

CURRICULUM VITAE
Kathleen Lynne Lane, Ph.D.

PERSONAL INFORMATION

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UNIVERSITY ADDRESS

Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203-5701
(615) 322-8179 Voice (615) 343-1570 FAX

CURRENT APPOINTMENT

Associate Professor in Special Education
Peabody College of Education; Vanderbilt University
Investigator, J. F. Kennedy Center
Investigator, Learning Science Institute

AREAS OF SPECIALIZATION

Emotional and Behavior Disorders
Mild Disabilities
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

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

September 2008	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

Honors

- 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, Early Career Research Award
- 2004 Outstanding Educator, Outstanding Leadership Honoree of Peabody College
(nominated by E. Jemma Robertson)
- 2003 Outstanding Educator, Outstanding Leadership Honoree of Peabody College
(nominated by E. Jemma Robertson)

Professional Society Memberships

- Association for Applied Behavior Analysis

Tennessee Association of Applied Behavior Analysis
Council for Exceptional Children:
CCBD (Behavior Disorders Division)
CEC-DR (Research Division)

Additional Certifications

Board Certified Behavior Analyst (BCBA)
Date of Issue: June 30, 2005
Recertification Date: June 30, 2008

Miscellaneous

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

PUBLICATIONS

Books (4)

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (in press). *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*. Upper Saddle River, N. J.: Prentice-Hall.

Lane, K. L., & Beebe-Frankenberger, M. E. (2004). *School-based interventions: The tools you need to succeed*. Boston, MA: Allyn & Bacon.

Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (Eds.) (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.

Book Chapters (14)

Lane, K. L., Bruhn, A. L., Crnabori, M. L., & Sewell, A. L. (in press). 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). Bingley, UK: Emerald.

Lane, K. L., Wehby, J., & Robertson, E. J. (in press). *Studying school-wide positive behavior support at the high school level*. Nova Publishers.

- 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 (pp. 253-278). In D. H. Molina (Ed.) *School Psychology: 21st Century Issues and Challenges*. New York, NY: Nova Science Publishers.
- Wehby, J. H., & Lane, K. L. (in press). Classroom management. In A. Akin-Little, S. Little, M. Bray and T. Kehle (Eds). *Handbook of behavioral interventions in schools*.
- Wolery, M., & Lane, K. L. (in press, under contract). Writing tasks: Literature reviews, research proposals, and final reports. In D. *Gast Single Case Design*.
- 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 (pp. 213-241). In J. C., Crockett, M. M. Gerber, and T. J. Landrum. (Eds). *Achieving the radical reform of special education: Essays in honor of James M. Kauffman*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, D., & Lane, K. L. (2007). Emotional or behavioral disorders (pp. 232 to 273). *Introduction to special education: Making a difference*. Boston, MA: Allyn & Bacon.
- Lane, K. L., Robertson, E. J., & Graham-Bailey, M. A. L. (2006). An examination of school-wide interventions with primary level efforts conducted in secondary schools: Methodological considerations. In T. E. Scruggs & M.A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (Vol. 19, pp. 157-199). Oxford, UK: Elsevier.
- Lane, K. L., Falk, K., & Wehby, J. H. (2006). Classroom management in special education classrooms and resource rooms (pp. 439-460). In C. M. Evertson and C. S. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum.
- Lane, K. L. (2004). Academic instruction and tutoring interventions for students with emotional/behavioral disorders: 1990 to present (pp. 462-486). In R. B. Rutherford, M. M. Quinn, and S. R. Mathur (Eds.). *Handbook of research in emotional and behavioral disorders*. New York: Guilford Press.
- O'Shaughnessy, T., Lane, K. L., Gresham, F. M., & Beebe-Frankenberger (2002). Students with or at-risk for learning and emotional-behavioral difficulties: An integrated system of prevention and intervention. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders*. (pp. 3-17). Boston, MA: Allyn & Bacon.
- Gresham, F. M., Lane, K. L., & Lambros, K. M. (2002). Children with conduct and hyperactivity-impulsivity-attention problems: Identification, assessment, and intervention. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions*

for children with or at risk for emotional and behavioral disorders. (pp. 210-222). Boston: Allyn & Bacon.

Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. (2002). Identifying, assessing, and intervening with children with or at risk for behavior disorders: A look to the future. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders.* (pp. 317-326). Boston: Allyn & Bacon.

Gresham, F. M., Lane, K.L. & Lambros, K.M. (2001). Comorbidity of conduct problems and ADHD: Identification of "fledgling psychopaths." In H. M. Walker & M. H. Epstein (Eds.). *Making schools safer and violence free: Critical issues, solutions, and recommended practices.* Austin, TX: PROED.

Monographs (1)

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

Encyclopedia Entries, Reflections, and News Letter Articles (6)

Lane, K. L., Bruhn, A. L., & Kalberg, J. R. (in press). Three-tiered models in secondary schools: The importance of systematic screening and rigorous targeted interventions. *Journal of Positive Behavior Intervention Newsletter.*

Lane, K. L. (2009). Personal Reflections: Evaluation for Instruction (pp. 152-154). In J. Kauffman and T. Landrum. *Characteristics of emotional and behavioral disorders of children and youth* (9th ed.). Pearson Merrill Prentice Hall: Upper Saddle River, NJ.

Lane, K. L. & Little, M. A. (2006). Antisocial Behavior (pp. 495-496). In N. J. Salkind (Ed.). *The encyclopedia of human development: behavior modification and therapy: Volume 1.* (pp. 103-105). Thousand Oaks, CA: Sage Publications.

Lane, K. L. & Thompson, A. L. (2006). Extinction. In N. J. Salkind (Ed.). *The encyclopedia of human development: behavior modification and therapy: Volume 1.* (pp. 495-496). Thousand Oaks, CA: Sage Publications.

Lane, K. L. (2005). Behavior consultation. In M. Hersen, G. Sugai, and R. Horner. (Ed.). *Encyclopedia of behavior modification and therapy: Volume I, II, and III.* (pp. 1176-1179). California: Sage

Lane, K. L. (2005). Extinction. In M. Hersen, G. Sugai, and R. Horner. (Ed.). *Encyclopedia of behavior modification and therapy: Volume I, II, and III*. (pp. 1311-1313). California: Sage.

Refereed Technology Materials: Research to Practice (3)

Lane, K. L., & Wehby, J. H. (in press). Designing function-based interventions. Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement: (NO WEB ADDRESS YET).

Lane, K. L., & Wehby, J. H. (2005). Addressing Disruptive and Non-Compliant Behaviors (Part 1): Understanding the Acting-Out Cycle. Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement: <http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm>

Lane, K. L., & Wehby, J. H. (2005). Addressing Disruptive and Non-Compliant Behaviors (Part 2): Behavioral Interventions. Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement: <http://iris.peabody.vanderbilt.edu/bi2/chalcycle.htm>

Articles in Refereed Journals (76)

Lane, K. L., Graham, S., Harris, K. R., Little, M. A., Sandmel, K., & Brindle, M. (in press). Story writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties. *Journal of Special Education*

Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S. (in press). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. *School Psychology Review*.

Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (in press). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders*.

Griffith, C. A., Lloyd, J. W., Lane, K. L., Tankersley, M. (in press). *Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling. Reading and Writing Quarterly*.

Lane, K. L., Pierson, M., Stang, K., & Carter, E. W. (in press). Teacher expectations students' classroom behavior: Do expectations vary as a function of school risk? *Remedial and Special Education*

Lane, K. L., Kalberg, J. R., & Shepcaro, J. C. (in press). An examination of quality indicators of function-based interventions for students with emotional or behavioral disorders attending middle and high schools. *Exceptional Children*.

