Using teacher-directed strategies to prevent problem behaviors from occurring: Refining academic instruction and using positive behavior supports*. A paper presented at the University of Louisville Special Education Conference: Innovative Research to Practical Application. Louisville, KY.
- Lane, K. L. (2013, June invited). *Comprehensive, integrated, three-tiered (CI3T) models of prevention: The importance of systematic behavior screenings*. A keynote address presented at University of Louisville Special Education Conference: Innovative Research to Practical Application. Louisville, KY.
- Elbaum, B., Moore, & Lane, K. L. (2013, May, invited). *Systematic screening for behavior challenges: The importance of intervening*. Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with 3 Tiered Logic: Expansion with Fidelity, Harrisburg, PA.

- Lane, K. L., & Oakes, W. P. (2013, May, invited). *Authentic family engagement in PBIS: A panel discussion*. Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with 3 Tiered Logic: Expansion with Fidelity, Harrisburg, PA.
- Lane, K. L., & Oakes, W. P. (2013, May, invited). *Systematic behavior screening tools... One step further*. Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with 3 Tiered Logic: Expansion with Fidelity, Harrisburg, PA.
- Lane, K. L., (2013, May, invited). *Using screening to connect students to Tier 2 and 3 supports*. A paper presented at Northeast PBIS Network Leadership Forum. Cromwell, CT.
- Lane, K. L., (2013, May, invited). *The importance of systematic screenings within comprehensive, integrated, three-tiered models of prevention*. A **keynote address** presented at Northeast PBIS Network Leadership Forum. Cromwell, CT.
- Common, E., & Lane, K. L. (2013, April). *Teacher expectations for student performance: Over thirty years of lessons learned*. A poster presented at Council for Exceptional Children. San Antonio, TX.
- Magill, L., Carter, E., Lane, K. L., Jenkins, A., & Oakes, W. (2013, April). *Data-driven resource and professional development needs: Findings from a statewide administrator study*. A poster presented at Council for Exceptional Children. San Antonio, TX.
- Walker, H., Forness, S., & Lane, K. L. (2013, April). *Kauffman-Hallahan distinguished researcher award presentation: Issues and strategies in conducting school-based research: Challenges and lessons learned*. A panel presented at Council for Exceptional Children. San Antonio, TX.
- Buckley, J., & Lane, K. L. (2013, April). *Institute of Education Sciences funding opportunities and application tips for early career investigators*. A panel presented at Council for Exceptional Children. San Antonio, TX.
- Oakes, W., Common, E., & Lane, K. L. (2013, April). *Identifying and supporting elementary and middle school students with challenging behaviors*. A paper presented at Council for Exceptional Children. San Antonio, TX.
- Murley, R., Fox, J., Lane, K. L., Oakes, W. P., & Khan, Z. (2013, March). *Development and implementation of a statewide comprehensive, integrated positive behavior support in Tennessee*. A paper presented at 10th International Conference on Positive Behavior Support: Association for Positive Behavior Support, San Diego, CA.
- Lane, K. L. & Oakes, W. (2013, March, invited). *Using behavior screening tools to assist students within comprehensive, integrated, three-tiered models of prevention*. A paper presented at the 10<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, San Diego, CA.

- Simonsen, B., Bradshaw, C., Lane, K. L., Hawken, L., McIntosh, K., & Scott, S. (2013, March). *Promoting early-career research: Panel presentation, researchers' workshop, and mentoring activities.*. A panel presented at the 10<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, San Diego, CA.
- Brunsting, N., Garwood, J., & Lane, K. L. (2013, February). *Reading interventions for adolescents with E/BD in socially restrictive settings recommended for tier-two intervention.* A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Common, E., Knowles, M., Sreckovic, M., & Lane, K. L. (2013, February). *Self-regulated strategy development: A tier 2 intervention for students with or at-risk for EBD.* A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Oakes, W. P., Brunsting, N., & Common, E. (2013, February). *Focusing on function: Supporting teachers conducting functional assessment-based interventions.* A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., & Oakes, W. P. (2013, February). *Functional assessment-based interventions: A university-district partnership to promote learning and success.* A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2012, November). *Universal screening for behavior.* A **keynote address** presented at MiBLSi Michigan's Integrated Behavior & Learning Support Initiative Coaching Conference. Lansing, MI.
- Lane, K. L. & Claes, C. (2012, November). *Coaching at the grade level: Using screening data to inform instruction.* A paper presented at MiBLSi Michigan's Integrated Behavior & Learning Support Initiative Coaching Conference. Lansing, MI.
- Evans, B., Gable, B., Liaupsin, C., Zucker, S., Alter, P., Landrum, T., Mathur, S., Lane, K., L., & Hendrickson, J. (2012, October). *Journal editors' forum.* A forum at Teacher Educators for Children with Behavioral Disorders 36<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Ennis, R. P., Harris, K. R., Lane, K. L., & Mason, L. H. (2012, October). *Implementing self-regulated strategy development in alternative education settings: Identifying students and overcoming potential barriers.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Jenkins, A., Magill, L. M., Germer, K., Oakes, W., & Lane, K. L. (2012, October). *Project SUPPORT and INCLUDE: A look at treatment integrity and social validity of primary*

- prevention (Tier 1) supports.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W., Common, E., Brunsting, N., Zorigian, K., & Booker, B. (2012, October). *A comparison of systematic screening tools at the elementary and middle school levels: A look at convergent validity.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W., Jenkins, A., & Booker, B. (2012, October). *Project Persevere: A look at teacher efficacy and stress in schools implementing comprehensive, integrated, three-tiered (CI3T) models of prevention.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W., Lane, K. L., Common, E., & Brunsting, N. (2012, October). *A focus on function: A look at outcomes of a team-based functional assessment training series.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Zorigian, K., Booker, B., Common, E., Brunsting, N., & Lane, K. L. (2012, October). *Supporting students with exceptionalities: A look at the relation between motivation and self-determined behavior.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Kerr, M. M., Mathur, S., Jolivette, K., Gable, R., Trovato, C., & Lane, K. L. (2012, October). *"Oh, no, you didn't!" Mistakes to avoid in building your academic career.* A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 36<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2012, September). *The academic and behavior relationship.* A workshop presented at Kansas Multi-Tier System of Supports Symposium. Wichita, KS.
- Lane, K. L. (2012, September). *Universal screening and tiered behavior system.* A workshop presented at Kansas Multi-Tier System of Supports Symposium. Wichita, KS.
- Lane, K. L. (2012, May). *Using systematic screening data to connect students with Tier 2 and Tier 3 supports.* A paper presented at an international symposium at the Association for Behavioral Analysis International. Seattle, WA.
- Lane, K. L. (2012, May). *Behavior screening: If you screen ... you must intervene!* A paper presented at Pennsylvania Positive Behavior Support Network Implementers' Forum. Hershey, PA.

- Lane, K. L. (2012, May). *Piloting CI3T: Taking flight with data*. A paper presented at Pennsylvania Positive Behavior Support Network Implementers' Forum. Hershey, PA.
- Lane, K. L. & Oakes, W. P. (2012, April). *Integrating academic and behavioral interventions at tier 2: Illustrations*. A paper presented at Council for Exceptional Children. Denver, CO.
- Carter, E., Lane, K. L., Wehmeyer, M., & Shogren, K. (2012, April). *Supporting self-determination among children and youth with disabilities: What we know and where we might go*. A paper presented at Council for Exceptional Children. Denver, CO.
- Lane, K. L., Harris, P., & Menzies, H. (2012, April). *Identifying and supporting K-12 students with internalizing and externalizing behavioral concerns*. A paper presented at Council for Exceptional Children. Denver, CO.
- Lane, K. L. & Oakes, W. (2012, March). *Comprehensive, integrated, three-tiered models of prevention: Using data to identify students*. A paper presented at the 9<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Atlanta, GA.
- Bruhn, A., Oakes, W., & Lane, K. L., (2012, March). *Current trends in measuring primary-plan treatment integrity*. A paper presented at the 9<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Atlanta, GA.
- Kauffman, J., Lane, K. L., & Simpson, R. (2012, February). *Contemporary and perceptual issues related to learners with emotional/ behavioral disorders: Perspectives, challenges and recommendations for improving outcomes*. A keynote address presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., & Oakes, W. P. (2012, February). *Meeting the academic needs of students at-risk for E/BD within the context of comprehensive, integrated three-tiered models of prevention*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2012, February). *Using data from systematic screening tools to identify students for tier 2 and tier 3 supports*. A poster at the Eighteenth Annual Pacific Coast Research Conference, Coronado, CA.
- Lane, K. L. (2011, November). *Using systematic screening data to link students to Tier 2 supports*. A paper presented at Positive Behavior Interventions and Supports (PBIS) Implementing PBIS K-12: Tier and 2 School-wide and Classroom, Augusta, ME.
- Lane, K. L. (2011, November). *Comprehensive, integrated, three-tiered models of prevention: Integrating response-to-intervention and positive behavior interventions and supports*. A keynote address presented at Positive Behavior Interventions and Supports (PBIS) Implementing PBIS K-12: Tier and 2 School-wide and Classroom, Augusta, ME.

- Lane, K. L. (2011, November). *Using systematic screening to detect students for Tier 2 and Tier 3 supports*. A paper presented at Positive Behavior Interventions and Supports (PBIS) Implementing PBIS K-12: Tier and 2 School-wide and Classroom, Augusta, Maine.
- Kerr, M. M., Trovato, C., Gable, R., Nelson, C. M., Lane, K. L., & Mathur, S. (2011, October). *Generations of knowledge: Graduate student round-robin advising session*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Harris, P., Lane, K. L., & Miller, M. (2011, October). *Supporting students with EBD within the context of three-tiered models of support: Where do we go from here? A Panel Discussion*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Germer, K., & Dwiggin, L. (2011, October). *Functional assessment-based interventions: Considerations for policy and practice*. A paper presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Cox, M., Jenkins, A., Magrane, A., Oakes, W. P., & Lane, K. L. (2011, October). *Tier 2 Supports to improve motivation and performance of elementary students with behavioral challenges*. A paper presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Harris, P. J., Menzies, H. M., Cox, M. L., & Wojciechowska, U. (2011, October). *Initial evidence for the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE)*. A paper presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Jenkins, A., & Rinehart, R. (2011, October). *Project Support and Include: A look at primary prevention (Tier 1) supports*. A paper presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Evans, B., Kauffman, J., Konopsek, D., Scott, T., Liaupsin, C., Zucker, S., Gable, R., Skiba, R., Mathur, S., & Lane, K. L. (2011, October). *Journal Editors Forum*. A forum presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2011, October). *Systematic screenings of behavior to support instruction: From Preschool to High School*. A workshop presented at Teacher Educators for Children with Behavioral Disorders 35<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.



- Lane, K. L., Shami, M., & Covington, S. C. (2011, July). *Things I wish I had known in graduate school*. A paper presented at the 2011 Office of Special Education Programs Project Director's Conference Meeting, Washington, DC.
- Wolery, M., Ledford, J., & Lane, K. L. (2011, April). *Definition, rationale, measurement, and examples of procedural fidelity in single-case research*. A paper presented at Council for Exceptional Children. Washington, DC.
- Sandmel, K., Harris, K., Graham, S., Kiuahara, S., Lane, K. L., Oakes, W. P., Steinbrecher, T., & Wilson, K. (2011, April). *Tier 2 writing intervention: Success, failure, and implications for evidence-based practice*. A paper presented at Council for Exceptional Children. Washington, DC.
- Cox, M., Oakes, W. P., & Lane, K. L. (2011, April). *Project Function: Using functional assessment-based interventions in PBS schools*. A poster presented at Council for Exceptional Children. Washington, DC.
- Lane, K. L., & Oakes, W. P. (2011, April). *Conducting systematic screenings for behavior concerns within comprehensive three-tiered models of support*. A poster presented at Council for Exceptional Children. Washington, DC.
- Bruhn, A. & Lane, K. L. (2011, March). *Secondary interventions within multi-tiered models of prevention evidencing a primary behavior plan*. A paper presented at the 8<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- Lane, K. L. & Oakes, W. P. (2011, March). *Comprehensive, integrated, three-tiered models of prevention: Integrating response-to-intervention and positive behavior supports*. A paper presented at the 8<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- Cox, M., Oakes, W. P. & Lane, K. L., (2011, March). *A comprehensive, integrated three-tiered model of prevention in action*. A poster presented at the 8<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- Ennis, R., Capizzi, A., Fisher, M., & Lane, K. L., (2011, March). *Secondary prevention efforts at the middle school level: Behavior education program*. A poster presented at the 8<sup>th</sup> International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- Lane, K. L., & Oakes, W. P. (2011, February). *Developing comprehensive, integrated, three-tiered models of prevention: The importance of systematic screening tools*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Lane, K. L., Oakes, W. P., Jenkins, A. B., & Harlan, A. (2011, February). *Secondary (Tier 2) prevention efforts implemented in comprehensive, integrated three-tiered models of prevention*. Division of College & Career Readiness Annual Conference, Focus: Special education, Nashville, TN.
- Fox, J., Blevins, L., Moore, T. C., Gwilt, A., Bumbalough, R., Lane, K. L., Oakes, W. P., Khan, Z., Williams, D., Murley, R. (2011, February). *Successfully addressing the needs of students with behavior and learning challenges: The positive behavior support initiative in Tennessee, current status, new developments and services for schools*. Division of College & Career Readiness Annual Conference, Focus: Special education, Nashville, TN.
- Lane, K. L., & Oakes, W. P. (2011, February). *Identifying nonresponsive students within the context of three-tier models of prevention: Using systematic behavior screening tools*. A poster at the Nineteenth Annual Pacific Coast Research Conference, Coronado, CA.
- Gable, R. A., Jolivet, K., Kerr, M. M., Lane, K. L., Mathur, S., Nelson, M., & Trovato, C. A. (2010, October). *Generations of knowledge: Mentor panel*. A panel discussion at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W., Landrum, T., McDuffie-Landrum, K., Fox, J., & Blevins, L. (2010, October). *Supporting students with EBD within the context of three-tiered models of support: Where do we go from here?* A panel discussion at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Hankins, K., Cox, M., Harlan, A., Aitken, A., & Lane, K. L. (2010, October). *Student designed functional assessment-based interventions: Empowering preservice teachers*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Cox, M., Oakes, W., Lane, K. L., & Ennis, R. P. (2010, October). *Systematic screening in middle and high schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Hankins, K., Oakes, W., Lane, K. L., & Ennis, R. P. (2010, October). *Systematic screening in urban elementary schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oakes, W., & Lane, K. L. (2010, October). *Project SUPPORT and INCLUDE: An introduction to technical assistance in Tennessee*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Jolivette, K., Conroy, M., Lane, K. L., Nelson, M., & Benner, G. (2010, October). *Future research directions for the field of EBD: Academic and social ideas across ages and settings*. A panel discussion at Teacher Educators for Children with Behavioral Disorders 34<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Oakes, W., Hankins, K., Cox, M., & Harlan, A. (2010, October). *Project function: Student-designed functional assessment-based interventions*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Oakes, W. P. & Lane, K. L. (2010, October). *Project support and include: Designing, implementing, and evaluating comprehensive, integrated three-tiered models of prevention in Tennessee*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Summer, A., Landau, R., Muller, A., Stofer, R., Moore, T., & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to reduce a preschool child's transition-related tantrums*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Gray, K., Lam, M., Kolmetz, L., Golas, M., Moore, T., & Lane, K. L. (2010, October). *Functional based intervention in a middle school physical education setting*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Ferris, G., Edwards, C., Cox, B., Will, E., Moore, T., & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to increase academic engaged time in an elementary student with ADHD*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Edwards, C., Lam, M., Summer, A., Hankins, B., Wilder, K., Oakes, W., & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to increase compliance behaviors of an elementary student in a general education classroom*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Cox, B., Griffin, M., Hall, R., Oakes, W., & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to increase academic engaged time in an elementary student with ADHD*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Altmann, S. A., Oakes, W., Lane, K. L., & Wilder, K. (2010, October). *Project support and include: The additive benefit of self-monitoring in improvement early reading skills*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.

- Aitken, A., Harlan, A., Hankins, K., Michels, J., Moore, T., & Lane, K. L., (2010, October). *Functional assessment-based interventions*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Harn, B., & Lane, K. L. (2010, July). *Preparation of special education teachers to deliver tertiary supports*. A paper presented at the 2010 Office of Special Education Programs Project Director's Conference Meeting, Washington, DC.
- Lane, K. L. (2010, July). *Designing, implementing, and evaluating comprehensive three-tiered models: the importance of screening*. A paper presented at the Behavior Institute, Lexington, KY.
- Lane, K. L. (2010, July). *Behavior screening for RTI: Conducting systematic screening for behavior concerns within comprehensive three-tiered models of support*. A paper presented at the Behavior Institute, Lexington, KY.
- Lane, K. L., Harris, K. H., Graham, S., & Oakes, W. P. (2010, June). *The efficacy of classwide writing interventions using self-regulated strategy development for students with and without behavior concerns*. A poster presented at the Institute of Education Sciences Research Conference, National Harbor, MD.
- Lane, K. L., Graham, S., Harris, K., Sandmel, K., & Wilson, K. (2010, April). *Strategies and PBS for second and third graders at risk for EBD*. A paper presented at the Council for Exceptional Children, Nashville, TN.
- Janney, D., Ferro, J., Lane, K. L., Liaupsin, C., Umbreit, J. (2010, April). *The contribution of extinction procedures on behavioral change*. A poster presented at the Council for Exceptional Children, Nashville, TN.
- Crockett, J., Carter, E., Harris, K., Kiely, M. T., & Lane, K. (2010, April). *Graduate student research colloquium: Exploring the hallmarks of excellent special education research*. A panel conducted at the Council for Exceptional Children, Nashville, TN.
- Harn, E., & Lane, K. L. (2010, April). *Preparing teachers and school personnel to analyze, develop, and effectively deliver tertiary level interventions*. A paper presented at the Council for Exceptional Children, Nashville, TN.
- Lane, K. L., Bruhn, A. B., Cox, M., Crnobori, M., & Ennis, R. (2010, April). *Implementing PBS programs in middle and high schools: Conducting systematic screenings*. A poster presented at the Council for Exceptional Children, Nashville, TN.
- Lane, K. L., Menzies, H. M., Oakes, W. P., & Cox, M. (2010, April). *Designing, implementing, and evaluating comprehensive three-tiered models: The importance of screening*. A preconvention workshop presented at the Council for Exceptional Children, Nashville, TN.

