


CURRICULUM VITAE
Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2

PERSONAL INFORMATION

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UNIVERSITY ADDRESS

University of Kansas
Department of Special Education
1122 West Campus Road
JRP room 541
Lawrence, KS 66045

CURRENT APPOINTMENT

Roy A. Roberts Distinguished Professor, Department of Special Education, School of Education and Human Sciences, 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
August 2012	Professor; Department of Special Education University of Kansas
July 2011- June 2012	Professor; School of Education University of North Carolina at Chapel Hill
September 2008- June 2011	Associate Professor; Department of Special Education Peabody College, Vanderbilt University
July 2001	Assistant Professor; Department of Special Education 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

Professional Society Memberships

American Educational Research Association (AERA)

Association of Positive Behavior Supports (APBS)

Council for Exceptional Children (CEC)

 Council for Children with Behavioral Disorders (CCBD)

 Division for Research (DR)

 Pioneers Division (CEC-PD)

 Teacher Education Divisions (TED)

Tennessee Association of Applied Behavior Analysis (TABAA) through 2010; 2022

Honors

2022 Council for Exceptional Children (CEC) Special Education Lifetime Achievement Award

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)

Additional Certifications

Licensed Behavior Analyst, State of Kansas, Behavioral Sciences Regulatory Board
LBA #072

Date of Issue: September 22, 2016

Expiration Date: September 30, 2024

Board Certified Behavior Analyst (BCBA) Behavior Analyst Certification Board, Inc.

Certificant 1-05-2303

Date of Issue: June 30, 2005

Recertification Date: June 30, 2024

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, 2024

Miscellaneous

School of Education, Teaching Assistant of the Year 1995-1996

Mini grant 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 (15)

Umbreit, J., Ferro, J., Lane, K. L., & Liaupsin, C. (in press). *Functional assessment-based intervention: A practical, effective, and integrated approach*. Guilford.

Lemons, C. J., Powell, S. R., Lane, K. L., & Aceves, T. C. (Eds.). (2022). *Handbook of special education research, volume II*. Routledge. <https://doi.org/10.4324/9781003156888>

- 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 (2nd Edition)*. Guilford Press.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). Building and installing Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A practical guide to supporting school success (v1.3). KOI Education. (Interactive eBook)
- 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*. 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). 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*. 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*. Guilford Press.
- Lane, K. L., Cook, B. G., & Tankersley, M. (Eds.) (2013). *Research-based strategies for improving outcomes in behavior*. 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*. Guilford Press.
- Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. 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*. Guilford Press.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Prentice-Hall.
- Lane, K. L., & Beebe-Frankenberger, M. E. (2004). *School-based interventions: The tools you need to succeed*. 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*. Allyn & Bacon.

Book Chapters (56)

- Gandhi, A. G., Clemens, N., Coyne, M., Goodman, S., Lane, K. L., Lembke, E., & Simonsen, B. (in press). Integrated multi-tiered systems of support (I-MTSS): New directions for supporting students with or at risk for learning disabilities. In *Handbook of learning disabilities* (3rd ed.). Guilford Press.
- Lane, K. L., Menzies, H. M., Smith-Menzies, L., & Lane, K. S. (2023). Classroom management to support students with disabilities: Empowering general and special educators. In E. Sabornie and D. Espelage (Eds.), *Handbook of Classroom Management: Research, Practice, and Issues*. (pp. 499-516). Routledge.
- Oakes, W. P., Lane, K. L., & Brunsting, N. C. (2022). Educator self-efficacy in tiered systems: Theory and practice. In J. J. Carmona (Ed.) *What is self-efficacy and why it matters* (pp. 33-58). Nova Publishers.
- Chafouleas, S. M., Briesch, A. M., Lane, K. L., & Oakes, W. P. (2022). Improving educators' use of data-driven problem-solving to reduce disciplinary infractions for students with emotional disturbance. In P. Fenning and M. Johnson (Eds.), *Exploring and Addressing Discipline Disparities Among Students with Disabilities*. Teachers College Press, Columbia University.
- Lane, K. L., Oakes, W. P., Buckman, M. M., & Menzies, H. M. (2022). Comprehensive Integrated, Three-Tiered (Ci3T) models of prevention: Prioritizing integrated systems. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Research based practices and intervention innovations* (pp. 4-18). Routledge. DOI: 10.4324/9781003156888-2
- Buckman, M. M., Lane, K. L., & Oakes, W. P. (2022). Treatment integrity and social validity in tiered systems: Using data to inform implementation efforts. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of special education research: Research based practices and intervention innovations* (pp. 19-30). Routledge.
- Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., & Brunsting, N. C. (2022). Well-being of educators working in tiered systems. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Research based practices and intervention innovations* (pp. 43-55). Routledge.
- Common, E. A., Oakes, W. P., Lane, K. L., & Austin, K. S. (2022). Theoretically and empirically supported intensive interventions for student's social-emotional and behavior needs. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Research-Based Practices and Intervention Innovations* (Vol. 2, pp. 203-219). Routledge.
- Lane, K. L., Common, E. A., Royer, D. J., & Oakes, W. P. (2022). 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 32, pp. 109-130). Emerald Publishing. doi:10.1108/S0735-004X20220000032007
- Lane, K. L., Common, E. A., Buckman, M. M., & Allen, G. E. (2022). 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 32, pp. 45-66). Emerald Publishing. doi:10.1108/S0735-004X20220000032004
- 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* (2nd 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* (3rd 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 (3rd 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 (5th 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 (2nd 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* (2nd 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* (2nd 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* (2nd 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., Crnobori, 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, Kihara, S., & Steinbrecher, T. D. (2011). Success and failure with tier 2 SRSD for timed writing tests among 2nd through 5th 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. doi:10.1108/S0735-004X(2011)0000024012
- 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* (7th ed., pp. 224-261). Boston, MA: Allyn & Bacon.
- Lane, K. L., Bruhn, A. L., Crnobori, 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: 21st 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.
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Conference Presentations (612, excluding pending presentations)

Pending

- Bernard, A. M., Buckman, M. M., Lane, K. L., Sherod, R. L., Lane, K. S., & Common, E. A. (Accepted; 2024, March 13-16). *A systematic review of check-in/check-out for internalizing behaviors*. [Poster session]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX. <https://ceconvention.org>
- Bernard, A. M., Buckman, M. M., Lane, K. L., & Common, E. A. (Accepted; 2024, February 29). *A systematic review of check-in/check-out as a tier 2 support for students with internalizing behaviors*. [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Lane, K. L., Common, E. A., Buffington, A., Bernard, A. M., & Sarasin, E.M. (Accepted; 2024, February 29). *Enhancing Student Well-being: Examining the Effectiveness of Recognize, Relax, Record*. [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Sarasin, E.M., & Lane, K. L. (Accepted; 2024, February 29). *Phonics and fluency interventions for adolescents with co-occurring behavioral needs: A systematic review*. [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Sarasin, E.M., Lane, K. L., Buckman, M. M., Royer, D. J., Common, E. A., Pérez, P., & Bernard, A. M. (Accepted; 2024, February 29). *Project ENHANCE: Designing effective professional learning modules to support implementation of comprehensive, integrated, three-tiered (Ci3T) models of prevention*. [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Completed