- Lane, K. L., Crnobori, M., Oliver, R., & Oakes, W. (2010, March). *Strategies for decreasing aggressive, coercive behavior: Prevention at two junctures*. A paper presented at the 7<sup>th</sup> Behavior Support: Association for Positive Behavior Support, St. Louis, MO.
- Oakes, W., Crnobori, M., & Lane, K. L. (2010, March). *Project support and include: Designing, implementing, and evaluating three-tiered models of prevention*. A poster presented at the 7<sup>th</sup> Behavior Support: Association for Positive Behavior Support, St. Louis, MO.
- Lane, K. L., Oakes, W., & Crnobori, M. (2010, March). *Incorporating systematic screenings into three-tiered models of prevention across the K-12 continuum*. A paper presented at the 7<sup>th</sup> Behavior Support: Association for Positive Behavior Support, St. Louis, MO.
- Lane, K. L., Bruhn, A., & Oakes, W. (2010, February). *Designing, implementing, and evaluating three-tiered models of prevention*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Bruhn, A., & Lane, K. L. (2010, February). *Designing functional assessment-based interventions using a systematic approach*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Oakes, W. P., Crnobori, M. C., McCoy, C., & Lane, K. L. (2010, February). *Project support & include: Building a comprehensive plan to support students academic, behavioral, and social skills needs across the K-12 curriculum*. Tennessee State Special Education Annual Conference, Nashville, Tennessee.
- Blevins, L., Bicard, S., Plank, E., Lane, K. L., Oakes, W. P., Wheeler, J., & Cihak, S. (2010, February). *Positive behavior support, three-tiered academic interventions, and inclusion: Current status and recent findings from 5 state funded projects*. Tennessee State Special Education Annual Conference, Nashville, Tennessee.
- Lane, K. L., Harris, K., Graham, S. & Oakes, W. P. (2010, February). *The efficacy of class-wide writing interventions using self-regulated strategy development for students with and without behavior concerns: A randomized control trial*. A poster at the Eighteenth Annual Pacific Coast Research Conference, Coronado, CA.
- Lane, K. L., Oakes, W., Harris, P., & Menzies, H. M. (2009, November). *Providing academic interventions for students with EBD within the context of three-tiered models of support: Where do we go from here?* A panel discussion at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Wilson, K., Harris, K., Graham, S., Sandmel, K., & Driscoll, S. (2009, November). *Improving writing skills of students at risk for EBD with poor writing skills: Outcomes of Project WRITE*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Lane, K. L., Kalberg, J., Altmann, S., Wilder, K., Lee, J., & Menzies, H. (2009, November). *Systematic screening in K-12 schools: Illustrations and recommendations*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Menzies, H. M., Lane, K. L., & Lee, J. (2009, November). *Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Oliver, R., M., Oakes, W. P., Walker, H., Crnabori, M., Bruhn, A., & Lane, K. L. (2009, November). *Exploring the academic achievement of students with EBD over time*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Rice, E. H., Lane, K. L., & Yen, C. (2009, November). *Exploring the academic achievement of students with EBD over time*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2009, November). *(Un)solicited suggestions for those entering academia*. A paper presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Kalberg, J. R. & Menzies, H. M. (2009, November). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. A workshop presented at Teacher Educators for Children with Behavioral Disorders 33<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2009, September). *Meeting the multiple needs of students with EBD within three-tiered models of prevention: Promising practices*. A keynote address presented at the 8<sup>th</sup> Biennial International Conference on Children and Youth and Behavior Disorders. Denver, CO.
- Lane, K. L. (2009, September). *Writing interventions for students with EBD: Project WRITE*. A paper presented at the 8<sup>th</sup> Biennial International Conference on Children and Youth and Behavior Disorders. Denver, CO.
- Lane, K. L. (2009, July). *Incorporating evidence-based practices into teacher training and professional development programs*. A poster at the Office of Special Education Programs (OSEP) Project Director's Meeting. Washington, DC.

Young, E. & Lane, K. L. (2009, July). *Issues in behavior screenings: Scaling-up and moving forward*. A discussion session at the Office of Special Education Programs (OSEP) Project Director's Meeting. Washington, DC.

Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., & Hebert, M. (2009, June). *Impact of self-regulated strategy instruction on students' writing performance and behavior: Project WRITE Findings*. A paper presented at Institute of Education Sciences Project Director's Meeting. Washington, DC.

Lane, K. L., & Little, M. A. (2009, May). *A comparison of systematic screening tools for emotional and behavioral disorders*. A paper presented at an international symposium at the Association for Behavioral Analysis International. Phoenix, AZ.

Lane, K. L., Crnobori, M., Wilder, K., Altmann, S., & Lee, J. M. (2009, April). *The importance of systematic screening in secondary schools: Illustrations and recommendations*. A paper presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.

Lane, K. L., Driscoll, S., A., Harris, K., Graham, S., Sandmel, K., & Wilson, K. (2009, April). *Targeted writing interventions to support students at-risk for emotional and behavioral concerns*. A poster presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.

Lane, K. L., Crnobori, M., Lee, J. M., Wilder, K., & Altmann, S. (2009, April). *Systematic screening at the elementary level: A critical component of SW-PBS programs*. A poster presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.

Lane, K. L., Bruhn, A., & Crnobori, M. (2009, April). *Implementing PBS programs across the K to 12 continuum: How to conduct systematic screenings*. A paper presented at Council for Exceptional Children. Seattle, WA.

Lane, K. L., Graham, S., Harris, K., Hebert, M., & Sandmel, K. (2009, April). *Strategies instruction for section grade students at risk for EBD*. A poster presented at Council for Exceptional Children. Seattle, WA.

Cook, B., Baker, S., Browder, d., Chard, D., Landrum, T., Lane, K. L., Montague, M., & Tankersley, M. (2009, April). *Determining evidence-based practices in special education*. A panel presented at Council for Exceptional Children. Seattle, WA.

Lane, K. L. Bruhn, A., Crnobori, M., & Lane, K. L. (2009, February). *Incorporating systematic screening tools into three-tiered models of prevention: Identifying and supporting students with behavior challenges across the K-12 continuum*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Bruhn, A., Crnobori, M., & Lane, K. L. (2009, February). *Primary prevention programs at the middle school level: Issues of treatment integrity, systematic screening, and reinforcement*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Harris, K., & Graham, S. (2009, February). *Self-regulated strategies development for improving the writing skills of students at risk for behavior disorders and writing concerns*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2009, February). *Incorporating evidence-based practices into teacher training and professional development programs*. A paper presented as part of a panel at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., Hebert, M., & House, E. (2009, February). *Targeted writing interventions to support students at-risk for emotional and behavioral concerns*. A paper presented at Pacific Coast Research Conference, San Diego, CA.
- Driscoll, S. A., Harris, K., Graham, S., Lane, K. L., Sandmel, K., Hebert, M., & House, E. A. (2009, January). *Targeted writing interventions to support students at-risk for emotional and behavioral concerns*. Poster session presented at the Vanderbilt Kennedy Center Science Day. Nashville, TN.
- Lane, K. L., Fox, J. F., Blevins, L., Caldarella, P., & Young, E. (2008, November). *Systematic screening for students with EBD: Where do we go from here?* A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Crnobori, M., Bruhn, A. L., Eisner, S., Funke, L., Lane, K. L., Kretzer, J., & Lerner, T. (2008, November). *Function-based interventions in a job-share classroom*. A paper presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Fox, J. & Lane, K. L. (2008, November). *Empirical review of behavior intervention research for disruptive behavior in classroom settings*. A paper presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., Hebert, M., & House, E. (2008, November). *Improving writing skills of students at risk for EBD with poor writing skills: Preliminary findings of Project WRITE*. A paper presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.



- Lane, K. L., Menzies, H. M., Bruhn, A. L., Crnobori, M., Eisner, S., Sewell, A. L., & Kalberg, J. R. (2008, November). *Systematic screening in K-12 schools: Illustrations and recommendations*. A paper presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L. (2008, November). *(Un)Solicited suggestions for those entering academia: Warning – recommendations not validated*. A workshop presented at Teacher Educators for Children with Behavioral Disorders 32<sup>nd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lane, K. L., Crnobori, M., Bruhn, A., & Sewell, A., (2008, November). *Designing functional assessment-based interventions using a systematic approach: A promising practice for supporting challenging behavior*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Lane, K. L., Bruhn, A., Eisner, S., & Crnobori, M. (2008, November). *Illustration of how to use behavior screening measures to assess risk and identify students for targeted supports in the K-12 setting*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Bruhn, A., Eisner, S., Funke, L., Lane, K., & Casey, A. (2008, November). *Utilizing a function-based intervention to reduce off-task behavior in a job-share general education classroom*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Crnobori, M., Lerner, T., Kretzer, J. Lane, K., & Casey, A. (2008, November). *An example of a functional assessment-based intervention for a student identified with emotional disturbance*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Goldman, S., Mayer, A., Southard, K., Lane, K., & Casey, A. (2008, November). *Functional assessment and intervention for a sixth-grade student with Attention Deficit/Hyperactivity Disorder*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Neely, L. T., Robinson, E. S., Hauck-Anderson, K. M., Casey, A., & Lane, K. (2008, November). *Increasing academic engagement through use a picture activity schedule*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Norton, M., McSwain, A., Riley, A., Casey, A., & Lane, K. (2008, November). *Using a function-based intervention to increase academic engagement*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.

- Wright-Carlson, T., Meiler, C., Lane, K., & Casey, A. (2008, November). *Function-based intervention: A preschool students with ADHD*. A poster presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- Lane, K. L. Harris, K., Graham, S., Driscoll, S., Sandmel, Morphy, P., Hebert, M., & House, E. (2008, November). *Targeted writing interventions to support students at risk for emotional and behavioral concerns*. A paper presented at the International Child and Adolescent Conference XIV. Bloomington, MN.
- Lane, K. L. (2008, November). *Meeting the multiple needs of students with EBD within three-tiered models of prevention: Promising practices*. A **keynote address** presented at the International Child and Adolescent Conference XIV. Bloomington, MN.
- Lane, K. L. (2008, October). *An overview of three-tiered models of positive behavior support: What every administrator needs to know*. A **keynote address** presented at the Arizona Department of Education. Phoenix, AZ.
- Lane, K. L. (2008, October). *Preparing teachers to meet the challenge of implementing evidence-based practices (EBPs) in schools 325T Cohort Call on Preparing Your Students to Be Agents of Change scheduled for tomorrow*. A paper presented at Office of Special Education Programs (OSEP; Webcast).
- Sailor, W., Eber, E., Lane, K. L., Jennings, D., Krugly, A. (2008, July). *From the Individuals with Disabilities Education (IDEA) to Implementation: Getting Effective Practices into the classroom*. A workshop at the Office of Special Education Programs (OSEP) Project Director's Meeting. Washington, DC.
- Lane, K. L., Harris, K., & Graham, S. (2008, June). *Using single case design to examine the impact of strategy and self-regulation instruction on students' writing performance and behavior: Project WRITE*. A paper presented at Institute of Education Sciences Project Director's Meeting. Washington, DC.
- Lane, K. L. (2008, May). *School-wide PBS at the middle school level: The importance of systematic screening*. A paper presented at an international symposium at the Association for Behavioral Analysis International. Chicago, IL.
- Lane, K. L. (2008, May). *Primary prevention programs at the elementary level: How do students respond?* A paper presented at an international symposium at the Association for Behavioral Analysis International. Chicago, IL.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S. A., Sandmel, K., Morphy, P., & Hebert, M. (2008, April). *Targeted writing interventions to support students at-risk for emotional and behavioral concerns*. A paper presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.

- Lane, K. L., Bruhn, A., Mehl, J., Crnabori, M. E., Shrader, G., Hughes, C., Sewell, A. L., & Mann, J. (2008, April). *Findings of a three-tiered model of prevention in a rural middle school*. A paper presented at Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.
- Lane, K. L. & Eisner, S. (2008, April). *Implementing PBS programs in middle schools: How to conduct systematic screenings*. A poster presented at Council for Exceptional Children. Boston, MA.
- Harris, K., Lane, K. L. Sandmel, K., Brindle, M., Little, M. A., & Graham, S. (2008, April). *Strategies instruction and positive behavioral support for second graders at risk for EBD*. A paper presented at Council for Exceptional Children. Boston, MA.
- Lane, K. L., Harris, K., & Graham. (2008, March). *Targeted interventions in elementary schools: Improving story writing skills of students with emotional behavioral disorders*. A paper presented at the Fifth International Conference on Positive Behavior Support. Chicago, IL.
- Lane, K. L., Bruhn, A. L., & Crnorbori, M. (2008, March). *Preliminary findings of a PBS model implemented in a rural middle school*. A poster presented at the Fifth International Conference on Positive Behavior Support. Chicago, IL.
- Blevins, L., Fox, J., Wheeler, J., & Lane, K. (2008, February). *Implementing a 3 tiered approach to positive behavior support: School-wide, classroom, and individual positive behavior interventions*. A paper presented at Tennessee Department of Education Annual Conference Special Education. Nashville, TN.
- Little, M. A., Lane, K. L., Harris, K., & Graham, S. (2008, February). *Self-regulated strategies development for improving the writing skills of students with internalizing behavior patterns and writing concern*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. (2008, February). *Systematic screening at the middle-school level: Score reliability and validity of the student risk screening scale*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Harris, K., & Graham, S. (2008, February). *Improving story writing skills of students with internalizing and externalizing behaviors with poor writing skills: Preliminary Findings of Project WRITE*. A paper presented at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L. & Kalberg, J. R. (2008, February). *Systematic screening at the middle school level: score reliability and validity of the Student Risk Screening Scale*. A poster presented at Pacific Coast Research Conference, San Diego, CA.

- Shepcaro, J. C., Lane, K.L., & Kalberg, J. R. (2007, November). *An examination of quality indicators of function-based interventions for students with emotional or behavioral disorders attending middle and high schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders Robert B. Rutherford, Jr. Memorial Conference, Tempe, AZ.
- Lane, K. L., Harris, K., & Graham, S. (2007, November). *Improving story writing skills of students with internalizing and externalizing behaviors with poor writing skills: Preliminary findings of Project WRITE*. A paper presented at Teacher Educators for Children with Behavioral Disorders Robert B. Rutherford, Jr. Memorial Conference, Tempe, AZ.
- Lane, K. L., Kalberg, J. R., & Casey, A. (2007, November). *Systematic screening in K-12 Schools: Score reliability and validity of the Student Risk Screening Scale*. A paper presented at Teacher Educators for Children with Behavioral Disorders Robert B. Rutherford, Jr. Memorial Conference, Tempe, AZ.
- Lane, K. L., Kalberg, J. R., & Mahoney, M. M. (2007, November). *Primary prevention programs at the elementary level: How do students respond? Characteristics and responsiveness of teacher-identified students*. A paper presented at Teacher Educators for Children with Behavioral Disorders Robert B. Rutherford, Jr. Memorial Conference, Tempe, AZ.
- Lane, K. L. (2007, November). *Identifying and supporting students within the context of three-tiered models of prevention: The importance of systematic screening*. A **keynote address** presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Schnitz, A., Voyles, T., Bennett, & Lane, K. L. (2007, November). *A functional assessment-based intervention using self-monitoring to increase on-task behavior in a child with comorbid disorders*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Shepcaro, J., Artman, K., Haynes, R., MacFarland, T., & Lane, K. L. (2007, November). *The effects of self-monitoring function based intervention for a student with ADHD*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Fox, J., Belvins, L., & Lane, K. L. (2007, November). *Empirical review of behavior intervention research for disruptive behavior in classroom settings 1997-1007: A follow up analysis to Stage and Quiroz*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Fisher, M. H., Capizzi, A. M., & Lane, K. L. (2007, November). *Functional behavioral assessment based behavior education program: A targeted intervention using check in/check out*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.