- Lane, K. L. (2023, December 13). *An overview of behavior screening tools within three-tiered models of support*. [Virtual presentation]. Pennsylvania Training and Technical Assistance Network PaTTAN. <https://www.ci3t.org/presentations>
- Lane, K. L., Sherod, R., Smith, A., & Poppe, J. (2023, October 26-27). *Systematic screening in tiered systems: We've got this!* National PBIS Leadership Forum. Chicago, IL.
- Sherod, R., & Lane, K. L. (2023, October 26-27). *Systematic screening in tiered systems: Let's talk about it* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- Lane, K. L. (2023, October 26-27). *Systematic screening at Teir 1: Let's talk about it*. [Facilitated Discussion]. National PBIS Leadership Forum. Chicago, IL.
- Lane, K.L., Buckman, M.M., & Lane, K.S. (2023, September 27-30). *Examination of the Factor Structure and Measurement Invariance of the SRSS-IE*. [Poster session]. Society for Research on Educational Effectiveness (SREE) Conference, Arlington, VA.
- Lane, K.L., Buckman, M.M., & Lane, K.S. (2023, September 27-30). *Additional Evidence of Predictive Validity of SRSS-IE Scores with Elementary* [Poster session]. Society for Research on Educational Effectiveness (SREE) Conference, Arlington, VA.
- Lane, K.S., Lane, K.L., & Buckman, M.M. (2023, September 27-30). *Reexamining the Relation between Social Validity and Treatment Integrity in Ci3T Models* [Poster session]. Society for Research on Educational Effectiveness (SREE) Conference, Arlington, VA.
- Lane, K. L. (2023, June 9). *Systematic screening in tiered systems: What do I need to know?* Supporting Positive Behavior Conference. Lincoln Public Schools.
- Lane, K. L. (2023, June 9). *Keeping students engaged: Practical strategies that work*. Supporting Positive Behavior Conference. Lincoln Public Schools.
- Reinke, W., Lane, K. L., Lauren, A., Condliffe, B., & McIntosh, K (2023, May 17). *Advancing equity in schools through multi-tiered systems of support (MTSS): What the latest research tells us about MTSS and Educational Equity for marginalized populations in U.S. schools*. [Panel Discussion]. Institute of Education Sciences Principal Investigators' meeting. Virtual.
- Lane, K. L. & Sherod, R. L. (2023, April 12). *Systematic Screening in Tiered Systems: An important tier 1 practice* [Webinar]. SCGT (PBIS V).

- Lane, K. L., Sherod, R. L., & Oakes, W. P. (2023, March 30). SRSS-IE updates: An important tier 1 practice for detecting and supporting students. Association for Positive Behavior Supports (APBS). Jacksonville, Florida.
- Coyne, M., Simonsen, B., Clemens, N., Lane, K. L., Gandhi, A., & Lemke, E. (2023, Mar 1). *MTSS Research Network: Integrating Academic and Behavior Supports Across Tiers* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- Oakes, W. P., Lane, K. L., Buckman, M. M., Sherod, R. L., & Lane, K. S.* (2023, Mar 2). *Universal screening: SRSS-Internalizing and Externalizing Behaviors* [Conference Session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- Buckman, M. M., Lane, K. L., Perez-Clark, P., & Common, E. A. (2023, Mar 2). *Project ENHANCE: Designing Effective Professional learning to support behavior change* [Conference Session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- Monahan, K., Smith, A., Oakes, W. P., & Lane, K. L. (2023, February 09). *Sometimes Free IS Better: An Evaluation of Two Behavior Screeners* [Conference session]. National Association of School Psychologists 2023 Annual Convention (NASP). Denver, CO.
- Lane, K. L. (2023, January 17). *Comprehensive, integrated, three-tiered (Ci3T) model of prevention: Meeting students' multiple needs in high school*. Washington ESD 114.
- Evans, B., Gable, R., Therrien, W., Common, E. A., Zucker, S., & Lane, K. L. (2022, November 18). *Advice from Journal Editors on Reviewing and Submitting* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Austin, K. S., Allen, G. E., Pérez-Clark, P., Buckman, M. M., Oakes, W. P., & Lane, K. L. (2022, November 18). *Supporting educators with implementing Ci3T prevention before and after COVID-19: A look at professional learning efforts* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Buckman, M. M., Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Austin, K. S., Pérez-Clark, P., Oakes, W. P., Briesch, A., Chafouleas, S., Brunsting, N. C., Lane, K. L. (2022, November 18). *Project ENHANCE: Enhanced Ci3T Professional Learning Series and Delivery: Supporting Initial and Experienced Implementers* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Lane, K. L., Oakes, W. P., Sherod, R. L., Buckman, M. M., Schonour, S. D. (2022, November 18). *Project SCREEN: New Evidence of Reliability of SRSS-IE Scores and New Resources for Systematic Screening in Educational Settings* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

- Buckman, M. M., Lane, K. L., Oakes, W. P. & Common, E. A. (2022, November 18). *Project ENGAGE: Testing a Tier 2 Intervention – Recognize. Relax. Record. – to Support Elementary Students Struggling with Anxious Feelings* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Brunsting, N. C., Royer, D. J., Common, E. A., & Lane, K. L. (2022, November 18). *Lessons Learned Regarding Teacher Burnout and Efficacy: How are Teachers Faring?* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Oakes, W. P., & Lane, K. L. (2022, November 18). *Ci3T: Advancing Professional Learning Efforts to Support the Design, Installation, and Evaluation of Complex, Integrated Systems*. [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Lane, K. S., Royer, D. J., Oakes, W. P., & Lane, K. L. (2022, October 27). *Building Data-Informed Expectation Matrices: An Application Study of the Schoolwide Expectations Survey for Specific Settings* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- Lane, K. L., Oakes, W. P., Schmitz, K., Silva, R. & Meador, M. (2022, October 28). *Moving forward with systematic screening: What do I need to know?*. National PBIS Leadership Forum. Chicago, IL.
- Oakes, W. P., Lane, K. L., Buckman, M. M., Lane, N. A., & Lane, K. S. (2022, October 27). *Systematic Screening: Updates on the Student Risk Screening Scale for Internalizing & Externalizing: Information for Educators* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- Sherod, R. L., Lane, K. L., Oakes, W. P., Ma, Z., Lane, K. S., & Buckman, M. M. (2022, October 27). *What's new? Resources and lessons learned to support systematic screening in pre-K schools* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- Lane, K. L., Sherod, R. L., & Oakes, W. P. (2022, October 27). *Systematic screening: Practicalities & considerations* [Facilitated discussion]. National PBIS Leadership Forum. Chicago, IL.
- Lane, K. L. (2022, October 5). *Systematic screening in integrated tiered systems: Using data to meet students' multiple needs. A virtual California PBIS Coalition – workshop*. Sacramento, CA. <https://www.ci3t.org/presentations>
- Lane, K. L., & Royer, D. J. (2022, September 12). *Systematic screening in integrated tiered systems: The hows and whys*. A virtual presentation for Jessamine County Schools, Jessamine, KY. <https://www.ci3t.org/presentations>

- Lane, K. L. (2022, June 17). *Systematic screening in integrated tiered systems: What do I need to know?* [Conference session]. Kentucky Council for Children with Behavior Disorders (KY CCBD). Louisville, KY. <https://www.ci3t.org/presentations>
- Lane, K. L., & Royer, D. J. (2022, June 17). *Meeting students' academic, behavioral, and social and emotional needs in comprehensive, integrated, three-tiered (Ci3T) model of prevention: The importance of systematic screening in integrated tiered systems.* [Conference session]. Kentucky Council for Children with Behavior Disorders (KY CCBD). Louisville, KY. <https://www.ci3t.org/presentations>
- Lane, K. L. (2022, May 16). *Meeting students' multiple needs in comprehensive, integrated, three-tiered (Ci3T) model of prevention: The importance of systematic screening.* University of Nicosia, Cyprus- Department of Education, Distinguished Speaker Webinar Series on Inclusive Education. <https://www.ci3t.org/presentations>
- Pérez-Clark, P., Buckman, M. M., Allen, G. E., Royer D. J., & Lane, K. L. (April 09, 2022). *Data-informed decision making to ensure contextual fit of Tier 1, 2, and 3 efforts for staff and students.* [Poster session]. Kansas Association for Behavior Analysis (KansABA) Annual Conference.
- Lane, K. L. (2022, March 30). *Tiered Systems... Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention & systematic screening.* Pennsylvania Partners. <https://www.ci3t.org/presentations>
- Kennedy, M. J., Kurth, J., Lane, K. L., Lockman-Turner, E., & Love, H. (2022, March 09). *Academic writing and publishing.* [Expert Panel]. Office of Special Education Programs (OSEP). Virtual
- Lane, K.L., Buckman, M. M., & Oakes, W. P. (2022, February 18). *Low-intensity strategies to support engagement and minimize disruption: Practical strategies that work!* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Buckman, M. M., Lane, K. L., Oakes, W. P., Pérez-Clark, P., Austin, K. S., Sherod, R. L., Royer, D. J., & Common, E. A. (2022, February 18). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of support.* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Oakes, W. P., Lane, K. L., Sherod, R. L., Jones, J. S., Schonour, S. J., & Buckman, M. M. (2022). *Systematic screening with SRSS-IE: Additional evidence on reliability.* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

- Pérez-Clark, P., Austin, K.S., Royer, D. J., Allen, G. E., Buckman, M. M., Common, E. A., Lane, K. L. (2022, February 1-4). *Systematic review tools and procedures showcase: Synthesizing and evaluating primary prevention practices*. [Virtual conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL
- Oakes, W. P., Lane, K. L., Sherod, R. L., Buckman, M. M., Jones, J. S., & Lane, N. A. (2022, January 18). *Systematic screening with the SRSS-IE: Additional evidence on reliability* [Poster session]. Annual Council for Exceptional Children Convention and Expo. Orlando, FL
- Coyne, M., Lane, K. L., Clemens, N. H., Gandhi, A. G., & Lembke, E. S. (2022, January 18). *CEC-DR showcase: Multi-tiered system of supports research network: Integrating academic and behavior supports* [Conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.
- Buckman, M. M., Lane, K. L., Oakes, W. P., Sherod, R. L., & Royer, D. J. (2022, January 18). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of support* [Conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.
- Lemons, C. J., Lane, K. L., & Powell, S. R. (2022, January 17). *Previewing the new handbook of special education research: Innovations and future research* [Conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.
- Buckman, M. M., Lane, K. S., Allen, G. E., Lane, K. L., & Oakes, W. P. (2022, January 17). *Initial implementation of Comprehensive, Integrated, Three-Tiered Models in K-12 schools* [Poster session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.
- Lane, K. L. (2022, January 13). *Comprehensive, Integrated, Three-tiered (Ci3T): An integrated system to meet academic, behavioral, and social emotional well-being needs*. [Keynote address]. 17th Annual New England Positive Behavioral Support Forum. (remote) <https://www.ci3t.org/presentations> Virtual.
- Buckman, M. M., Royer D. J., Common E. A., Allen G. E., Austin K. S., Pérez-Clark P., Oakes W. P., & Lane, K. L. (2021, November 19). *Enhancing Ci3T Using On-Demand Professional Learning Resources: Preliminary Lesson Learned* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Oakes W. P., Sherod R. L., Jones J. S., Buckman M. M., & Lane K. L. (2021, November 19). *Project SCREEN: New Knowledge, New Resources for Systematic Screening* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Pérez-Clark P. P., Austin K. S., Schonour S. J., Allen G. E., Buckman M. M., Oakes W. P., & Lane K. L. (2021, November 19). *Low-Intensity Supports: Resources for In-person,*

- Remote, and Hybrid Environments* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Allen G. E., Buckman M. M., Pérez-Clark P., Austin K. S., Common E. A., Royer D. J., Oakes W. P., & Lane, K. L. (2021, November 19). *What does the evidence suggest at Tier 1? Sharing results from systematic reviews of treatment integrity, social validity, and social emotional well-being* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Austin K. S., Sherod R. L., Jones J. S., Gil H. J., Buckman M. M., Oakes W. P., & Lane, K. L. (2021, November 19). *Professional Learning Success in the COVID-19 Era: A Look Back to Move Forward* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Oakes W. P., & Lane K. L. (2021, November 19). *Ci3T: Incorporating New Lessons Learned in the COVID-19 Era* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Lane, K. L. (2021, November 19). *Meeting students' academic, behavioral, and social emotional well-being needs: Ci3T – an integrated system*. [Keynote address]. 17th Annual New England Positive Behavioral Support Forum. (remote) <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L. (2021, November 18). [Conference session]. Do you perceive that your work is viewed differently because you are a woman? Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Lane, K. L. (2021, November 11). *Meeting students' multiple needs in Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: The importance of systematic screening*. [Keynote address]. PaPBIS Implementers' Forum: Equity is MTSS Virtual Conference <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L. (2021, November 04). *Systematic Screening in Tiered Systems: Comprehensive, Integrated, Three-tiered (Ci3T) Model of Prevention*. [Invited presentation]. NY Project AWARE State-Wide Convening. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L., Johnson, M., Oakes, W. P., & Sherod, R. L. (2021, October 26). *A9 – Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors* [Conference session]. Virtual PBIS Leadership Forum. <https://www.ci3t.org/presentations> Virtual.
- Oakes, W. P., Sherod, R., Lane, K. L., Buckman, M. M., & Ma, Z. (2021, October 26). [Poster presentation]. *Highlights of lessons learned: Guidance for systematic screening - lessons*