- Carroll, C., Chasnoff, S., Elfers, E., McCole, K., & Lane, K. L. (2007, November). *Developing a feasible functional assessment based intervention for an adolescent in an alternative setting*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Lane, K. L., & Shepcaro, J. (2007, November). *Quality indicators of function-based interventions*. A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Lane, K. L. (2007, September). *Supporting students at risk for EBD within multi-level models: Illustrations of school-based practices*. Kentucky Association for Psychology in the Schools. Lexington, KY.
- Danielson, L., Sanchez, S., Cobb, B., Lane, K. L., and Horner, R. (2007, July). *Evidence-based practices: What are they? Who is identifying and defining them? And how does it all relate to my work?* A **closing plenary** at the Office of Special Education Programs (OSEP) Project Director's Meeting. Washington, DC.
- Lane, K. L. (2007, July). *Student risk screening scale: Initial evidence for score reliability and validity at the middle school level*. A poster presented at the Office of Special Education Programs (OSEP) Project Director's Meeting. Washington, DC.
- Lane, K. L. (2007, June). *Identifying and supporting students at risk for learning and behavioral problems: Effective interventions around the world*. A paper presented as a **keynote address** at the 10th Biennial Conference of the International Association of Special Education (IASE). Hong Kong.
- Lane, K. L., Harris, K., & Graham, S. (2007, June). *The effects of strategy and self-regulation instruction on students' writing performance and behavior: Preliminary findings of Project WRITE*. Institute of Education Sciences Project Director's Meeting. Washington, DC.
- Lane, K. L., Kalberg, J. R., & Wehby, J. H. (2007, May). *Preparing students for college entrance exams: Findings of a targeted intervention conducted within a three-tiered model of support*. A poster presented at an international symposium at the Association for Behavioral Analysis International. San Diego, CA.
- Lane, K. L., & Kalberg, J. R. (2007, May). *Secondary prevention at the middle school level: Outcomes and recommendations*. A paper presented at an international symposium at the Association for Behavioral Analysis International. San Diego, CA.
- Carlow, M., Lane, K. L., Guetzloe, E., & Jacobs, J. (2007, April). *25 Years: Progress and promises for students with emotional disabilities*. A panel discussion at the 25<sup>th</sup> Annual Indiana Conference on ED, Nashville, IN.

- Lane, K. L. (2007, April). Crackerbarrel discussion. A discussion session conducted at the 25<sup>th</sup> Annual Indiana Conference on ED, Nashville, IN.
- Lane, K. L. (2007, April). *Identifying and supporting students at risk for EBD within multi-level models of support: Illustrations across the grade span*. A paper presented as the **opening keynote address** at the 25<sup>th</sup> Annual Indiana Conference on ED, Nashville, IN.
- Lane, K. L. (2007, April). *RTI and behavioral issues among middle schoolers*. A paper presented at Council for Exceptional Children. Louisville, KY.
- Lane, K. L. (2007, April). *Establishing a research agenda*. A student forum presented at Council for Exceptional Children. Louisville, KY.
- Fox, J., Blevins, L., Lane, K. L., Parks, R., & Wehby, J. (2007, April). *Positive behavior support for secondary level students: Interventions, outcomes, and issues*. A symposium presented at Council for Exceptional Children. Louisville, KY.
- Lane, K. L., & Parks, R. J. (2007, March). *Using school-wide data to identify students for targeted interventions across the K-12 grade span: Illustrations and recommendations*. A paper presented at the Fourth International Conference on Positive Behavior Support. Boston, MA.
- Lane, K. L., Wehby, J., & Little, A. (2007, February). *Project PREVENT: Preliminary findings of school based interventions to prevent the development of learning and behavior problems*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Parks, P., & Wehby, J. (2007, February). *Outcomes of positive behavior support programs at the high school level*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lewis, T., Kamps, D., Lane, K. L., Scott, T., Simpson, R., Smith, C., & Wehby, J. (2007, February). *Current trends in the education of children and youth with EBD*. A panel discussion at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Harris, K., & Graham, S. (2007, February). *Reading and writing instruction: Research that makes a difference – Improving the writing skills of students at risk for behavioral disorders*. A paper presented at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L. & Robertson, E. J. (2007, February). *How do different types of high school students respond to positive behavior support programs? Characteristics and responsiveness of teacher-identified students*. A poster presented at Pacific Coast Research Conference, San Diego, CA.

- Lane, K. L. (2006, December). *Three tiered models of prevention: Tertiary Prevention*. A paper presented at the PBS Conference: Arizona State Department. Phoenix, AZ.
- Lane, K. L. (2006, November). *Identifying and supporting students at risk for emotional and behavioral disorders within multi-level models of support: Illustrations across the K-12 grade span*. A paper presented as the **keynote address** at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Robertson, E. J., & Lane, K. L., (2006, November). *Supporting middle school students with academic and behavioral concerns within the context of a three-tiered model of support: Findings of a secondary intervention*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Little, A. L., Rhodes, J. R., Lane, K. L., Zimmerman, J., & Brown, B. (2006, November). *Outcomes of an academic intervention for first-grade students identified as at-risk for EBD*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Parks, R. J., Bergman, W., Merwin, M. T., & Little, A. (2006, November). *Outcomes of function-based interventions for middle and elementary age students who were nonresponsive to primary intervention efforts*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Robertson, E. J., Parks, R. J., & Edwards, C. (2006, November). *Strategies for using school-wide data to identify students for secondary interventions: Illustrations at the elementary, middle, and high school levels*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Robertson, E. J., & Wehby, J. (2006, November). *How do different types of high school students respond to positive behavior support programs? Characteristics and responsiveness of teacher-identified students*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Landrum, T. L., Crockett, J., Gerber, M., Cook, B., Lane, K. L., Mostert, M., Sasso, G. Tankersley, M., & Forness, S. (2006, November). *Achieving the Radical Reform of Special Education*. A panel discussion at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Harris, K., Graham, S., Weisenbach, J., Story, M., & Morphy, P. (2006, November). *The effects of strategy and self-regulation instruction on the writing performance of students with poor writing skills and problem behavior*. A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Weisenbach, J., Little, A., Phillips, A., & Lane, K. L. (2006, November). *Illustrations of function-based interventions implemented by general education teachers: Building*

- capacity at the school site.* A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Little, A., Redding Rhodes, J., Lane, K. L., Phillips, A., Zimmerman, J., & Brown, L. (2006, November). *Supplemental reading instruction for first grade students at-risk for emotional/ behavioral disorders.* A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Rogers, L., A., Parks, R. J., Mau, A. C., Bergman, W. A., & Lane, K. L. (2006, November). *Using a function-based assessment to design an effective tertiary intervention for a non-responsive middle school student.* A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Lane, K. L., & Parks, A. (2006, November). *Strategies for using school-wide data to identify students for targeted Interventions: Illustrations at the elementary, middle, and high school levels.* A paper presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.
- Lane, K. L., Wehby, J. H., & Robertson, E. J. (2006, July). *Multi-tier Interventions at the High School Level: Preliminary Findings of Secondary Interventions.* OSEP Project Director's Meeting. Washington, DC.
- Lane, K. L., Little, A., Phillips, Weisenbach, J., & Merwin, M. (2006, May). *Efficacy of academic and behavioral interventions in preventing the development of emotional and behavioral disorders: Preliminary outcomes.* A paper presented at an international symposium at the Association for Behavioral Analysis International. Atlanta, GA.
- Lane, K. L., Phillips, A., Weisenbach, J., Little, A., & Merwin, M. (2006, May). *Function-based interventions to manage problem behaviors in elementary classrooms: A systematic, validated approach.* A poster presented at an international symposium at the Association for Behavioral Analysis International. Atlanta, GA.
- Lane, K. L., Robertson, E. J., Rogers, L., & Wehby, J. (2006, May). *Positive behavior support at the high school level: Outcomes and recommendations.* A poster presented at an international symposium at the Association for Behavioral Analysis International. Atlanta, GA.
- Lane, K. L., (2005, April). *Multi-tier interventions across the grade Span: The importance of data driven decisions.* A paper presented at Council for Exceptional Children. Salt Lake City, UT.
- Lane, K. L., & Menzies, H. (2005, April). *Implementing a two-tiered model of academic and behavioral support in elementary school.* A paper presented at Council for Exceptional Children. Salt Lake City, UT.



- Lane, K. L., Robertson, E. J., & Wehby, J. H. (2006, April). *Implementing positive behavior support programs in high schools: Strategies and outcomes*. A paper presented at Council for Exceptional Children. Salt Lake City, UT.
- Fox, J., Lane, K. L., Blevins, L., Robertson, E. J., & Wehby, J. H. (2006, February). *Outcomes of positive behavior support at the high school level*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. & Wehby, J. H. (2006, February). *Project Prevent: Preliminary findings of school based interventions to prevent the development of learning and behavior problems*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L. & Schatschneider, C. (2006, February). *Preventing the development of antisocial behavior at the elementary level: The effectiveness of academic and behavioral interventions*. A poster presented at Pacific Coast Research Conference, San Diego, CA.
- Robertson, E. J., Lane, K. L., & Frechette, N. (2006, January). *Positive behavior support at the middle school level: Primary and secondary efforts in a rural middle school*. A poster presented at Hawaii International Conference on Education, Honolulu, HI.
- Lane, K. L. & Menzies, H. M. (2006, January). *Identifying and intervening with elementary age students at high-risk for learning and behavior problems: Preliminary findings of a two-tiered model of support*. A paper presented at Hawaii International Conference on Education, Honolulu, HI.
- Lane, K. L., Robertson, E. J., & Frechette, N. (2006, January). *Designing, implementing, and evaluating positive behavior support at the high school levels: Findings of Project PBS*. A paper presented at Hawaii International Conference on Education, Honolulu, HI.
- Lane, K. L., Wehby, J., Little, A., Phillips, A., Weisenbach, J., Merwin, M., & Thompson, A. (2005, November). *The efficacy of school-based interventions to prevent the development of learning and behavior problems at the elementary level: Preliminary findings of Project PREVENT*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Robertson, J. E., Wehby, J., Frechette, N. (2005, November). *Positive behavior support at the high school level: Student outcomes over time*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Robertson, E. J., & Lane, L. (2005, November). *A two-tiered model of positive behavior support at the middle school level: Preliminary findings*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K., & Menzies, H. M. (2005, November). *Academic and behavioral outcomes of a two-tiered model of support at the elementary level*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

- Stahr, B., Cushing, D., Lane, K. L., & Fox, J. (2005, November). *Efficacy of a function-based intervention to decrease off-task behavior exhibited by a student with attention deficit hyperactivity disorder*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Stanton-Chapman, T., Roorbach, K., & Phillips, A. (2005, November). *Teacher and parent expectations of preschoolers behavior: Social skills necessary for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Weisenbach, J., & Phillips, J. (2005, November). *Function-based interventions for students at-risk for EBD: Preliminary findings from project PREVENT*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Liaupsin, C., Ferro, J. & Umbreit, J. (2005, November). *Designing effective function-based interventions: A step-by-step procedure*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Conroy, M., Fox, J., Cheney, D., Liaupsin, C. Nelson, Lewis-Palmer, & Lane, K. (2005, November 19). *Current and future issues in research in emotional – behavioral disorders: Roundtable discussion with the presenters*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L. & Phillips, A. (2005, November). *Designing feasible, effective function-based interventions: Applications in applied settings*. Tennessee Association of Applied Behavior Analysis, Nashville, TN.
- Weisenbach, J., Little, A., & Lane, K. L. (2005, November). *A functional assessment-based intervention to increase the positive social interactions of a second-grade student in a regular classroom setting*. Tennessee Association of Applied Behavior Analysis, Nashville, TN.
- Lane, K. L., Wehby, J. H., Savage, S. & Robertson, E. J. (2005, February). *Positive Behavior Support at the High School: Preliminary Outcomes*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Barton-Arwood, S. B., Lane, K. L., & Wehby, J. H. (2005, February). *Elementary students with EBD educated in self-contained schools: How do they progress over time?* Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lane, K. L., Wehby, J. H., Little, A., Starko, S., Thompson, A., & Raines, S. (2005, February). *Project PREVENT: Screening and intervening to prevent the development of learning and behavior problems – preliminary findings*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Lane, K. L. (2005, February). *Academic, social, behavioral, and self-determination profiles of adolescents with learning disabilities and emotional disturbances*. A poster presented at Pacific Coast Research Conference, San Diego, CA.

Lane, K. L. (2005, January). *Functional assessment-based interventions: An overview*. A paper presented at Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental Disabilities (MIND). Nashville, TN.

Lane, K. L. (2005, January). *Managing acting out behavior: Please interrupt me!* A paper presented at Susan Gray. Nashville, TN.

Lane, K. L., Wehby, J., Little, A., Thompson, A. & Raines, S. (2004, November). *Early detection of learning and behavior problems at the elementary level: Preliminary findings of project PREVENT*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Lane, K. L., Pierson, M., Carter, E., & Glaeser, B. (2004, November). *Transition-age youth with learning and behavior difficulties: Academic, social, behavioral, and self-determination profiles*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Barton-Arwood, S., Morrow, L., & Lane, K.L. (2004, November). *Project IMPROVE: Improving teachers' ability to address students' social needs*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Lane, K. L., Wehby, J., Savage, S., Catchings, C., & Robertson, E. J. (2004, November). *Positive behavior support at the high school level: Preliminary findings*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Lane, K. L., Wehby, J., Cooley, C. Reske, C., Raines, S., Freyer, S., Gable, L., & Thompson, A. (2004, November). *Academic, social, and behavioral profiles of students with EBD educated in self-contained classrooms and self-contained schools: Outcomes and future directions*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Harlin, B., Shrader, T., & Lane, K. L. (2004). *Positive behavior support at the high school level: Overview and preliminary outcomes*. A paper presented at the Tennessee Department of Education, LEAD Conference. Franklin, TN.

Lane, K. L. (2004, October). *The Hows and Whys of Problem Behavior*. A paper presented at the Tennessee Association for the Education of Young Children. Franklin, TN.

Lane, K. L., & Wehby, J. H. (2004, July). *Screening and intervening to prevent the development of learning and behavior problems: Preliminary findings of Project PREVENT*. A poster presented at the Office of Special Education Programs Leadership and Research Project Director's Meeting. Washington, DC.

- Lane, K. L. (2004, May). *Outcomes of a school-wide intervention with primary and secondary levels of support implemented at the elementary school level*. A paper presented at an international symposium at the Association for Behavioral Analysis International. Boston, MA.
- Lane, K. L., Barton-Arwood, S. Savage, S., Mofield, E., Little, A., Robertson, J., Catchings, C., McDade, K., Moriarty, A., & McAtee, K. (2004, April). *Positive behavior support at the high school level: What we've learned and recommend*. A paper presented at the Tennessee Branch of the International Dyslexia Association. Nashville, TN.
- Lane, K. L., Wehby, J. H., & Savage, S. (2004, February). *Preparing for Positive Behavior Support at the High School: Procedural Guidelines and Lessons Learned*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Lane, K. L., Wehby, J. H., & Cooley, C. (2004, February). *Academic and Social Characteristics of Students with E/BD Educated in Self-Contained Classrooms and Self-Contained Schools: Similarities and Differences*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Lane, K. L. (2004, February). *Teacher-identified students with and without academic and behavioral concerns: Characteristics and responsiveness to a school-wide intervention*. A paper presented at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L. (2004, February). *Academic, social, and behavioral profiles of students with EBD educated in self-contained classes and self-contained schools: Characteristics and progress*. A paper presented at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L., & Beebe-Frankenberger, M. (2003, November). *School based interventions: The tools you need to succeed*. A workshop presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Wehby, J., Cooley, C., Reske, C., Raines, S., Freyer, S., Gable, L., & Thompson, A. (2003, November). *Academic, social, and behavioral profiles of students with EBD educated in self-contained classrooms and self-contained schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Wehby, J., Lane, K. L., Falk, K., Kerr, M., Butterfield, S. & Cooley, C. (2003, November). *Impact of small group tutoring on the reading performance of young students with emotional and behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Wolery, R., Lane, K. L., Johnston, A., Mason, A., & Palombara, C. (2003, November). *Improving early literacy skills of preschoolers: Success and challenges*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

- Miller, M., Lane, K. L., & Wehby, J. (2003, November). *Social skills instruction for students with high incidence disabilities: A school-based intervention to address acquisition deficits*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Wehby, J., Savage, S., & Robertson, J. (2003, November). *Preparing for positive behavior support of the high school level: Overview and outcomes*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L. (2003, October). *Academic interventions for early elementary students with or at-risk for emotional and behavioral disorders*. International Conference on Children and Youth with Behavioral Disorders. St. Louis, MO.
- Lane, K. L. & Wehby, J. (2003, October). *Teacher expectations of classroom behaviors: Which skills do teachers deem necessary for success?* International Conference on Children and Youth with Behavioral Disorders. St. Louis, MO.
- Lane, K. L., Umbreit, J., Liaupsin, C., & Ferro, J. (2003, October) *Functional behavioral assessment and positive behavior supports*. A workshop conducted at the Fifth International Conference on Children and Youth with Behavioral Disorders. St. Louis, MO.
- Lane, K. L., & Wolery, R. (2003, August). *Success and challenges of providing early literacy instruction for preschoolers*. Nashville Area Association for the Education of Young Children. Nashville, TN.
- Rutherford, R. B., Quinn, M. M., Mathur, S. R., Nelson, C. M., Kern, L., & Lane, K. L. (2003, July). *Analysis of research in emotional and behavioral disorders*. OSEP Project Director's Meeting. Washington, DC.
- Keelor, J., & Lane, K. L. (2003, April). *Behavioral assessment-based interventions and implications for reading instruction*. A paper presented at the Tennessee Branch of the International Dyslexia Association. Nashville, TN.
- Lane, K. L., & Menzies, H. (2003, April). *Outcomes of a school-wide intervention with primary and secondary levels of support*. A paper presented at Council for Exceptional Children. New York, NY.
- Lane, K. L., & Menzies, H. (2003, February). *Comprehensive Schoolwide intervention for students at risk: Success and challenges*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wehby, J. H. & Lane, K.L. (2003, February). *An inclusive approach to improving the literacy skills of students with and at-risk for emotional and behavioral disorders*. A paper presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Wehby, J. H., Lane, K.L., Falk, K., Johnston, A., & Mason, A. (2002, November). *An inclusive approach to improving the literacy skills of students with and at-risk for emotional and behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Pierson, M., Lane, K.L., & Givner, C. (2002, November). *Teacher expectations of student behavior: Which schools do teachers deem as necessary for success in the classroom?* A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Umbreit, J., Lane, K.L., & Dejud, C. (2002, November). *Improving classroom behavior by modifying task difficulty: The effect of increasing difficulty of too-easy tasks*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., & Beebe-Frankenberger, M. (2002, November). *Designing effective interventions for children and youth at-risk for antisocial behavior: An integrated model*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Menzies, H., Doukas, G., & Munton, S. (2002, November). *Outcomes of a comprehensive school-wide intervention for students at-risk: Success and challenges*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Doukas, G., L., Gregg, R. M., & Munton, S. M. (2002, April). *Promoting achievement and minimizing Risk: The impact of a school-based universal intervention*. A poster presented at Council for Exceptional Children. New York, NY.
- Lane, K. L., & Givner, C. (2002, February). *Teacher expectations of student behavior: Which skills do elementary and secondary teachers deem necessary for success in the classroom?* A paper presented at Pacific Coast Research Conference, LaJolla, CA.
- Lane, K. L., Menzies, H., Doukas, G., Gregg, R., & Munton, S. (2001, November). *The impact of a school-wide intervention on an at-risk elementary school: Preliminary findings*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., & Gresham, F.M. (2001, November). *Identifying, assessing, and intervening with children with or at risk for behavior disorders: A look to the future*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Barton-Arwood, S., Falk, K., Wehby, J., & Lane, K. L. (2001, October). *Improving reading achievement: Effects on academic and social behaviors of elementary-age students with E/BD*. A paper presented at the Fourth International Conference on Children and Youth Behavioral Disorders, Atlanta, GA.

- Wehby, J., Lane, K. L., Falk, K., & Barton-Arwood, S. (2001, October). *Incorporating academic performance and teacher instructional style into the functional assessment process*. A paper presented at the Fourth International Conference on Children and Youth Behavioral Disorders, Atlanta, GA.
- Lane, K. L., & Umbreit, J. Functional behavior assessment. (2001, October). *Developing Function-based Interventions*. A workshop conducted at the Fourth International Conference on Children and Youth with Behavioral Disorders (October 4, 2001).
- O'Shaughnessy, T., & Lane, K. L. (2001, February). *GAAZ: The efficacy of phonological awareness training with children with learning and behavior problems*. A poster presented at Pacific Coast Research Conference, La Jolla, CA.
- Gresham, F. M., Dolstra, L., Lambros, K.M., McLaughlin, V. & Lane, K. L. (2002, November). *Teacher expected model behavior profiles: Changes over time*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L., Fletcher, T., Dejud, C. Strunk, M., DeLorenzo, J., Gomez, E., McLaughlin, V., & Dolstra, L. (2000, November). *Young at-risk students: The impact of phonological awareness training*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L. & Gresham, F. M. (2000, November). *Future directions: Identifying and intervening with children with conduct and attention problems*. A panel discussion conducted at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Gresham, F. M. & Lane, K. L. (2000, November). *Early detection of students with hyperactivity-impulsivity-inattention and conduct problems*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- O'Shaughnessy, T., Gresham, F. M., Lane, K., Beebe-Frankenberger, M. E., & Lambros, K. M. (2000, April). *Children with reading difficulties and co-existing behavior problems: Early Identification and Intervention*. A paper presented at National Association of School Psychology (NASP), New Orleans, LO.
- Gresham, F. M., McIntyre, L. L., Ward, S. L., Lane, K. L., Olson-Tinker, H., Beebe-Frankenberger, M. E., Dolstra, L., McLaughlin, V., & Van, M. (2000, April). *Treatment Integrity: Necessary, but not sufficient for treatment-based interventions*. A paper presented at National Association of School Psychology (NASP), New Orleans, LA.
- Lane, K. L., & O'Shaughnessy, T. E. (2000, February). *Children with reading difficulties and externalizing behavior patterns: The efficacy of phonological awareness*. A poster session presented Pacific Coast Research Conference, La Jolla, CA.

- Lane, K. L. (1999, November). *Students with and at-risk for E/BD: Characteristics, prevention, and early detection -- putting it all together*. A panel discussion conducted at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L., O'Shaughnessy, T., Gresham, F. M., Lane, K. L., & Lambros, K. M. (1999, November). *The efficacy of phonological awareness training with students who have externalizing and hyperactive-inattention behavior problems*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Gresham, F. M., Lane, K. L., & Lambros, K. M. (1999, November). *Comorbidity of conduct and attention deficit hyperactivity problems: Issues of identification and intervention with "fledgling psychopaths."* A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Bocian, K. M., Gresham, F. M., MacMillan, D. L., & Lane, K. L. (1999, November). *Profiles of students with hyperactivity-impulsivity-inattention and conduct problems*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- MacMillan, D. L., Gresham, F. M., Bocian, K. M., Beebe-Frankenberger, M., Olson Tinker, H., McLaughlin, V., McIntyre, L., Dolstra, L., & Lane, K. L. (1999, November). *Mild mental retardation: Outmoded, outvoted, but still here*. A symposium presented at American Association of Mental Retardation (AAMR): Region II, Riverside, CA.
- Lane, K. L., O'Shaughnessy, T., Beebe-Frankenberger, M., Strunk, M., Jasinski, N., Dejud, C., Scott, L., & DeLorenzo, J. (1999, November). *Children with low cognitive ability: The efficacy of phonological awareness training*. A poster presented at American Association of Mental Retardation (AAMR): Region II, Riverside, CA.
- O'Shaughnessy, T., Lane, K., Gresham, F. M., & Beebe-Frankenberger, M. E. (1999, April). *Children at-risk for reading failure and co-occurring behavior problems: An integrative model of prevention and intervention*. A paper presented at National Association of School Psychology (NASP), Las Vegas, NV.
- Gresham, F. M., Lane, K. L., MacMillan, D. L., & Bocian, K. M. (1998, November). *Social and academic profiles of externalizing and internalizing groups: Risk factors for emotional and behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L., Umbreit, J., & Beebe-Frankenberger, M. (1998, November). *A review of functional assessment research with students with or at-risk for emotional and behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Gresham, F. M., O'Shaughnessy, T., & Lane, K. (1998, November). *Children at-risk for reading failure and co-occurring behavior problems: An integrative model of prevention and*



*intervention -- A model under construction.* A paper presented at Teacher Educators for Children with Behavioral Disorders. Scottsdale, AZ.

Lane, K. L. (1998, November). *Students with and at-risk for E/BD: Characteristics, prevention, and early detection -- Putting it all together.* A panel discussion conducted at Teacher Educators for Children with Behavioral Disorders. Scottsdale, AZ.

Borthwick-Duffy, S. A., Huston, D., Mahdavi, J., & Lane, K. (1997, May). *How many items are enough? The Vineland Adaptive Behavior Scale - Classroom Edition.* Paper presented at the meeting of the Academy on Mental Retardation, American Association on Mental Retardation Annual Conference. New York, NY.

Lane, K., Mahdavi, J., Meyers, K., & Borthwick-Duffy, S. (1997, March). General educators' perceptions of the prereferral intervention process. In C. Kasari (Chair), *The interaction between definitions and practice: The case of prereferral interventions for at-risk children.* Symposium conducted at the annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Riverside, CA.

Lane, K. L., Mahdavi, J., & Borthwick-Duffy, S. A. (1996, October). *Student study teams: Matching teacher expectations to team expertise.* Poster presented at the meeting of the American Association of Mental Retardation - Region H. Pasadena, CA.

Borthwick-Duffy, S. A., & Lane, K. L. (1996, October). *Implications for school practices. Matching children with prop-rams, services, and supports.* Symposium at the meeting of the American Association of Mental Retardation - Region H. Pasadena, CA.

### **Working Papers (17)**

Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chafouleas, S., Briesch, A., & Sherod, R. (2021). Project ENHANCE: Assessing professional learning needs for implementing Comprehensive, Integrated, Three-tiered (Ci3T) Prevention modules. *Manuscript in review*

Briesch, A. M., Chafouleas, S. M., Iovino, E. A., Abdulkerim, N., Sherod, R. L., Oakes, W. P., Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. (under review). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated three-tiered model of prevention. *Manuscript in review*

Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Oakes, W. P., Allen, G. E., Lane, K. S., & Brunsting, N. (2021). Treatment integrity of primary (tier 1) prevention efforts in tiered systems: Mapping the literature. *Manuscript in review.*

Brunsting, N. C., Bettini, E., Rock, M., Royer, D. J., Common, E. A., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2021). Burnout of special educators serving students with emotional-behavioral disorders: A longitudinal study. *Manuscript submitted for review.*

- Brunsting, N. C., Bettini, E., Rock, M., Common, E. A., Royer, D. J., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2021). Working conditions and burnout of special educators of students with EBD: Longitudinal Outcomes. *Manuscript submitted for review.*
- Lane, K. L. (2021). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Prioritizing integrated systems. *Chapter in review*
- Lane, K. L. (2020). Social, emotional, and behavioral assessment within tiered decision-making frameworks: A closing commentary – looking back to move forward. *School Psychology Review. Manuscript in review.*
- Lane, K. L., Cabell, S.Q., & Drew, S. V. (2020). A productive scholar's guide to respectful, responsible inquiry during the COVID-19 pandemic: Moving forward. *Manuscript in review.*
- Shogren, K., Raley, S., Hicks, T., Rifenburg, G., Pace, J., Lane, K. L., & Quirk, C. (2020). Student perceptions of goal attainment in inclusive, general education classes: Impact of the SDLMI. *Manuscript in review.*
- Allen, G. E., Buckman, M. M., Lane, K. L., & Oakes, W. P. (2020). Mystery Motivator: A class-wide intervention to support student success. *Manuscript in preparation.*
- Gregory, C., Graybill, E. C., Barger, B., Roach, A., & Lane, K. L. (2020). Predictive validity of Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) scores. *Manuscript in review.*
- Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M., Brunsting, N. C., Cantwell, E. D., & Schatschneider, C. (2019). Elementary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Manuscript submitted for review.*
- Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Brunsting, N. B., Oakes, W. P., Lane, K. S. (2019). Treatment integrity of school-wide primary prevention programs: A review of the literature. *Manuscript in preparation.*
- Common, E. A., Lane, K. L., Oakes, W. P., Reed, D. D., Germer, K. A. (2018). Embedding functional assessment-based interventions into regular school practice: The transportability of evidence-based practices. *Manuscript submitted for review.*
- Oakes, W. P., Lane, K. L., W., Jenkins, A., Germer, K., Dwiggin, L., Schatschneider, C., & Lambert, W. (2018). Additional psychometric evidence of the Student Risk Screening Scale for Internalizing and Externalizing behaviors for use in middle schools. *Manuscript in preparation.*

Lane, K. L., & Oakes, W. P. (2014). Building efficiencies in functional assessment-based interventions: A focus on training and coaching. *Manuscript in preparation.*

Lane, K. L., Oakes, W. P., & Germer, K. (2014). Outcomes of a practice-based professional-development training of functional assessment-based interventions: From knowledge acquisition to application. *Manuscript in preparation.*

Common, E. A., Royer, D. J., Lane, K. L., Leko, M. M., & Oakes, W. P. (2016). A systematic review of professional developments to support educators with functional assessment-based interventions. *Manuscript in preparation.*

Common, E. A., Lane, K. L., Oakes, W. P., Schellman, L. E., Shogren, K., Germer, K. A., & Quell, A. E. (2020). Building site-level capacity for functional assessment-based interventions: Outcomes of a professional learning series. *Manuscript in review.*

Royer, D. J., Common, E. A., Lane, K. L., & Oakes, W. P. (2018). A systematic review of the development and use of schoolwide expectations within a positive behavioral interventions and supports framework. *Manuscript in review.*

Lane, K. L., Common, E. A., Lane, K. S., Buckman, M. M., Oakes, W. P., & Menzies, H. M. (2020). Preventing and responding to challenging behaviors: A look at classroom management in a Comprehensive, Integrated, Three-tiered model of prevention. *Manuscript in preparation*

## **Working Books**

### **Other (16)**

Lane, K. L., Powers, L., Oakes, W. P., Buckman, M. M., Sherod, R., & Lane, K. S. (in review). PBIS Forum 19 Practice Brief: Universal screening – systematic screening to shape instruction: Lessons learned and practicalities.

Shogren, K. A., Lane, K. L., & Raley, S. K. (2018). SDLMI Knowledge, Skill and Use Tool: Facilitator Version. Lawrence, KS: Kansas University Center on Developmental Disabilities

Lane, K. L., Common, E. A., Royer, D. J., & Muller, K. (2014). Group comparison and single-case research design quality indicator matrix using Council for Exceptional Children 2014 Standards. Available on [www.Ci3T.org](http://www.Ci3T.org)

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## RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

### Funded Grants and Contracts

Institute for Education Sciences' Research Networks Focused on Critical Problems of Policy and Practice in Special Education – Special Education Research Grants Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE), 2019-2024 \$3,999,321

Role: Principal Investigator

Role in Preparation: Co-Author

Institute for Education Sciences' CFDA 84.324A: Social and Behavioral Outcomes to Support Learning (Social/Behavioral), Goal Five: Measurement (Validation) Project SCREEN: Validation of a Free-Access Screening Tool for K-12 Educators to Screen Students for Internalizing and Externalizing Behavior Patterns, 2019-2021, \$1,368,768.00

Role: Principal Investigator

Role in Preparation: Co-Author

*Technical Assistance Center on Positive Behavior Interventions and Supports V – Subcontract.* (\$110,000 annually; \$550,000 estimated total if incrementally funded). Subaward No. 282070J to University of Kansas. Prime Award No. H326S180001 to University of Oregon. CFDA number 84.326S US Department of Education Office of Special Education Programs (10/15/2018 -9/30/2023) (internal project # 1000760)

Role: Subcontract PI

*The Self-Determined Learning Model of Instruction: Examining the Impact of Implementation Supports on Teacher and Student Outcomes* 84.324A Goal 3 (07/1/2017 – 06/30/2021)

Role: Co-Principal Investigator 8%

Role in Preparation: Co - Author

Researchers at the University of Kansas (KU), in partnership with the Maryland Coalition for Inclusive Education (MCIE), with support from the Institute for Measurement, Methodology, Analysis and Policy (IMMAP) at Texas Tech University and the National Implementation Research Network (NIRN) at the University of North Carolina at Chapel Hill, propose to conduct a **Goal 3 Replication Study** to meet the stated purpose of the IES Special Education Research Program on **Transition Outcomes for Secondary Students with Disabilities** to support “research that contributes to the identification of effective strategies and knowledge and skills necessary for teachers and other instructional personnel to improve transition outcomes of secondary students with disabilities.” Specifically, this resubmitted proposal will address an area of critical need and importance in transition and secondary education: the identification of the most effective implementation supports for teachers using the *Self-Determined Learning Model of Instruction* (SDLMI) to enhance teacher and student outcomes.

Leko, M. (Principal), Lane<sup>1</sup>, K. (Co-Principal), & Travers, J. (Co-Principal). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel.* US

Dept of Education \$1,248,109, Submitted December 8, 2015 (August 1, 2016 - July 31, 2021).

Role: Role: Co-Principal Investigator 10%

Role in Preparation: Co-Author

Funded doctoral training grant. <sup>1</sup>Lane changed to Principal July 1, 2017.

*Empowering Teachers with Low Intensity Strategies to Support Instruction II (2015-2019)* (\$394,610; CFDA Number: R324B150004; Institute of Education Sciences Research Training Program in Special Education: Early Career Development and Mentoring)

Role: Mentor

Role in Preparation: Co-Author - Mentor

Purpose: Principal Investigator (PI) Ennis will further develop skills conducting school-based research focused on improving outcomes for students in grades K-3 with and at-risk for emotional disturbance (ED). The research goals are to bridge the research-to-practice gap to empower teachers to use low intensity supports (i.e., opportunities to respond, instructional choice) in the classroom with limited university support to improve behavioral and academic outcomes for student with ED. The four-year project, supported by mentors with expertise in the field of school-based research (Kathleen Lane and James Ernest) will utilize both single case research design methodology and a small-scale randomized control trial.

*Implementing Comprehensive, Integrated, Three-tiered Models to Meet Students' Academic, Behavior, and Social Needs: A Researcher-Practitioner Partnership (2015-2017)* (CFDA Number: 84.305H; Researcher-Practitioner Partnerships in Education Research; New or Existing Partnership)

Role: Principal Investigator

Role in Preparation: Author

Purpose In this application we plan to develop a partnership between Lawrence Public Schools (LPS) and the Comprehensive, Integrated, Three-tiered (CI3T) Prevention Research Project at the University of Kansas in collaboration with Arizona State University. We will conduct 4 carefully constructed studies to examine newly installed district- and school-level system changes for creating positive learning environments and increasing academic achievement for all students – including those with EBD. The Partnership will support (a) installation and evaluation of initial implementation of site-level CI3T models and (b) construction of processes by which this partnership will continue after this grant funding concludes.