- learned from practitioners*. Virtual PBIS Leadership Forum. <https://www.ci3t.org/presentations> Virtual.
- Sherod, R., Oakes, W. P., Lane, K. L., Lane, K.S., Ma, Z., & Buckman, M. M. (2021, October 26). *Systematic screening for behavior disorders: Resources to support implementation*. Virtual PBIS Leadership Forum. Virtual.
- Lane, K. L. (2021, September 23). *Using Your Comprehensive, Integrated, Three-tiered (Ci3T) Structure to Meet Students' Academic, Behavioral, and Social and Emotional Well Being Needs: Practical and Powerful Strategies*. [Conference session] PaTTAN MTSS Middle/High School Partnership Series. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L., Sherod, R. L., & Buckman, M. M. (2021, September 14). *Tiered Systems ... Comprehensive, Integrated, Three-tiered (Ci3T) Model of Prevention & Systematic Screening*. [Invited presentation] Pennsylvania Partners. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L., Buckman, M. M., Pérez-Clark, P., Sherod, R. L., & Lane, K.S. (2021, July 19). *Using Ci3T Structures in the COVID Era: Meeting Students' Academic, Behavior, and Social and Emotional Well-being Needs*. [Poster presentation]. 2021 OSEP Leadership and Project Directors' Conference. <https://www.ci3t.org/presentations> Virtual.
- Buckman, M. M., Lane, K. L., Pérez-Clark, P., & Austin, K.S. (2021, July 19). *Low Intensity Strategies for Engagement: In-Person & Remote Settings*. [Poster presentation]. 2021 OSEP Leadership and Project Directors' Conference. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L. (2021, June 18). *Meeting Students' Academic, Behavioral, and Social Needs: A Look at the Practicalities of Ci3T Models of Prevention*. [Invited presentation]. San Diego, CA. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L. (2021, May 18). *Managing Your Time When No One Else is: Structuring Your Schedule for a Productive Summer*. A presentation at University of Kansas, New Faculty Foundations. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L. (2021, March 27) *Tiered systems... Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention*. [Invited presentation]. Delta Kappa Gamma. <https://www.ci3t.org/presentations> Virtual.
- Lane, K. L., Oakes, W. P., Buckman, M. M., & Sherod, R. L. (2021, March). *Tiered systems... Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention*. [Conference session]. Olympic Educational Service District 112. Bremerton, Washington. <https://www.ci3t.org/presentations> Virtual.

- Oakes, W. P., Royer, D. J., Briesch, A., Chafouleas, S., Lane, K. L., Common, E. A. (2021, March 12). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. [Paper presentation]. A paper presented at the Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021. Virtual.
- Menzies, H. M., Lane, K. L., & Oakes, W. P. (2021, March 11). *Understanding teacher “buy-in” of a multi-tiered system of support*. [Paper presentation]. Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021. Virtual.
- Ennis, R. P., Conroy, M., & Lane, K. L. (2021, February 17). *Women in educational careers: Challenges, solutions, and supports* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference> Virtual.
- Cook, B. G., Lane, K. L., Therrien, W. J., Ennis, R. P., & Doabler, C. (2021, February 10). *Registered reports and special education* [Conference session]. Pacific Coast Research Conference (PCRC). <https://vkc.vumc.org/vkc/pcrc/> Virtual.
- Lane, K. L., Oakes, W. P., & Sherod, R. L. (2020, December 2). *Systematic Screening in the COVID-19 Era: Universal Screening for Internalizing and Externalizing Behaviors* [Conference session]. Minnesota Department of Education and Minnesota PBIS. <https://www.ci3t.org/presentations> Virtual.
- Freeman, J., Lane, K. L., Ghere, G, Duran, L., & Dickson, E. (2021). *Re-envisioning multi-tiered systems of support (MTSS) for the post COVID-19 educational environment*. [Invited session]. OSEP Leadership & Project Directors’ Conference. Virtual.
- 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*. [Poster presentation]. 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-lynnelane>

Lane, K. L., Geels, T., Piro, S., & Smith, C. (2020, February). *Low-intensity strategies to support engagement: Practical strategies that work!* [Conference workshop]. 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., Therrien, B., Hart, S., & 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., Burriss, 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 15th 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 15th 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 15th 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 15th 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 15th 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 15th 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 15th 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 3rd 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 43rd 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 14th 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 14th 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 14th 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 12th 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 12th 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 13th International Conference on Positive Behavior Support, San Francisco, CA.
- Kern, L., Kuder, B., Lane, K., Dunlap, G., Horner, R., Kincaid, D., Clarke, S., Knostrer, T., Koegel, R., & Sugai, G. (2016, March). *A discussion of key issues in the direction of PBS and JPBI*. A panel discussion at the 13th 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 38th 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 39th 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 39th 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 39th 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 39th 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 39th 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 39th 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 39th 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 39th 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 39th 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 12th 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 12th 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 12th 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 38rd 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 38rd 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

- 38rd 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 38rd 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 38rd 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 38rd 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 38rd 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 38rd 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., Fetting, 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 11th 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 11th 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 11th 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 37rd 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 37rd 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 37rd 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 37rd 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 37rd 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 37rd 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 37rd 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 37rd 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 37rd 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 10th 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 10th 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 36th 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 36th 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 36th 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 36th 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 36th 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 36th 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 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Kerr, M. M., Mathur, S., Jolivet, 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 36th 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 9th 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 9th 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 35th 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 35th 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 35th 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 35th 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 35th 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 35th 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 35th 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 35th 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 8th 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 8th 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 8th 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 8th 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 34rd 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 34rd 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 34rd 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 34rd 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 34rd 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 34rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Jolivet, 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 34rd 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 7th 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 7th 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 7th 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 33rd 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 33rd 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 33rd 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 33rd 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 33rd 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 33rd 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 33rd 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 33rd 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 8th 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 8th 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., Crnabori, 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., Crnabori, 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., & Crnabori, 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., Crnabori, 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 32nd 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 32nd 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 32nd 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 32nd 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 32nd 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 32nd 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 25th Annual Indiana Conference on ED, Nashville, IN.