*Building Capacity for Functional Assessment-Based Intervention's (FABI) in Kansas: Moving Forward (2015-2016)* (\$67,000)

Role: Principal Investigator

Role in Preparation: Author

The purpose of this project is to collaborate with Technical Assistance Systems Network, Autism Tertiary Behavior Supports (TASN ATBS) providers move forward with TASN ATBS's goals of continuing to introduce and support a systematic approach to the design, design, implementation, and evaluation of functional assessment-based interventions (FABI) across Kansas.

*Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in Kansas: Building Multi-tiered Systems Support with an Integrated Focus (2014-2015) (\$250, 920).*

Role: Principal Investigator

Role in Preparation: Author

In this project Dr. Kathleen Lane, Dr. Wendy Oakes, Project Manager, and KU Graduate Assistants will, in collaboration with Technical Assistance System Network (TASN) providers, move forward with the goal of addressing academic, behavioral, and social domains in tandem through a Comprehensive, Integrated Three-tiered (CI3T) model of prevention. As part of this integrated approach, screening and assessment systems will be put in place to support early detection efforts across the pre-K through 12 grade continuum as well as accurate assessment of student performance over time. Schools will create systems for proactively responding to identified students' needs. Lane and Oakes will support the 24 schools (5 from Abilene, 5 from Morris County, and 14 from Lawrence) who developed MTSS: CI3T plans to implement the plans during the 2014-2015 and 2015-2016 academic years. Lane and Oakes will be responsible for securing university and district-level approvals prior to beginning implementation activities.

*Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in Kansas: Building Multi-tiered Systems Support with an Integrated Focus (MTSS: CI3T II Training Project) (2014-2015) (\$157, 190)*

Role: Principal Investigator

Role in Preparation: Author

The purpose of this project this project is to move forward with the goal of addressing academic, behavioral, and social domains in tandem through a Comprehensive, Integrated Three-tiered (CI3T) model of prevention. As part of this integrated approach, screening and assessment systems will be put in place to support early detection efforts across the pre-K through 12 grade continuum as well as accurate assessment of student performance over time. Schools will create systems for proactively responding to identified students' needs. Lane and Oakes will work with State-Identified Trainers to facilitate training activities during the 2014-2015 (year 1) academic year. Cohort III will be co-lead by Lane and Oakes in conjunction with 4 MTSS: CI3T Trainers (nominated by Crystal Davis). These same 4 MTSS: CI3T trainers will lead Cohort IV, with onsite and/or remote support from Lane and Oakes (GRAs will not be involved with Cohort IV). Cohorts III and IV will each contain up to 12 school-site teams to build MTSS: CI3T plans for implementation in subsequent years (support by Lane and Oakes through future contracts or exclusively TASN support).

*Building Capacity for Functional Assessment-Based Intervention's (FABI) in Kansas: A Professional Development Training Series (2014-2015) (\$103,481)*

Role: Principal Investigator

Role in Preparation: Author

The purpose of this project is to introduce a systematic approach to the design, implementation, and evaluation of functional assessment-based interventions (FABI) across Kansas. As part of this training process, school-site teams and coaches will learn this systematic approach with a goal of creating a sustainable model to support students with Tier 3 needs focused on developing local capacity with (a) school-site teams and (b) district-level coaches.

*Technical Assistance Center on Positive Behavior Interventions and Supports IV – Subcontract.* (75,000 annually; 2999,008 estimated total if incrementally funded). Subaward No. 224440M to University of Kansas. Prime Award No. H326S130004 to University of Oregon. CFDA number 84.326S US Department of Education Office of Special Education Programs (10/2/2014 - 9/30/2015)

Role: Subcontract

The purpose of this project is to collaborate on evaluation of Priority #2 technical assistance efforts to support the design of relevant measures and development of two professional paper on lessons learned.

*Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in Kansas: Building Multi-tiered Systems Support with an Integrated Focus.* (2013-2014). Contract with Keystone Learning Services (\$155,198).

Role: Principal Investigator

Role in Preparation: Author

The purpose of this project, *Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in Kansas: Building Multi-tiered Systems Support with an Integrated Focus*, is to support schools in Kansas to develop Multi-tiered Systems of Support that address students' academic, behavioral, and social needs. This project is made possible through a contract with Keystone Learning. As part of the scope of this contract awarded to University of Kansas, PI Lane and Consultant Wendy Oakes from Arizona State University (we received IRB approval through ASU following approval from KU), will work with teams from 30 schools (up to 15 in Cohort I and up to 15 in Cohort 2) to participate in two training series (one per Cohort). Specifically, we will invite 7-8 people (including the parent member) from each participating school to attend a six day training series (3 full day sessions and 3 2-hour sessions) during which time they will use information from their faculty and staff to design a CI3T model of prevention that could be implemented at their school site the following academic year. Only the team members will attend the training series (full faculty and staff will not attend).

*Identifying and supporting K-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort.* (2013-2014). Graduate Research Fund Competition/ School of Education Research Support. (25,961)

Role: Principal Investigator

Role in Preparation: Author

Project Empower, is designed to address two objectives. The first objective is to introduce behavior screening tools to Kansas public school systems currently implementing Multi-tiered Systems of Support (MTSS) by conducting a series of validation studies. The second objective is to provide a coordinated professional development series offered to all pre-kindergarten through twelfth-grade teachers in Eudora, Lawrence, and Topeka public schools interested in learning more about systematic screening tools and how to use screening data to inform Tier 2 and Tier 3 intervention efforts. As part of this objective, we will offer five 2-hour, stand-alone sessions held after school by PI Lane to enhance the tiered systems currently in place in local school systems.



The Schoolwide Integrated Framework for Transformation (2012-2017). U.S. Department of Education.

Role: Co-Principal Investigator (8.33% effort)

*Identifying and Supporting K-12 Students within the Context of Three-Tiered Models of Prevention to Meet Students Multiple Needs: A Collaborative Effort.* (2011-2012). Research Triangle Schools Partnership Community/ Schools Partnership Grant. (\$10,300).

Role: Principal Investigator

Role in Preparation: Author

The purpose of this grant is to introduce behavior screening tools to three schools in Orange County and to provide a coordinated professional development series offered to K-12 teachers.

*Addressing the Need for A Next Generation of Special Educators Capable of Providing Most Intensive Instruction* (2011-2015). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel, CFDA 84.029D. (\$800,000)

Role: Co- Principal Investigator

*Project SUPPORT & INCLUDE: Staff Development and Technical Assistance to Support Students with Emotional and Behavioral Challenges in Inclusive Settings* (2009-2011) IHE Grant Award Application For Positive Behavior Supports and/or Inclusion Targeted Assistance. State of Tennessee Department of Education

Role: Principal Investigator

Role in Preparation: Author

The purpose of this grant is to provide staff development and technical assistance to the Middle Tennessee catchment area.

*Vanderbilt University Peabody Small Grants Competition, 2008-2009: Improving Self-Determination Skills to Facilitate the Transition from Elementary to Middle School: A Pilot Study*

Role: Principal Investigator

Role in Preparation: Author

*Leadership Training in Emotional Disturbance* (2007-2011). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel, CFDA 84.029D. (\$800,000)

Role: Co- Principal Investigator

Role in Preparation: Co-Author

*Project PREPARE: A Comprehensive Approach to Preparing Teachers to Serve Students with Emotional Disturbances* (2006-2011) U.S. Department of Education, Office of Special Education and Rehabilitative Services, Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities CFDA 84.325K (Area C; \$800,000).

Role: Principal Investigator

Role in Preparation: Author

*Project WRITE, The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach (Project WRITE)* (2006-2009) Institute of Education Sciences (\$1,431,137)

Role: Principal Investigator

Role in Preparation: Co-Author

This study examines the efficacy of strategy instruction in writing for second-grade students with internalizing and externalizing behavior disorders.

*Project Building Capacity: Building Capacity to Better Serve Students with Emotional Disturbances: A Collaborative Approach* (2004-2008) U.S. Department of Education, Office of Special Education and Rehabilitative Services, Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities CFDA 84325H (\$800,000).

Role: Principal Investigator

Role in Preparation: Author

*Project Prevent: Screening and Intervening to Prevent the Development of Learning and Behavior Problems.* (2003-2006) U.S. Department of Education, Office of Special Education and Rehabilitative Services, Field Initiated Research Project, CFDA 84.324C. (\$540,000).

Role: Principal Investigator

Role in Preparation: Co-author

*Empirically Validating the Relationship between Academic Underachievement and Externalizing Behavior Patterns in Young Students With and At-Risk for Emotional Disturbances: Project BASE, Vanderbilt University Discovery Grants Competition, 2002-2003, \$50,000.*

Role: Principal Investigator

Role in Preparation: Author

*Vanderbilt University Peabody Small Grants Competition, 2002-2003*

Role: Co-Principal Investigator

Role in Preparation: Co-Author

*Project PBS: A Three-Tiered Prevention Model to Better Serve All Students.* (2002-2005) U.S. Department of Education, Office of Special Education and Rehabilitative Services, Directed Research Project, CFDA 84.324D. (\$540,000).

Role: Principal Investigator

Role in Preparation: Co-author

*Leadership Training in Emotional Disturbance: Focus on Academic Instruction* (2002-2006). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel, CFDA 84.029D. (\$800,000)

Role: Co-Principal Investigator

Role in Preparation: Co-author

*Vanderbilt University Peabody Small Grants Competition, 2001-2002*

Role: Principal Investigator

Role in Preparation: Author

*Academic Excellence for Children with Emotional Disturbance.* (2001-2005). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities CFDA 84324D (\$800,000).

Role: Project Director

Role in Preparation: Co-author

*Project CLASS:* (2000-2003) U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed Research, CFDA 84.324D (\$540,000).

Role: Project Director

*Erickson: Empowered by Early Literacy: 1999 - 2000* (\$1,500).

Role: Principal Investigator

Role in Preparation: Author

The intent of this study was to examine the efficacy of Phonological Awareness Training on academic and socio-behavioral outcomes with general education, first-grade and kindergarten students with low reading skills and behavioral concerns.

*Family Court Services Dissertation Grant,* (1997-1998) (\$8,000).

Role: Principal Investigator

Role in Preparation: Author

Dissertation Title: Students at-risk for antisocial behavior: The utility of academic and social skills interventions.

## **In Review**

Institute for Education Sciences' CFDA 84.324A: Social, Emotional and Behavioral Competence (NCSEB-SEB); Development and Innovation (Development), Development and Innovation: Remote to Promote Tier 3 Supports for Behavior (Project R2P). 2021-2024

Role: Co-Principal Investigator

Role in Preparation: Co-Author

Institute for Education Sciences' CFDA 84.324A: Social, Emotional and Behavioral Competence (NCSEB-SEB); Development and Innovation (Development), Development and Innovation: Promoting the use of Low Intensity Strategies through Asynchronous and Synchronous Coaching to Support Students' Behavior and Learning (Project SYNC)

Role: Co-Principal Investigator

Role in Preparation: Co-Author

## **TEACHING**

**University of Kansas**

*Fall 2020 – COVID-19, evaluations adjusted*

SPED 998 Grant Writing and Proposal Development Class #27611

Enrolled 6

***Spring 2020 – COVID-19, evaluations adjusted***

SPED 968 Evidence-based Practices for Students with Intensive Intervention Needs #57219  
Enrolled 6

***Fall 2018***

SPED 998 Grant Writing and Proposal Development Class #21467

Response 7/7 (100.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.71; SD = 0.49 |
| 2. Set and met clear goals and objectives                     | Mean = 4.57; SD = 0.53 |
| 3. Expectations were well defined and fair                    | Mean = 4.57; SD = 0.53 |
| 4. Expectations were appropriately challenging                | Mean = 4.57; SD = 0.53 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.71; SD = 0.49 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 5.00; SD = 0.00 |
| 7. Available, responsive, and helpful                         | Mean = 5.00; SD = 0.00 |
| 8. Respected students and their points of view                | Mean = 5.00; SD = 0.00 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.71; SD = 0.49 |

***Summer 2018***

SPED 843 Section 87708 Advanced Methods and Assessment Strategies for Students with Significant Behavior, Social, and Emotional Needs – **online (TAs: Mark Buckman & Grant Allen)**

Response 16/33 (48.5%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.50; SD = 0.89 |
| 2. Set and met clear goals and objectives                     | Mean = 4.25; SD = 1.18 |
| 3. Expectations were well defined and fair                    | Mean = 4.31; SD = 1.08 |
| 4. Expectations were appropriately challenging                | Mean = 4.31; SD = 1.08 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.31; SD = 1.01 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.38; SD = 1.20 |
| 7. Available, responsive, and helpful                         | Mean = 4.50; SD = 1.03 |
| 8. Respected students and their points of view                | Mean = 4.44; SD = 1.03 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.50; SD = 0.89 |

***Spring 2018***

SPED 743 Section 62473 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management – **online (TA: Mark Buckman)**

Response 17/29 (58.6%)

Scale 1-5

- |  |                        |
|--|------------------------|
| 1. Content and materials were useful and organized | Mean = 4.47; SD = 0.80 |
| 2. Set and met clear goals and objectives          | Mean = 4.41; SD = 0.71 |
| 3. Expectations were well defined and fair         | Mean = 4.18; SD = 0.81 |

- |   |                        |
|---|------------------------|
| 4. Expectations were appropriately challenging                | Mean = 4.12; SD = 0.99 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.35; SD = 0.61 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.35; SD = 0.70 |
| 7. Available, responsive, and helpful                         | Mean = 4.06; SD = 0.75 |
| 8. Respected students and their points of view                | Mean = 4.29; SD = 0.69 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.35; SD = 0.49 |

***Fall 2017***

SPED 998 Grant Writing and Proposal Development Class #22646

Response 14/14 (100.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.43; SD = 0.76 |
| 2. Set and met clear goals and objectives                     | Mean = 4.36; SD = 1.01 |
| 3. Expectations were well defined and fair                    | Mean = 4.21; SD = 0.97 |
| 4. Expectations were appropriately challenging                | Mean = 4.43; SD = 0.85 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.29; SD = 1.07 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.64; SD = 0.84 |
| 7. Available, responsive, and helpful                         | Mean = 4.43; SD = 0.85 |
| 8. Respected students and their points of view                | Mean = 4.43; SD = 1.09 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.43; SD = 1.02 |

***Spring 2017***

SPED 990 Section 69681 Small Sample Empirical Research Methods

Response 8/10 (80.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.38; SD = 1.06 |
| 2. Set and met clear goals and objectives                     | Mean = 4.50; SD = 0.53 |
| 3. Expectations were well defined and fair                    | Mean = 4.50; SD = 0.76 |
| 4. Expectations were appropriately challenging                | Mean = 4.38; SD = 0.52 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.38; SD = 0.74 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.50; SD = 0.53 |
| 7. Available, responsive, and helpful                         | Mean = 4.25; SD = 0.71 |
| 8. Respected students and their points of view                | Mean = 4.50; SD = 0.53 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.50; SD = 0.53 |

***Fall 2016***

SPED 743 Section 19520-001 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management

Response 11/12 (92.0%)

Scale 1-5

- |  |                        |
|--|------------------------|
| 1. Content and materials were useful and organized | Mean = 4.18; SD = 1.25 |
|--|------------------------|

- |   |                        |
|---|------------------------|
| 2. Set and met clear goals and objectives                     | Mean = 4.18; SD = 1.17 |
| 3. Expectations were well defined and fair                    | Mean = 4.09; SD = 1.22 |
| 4. Expectations were appropriately challenging                | Mean = 4.30; SD = 1.34 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.09; SD = 1.22 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.55; SD = 0.69 |
| 7. Available, responsive, and helpful                         | Mean = 4.55; SD = 0.93 |
| 8. Respected students and their points of view                | Mean = 4.64; SD = 0.92 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.45; SD = 0.93 |

SPED 998 Grant Writing and Proposal Development Class #24792 – Co Taught with Jason Travers

Response 13/13 (100.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 3.92; SD = 0.76 |
| 2. Set and met clear goals and objectives                     | Mean = 4.08; SD = 0.95 |
| 3. Expectations were well defined and fair                    | Mean = 3.92; SD = 0.86 |
| 4. Expectations were appropriately challenging                | Mean = 3.85; SD = 1.14 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 3.92; SD = 0.86 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.00; SD = 1.08 |
| 7. Available, responsive, and helpful                         | Mean = 4.00; SD = 0.95 |
| 8. Respected students and their points of view                | Mean = 4.15; SD = 0.99 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.00; SD = 0.82 |

***Spring 2016***

SPED 998 Section 66441 Evidence-based Practices for Students with Intensive Intervention Needs

Response 6/6 (100.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.83; SD = 0.41 |
| 2. Set and met clear goals and objectives                     | Mean = 4.83; SD = 0.41 |
| 3. Expectations were well defined and fair                    | Mean = 4.50; SD = 1.22 |
| 4. Expectations were appropriately challenging                | Mean = 4.67; SD = 0.52 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.83; SD = 0.41 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 5.00; SD = 0.00 |
| 7. Available, responsive, and helpful                         | Mean = 5.00; SD = 0.00 |
| 8. Respected students and their points of view                | Mean = 4.83; SD = 0.41 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.67; SD = 0.82 |

***Fall 2015***

SPED 998 Grant Writing and Proposal Development Class #33147

Response 13/14 (93.0%)

Scale 1-5

- |  |                        |
|--|------------------------|
| 1. Content and materials were useful and organized | Mean = 4.46; SD = 0.52 |
|--|------------------------|

- |   |                        |
|---|------------------------|
| 2. Set and met clear goals and objectives                     | Mean = 4.54; SD = 0.97 |
| 3. Expectations were well defined and fair                    | Mean = 4.54; SD = 0.88 |
| 4. Expectations were appropriately challenging                | Mean = 4.46; SD = 0.97 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.31; SD = 0.85 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.62; SD = 0.65 |
| 7. Available, responsive, and helpful                         | Mean = 4.54; SD = 0.66 |
| 8. Respected students and their points of view                | Mean = 4.31; SD = 1.03 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.46; SD = 0.78 |

***Spring 2015***

SPED 743 Section 24491 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management  
Response 8/8 (100.0%)  
Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 5.00; SD = 0.00 |
| 2. Set and met clear goals and objectives                     | Mean = 4.88; SD = 0.35 |
| 3. Expectations were well defined and fair                    | Mean = 4.75; SD = 0.46 |
| 4. Expectations were appropriately challenging                | Mean = 4.50; SD = 0.76 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.75; SD = 0.46 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.88; SD = 0.35 |
| 7. Available, responsive, and helpful                         | Mean = 4.88; SD = 0.35 |
| 8. Respected students and their points of view                | Mean = 4.88; SD = 0.35 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.75; SD = 0.71 |

***Fall 2014***

SPED 743 Section 24491 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management  
Response 10/10 (100.0%)  
Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.20; SD = 1.14 |
| 2. Set and met clear goals and objectives                     | Mean = 4.00; SD = 1.25 |
| 3. Expectations were well defined and fair                    | Mean = 3.60; SD = 1.07 |
| 4. Expectations were appropriately challenging                | Mean = 3.70; SD = 1.16 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.00; SD = 0.82 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.70; SD = 0.48 |
| 7. Available, responsive, and helpful                         | Mean = 4.70; SD = 0.48 |
| 8. Respected students and their points of view                | Mean = 4.80; SD = 0.42 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.10; SD = 1.10 |

***Summer 2014***

SPED 990 Small Sample Empirical Research Methods  
Evaluations not reported as only three students were enrolled.

**Spring 2014**

SPED 743 Section 24426 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management

Response 12/11 (109.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.83; SD = 0.39 |
| 2. Set and met clear goals and objectives                     | Mean = 4.83; SD = 0.39 |
| 3. Expectations were well defined and fair                    | Mean = 4.58; SD = 0.51 |
| 4. Expectations were appropriately challenging                | Mean = 4.85; SD = 0.90 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.92; SD = 0.29 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 5.00; SD = 0.00 |
| 7. Available, responsive, and helpful                         | Mean = 4.92; SD = 0.29 |
| 8. Respected students and their points of view                | Mean = 4.92; SD = 0.29 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.58; SD = 0.67 |

SPED 743 Section online Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management

Response 4/11 (36.0%)

Scale 1-5

- |   |                        |
|---|------------------------|
| 1. Content and materials were useful and organized            | Mean = 4.00; SD = 1.41 |
| 2. Set and met clear goals and objectives                     | Mean = 3.75; SD = 1.26 |
| 3. Expectations were well defined and fair                    | Mean = 3.50; SD = 1.29 |
| 4. Expectations were appropriately challenging                | Mean = 4.00; SD = 1.41 |
| 5. Teaching was clear, understandable, and engaging           | Mean = 4.00; SD = 1.41 |
| 6. Encouraging, supportive, and involved in learning          | Mean = 4.00; SD = 1.41 |
| 7. Available, responsive, and helpful                         | Mean = 4.00; SD = 1.41 |
| 8. Respected students and their points of view                | Mean = 4.00; SD = 1.41 |
| 9. Acquired the knowledge and skills that the course promoted | Mean = 4.25; SD = 0.96 |

**Spring 2013**

SPED 743 Section 24426 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management

Response 10/10 (100.0%)

Scale 1-5

- |  |                        |
|--|------------------------|
| 1. Content and materials were useful and organized   | Mean = 4.60; SD = 0.52 |
| 2. Set and met clear goals and objectives            | Mean = 4.30; SD = 0.82 |
| 3. Expectations were well defined and fair           | Mean = 4.10; SD = 1.29 |
| 4. Expectations were appropriately challenging       | Mean = 3.90; SD = 1.20 |
| 5. Teaching was clear, understandable, and engaging  | Mean = 4.30; SD = 0.95 |
| 6. Encouraging, supportive, and involved in learning | Mean = 4.50; SD = 0.97 |
| 7. Available, responsive, and helpful                | Mean = 4.70; SD = 0.95 |



8. Respected students and their points of view Mean = 5.00; SD = 0.00
9. Acquired the knowledge and skills that the course promoted Mean = 4.60; SD = 0.70

SPED 843 Section 56373 Advanced Methods and Assessment Strategies for Students with Significant Behavior, Social, and Emotional Needs

Response 31/35 (89.0%)

Scale 1-5

1. Content and materials were useful and organized Mean = 4.37; SD = 0.81
2. Set and met clear goals and objectives Mean = 4.33; SD = 0.88
3. Expectations were well defined and fair Mean = 4.37; SD = 0.72
4. Expectations were appropriately challenging Mean = 4.13; SD = 1.11
5. Teaching was clear, understandable, and engaging Mean = 4.13; SD = 0.90
6. Encouraging, supportive, and involved in learning Mean = 4.43; SD = 0.77
7. Available, responsive, and helpful Mean = 4.37; SD = 0.89
8. Respected students and their points of view Mean = 4.57; SD = 0.63
9. Acquired the knowledge and skills that the course promoted Mean = 4.38; SD = 0.94

**Fall 2012**

Independent Study, Samantha Saltz

**Fall 2012**

SPED 743 Section 24426 Functional Behavioral Assessment, Positive Behavior Supports, and Classroom Management

Response 12/13 (92.0%)

Scale 1-5

1. Content and materials were useful and organized Mean = 4.25; SD = 1.14
2. Set and met clear goals and objectives Mean = 4.33; SD = 0.65
3. Expectations were well defined and fair Mean = 3.42; SD = 1.38
4. Expectations were appropriately challenging Mean = 3.67; SD = 1.37
5. Teaching was clear, understandable, and engaging Mean = 4.25; SD = 1.06
6. Encouraging, supportive, and involved in learning Mean = 4.33; SD = 1.15
7. Available, responsive, and helpful Mean = 4.33; SD = 1.15
8. Respected students and their points of view Mean = 4.50; SD = 1.00
9. Acquired the knowledge and skills that the course promoted Mean = 4.50; SD = 0.90

**Vanderbilt University**

**Courses Taught**

Note:

- #4 – Given an overall rating of the instructor.
- #7 – Estimate how much learned in this course.
- #9 – Given an overall rating of the course.

Likert-type scale ranging from 1 to 5, with 5 being a high score.

***Spring 2011***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations: (N = 16)

#4 Mean = 4.90; Standard Deviation = 0.28

#7 Mean = 4.54; Standard Deviation = 0.65

#9 Mean = 4.63; Standard Deviation = 0.48

***Fall 2010:***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations: (N = 51)

#4 Mean = 4.20; Standard Deviation = 0.75

#7 Mean = 4.35; Standard Deviation = 0.68

#9 Mean = 4.20; Standard Deviation = 0.75

***Spring 2010***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 4.83; Standard Deviation = 0.37

#7 Mean = 4.50; Standard Deviation = 0.50

#9 Mean = 4.50; Standard Deviation = 0.50

***Fall 2009:***

SPED 3210 Managing *Academic* and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 3.68; Standard Deviation = 0.91

#7 Mean = 4.16; Standard Deviation = 0.63

#9 Mean = 3.73; Standard Deviation = 0.99

***Summer 2009:***

SPED 3900-02 Early Detection and Prevention Efforts in Multi-Tiered Models (2 semester credits)

Evaluations:

#4 Mean = 4.66; Standard Deviation = 0.47

#7 Mean = 3.83; Standard Deviation = 0.68

#9 Mean = 4.33; Standard Deviation = 0.74

Independent Study: Kristen Wilson

***Spring 2009:***

SPED 3230 Research Methods (3 semester credits)

Evaluations:

#4 Mean = 4.22; Standard Deviation = 0.91

#7 Mean = 3.83; Standard Deviation = 0.76

#9 Mean = 3.83; Standard Deviation = 0.83

***Fall 2008:***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.68; Standard Deviation = 0.56

#7 Mean = 4.57; Standard Deviation = 0.59

#9 Mean = 4.47; Standard Deviation = 0.59

***Summer 2008***

SPED 3900-02 Early Detection and Prevention Efforts in Multi-Tiered Models (2 semester credits)

Evaluations:

#4 Mean = 4.83; Standard Deviation = 0.37

#7 Mean = 3.33; Standard Deviation = 1.37

#9 Mean = 4.00; Standard Deviation = 0.57

***Spring 2008***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 4.75; Standard Deviation = 0.43

#7 Mean = 4.75; Standard Deviation = 0.43

#9 Mean = 4.25; Standard Deviation = 1.29

***Fall 2007:***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 3.94; Standard Deviation = 0.99

#7 Mean = 4.14; Standard Deviation = 0.76

#9 Mean = 3.91; Standard Deviation = 0.73

SPED 3810 Advanced Trends and Issues for Students with Behavior Disorders (3 semester credits)

Evaluations:

#4 Mean = 3.90; Standard Deviation = 0.83

#7 Mean = 3.50; Standard Deviation = 1.11

#9 Mean = 3.44; Standard Deviation = 0.80

Independent Studies: Brooke Fox

***Spring 2007***

SPED 3930 Early Detection and Prevention Efforts in Multi-Tiered Models (2 semester credits)

Evaluations:

#4 Mean = 4.33; Standard Deviation = 0.47

#7 Mean = 3.00; Standard Deviation = 0.00

#9 Mean = 3.83; Standard Deviation = 0.37

Independent Study: Tiffany McCullough

***Fall 2006:***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.58; Standard Deviation = 0.49

#7 Mean = 4.32; Standard Deviation = 0.57

#9 Mean = 4.27; Standard Deviation = 0.55

Independent Studies: Lea Brown, Tami Lakin

***Fall 2005: Format Changed to Online Evaluations***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.66; Standard Deviation = 0.47

#7 Mean = 4.54; Standard Deviation = 0.74

#9 Mean = 4.51; Standard Deviation = 0.70

***Summer 2005***

SPED 3900 Early Detection and Prevention Efforts in Multi-Tiered Models (2 semester credits)

Evaluations:

#4 Mean = 4.62; Standard Deviation = 0.70

#7 Mean = 4.62; Standard Deviation = 0.48

#9 Mean = 4.50; Standard Deviation = 0.71

***Spring 2005***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 5.00; Standard Deviation = 0

#7 Mean = 4.67; Standard Deviation = 0.47

#9 Mean = 4.92; Standard Deviation = 0.28

***Fall 2004***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.94; Standard Deviation = 0.24

#7 Mean = 4.58; Standard Deviation = 0.55

#9 Mean = 4.82; Standard Deviation = 0.39

***Spring 2004***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 5.00; Standard Deviation = 0

#7 Mean = 4.80; Standard Deviation = 0.40

#9 Mean = 4.90; Standard Deviation = 0.30

***Fall 2003***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.68; Standard Deviation = 0.63

#7 Mean = 4.64; Standard Deviation = 0.57

#9 Mean = 4.68; Standard Deviation = 0.47

Independent Study: Adrienne Bell

***Spring 2003***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 5; Standard Deviation = 0

#7 Mean = 5; Standard Deviation = 0

#9 Mean = 5; Standard Deviation = 0

***Fall 2002***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.26; Standard Deviation = 0.79

#7 Mean = 4.30; Standard Deviation = 0.75

#9 Mean = 4.13; Standard Deviation = 0.90

SPED 3810 Advanced Trends and Issues for Students with Behavior Disorders (3 semester credits)

Evaluations:

#4 Mean = 4.25; Standard Deviation = 0.90

#7 Mean = 4.19; Standard Deviation = 0.81

#9 Mean = 4.06; Standard Deviation = 1.09

Independent Studies: Ernestine Patterson, Kelly Lusk

***Spring 2002***

SPED 2800 Characteristics of Students with High Incidence Disabilities (3 semester credits)

Evaluations:

#4 Mean = 4.86; Standard Deviation = 0.35

#7 Mean = 4.29; Standard Deviation = 0.45

#9 Mean = 4.71; Standard Deviation = 0.45

Independent Studies: Amanda Strong

***Fall 2001***

SPED 3210 Managing Academic and Social Behavior (3 semester credits)

Evaluations:

#4 Mean = 4.95; Standard Deviation = 0.21

#7 Mean = 4.90; Standard Deviation = 0.43

#9 Mean = 4.90; Standard Deviation = 0.23

Independent Studies: Matt Miller, Amy Elleman

## **ADVISING**

### **Advising 2020-2021**

#### Doctoral Student Advising

Grant Allen, fifth year  
Kathryn Austin, second year  
Mark Buckman, fifth year  
Paloma Perez-Clark, first year  
Zijie Ma, fourth year

### **Advising 2019-2020**

#### Online High Incidence Disabilities

#### Doctoral Student Advising

Kathryn Austin, first year  
Mark Buckman, fourth year  
Paloma Perez-Clark, second year

### **Advising 2018-2019**

#### Online High Incidence Disabilities

Herrick, Elizabeth  
Patterson, Trevor  
Petersen, Nicole  
Poedjokerto, Chyntia  
Riley, Meghan  
Schwander, Leteia  
Sherod, Rebecca  
Slack, Courtney  
Torres, Eric

#### Doctoral Student Advising

Grant Allen, third year  
Mark Buckman, third year  
Paloma Perez-Clark, first year

#### Doctoral Student: Committee

Leslie Bross, Committee Member

### **Advising 2017-2018**

#### Online High Incidence Disabilities

Beard Rehmer, Ellen  
Brown (Morgan), Susan

Herrick, Elizabeth  
Holba, Brendan  
Imamura, Tomoko  
Kovner, Marissa  
Patterson, Trevor  
Peinado, Krystle  
Petersen, Nicole  
Poedjokerto, Chyntia  
Riley, Meghan  
Rodriguez, Charity  
Sarasin, Elizabeth  
Schwander, Leteia  
Slack, Courtney  
Torres, Eric  
Vest, Melonie  
Wagner, Lori

Doctoral Student Advising

Grant Allen, second year  
Mark Buckman, second year  
Bryan Simmons, first year

Doctoral Student: Committee

Brooke E. Humfeld, outside committee member  
Leslie Bross, Committee Member

**Advising 2016-2017**

Online High Incidence Disabilities Cohort 4

Rasheed Alaro  
Catherine Bailey  
Alisa Palmer Branham  
Brittiney Bridges  
Michelle Brown  
Susan Brown  
Hillary Herrman  
Taylor Hoffman  
Tomoko Imamura  
Lindsey Labe  
Nicole Masker  
Susan Mastellari  
Alanna Meyer  
Meghann Murtaugh  
Mackenzie Olson  
Taylor Olson  
Joseph Ramon

Danielle Roessler  
Susan Ruiz  
Mark Solan  
Maurice Upshaw  
Melonie Elaine Vest

Masters Student Advising

Liane Johl

Doctoral Student Advising

Grant Allen, first year  
Mark Buckman, first year  
Eric Common, fourth year  
David Royer, fourth year

**Advising 2015-2016**

Online High Incidence Disabilities Cohort 4

Rasheed Alaro  
Catherine Bailey  
Alisa Palmer Branham  
Brittiney Bridges  
Michelle Brown  
Susan Brown  
Hillary Herrman  
Taylor Hoffman  
Tomoko Imamura  
Lindsey Labe  
Nicole Masker  
Susan Mastellari  
Alanna Meyer  
Meghann Murtaugh  
Mackenzie Olson  
Taylor Olson  
Joseph Ramon  
Danielle Roessler  
Susan Ruiz  
Mark Solan  
Maurice Upshaw  
Melonie Elaine Vest

Masters Student Advising

Kimberly Hanson

Doctoral Student Advising

Cassie Barnette



Grant Allen  
Mark Buckman  
Eric Common  
David Royer

**Advising 2014-2015**

Online High Incidence Disabilities Cohort 4

Catherine Bailey  
Alisa Palmer Branham  
Brittiney Bridges  
Hillary Herrman  
Taylor Hoffman  
Tomoko Imamura  
Lindsey Labe  
Nicole Masker  
Susan Mastellari  
Alanna Meyer  
Meghann Murtaugh  
Mackenzie Olson  
Taylor Olson  
Joseph Ramon  
Danielle Roessler  
Susan Ruiz  
Mark Solan  
Maurice Upshaw

Non Degree Seeking

Abigail Brown

Masters Student Advising

Joy Brown  
Kimberly Hanson  
Liane Johl  
Brandon Lytle  
Emily Swogger  
Joy Wilson

Doctoral Student Advising

Eric Common  
David Royer

Doctoral Students Committee Member

Holly Sweeney

**Advising 2013-2014**

Thesis Advising

Kellie Bireley

Non Degree Seeking

Abigail Brown

Masters Student Advising

Joy Brown

Brandon Lytle

Emily Swogger

Joy Wilson

Doctoral Student Advising

Sarah Benz

Eric Common

Kimberly Knackstedt

David Royer

Doctoral Students Committee Member

Holly Sweeney

**Advising 2011-2012**

Masters Student Advising

Eric Common

Doctoral Student Advising

Kris Zorigian (Co-Advisor)