- Lane, K. L. (2007, April). Crackerbarrel discussion. A discussion session conducted at the 25th 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 25th 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). *GAZ: 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 (24)**
- Lane, K. L., Lane, K. S., Lane, N. A., Buckman, M. M., Oakes, W. P., Fleming, K., Swinburne Romine, R. E., & Cantwell, E. D. (2024). A reanalysis: SRSS-IE cut scores to support data-informed decision-making efforts in elementary schools. *Manuscript submitted for review.*
- Lane, K. L., Buckman, M. M., Oakes, W. P., Fleming, K., Lane, N. A., Lane, K. S., Swinburne Romine, R., Sherod, R., & Allen, G. (2023). Examining the impact of the COVID-19 pandemic on elementary students' internalizing and externalizing behaviors in schools implementing tiered systems. *Manuscript submitted for review.*
- Lane, K. S., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., Sherod, R. L. (2023). Mapping the research base for universal behavior screeners. *Manuscript submitted for review.*
- Buckman, M. M., Oakes, W. P., Lane, K. L., Royer, D. J., Common, E. A., Briesch, A., & Allen, G. E. (2023). Data-informed professional learning and instruction in integrated tiered systems. *Manuscript submitted for review.*

- Lane, K. S., Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Allen, G. E., McCoach, D.B., Royer, D. J., & Common, E. A. (2023). Reexamining the relation between social validity and treatment integrity in Ci3T models. *Manuscript submitted for review*.
- Lane, K. L., Common, E. A., Lloyd, B., & Ledford, J. (2023). Reviewing the literature: conducting systematic reviews. In D. L. Gast and J. Ledford (Ed.). *Single case research methodology: Applications in special education and behavioral sciences* (4th Ed.). Routledge. *Chapter submitted for review*.
- Oakes, W. P., Lane, K. L., Bernard, A., Sherod, R. L., Buckman, M. M., & Austin, K. A. (2023, May). The effects of coaching activities on professional learning outcomes of educators designing Ci3T models of prevention. *Manuscript submitted for review*.
- Royer, D. J., Austin, K. S., Lane, K. L., & Pérez-Clark, P. (2023). A systematic review of Second Step social emotional learning in elementary schools. *Manuscript in preparation*
- Stark, K., Brunsting, N., Bettini, E., Lane, K., Royer, D., Common, E., & Rock, M. (2022). Longitudinal relations among self-efficacy, burnout, and intent to leave for teachers of students with emotional and behavioral disorders. *Manuscript submitted for 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*.
- Royer, D. J., Lane, K. S., Lane, K. L., & Oakes, W. P. (2023). Examining the schoolwide expectations survey for specific settings: Applications for building expectation matrices. *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*.
- 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 preparation*.
- 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*

- Buckman, M. M., Lane, K. L., Oakes, W. P., Lane, N. A., Royer, D. J., Common, E. A., Allen, G. E., Cantwell, E. D., & Lane, K. S. (2021). Examination of the factor structure of two Ci3T treatment integrity measures. *Manuscript in preparation*.
- Buckman, M. M. & Lane, K. L. (2021). Treatment integrity in tiered systems: Critical considerations for using implementation data to inform decisions. *Manuscript in preparation*.
- Allen, G. E., Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, K. S., Lane, N. A., Bernard, A. M., Royer, D. J., Common, E. A., & Cantwell, E. D. (2023). *Social Validity of Tier 1 Practices in High Schools*. [Manuscript in preparation]. University of Kansas.
- Bernard, A. M., Buckman, M. M., Lane, K. L., Sherod, R. L., Lane, K. S., Common, E. A. (2023). *A systematic review of check-in/check-out as a Tier 2 support for students with internalizing behaviors*. [Manuscript in preparation]. University of Kansas.

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
- Common, E. A., Lane, K. L., and Oakes, W. P. (2015). *Functional assessment-based interventions process guide: Component checklist for target and replacement behavior*. Unpublished tool.
- Lane, K. L. (2013). *Functional assessment-based intervention (FABI): Training Materials - Step-by-step checklists*. Unpublished measure.
- Lane, K. L. (2013). *Functional assessment-based intervention (FABI): Training Materials Coaching Protocol*. Unpublished measure.
- Lane, K. L. (2013). *Functional assessment-based intervention (FABI): Training Materials - Training Protocol*. Unpublished measure.

- Bruhn, A. L., Lane, K. L., & Oakes, W. P. (2012). *Measuring primary-plan integrity of comprehensive, integrated, three-tiered models of prevention*. Unpublished manuscript.
- Lane, K. L. & Menzies, H. M. (2009). *Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE)*. Screening scale. Available at Ci3t.org/screening.
Citation:
Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009). Screening scale. Available at Ci3t.org/screening.
- Lane, K. L. & Menzies, H. M. (2010). *Student Risk Screening Scale for Early Childhood*. Available at ci3t.org.
- Lane, K. L., Oakes, W.P., & Menzies, H. M. (2010). *Schoolwide Expectations Survey for Specific Settings*. Available at ci3t.org.
- Lane, K. L. & Oakes, W. P. (2010). *Social validity: Screening Tool Rating Scale*. Unpublished rating scale.
- Lane, K. L. & Oakes, W. P. (2010). *Project SUPPORT and INCLUDE: Knowledge, Confidence, and Use Survey (Full Model Training Series)*. Unpublished rating scale.
- Lane, K. L. (2009a). *Comprehensive, integrated three-tiered model of prevention: Treatment Integrity Direct Observation Tool (Ci3T TI: DO)*. Available from www.ci3t.org/measures
- Lane, K. L. (2009b). *Comprehensive, integrated three-tiered model of prevention: Treatment Integrity Teacher Self-Report Form (Ci3T TI: TSR)*. Available from www.ci3t.org/measures.
- Lane, K. L. & Wehby, J. (2003). *Skills for Acquiring Knowledge, Demonstrating Knowledge, and Resolving Conflict: A Criterion Referenced Test*. Unpublished test. Vanderbilt University: Nashville, TN.
- Lane, K. L., Robertson, E. J., & Wehby, J. H. (2002). *Primary Intervention Rating Scale*. Available on ci3t.org.
- Lane, K. L. (2002). *Ci3T Primary Plan: Feedback Form*. Available on ci3t.org.
- Lane, K. L. (2002). *Data recording forms*. Unpublished measures.
- Borthwick-Duffy, S., Lane, K. L., & Mahdavi, J. (2002). *SKIL survey*. Unpublished survey.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

Funded Grants and Contracts

Technical Assistance Center on Positive Behavior Interventions and Supports VI – Subcontract. (\$40,000 annually; \$200,000 estimated total if incrementally funded). Subaward 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 (10/01/2023 -9/30/2027) (internal project # 1000760)

Role: Subcontract PI

Oakes, W. P. (Principal, ASU), An (Co-Principal ASU), C., Lane¹, K. (Principal, KU), & Zimmerman (Co-Principal). *Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel.* Project EPIC. US Dept of Education Submitted (September 2021 - July 31, 2026).