Doctoral Student: Program of Study Committee Members

Melissa Msreck

Justin Garwood

**Advising 2010-2011**

Masters Student Advising

Sarah Altman

Kaitlin Wilder

Meredith Cox

Katy Hankins

Jake Stallard

Ashley Magrane

Urszula Wojciechowska (co-advisor with Steve Graham)

Doctoral Student Advising

Allison Bruhn

Kathleen Lynne Lane 123

Mary Crnobori

**Advising 2009-2010**

Masters Student Advising

Sarah Altman

Joanna Lee

Kaitlin Wilder

Meredith Cox

Katy Hankins

Doctoral Student Advising

Allison Bruhn

Mary Crnobori

**Advising 2008-2009**

Masters Student Advising

Shanna Eisner

Kelly Sheehan

Anne Louise Sewell

Amy Riley

Laura Funke

Sarah Altman

Joanna Lee

Kaitlin Wilder

Doctoral Student Advising

Allison Bruhn

Mary Crnobori

**Advising 2007-2008**

Masters Student Advising

Shanna Eisner

Michelle Mahoney (Co-Advisor, Hemmeter)

Kelly Sheehan

Anne Louise Sewell

Amy Riley

Laura Funke

Doctoral Student Advising

Allison Bruhn

Mary Crnobori

Doctoral Student Committee Membership

Donna Janney, University of Arizona  
Wendy Oakes, Arizona State University

**Advising 2006-2007**

Masters Student Advising

Sharon Starko (leave of absence)  
Robin Parks  
Jenny Redding Rhodes  
Lea Brown  
Tami Lakin  
Tiffany McCullough  
Jodi Zimmerman  
Cynthia Anelli  
Michelle Mahoney (Co-Advisor, Hemmeter)  
Shanna Eisner

Doctoral Student Advising

Annette Little

**Advising 2005-2006**

Masters Student Advising

Emily Jemma Robertson  
Sharon Starko (leave of absence)  
Robin Parks  
Jessica Weissenbach  
Megan Talley  
Jenny Redding  
Lea Brown  
Tami Lakin  
Tiffany McCullough  
Michelle Watkins  
Jodi Zimmerman

Doctoral Student Advising

Annette Little

**Advising 2004-2005**

Undergraduate

Ashley Sadler

Masters Student Advising

Jon Burt  
Celia Catchings

Kathleen Lynne Lane 125

Emily Jemma Robertson  
Sharon Starko  
Jessica Weissenbach

Doctoral Student Advising  
Annette Little

Committee Memberships  
Doctoral: Xinsheng Cai, Carissa Young, Linda Dunn

### **Advising 2003-2004**

Undergraduate  
Adrienne Bell  
Ashley Sadler

Masters Student Advising  
Sharon Raines  
Ada Thompson  
Celia Catchings

Doctoral Student Advising  
Annette Little

Committee Memberships  
Doctoral: Xinsheng Cai, Carissa Young, Linda Dunn, Lauren Lunsford

### **Advising 2002-2003**

Undergraduate  
Adrienne Bell

Masters Student Advising  
Dawn Finely  
Jane Lawrence  
Sharon Raines  
Ada Thompson

Doctoral Student Advising  
Kerrin Gersen

### **Advising 2001-2002**

Undergraduate  
Lauren Burkhart

Masters Student Advising

Dawn F. Finley

Doctoral Student Advising

None

**SERVICE**

**Professional Field**

- Lane, K. L. (2018, November). Exploring systematic screening in comprehensive, integrated, three-tiered models. A 1 hour professional learning for Indian River School District, NY.
- Lane, K. L. (2018, October). Comprehensive, integrated, three-tiered models: A focus on systematic screening. A 4 hour remote workshop for Plattsburg City School District, NY.
- Lane, K. L., Oakes, W. P., Royer, D. J., Buckman, M. M., & Allen, G. E. (June 19-21, 2018). *Ci3T Trainer of Trainers Workshop (Ci3T TOT)*. Lawrence, KS.
- Lane, K. L. (2018, June 1). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Planning for the year ahead*. Lawrence, KS.
- Lane, K. L. (2018, March 15) *Social skills instruction at Tier 2*. A webinar for the School Climate Transformation Grant. OSEP PBIS TAC.
- Family-School-Community Alliance (FSCA) Steering Team (2017-2018)
- Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (June 20-22, 2017). *Ci3T Trainer of Trainers Workshop (Ci3T TOT)*. Lawrence, KS.
- Lane, K. L. & Weist, M. D. (2017, May 19) *Systematic screening for emotional and behavioral challenges in tiered systems*. School Climate Transformation Grant. OSEP PBIS TAC.
- Past President of the Council for Children with Behavior Disorders (CCBD; July 1, 2017 – June 30, 2018)
- President of the Council for Children with Behavior Disorders (CCBD; July 1, 2016 – June 30, 2017)
- Lobbying for University of Kansas on behalf of NCSERS funding, with Department Chair Elizabeth Kozleski (July, 2015)
- President Elect of the Council for Children with Behavior Disorders (CCBD; July 1, 2015 – June 30, 2016)
- Ex-Officio Member of the Board Association of Positive Behavior Support (2014 – 2017)
- Board Member, Midwest Symposium for Leadership in Behavior Disorders (MSLBD; 2014-2015)
- Planning Committee, Midwest Symposium for Leadership in Behavior Disorders (MSLBD; 2014-2015)
- Ted Carr Initial Researcher Award Selection Committee (2014)
- Coordinated a strand on Academic Instruction at the Midwest Symposium for Leadership in Behavior Disorders (MSLBD; 2014, 2015)
- National Center on Intensive Interventions (NCII) Behavioral Progress Monitoring Technical Review Committee (2012-present)

- National Center on Intensive Interventions (NCII) Screening Technical Review Committee (2016 – Present)
- Served as a reviewer for APA Division 15 Conference Proposals (2012)
- Co-Coordinated the Supporting students with and at risk for emotional and behavioral disorders: Integrating academics and behavior in a response to intervention approach strand with Wendy Oakes at Council for Exceptional Children. Denver, CO.
- Affiliated Faculty Member, Social Dynamics and Special Populations Research Program at Penn State (Fall 2011)
- Member, Office of Special Education Programs (OSEP) Working Group on the Current Status of Children with the Emotional Disturbance (October 5-6, 2010)
- Member, American Psychological Association Classroom Violence Directed Against Teachers Task Force 2008-2009
- Peer Reviewer, Office of Special Education and Rehabilitative Services (OSERS) Technical Assistance Center on Outcomes for Children Disabilities Grant Competition (2008)
- Member of Pacific Coast Research Conference (PCRC) program committee (2007-2012)
- Coordinated a strand at *Teacher Educators for Children with Behavior Disorders* (TECBD) annually since 1998, Co-Coordinated with Oakes (2011, 2012, 2013, 2014)
- Co-Coordinated the Dick Shores Research Strand at *Teacher Educators for Children with Behavior Disorders* (TECBD)
- Served as a grant reviewer for the Social Sciences and Humanities Research Council of Canada (December, 2005)

#### **Institute of Education Sciences (IES)**

- Lane, K. L. Principal Member, Institute of Education Sciences (IES) Researcher-Practitioner Partnerships in Education Scientific Review Panel (February, 2017, 2018).
- Lane, K. L. Moderator, Tips for Success: Responsible Inquiry from Start to Finish. Institute of Education Sciences, Project Meeting (December, 2016)
- Lane, K. L., & McLaughlin, J. Moderators, Identifying Key Ingredients for Intensive interventions. Institute of Education Sciences, Project Meeting (December, 2016)
- Co-Chair Institute of Education Sciences, Project Meeting (December, 2016)
- Evidence-based and Emerging Practices: State of Science and Practice for Children with Disabilities Technical Working Group Meeting. Sponsored by U.S. Department of Education, Office of Special Education Programs; Institute of Education Sciences, National Center for Special Education Research; National Institute of Health, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development; and Office of Behavioral and Social Sciences Research (June 16-17, 2015)
- Institute of Education Sciences, Single Case Design Effect Size Paper, Technical Advisory Group Meeting (January 13, 2015)
- Institute of Education Sciences, Chair of the Social and Behavioral Educational Research Scientific Review Panel for February 2010
- Institute of Education Sciences, Principal Member of the Social and Behavioral Educational Research Scientific Review Panel. Concluded, 2011, resumed 2016

#### **Council for Exceptional Children (CEC)**

- President, Council for Exceptional Children Division for Research (CEC-DR), 2020-2021
- President Elect, Council for Exceptional Children Division for Research (CEC-DR), 2019-2020
- Review CEC-DR 2019 Doctoral Scholars conference proposals for Council for Exceptional Children Division for Research (CEC-DR), 2019
- Vice President, Council for Exceptional Children Division for Research (CEC-DR), 2018-2019
- President, Council for Exceptional Children Council for Children with Behavioral Disorders (CEC-CCBD), 2016-2017
- President Elect, Council for Exceptional Children Council for Children with Behavioral Disorders (CEC-CCBD), 2015-2016
- Review CEC 2016 conference proposals for Council for Exceptional Children Council for Children with Behavioral Disorders (CEC-CCBD), 2015
- Review CEC 2016 conference proposals for Council for Exceptional Children Division for Research (CEC-DR), 2015
- Review CEC 2015 conference proposals for Council for Exceptional Children Division for Research (CEC-DR), 2014
- Reviewed proposals for Council for Exceptional Children Public Policy Topic Area 2013
- Reviewed proposals for Council for Exceptional Children Division for Research Doctoral Student Scholars Program 2013
- Past President, Council for Exceptional Children Division for Research (CEC-DR) 2013-2014
- Review CEC 2014 conference proposals for Council for Exceptional Children Division for Research (CEC-DR), 2013
- President, Council for Exceptional Children Division for Research (CEC-DR) 2012-2013
- Lane, K. L. (2011, November) *Suggestions for writing successful grant proposals: From conceptualization to submission – Starting with the Basics*. A CEC-DR Collaborative Webinar.
- President Elect, Council for Exceptional Children Division for Research (CEC-DR) 2011-2012
- Vice President, Council for Exceptional Children Division for Research (CEC-DR) 2010-2011
- Member of Publication Committee, Council for Exceptional Children Division for Research (CEC-DR) 2009-2010
- Member, Council for Exceptional Children with Behavioral Disorders Publication Committee (April, 2006)
- CEC Conference and Expo, Proposal Reviewer (2009-2012)

#### **Editorial Services**

- Guest reviewer, *American Educational Research Journal* (2020)
- Co-Editor, *Remedial and Special Education* (2014-present)
- Co-Editor, *Journal of Positive Behavior Interventions* (October 2014 – December 2020)
- Co-edited a special issue of *Journal of Behavioral Education Treatment Intensity* (Coddling & Lane, 2014)



- Co-edited a special issue of *Preventing School Failure* (Lane, Oakes, & Menzies, 2014)
- Co-edited a special issue of *Beyond Behavior* (Lane & Oakes, 2011)
- Co-edited a special issue of *Journal of Emotional and Behavioral Disorders* (2006, *Supporting Transition-Age Youth with and At Risk for Emotional and Behavioral Disorders at the Secondary Level*)
- Co-edited a special issue of *Preventing School Failure* (2005)
- Co-edited a special issue of *Journal of Emotional and Behavioral Disorders* (Winter, 2003)
- Co-edited as special issue of *Behavioral Disorders* (Lane & Menzies, 2010)
- Co-Editor, *Remedial and Special Education* (2010-present)
- Associate Editor, *Behavioral Disorders* (2014 – 2018)
- Associate Editor, *Remedial and Special Education* (2007-2009; previously on the editorial board)
- Associate Editor, *Journal of Positive Behavioral Intervention* (2007- 2014)
- Associate Editor, *Education and Treatment of Children* (2008-2012; previously on the editorial board)
- Editorial Board, *Behavioral Analysis in Practice* (2013-2017)
- Editorial Board, *Behavioral Disorders* (2006- 2014)
- Editorial Board, *Education and Treatment of Children* (2013- 2018)
- Editorial Board, *Educational Researcher* (February 2013 – December 2013)
- Editorial Board, *Elementary School Journal* (2013-2016)
- Field Reviewer, *Exceptional Children* (2004- present)
- Editorial Board, *Exceptionality – A Special Education Journal* (begin November 2011-present)
- Editorial Board, *Journal of Behavioral Education* (2009- present)
- Editorial Board, *Journal of Emotional and Behavioral Disorders* (2002- present)
- Editorial Board, *Journal of Positive Behavior Interventions* (2005 – 2006)
- Editorial Board, *Journal of Special Education* (2004- present)
- Editorial Board, *Preventing School Failure* (2008-2010)
- Editorial Board, *Teacher Education and Special Education* (2010- present)
- Guest Reviewer, *American Educational Research Association* (AERA) Open (2017)
- Guest Reviewer, *American Journal of Education* (2011, 2012)
- Guest Reviewer, *Archives of Scientific Psychology* (2013, 2014)
- Guest Reviewer, *Behavior Disorders* (2008, 2010, 2011)
- Guest Reviewer, *Beyond Behavior* (2010)
- Guest Reviewer, *Child and Youth Care Forum* (2009)
- Guest Reviewer, *Educational Assessment* (2014)
- Guest Reviewer, *Educational Policy* (2018)
- Guest Reviewer, *Educational Evaluation and Policy Analysis* (2012)
- Guest Reviewer, *Elementary School Journal* (2012)
- Guest Reviewer, *Exceptional Children* (2006, 2008)
- Guest Reviewer, *The High School Journal* (2012, 2014)
- Guest Reviewer, *Journal of Applied Behavior Analysis* (2001, 2002, 2009)
- Guest Reviewer, *Journal of Applied School Psychology* (2012-2014)

- Guest Reviewer, *Journal of Arts and Education* (2012)
- Guest Reviewer, *Journal of Behavioral Education* (2008)
- Guest Reviewer, *Journal of Child and Family Studies* (2011, 2012, 2014)
- Guest Reviewer, *Journal of Early Adolescence* (2013)
- Guest Reviewer, *Journal of Educational Psychology* (2010, 2014)
- Guest Reviewer, *Journal of Emotional and Behavioral Disorders* (2001)
- Guest Reviewer, *Journal of Psychoeducational Assessment* (2015)
- Guest Reviewer, *Journal of Special Education* (2004)
- Guest Reviewer, special issue *Learning Disability Quarterly*
- Guest Reviewer, *Learning Disabilities Research and Practice* (2004)
- Guest Reviewer, *Neuropsychological Rehabilitation* (2013)
- Guest Reviewer, *Preventing School Failure* (2002)
- Guest Reviewer, *Psychology of Sport & Exercise* (2012)
- Guest Reviewer, *School Psychology Review* (2002, 2004, 2005)
- Guest Reviewer, *School Mental Health* (2017)
- Guest Reviewer, *Social Policy Report* (2012)

### **International**

- Examiner: Doctor of Philosophy Thesis, Federation University Australia (2018)

### **National**

- Coordinator: Productive Scholars Writing Group (2012-2013; 2013-2014; 2014-2015; 2016-2017; 2017-2018). Co-Coordinated with Mandy Lusk, Ph.D. beginning 2014-2015
- Common, E. A., Sreckovic, M. A., & Lane, K. L. (2013, November). A step-by-step approach to conducting a systematic review of the literature. Invited speaker for the Schoolwide Integrated Framework for Transformation Center (SWIFT), The Lifespan Institute, University of Kansas, Lawrence, KS.
- Lane, K. L. (March 14, 2013). Supporting students within comprehensive, integrated, three-tiered models of prevention: The importance of systematic screening. The Benjamin Cluff lecture for Brigham University, Provo UT.
- Lane, K. L. (March 13, 2013). Managing challenging behaviors: The importance of early detection and research-based strategies that work. A workshop for Brigham University, Provo UT.

### **State: Kansas**

- Lane, K. L. (October 11, 2017). *Comprehensive, integrated, three-tiered (Ci3T) models to support school success*. A presentation for the Kansas Superintendents' Circle hosted by Dean Ginsberg. Lawrence, KS.
- Lane, K. L. (December 2, 2015). *Supporting the behavior of all students: The gift of systematic screening in comprehensive, integrated, three-tiered (Ci3T) systems*. A presentation for the Commissioner of Education, Randy Watson, and Kansas Leaders committee. Lawrence, KS.