Role: Role: Co-Principal Investigator 10%

Role in Preparation: Co-Author

Funded doctoral training grant. University of Kansas is the subcontract

Institute for Education Sciences' CFDA 84.324X: Research to Accelerate Pandemic Recovery in Special Education: Project ENGAGE: Enhancing Student Engagement to Facilitate Learning and Well-Being. 2021-2025.

Role: Principal Investigator

Role in Preparation: Co-Author

There is urgent need to aid in what will be an ongoing educational recovery in the wake of the pandemic. This includes not only losses in instructional time but also students' exposure to tremendous stress and trauma (Minkos & Gelbar, 2020), with likely impact on academic achievement and social and emotional well-being. Schools are in immediate need of actionable and focused research-based strategies associated with consequential outcomes to encourage students' academic, behavior, and social development and a sense of self-agency and self-determination. One particularly vulnerable population is students with elevated internalizing behavior patterns, or students with and at-risk for emotional or behavior disorders (EBD). Given the educational complexities and personal trauma experienced in the pandemic era, many students are expected to exhibit elevated levels of internalizing issues (e.g., anxiety), which may impede learning as teachers strive to maximize student engagement to facilitate learning and well-being (NASP, 2020; Perfect et al., 2016). The solution – we need to (a) determine how internalizing behavior patterns (and other student performance patterns) have shifted since the pandemic and (b) empower teachers with practical, effective Tier 2 strategies they can integrate into academic instruction to help students manage anxious feelings, enhance engagement, and facilitate learning and well-being. We offer Project Engage as the solution. Aim 1 Examines the Pandemic Impact: Quantify the Gap. Aim 2 Test a Tier 2 Intervention – Recognize. Relax. Record. to Decrease Internalizing Behaviors and Maximize Engagement.

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, 2019-2023, \$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), Lane¹, 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. ¹Lane 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 Science' Special Education Research Grant; ALN:84.324A Measurement Title: Project SCREEN 2: Validation of a Free-Access Screening Tool for K-12 Educators to Screen for Internalizing and Externalizing Behaviors – Beyond Initial Implementation

Role: Co-Principal Investigator

Role in Preparation: Co-Author

Topic and Project Type Measurement; Social, Emotional, & Behavioral Competence (NCSER)

Project Summary

Project SCREEN 2 builds on inquiry with educators new to systematic screening conducted as of Project SCREEN 1 ([R324A190013](#)), which involved a series of validation studies of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) – a free access screening tool for detecting K-12 students who are at risk for internalizing and/or externalizing behavior patterns as teachers need this information to inform instruction. Large-scale studies conducted as part of Project SCREEN 1 with teachers in K-12 schools in the first year of implementing the SRSS-IE have established an adapted version of the SRSS-12 – the SRSS-IE 9 – can be completed by teachers yielding scores with high reliability, full measurement invariance (sex, race, gender, special education status, & over time), and predictive validity. What is urgently needed is replication of these same studies in schools beyond initial SRSS-IE initial implementation before shifting school practices. We need to know if internalizing and externalizing scores obtained from these settings maintain psychometric rigor after initial training and other roll-out procedures have concluded. Project SCREEN 2 is focused on replicating these analyses with large, diverse, de-identified samples of more advanced implementers in the second and third year of SRSS-IE implementation, with a commitment to open science practices – including data sharing. Although the SRSS-IE is a free-access measure, it does require teacher time and school resources to implement. Thus, we will conduct a cost analysis, providing information to help educational leaders make informed decisions when selecting and installing a screening tool to inform instruction – and sustain screening practices over time. Also, Project SCREEN 2 is designed to add to the replication literature and prioritize open science practices in two ways. First, we do not want to assume results from Project SCREEN 1 with a sample of initial SRSS-IE implementers are generalizable to data collected beyond initial SRSS-IE use. We will produce results of psychometric studies in 5 peer-reviewed manuscripts from a sample of year 2 SRSS-IE implementers and replicate those same pre-

registered analytic plans with a sample of year 3 SRSS-IE implementers to be shared in 5 peer-reviewed brief reports. Second, we will provide access to de-identified data from manuscripts and brief reports, with our analytic code for others to analyze.

Institute for Education Science' Special Education Research Grant; ALN:84.324A Development and Innovation

Title Enhancing Ci3T in Secondary Schools: Building Professional Capacity for High Fidelity Implementation to Support Middle and High School Students' Educational Outcomes

Brief Title: Project ENHANCE Secondary Edition (ENHANCE SE)

Topic and Project Type Development & Innovation; Social, Emotional, & Behavioral Competence (NCSER)

Project Summary

Purpose. We designed Project ENHANCE SE to build upon a line of inquiry begun in the Project ENHANCE (R324N190002), which identified professional learning priorities and developed systems-level professional learning modules necessary for moving the Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention to scale at the elementary level to meet students' multiple needs in an integrated fashion. Ci3T is designed to ensure adults have the full scope of resources needed to create positive, productive, equitable, safe learning environments as well as to ensure students are detected at the first sign of concern. Whereas much of the research related to multi-tiered systems of support (MTSS) has focused on implementation at the elementary level, the current challenge is to increase educators' capacity to proactively address academic, behavior, and social and emotional well-being needs of middle and high school students with and at-risk for disabilities. Project ENHANCE Secondary Edition (ENHANCE SE) is designed to address immediate inquiry needed for middle and high schools, with an emphasis on an independent practice-based professional development model, to support future impact studies. We designed Project ENHANCE SE to meet two goals. Our first goal is to conduct a series of feasibility and usability studies to determine PL needs for educators implementing integrated tiered systems such as Ci3T in middle and high schools, followed by an under-powered randomized-controlled trial with general education teachers to examine the impact, feasibility, and cost of implementing a prioritized Tier 2 intervention during instruction. Our second goal is to examine feasibility and usability of a new independent Enhanced Ci3T Implementation Series and Delivery approach in middle and high Schools (Independent E-Ci3T) to facilitate scaling up. We will develop and test this approach, while developing the full set of tools needed for a future fully powered RCT of integrated tiered systems such as Ci3T in secondary schools, including cost-effectiveness studies

Not Funded (in previous grant cycle)

Institute for Education Sciences' CFDA 84.324X: Research to Accelerate Pandemic Recovery in Special Education: **Ci3T FITNESS** – Structured Flexibility to Improve Integrated Tiered Systems Technologies in Secondary Schools.