## Community

- Lane, K. L., Buckman, M. M., Oakes, W. P., & Austin, K.S. (2020, November 3). *Project EMPOWER session 2, You've Got This! Using Your Ci3T Structures to Support Positive Behavior at School and at Home*. Project EMPOWER [www.ci3t.org/pl](http://www.ci3t.org/pl)
- Lane, K. L. Oakes, W. P., Buckman, M. M. (2020, September 15). *Project EMPOWER session 1, Let's Get Started! Using Your Ci3T Structures to Provide Remote, In-Person, and Hybrid Instruction*. [Professional learning session]. Project EMPOWER [www.ci3t.org/pl](http://www.ci3t.org/pl)
- Common, E. A., Lane, K. L., Buckman, M. M., & Oakes, W. P. (2020, June 10). *Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: A look at functional assessment-based interventions (FABI)* [professional learning]. Southwest Vermont Supervisory Union.
- Lane, K. L., Common, E. A., Buckman, M. M., & Wheat, K. (2020, May 27). *Implementing comprehensive, integrated, three-tiered (ci3t) models: managing acting out behavior* [professional learning]. Southwest Vermont Supervisory Union.
- Allen, G. E., Royer, D. J., Lane, K. L., Ennis, R. P., Menzies, H. M., & Oakes, W. P. (2019, April). Low-intensity strategies: A look at behavior specific praise. A comprehensive, integrated, three-tiered model of prevention professional learning module. A presentation at Topeka Public Schools, Topeka, KS. Web-based resource available at <http://www.ci3t.org/pl>
- Lane, K. L. Buckman, M. M., Oakes, W. P., & Pérez-Clark, P. (2019, November 05). *Project EMPOWER session 2, empowering educators with low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L. & Buckman, M. M. (2019, September 17). *Project EMPOWER session 1, moving forward with Ci3T: Setting up for success*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Buckman, M. M., Oakes, W. P. (2019, April). Comprehensive, Integrated, Three-Tiered (Ci3T) models to support school success. A presentation at Blue Valley Public Schools, Overland Park, KS.
- Lane, K. L. (2019, February). Participant in the Lawrence Public Schools Strategic Planning Meeting.
- Lane, K. L., Buckman, M. M., Oakes, W. P., & Pérez-Clark, P. (2019 April 17). *Project EMPOWER session 5, Supporting students with internalizing behaviors*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Buckman, M. M., Oakes, W. P., & Pérez-Clark, P. (2019 March 20). *Project EMPOWER session 4, Supporting students with challenging behaviors: Managing acting out behavior*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Buckman, M. M., Oakes, W. P., & Pérez-Clark, P. (2019 January 24). *Project EMPOWER session 3, Using schoolwide data to connect students with secondary (Tier 2) and tertiary (Tier 3) interventions*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

- Allen, G. E., Royer, D. J., Lane, K. L., Ennis, R. P., Menzies, H. M., & Oakes, W. P. (2018, January). Low-intensity strategies: A look at behavior specific praise. A comprehensive, integrated, three-tiered model of prevention professional learning module. A presentation at Lawrence Public Schools, Lawrence, KS. Web-based resource available at <http://www.ci3t.org/pl>
- Buckman, M. M., Johl, L. E., Lane, K. L., Menzies, H. M., Ennis, R. P. & Oakes, W. P. (2018, January). Low-intensity strategies: A look at instructional choice. A comprehensive, integrated, three-tiered model of prevention professional learning module. A presentation at Lawrence Public Schools, Lawrence, KS. Web-based resource available at <http://www.ci3t.org/pl>
- Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Oakes, W. P. (2018, November). *Ci3T Implementation Support: Using treatment integrity and social validity data to support implementation*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Buckman, M. M., Lane, K. L., Oakes, W. P., & Pérez-Clark, P. (2018, November 15). *Project EMPOWER session 2, simple, low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Oakes, W. P., Allen, G. E., Buckman, M. M., & Pérez-Clark, P. (2018, October 10). *Project EMPOWER session 1, moving forward with Ci3T: Setting up for success*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Buckman, M. M., Lane, K. L., Royer, D. J., Oakes, W. P. (2018, September). *Ci3T Implementation Support: Preparing for treatment integrity and social validity data collection*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L. & Buckman, M. M. (August 29, 2018). *Exploring Ci3T: An Introduction*. A Presentation at Blue Valley School District. Overland Park, KS.
- Oakes, W. P., Lane, K. L., & Simmons, B. A. (2018, April). *Project EMPOWER session 5, using self-monitoring strategies to support success*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Buckman, M. M., Oakes, W. P., & Simmons, B. A. (2018, March). *Project EMPOWER session 4, supporting students with internalizing behaviors*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Oakes, W. P., Allen, G. E., Buckman, M. M., Common, E. A., & Simmons, B. A. (2018, January). *Project EMPOWER session 3, simple, low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Oakes, W. P., Allen, G. E., & Buckman, M. M. (2017, November). Project EMPOWER session 2, using school-wide data to identify students for tier 2 and 3 supports. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L., Oakes, W. P., & Allen, G. E. (2017, September). Project EMPOWER session 1, moving forward with Ci3T: Setting up for success. A presentation at the University of Kansas Alumni Center, Lawrence, KS.
- Lane, K. L. Cantwell, E. D., Buckman, M., & Oakes, W. P. (April 27, 2017). *Managing acting out behavior*. A Presentation at Liberty Memorial Central Middle School, Lawrence Public Schools, Lawrence, KS.

- Lane, K. L., Buckman, M., Cantwell, E. D., & Oakes, W. P. (March 15, 2017). *Practical Strategies for supporting internalizing behaviors*. A Presentation at Hillcrest Elementary School, Lawrence Public Schools, Lawrence, KS.
- Lane, K. L. (January 17, 2016). *Respectful, responsible ways of managing challenging behavior*. A Presentation at Hillcrest Elementary School, Lawrence Public Schools, Lawrence, KS.
- Wisdom, L., & Lane, K. L. (December 5, 2015). *Cookies and Ci3T*. A Diving Deeper Presentation at Lawrence Public Schools, Lawrence, KS.
- Lane, K. L. (December 5, 2015). *Moving forward with comprehensive, integrated, three-tiered (Ci3T) models of prevention. The role of systematic screening*. A TED Presentation at Lawrence Public Schools, Lawrence, KS.
- Lane, K. L., Royer, D., & Oakes, W. P. (January 2, 2015). *Supporting behavior for school success: A look at behavior specific praise*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Royer, D., Lane, K. L., & Oakes, W. P. (January 2, 2015). *Supporting behavior for school success: A look at instructional choice*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Lane, K. L., Royer, D., & Oakes, W. P. (January 2, 2015). *Supporting behavior for school success: A look at increasing opportunities to respond*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Royer, D. R., Lane, K. L., & Oakes, W. P. (January 2, 2015). *Using self-monitoring strategies to improve academic performance*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Lane, K. L. (September 11, 2014). Meeting students' academic, behavior, and social needs within comprehensive, integrated, three-tiered (CI3T) models: The importance of systematic screenings. Shiawassee RESD, MI
- Lane, K. L. & Oakes, W. P. (September 9, 2014). Moving forward with systematic screening in tiered systems of support: A look at the Student Risk Screening Scale. Eaton RESA, MI
- Lane, K. L. & Oakes, W. P. (May 12, 2014). *Supporting students within comprehensive, integrated, three-tiered models of prevention: Classroom management practices*. A presentation to Free State High school in Lawrence Public School District. Lawrence, KS.
- Lane, K. L. (April 25, 2014). *Understanding the link between academic performance and behavioral supports: Teacher-driven strategies that work*. A presentation to Robinson Middle School in Topeka Unified School District. Topeka, KS.
- Lane, K. L. (February 20, 2014). The importance of systematic screening: How can these data be used in tiered systems of support. A presentation to district- and site-level administrators in Lee Summit, Missouri. Lee Summit, MO.
- Lane, K. L. (February 15, 2014). The importance of systematic screening for behavior. On the cutting edge: Special education in 2014 – a free lecture series. Overland Park, KS.
- Lane, K. L. (January 2, 2014). Understanding the link between academic performance and behavioral supports: Teacher-driven strategies that work. Southwest Middle School in Lawrence Public School District. Lawrence, KS.
- Lane, K. L. (2013-2014). Project EMPOWER training series (1 session). Topeka, KS.

- Lane, K. L. (2013-2014). Project EMPOWER training series (3 sessions). Junction City, KS.
- Lane, K. L. (2013-2014). Project EMPOWER training series (5 sessions). Lawrence, KS.
- Lane, K. L. (2013). Designing, implementing, and evaluating functional assessment-based interventions. A three-part training series on presented for TASN. Wichita, KS.
- Lane, K. L. (December 5, 2013). Increasing students' motivation and engagement in co-taught classrooms. A presentation to co-teaching teams in the Northeast Region of Kansas for TASN – Project Success. Lawrence, KS.
- Lane, K. L. (October 30, 2013). A look at systematic screenings ... considerations for Liberty Memorial Central Middle School. A presentation to Central Middle School, Lawrence Public School District. Lawrence, KS.
- Lane, K. L. (September 16, 2013). Understanding the link between academic performance and behavioral supports: Teacher-driven strategies that work. A presentation to Oskaloosa School District Faculty. Oskaloosa, KS.
- Lane, K. L., & Oakes, W. P. (August 5, 2013). Supporting students within comprehensive, integrated, three-tiered (CI3T) models: The importance of systematic screening. A presentation to Lawrence Public School District Teachers, Lawrence, KS.
- Lane, K. L. (July 18, 2013). Supporting students with emotional and behavioral disorders within comprehensive, integrated, three-tiered (CI3T) models. A presentation to Lawrence Public School District's faculty support students with emotional disturbances, Lawrence, KS.
- Lane, K. L. & Oakes, W. P. (May 28, 2013). Multi-Tiered Systems of Support: A Comprehensive, Integrated Three-tiered (MTSS: CI3T) Models of Prevention: Planning Meeting. A presentation to MTSS planning group, Lawrence, KS.
- Lane, K. L. & Oakes, W. P. (May 28, 2013). Universal screening for behavior: Considerations and invitations. A presentation to Topeka school psychologists and social workers, Topeka, KS.
- Lane, K. L. (April 8, 2013). The next phase for Multi-Tiered Systems of Support: Exploring the possibility of merging academic and behavioral support. A presentation to MTSS planning group, Lawrence, KS.
- Lane, K. L. (February 15, 2013). Using teacher-directed strategies to prevent problem behaviors from occurring: Refining academic instruction and using positive behavior supports. A workshop for Eudora Elementary School, Eudora, Kansas.
- Lane, K. L. (February, 2009). Three-tiered models of prevention to prevent and respond to challenging behaviors: A comprehensive, integrated approach. A workshop for LSDA, Chicago, Illinois.
- Lane, K. L. (February, 2009). Three-tiered models of prevention to prevention to prevent and respond to challenging behavior: A comprehensive, integrated approach – Illustrations and Planning. A workshop for Hinsdale High School, Chicago, Illinois.
- Lane, K. L., Eisner, S., & Bruhn A. L. (June, 2008). Functional Assessment-Based Interventions in K-12 Public Schools. A workshop for Metropolitan Nashville Public School's Behavioral Specialists.
- Lecture, Lane, K. L. (2008) Evidence-Based Practices in Teacher Education Programs. A presentation at California State University Los Angeles.

- Staff Development: Positive Behavior Support: An Overview, Kentucky Tennessee Conference of Seventh-Day Adventist
- Staff Development: Positive Behavior Support: Research Foundation. Hillwood Cluster, MNPS Schools
- Staff Development: How to Prevent and Manage Problem Behaviors. West End Synagogue, August 28, 2005
- Metro, Positive Behavior Support: Design, Implementation, and Evaluation of Positive Behavior Support in the Hillsboro Cluster (2005-2006; 2006-2007)
- Metro, Positive Behavior Support – Staff Development Proposal
- Parent Focus Group: Schoolwide interventions to support all learners. Heritage Elementary School, May 6, 2005.
- Henderson Training Series (2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007)
- Staff Development: Metro Special Education MIP Teachers, Positive behavior support: What is it? Why should I know about it?
- Staff Development: Metro General Education Teachers, Positive behavior support: What is it? Why should I know about it?
- Staff Development: Metro Administrators, Positive behavior support: An overview
- Staff Development: Susan Gray teachers, Strategies for Interrupting the Acting Out Cycle, Summer 2004
- Staff Development: Metro MIP teachers; multilevel interventions to improve reading skills, Summer 2002.  
Barton-Arwood, S., Lane, K., & Lunsford, L. (2002, June). Teaching reading to students with problematic behaviors. Metro Public Schools, Nashville, TN.
- Staff Development: Reading Comprehension Strategies, Chemawa Middle School Fall, 2000.

### University

- University of Kansas, Weekly Address on the Research Enterprise (November, 2020)
- University of Kansas, Travel Steering Committee Member (2020-2021)
- University of Kansas, Chief Final Officer (CFO) Search Committee Member (2020-2021)
- University of Kansas, COVID-19 Design Team for Fiscal Recovery member (led by Provost Bichelmeyer; beginning May through fall 2020)
- University of Kansas, Tenured Peer Mentor Group Facilitator, through the Center for Faculty Development and Mentoring (2018-2019).
- University of Kansas, Member Institutional Review Board Committee (February 2015 - June, 2018)
- University of Kansas, Senior Administrative Fellow Program (2017-2018)
- University of Kansas, Dissertation Graduate Faculty status (April 15, 2013)
- University of North Carolina, Chapel Hill Faculty Fellow, Frank Porter Graham Child Development Institute (December 2011 – June, 2012)
- Vanderbilt University, Lane, K. L. (April , 2007). *School-based research panel discussion*. Vanderbilt Kennedy Center Leadership Council.

- Vanderbilt University Lane, K. L. (February 7, 2007). School-based positive behavior supports: Identifying and supporting students who require secondary prevention efforts. *Developmental Disabilities Grand Rounds Presentation* Vanderbilt University.
- Vanderbilt University, Member, Vanderbilt Kennedy Center (2003-2011)
- Vanderbilt University, Vanderbilt Kennedy Center Membership Committee (June 2005-June 2009)
- Member, Vanderbilt University Institutional Review Board Committee Member (Behavioral Team; 2007-2011)

### College

- Common, E., A., Johl, L. E., Lane, K. L., & Oakes, W. P. (2015, June). Working in Ci3T models of prevention: A look at Tier 3 supports – functional assessment-based interventions (FABI). A paper presented at the Summer Strategies Conference: Teaching and Learning in a Technological World. Lawrence, KS.
- Member, Faculty Research Awards Committee (Promising Scholar Award, Faculty Award for Research; 2014-2015)
- Member, University of Kansas, School of Education, Scholarship Committee (2012-2015)
- Member, Center for Developmental Science University of North Carolina at Chapel Hill (2011-2012)
- Member, Vanderbilt University Faculty Council Committee (2008-2009; 2009-2010)
- Member, Vanderbilt University Learning Sciences Institute (LSI) Investigator Advisory Committee (2008-2009)
- Center for Outreach and Professional Development, Transition Team (2003-2004)

### Department

- University of Kansas, Personnel Committee, Co-Chair (2020-present)
- University of Kansas, Chairs' Advisory Committee, Member (2017-2018)
- University of Kansas, Faculty Search Committee, Chair (2017-2018)
- University of Kansas, High Incidence Disability Committee, Co-Chair (2015-2016)
- University of Kansas, Admissions Committee, Member (2015-2018)
- University of Kansas, Personnel Committee, Member (2013-2019)
- University of Kansas, Honors and Awards Committee, Chair 2012
- University of Kansas, Special Education Teacher Education Committee (SETEC), Committee Member 2012
- University of North Carolina at Chapel Hill, Tenure Review Committee 2011-2012
- University of North Carolina at Chapel Hill, Post Tenure Review Committee 2011-2012
- Vanderbilt University, Recruitment and Admissions, 2004-2005
- Vanderbilt University, Executive Committee, 2002-2003
- Vanderbilt University, Doctoral Studies Committee, 2002-2003
- Vanderbilt University, Teacher Preparation Committee, 2002-2003, 2003-2004, 2006-2007, 2007-2008, 2008-2009, 2009-2010
- Vanderbilt University, Faculty Evaluation Committee, Observer, 2001-2002
- Vanderbilt University, Social Committee, Member 2001-2002



## Other

### Book and Instructional Material Reviews (2)

*Navigating the Behavioral Maze: The IDEA Companion Guide to Functional Assessment.*  
Corwin Press.

*Encouraging Appropriate Behavior: Case Studies.* The Iris Center, Vanderbilt University.

#### Recent Book Proposal Reviews

2017 Carter, S., & Wheeler, J. *The social validity manual: A Guide to subjective evaluation of behavior and health interventions* (2<sup>nd</sup> edition). Elsevier.

#### Recent Book Reviews:

2020 Chafouleas, S. M. *School-based Behavioral Assessment* (2<sup>nd</sup> edition). Guilford.

2019 Hagermoser-Sanetti, L. M., & Collier-Meek, M. A. (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation.* New York, NY: Guilford Press.

2015 McIntosh, K. & Goodman, S. *Integrated multi-tiered systems of support.* Guilford. New York, NY: Guilford Press.

2014 Cooper, J. O., Heron, T. E., & Heward, W. L. (2<sup>nd</sup> Edition). *Applied behavior analysis.* Upper Saddle River, N.J.: Pearson Education, Inc.

2013 Kettler, R. J., Glover, T. A., Albers, G. C., & Feeney-Kettler, K. A. (Eds.) *Universal Screening in Educational Settings: Evidence-Based Decision Making for Schools*

Grant Reviewer for the Israel Science Foundation (2009)

#### Tenure and Promotion Reviews for other universities:

2020 United Arab Emirates (Associate to Full)

2020 University of Missouri (Assistant to Associate)

2020 University of California, Riverside (Assistant to Associate)

2020 University of Pittsburgh (Assistant to Associate)

2020 Stanford University (Full)

2019 William & Mary (Full Professor)

2018 Boston University (Full Professor)

2017 Vanderbilt University (Assistant to Associate)

2017 University of Illinois-Chicago (Associate to Full)

2016 Vanderbilt University (Assistant to Associate)

2016 University of Connecticut (Associate to Full)

2016 University of Maryland – College Park

2015 University of South Florida (Research Associate Professor)  
2015 The Ohio State University (Associate to Full)  
2014 Northeastern University (Assistant to Associate)  
2014 Louisiana State University (Associate to Full)  
2014 University of Texas at Austin (Assistant to Associate)  
2013 Kent State University  
2012 Arizona State University (Full)  
2012 Southern Illinois University, Carbondale  
2012 University of California, Santa Barbara  
2012 University of Louisville