Role: Co-Principal Investigator

Role in Preparation: Co-Author

School districts are facing the urgent challenge of supporting increased needs of students with

and at-risk for disabilities and students of color who have been disproportionately disadvantaged by the COVID-19 pandemic. National Association of School Psychologists (2020) predicted the percentage of school-age youth with internalizing and externalizing behaviors to increase dramatically, which is concerning given associated outcomes for these students: school failure, retention, dropout, strained relationships, and increased mental health needs. By 7th grade, 40% of students have experienced anxiety or depression, with 13-20% of school-age youth meeting mental health disorder criteria annually (CDC, 2013). Thus, enhancing integrated instruction for students with EBD may alleviate differential outcomes which expanded during the pandemic. Our immediate challenge: increase educators' capacity to proactively address academic, behavior, and social-emotional wellbeing needs of middle and high school students with and at-risk for disabilities. Our response to this district-identified need is Project Ci3T FITness – Structured Flexibility to Improve Integrated Tiered Systems Technologies in Secondary Schools. Middle and high school leaders value meeting students' academic, behavioral, and social needs by adopting tiered systems such as Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention—a systems approach to addressing students' multiple needs in one model. Ci3T is data-driven, with structures for monitoring system- and student-level data, tracking school and district goal progress, and informing instruction for students—including those with and at risk for disabilities. Project Ci3T FITness proposes two key aims to build on lessons learned from Project ENHANCE (IES-funded; at the elementary level). Aim 1 Examine the Pandemic Impact: Quantify the Gap. Aim 2 Adapt and Test *Ci3T FITness Implementation Series and Delivery* at the Middle and High School Levels

TEACHING

University of Kansas

Spring 2024

SPED 968 Evidence-based Practices for Students with Intensive Intervention Needs
Enrolled 2

Fall 2023

SPED 998 Grant Writing and Proposal Development Class #27611
Enrolled 5

Fall 2022

SPED 998 Grant Writing and Proposal Development Class #27611
Enrolled 6

Fall 2021

SPED 998 Grant Writing and Proposal Development Class #27611
Enrolled 9

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 W | 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 2023-2024

Doctoral Student Advising

Bernard, Allison, second year

Sarasin, Elise, second year

Doctoral Student: Committee

Alsaeed, Abdulaziz “Aziz” Hamad

Kiblen, Jessie

Advising 2022-2023

Doctoral Student Advising

Bernard, Allison, first year

Sarasin, Elise, first year

Kathryn Austin, fourth year

Paloma Perez-Clark, fifth year

Zijie Ma, fifth year – graduated 2021

Doctoral Student: Committee

Alsaeed, Abdulaziz “Aziz” Hamad

Kanaman, Nicole Ashley

Holehan, Kathleen

Mosher, Maggie

Matusevich, Hunter

Romero, Ashley

Advising 2021-2022

Doctoral Student Advising

Allen, Grant sixth year*graduating 2021 12

Austin, Kathryn third year

Perez-Clark, Paloma fourth year

Ma, Zijie, fifth year

Doctoral Student: Committee

Nicole Ashley

Holehan, Kathleen

Romero, Ashley

Advising 2020-2021

Doctoral Student Advising

Grant Allen, fifth year

Kathryn Austin, second year

Mark Buckman, fifth year

Paloma Perez-Clark, third year
Zijie Ma, fourth year

Doctoral Student: Committee
Kathleen Holehan

Advising 2019-2020

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
Mary Crnabori

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
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., Buckman, M. M., & Sarasin, E., Williams, S. N. (2023, June 22). *Ci3T Implementers Symposium*. Project ENHANCE www.ci3t.org/pl
- Lane, K. L. (2023, January). Project TEAMS presentation for Boston University and University of California, Santa Barbara (advisory board member presentation). Remote via zoom.
- Lane, K. L. (2022, October). University of Connecticut: Interdisciplinary Integrated Practices to Address Intensive Needs (Sandra Chafouleas). Guest lecturer
- Lane, K. L., Oakes, W. P., Royer, D. J., Buckman, M. M., & Allen, G. E. (June 2020, 2021, 2022, 2023). *Ci3T Train the Trainers Workshop (Ci3T TTT)*. Remotely via zoom.
- 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)

- What Works Clearing House: Chair – Practice Guide, Chair (2022-present)
- National Center on Educational Research Outstanding Predoc Award, Reviewer (2021)
- 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)

- Past President, Council for Exceptional Children Division for Research (CEC-DR), 2021-2022
- 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

- Co-edited a special issue of *Preventing School Failure* (Lane & Oakes 2014)

- Guest reviewer, *Learning and Individual Differences* (2022)
- Guest reviewer, *Teaching and Teacher Education* (2021)
- Guest reviewer, *Professional Development in Education* (2021)
- 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, *Assessment for Effective Intervention* (2022)
- 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, 2021)
- 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, *Professional Development in Education* (2021)
- 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)
- Guest Reviewer, *Teaching and Teacher Education* (2021)

International

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

National

- Coordinator: Productive Scholars Writing Group (2012-present). Co-Coordinated with Mandy Lusk, Ph.D. beginning 2014-2015 through 2022-2023; Co-Coordinated with Sally Drew beginning 2023-2024.
- 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

- Craig-Hare, J., Hanson, S., Sarasin, E. M., & Lane, K. L. (2023, December 14). *PLCs and the collaborative learning cycle* [Professional learning session]. Lawrence Public Schools, Lawrence, KS.
- Craig-Hare, J., Sarasin, E. M., & Lane, K. L. (2023, December 12). *Implementation session 3: Using data to inform professional learning* [Professional learning session]. Lawrence Public Schools, Lawrence, KS.
- Wisdom, L., Sarasin, E. M., & Lane, K. L. (2023, October 12). *Implementation session 2: Using data to inform instruction* [Professional learning session]. Lawrence Public Schools, Lawrence, KS.
- Wisdom, L., Sarasin, E. M., & Lane, K. L. (2023, September 19). *Implementation session 1: Setting up for success* [Professional learning session]. Lawrence Public Schools, Lawrence, KS.
- Sarasin, E. M., & Lane, K. L. (2023, August 10). *Managing challenging behavior proactively* [Professional learning session]. Lawrence Public Schools, Lawrence, KS.
- Lane, K. L., Buckman, M. M., & Oakes, W. P. (2023, April 27). *Project EMPOWER session 6, Moving Forward with Ci3T: Planning for Success*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., & Oakes, W. P. (2023, April 26). *Project EMPOWER session 6, Moving forward with Ci3T: Planning for success*. Project EMPOWER www.ci3t.org/pl
- Lane, K.L., Buckman, M.M., & Oakes, W.P. (2023, March 23). *Project EMPOWER + Enhanced session 5, Tier 3 interventions in Ci3T models: Assisting students with intensive intervention needs*. Project EMPOWER www.ci3t.org/pl
- Lane, K.L., Sherod, R., Buckman, M.M., & Oakes, W.P. (2023, March 22). *Project EMPOWER session 5, Tier 3 interventions in Ci3T models: Assisting students with intensive intervention needs*. Project EMPOWER www.ci3t.org/pl
- Lane, K.L. Buckman, M.M., & Oakes, W.P. (2023, January 12). *Project EMPOWER + Enhanced session 4, Tier 2 interventions in Ci3T models: Logistics and illustrations*. Project EMPOWER www.ci3t.org/pl
- Lane, K.L., Sherod, R., Buckman, M.M., Oakes, W.P. (2023, January 11). *Project EMPOWER session 4, Tier 2 interventions in Ci3T models: Logistics and illustrations*.

- Project EMPOWER www.ci3t.org/pl
- Lane, K.L., Buckman, M.M., Oakes, W.P. (2022, November 16). *Project EMPOWER+ Enhanced session 3, Teacher-delivered, low-intensity supports: Practical strategies to maximize engagement and limit disruption*. Project EMPOWER www.ci3t.org/pl
 - Lane, K.L., Sherod, R., Buckman, M.M., Oakes, W.P. (2022, November 15). *Project EMPOWER session 3, Teacher-delivered, low-intensity supports: Practical strategies to maximize engagement and limit disruption*. Project EMPOWER www.ci3t.org/pl
 - Lane, K.L., Buckman, M.M., Oakes, W.P. (2022, October 20). *Project EMPOWER session 2, Using systematic screening data to meeting students' multiple needs: What do I need to know?* Project EMPOWER www.ci3t.org/pl
 - Lane, K.L., Buckman, M.M., Oakes, W.P. (2022, October 19). *Project EMPOWER + Enhanced session 2, Using systematic screening data to meeting students' multiple needs: What do I need to know?* Project EMPOWER www.ci3t.org/pl
 - Lane, K.L., Buckman, M.M., Oakes, W.P. (2022, September 22). *Project EMPOWER + Enhanced session 1, Moving forward with Ci3T: Setting up for success*. Project EMPOWER www.ci3t.org/pl
 - Lane, K.L., Buckman, M.M., Oakes, W.P. (2022, September 21). *Project EMPOWER session 1, Moving forward with Ci3T: Setting up for success*. Project EMPOWER www.ci3t.org/pl
 - Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., & Buckman, M. M. (2022, June 21-23). *Ci3T Train the Trainers Professional Learning Series*. A presentation from the University of Kansas, Lawrence, KS.
 - Lane, K.L., Buckman, M.M., Oakes, W.P., Sherod, R.L., Pérez-Clark, P., Austin, K.S. (2022, February 17). *Project EMPOWER session 4, Where did that come from? Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl
 - Lane, K. L., Buckman, M. M., Oakes, W. P., Sherod, R. L., & Austin, K. S. (2022, January 13). *Project EMPOWER session 3, What Do I Need to Know about Systematic Screening?* Project EMPOWER www.ci3t.org/pl
 - Buckman, M. M., Lane, K. L., Oakes, W. P., Sherod, R. L., Perez-Clark, P., & Austin, K. S. (2022, January 13). *Project EMPOWER session 3, Where did that come from? Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl
 - *Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl
 - Buckman, M. M., Lane, K. L., Oakes, W. P., Austin, K. S., & Royer, D. J. (2021, November 10). *Project EMPOWER session 2, You've Got This! Using Your Ci3T Structures to Support Positive Behavior*. Project EMPOWER www.ci3t.org/pl
 - Lane, K. L., Buckman, M. M., Oakes, W. P., & Austin, K.S. (2021, September 22). *Project EMPOWER session 1, How do we set up for Success? Using Your Ci3T Structures*. Project EMPOWER www.ci3t.org/pl
 - Lane, K. L., Buckman, M. M., Sherod, R. L., & Oakes, W. P. (2021, April 20). *Project EMPOWER session 5, How do I support students who are feeling anxious?* Project EMPOWER www.ci3t.org/pl
 - Lane, K. L. (2021, March 27) *Tiered systems... Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention*. A presentation at Delta Kappa Gamma. Remotely. Lawrence, Kansas
 - Lane, K.L., Buckman, M.M., Oakes, W.P., Sherod, R.L., Perez-Clark, P., Austin, K.S.

(2021, February). *Project EMPOWER session 4, Where did that come from? Understanding and managing acting out behavior.* A Project EMPOWER presentation held remotely via Zoom.

- Lane, K. L., Buckman, M. M., Sherod, R. L., & Oakes, W. P. (2021, January). *Project EMPOWER session 3, What do I need to know about screening? Conducting and using your data from systematic screenings.* A Project EMPOWER presentation held remotely via Zoom.
- 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
- 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
- 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, Human Resources Transformation – Change Management Work Team committee member (2023-2024)
- University of Kansas, Scholarly Achievement Awards Committee (2023) committee member *stepping in as requested
- University of Kansas, Vice Chancellor for Diversity, Equity, Inclusion, and Belonging (DEIB) search committee member (2022)
- University of Kansas, Review for KU Research Grant Opportunity (KU Research GO; 2022)
- University of Kansas, New Faculty Foundations: Managing your time when no one else is: Structuring your schedule for a productive summer (May 19, 2021)
- University of Kansas, Research IT working group (2020-present); Data Storage Co-Chair
- 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, Emerging Scholars Program Research Mentor (2020 – present)
- 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, Department of Special Education, Williams Family Distinguished Professor (WFDP) search committee chair (2022-2023)
- University of Kansas, Personnel Committee, Co-Chair (2020-2021)
- University of Kansas, Chairs' Advisory Committee, Member (2017-2018; 2019-present)

- 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* (2nd edition). Elsevier.

Recent Book Reviews:

2021 Sprague, J. & Walker, H. *Safe and Healthy Schools* (2nd edition). Guilford.

2020 Chafouleas, S. M. *School-based Behavioral Assessment* (2nd 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.* Guilford Press.

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

2014 Cooper, J. O., Heron, T. E., & Heward, W. L. (2nd Edition). *Applied behavior analysis.* 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:

2023 University of Texas at Austin (Associate to Full)
2023 University of Virginia (Associate to Full)
2023 University of Utah (Assistant to Associate)
2022 University of Maryland (Associate to Full)
2021 University of South Florida (Associate to Full)
2021 Rutgers (untenured Associate Research Professor to untenured Research Professor)
2021 The University of Texas at Austin (Assistant to Associate)
2021 Boston University (initial appointment, Full)
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