- Stang, K. K., Carter, E. W., Lane, K. L., & Pierson, M. R. (in press). Perspectives of general and special educators on fostering self-determination in elementary and middle schools. *Journal of Special Education*.
- Pierson, M. R., Carter, E. W., Lane, K. L., & Glaeser, B. (2008). Factors influencing the self-determination of transition-age youth with high incidence disabilities. *Career Development for Exceptional Individuals*. <http://cde.sagepub.com/cgi/content/abstract/31/2/115>
- Lane, K. L., Kalberg, J. R., Bruhn, A. L., Mahoney, M. E., & Driscoll, S. A. (2008). Primary prevention programs at the elementary level: Issues of treatment integrity, systematic screening, and reinforcement. *Education and Treatment of Children*, 31, 465-494.
- Lane, K. L., Robertson, E. J., Mofield, E., Wehby, J. H., & Parks, R. J. (2008). Preparing students for college entrance exams: Findings of a secondary intervention conducted within a three-tiered model of support. *Remedial and Special Education*.
- Carter, E. W., Lane, K. L., Pierson, M. R., & Stang, K. K. (2008). Promoting self-determination for transition-age youth: Views of high school general and special educators. *Exceptional Children*, 75, 55-70.
- Lane, K. L., Kalberg, J. R., Parks, R. J., & Carter, E. W. (2008). Student Risks Screening Scale: Initial evidence for score reliability and validity at the high school level. *Journal of Emotional and Behavioral Disorders*, 16, 178-190.
- Lane, K. L., Barton-Arwood, S., Nelson, J. R., & Wehby, J. H. (2008). Academic performance of students with emotional and behavioral disorders served in a self-contained setting. *Journal of Behavioral Education*, 17, 43-62.
- Lane, K. L., Harris, K., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2008). The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. *Journal of Special Education*, 41, 234 – 253.
- Robertson, E. J., & Lane, K. L. (2007). Supporting middle school students with academic and behavioral concerns within the context of a three-tiered model of support: Findings of a secondary prevention program. *Behavioral Disorders*, 33, 5-22.
- Lane, K. L., Fletcher, T., Carter, E., Dejud, & Delorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at-risk for reading and behavioral concerns. *Remedial and Special Education*, 28, 266-276.
- Lane, K. L., Parks, R. J., Kalberg, J. R., & Carter, E. W. (2007). Student Risk Screening Scale: Initial evidence for score reliability and validity at the middle school level. *Journal of Emotional and Behavioral Disorders*, 15, 209-222.

- Lane, K. L., Stanton-Chapman, T. L., Roorbach, K. A., & Phillips, A. (2007). Teacher and parent expectations of preschoolers' behavior: Social skills necessary for success. *Topics in Early Childhood, 27*, 86-97.
- Lane, K. L., Weisenbach, J. L., Phillips, A., & Wehby, J. (2007). Designing, implementing, and evaluating function-based interventions using a systematic, feasible approach. *Behavioral Disorders, 32*, 122-139.
- Lane, K. L., Little, M. A., Rhodes, J. R., Phillips, A., & Welsh, M. T. (2007). Outcomes of a teacher-led reading intervention for elementary students at-risk for behavioral disorders. *Exceptional Children, 74*, 47-70.
- Lane, K. L. (2007). Identifying and supporting students at risk for emotional and behavioral disorders within multi-level models: Data driven approaches to conducting secondary interventions with an academic emphasis. *Education and Treatment of Children, 30*, 135-164.
- Lane, K. L., Rogers, L. A., Parks, R. J., Weisenbach, J. L., Mau, A. C., Merwin, M. T., & Bergman, W. A. (2007). Function-based interventions for students nonresponsive to primary and secondary prevention efforts: Illustrations at the elementary and middle school levels. *Journal of Emotional and Behavioral Disorders, 15*, 169-183.
- Lane, K. L., Lawrence, J., Barton-Arwood, S., & Kalberg, J. R. (2007). Teaching elementary educators to design, implement, and evaluate functional assessment-based interventions: Success and challenges. *Preventing School Failure, 51*, 35-46.
- Lane, K. L., Wehby, J., Robertson, E. J., & Rogers, L. (2007). How do different types of high school students respond to positive behavior support programs? Characteristics and responsiveness of teacher-identified students. *Journal of Emotional and Behavioral Disorders, 15*, 3-20.
- Lane, K. L., Smither, R., Huseman, R., Guffey, J., & Fox, J. (2007). A function-based intervention to decrease disruptive behavior and increase academic engagement. *Journal of Early and Intensive Behavioral Intervention, 3.4 – 4.1*, 348-364.
- Lane, K. L., Wolery, M., Reichow, B., & Rogers, L. (2006). Describing baseline conditions: Suggestions for study reports. *Journal of Behavioral Education, 16*, 224-234.
- Lane, K. L., Thompson, A., Reske, C., Gable, L., & Barton-Arwood, S. (2006). Reducing skin picking via competing activities. *Journal of Applied Behavior Analysis, 39*, 459-462.
- Stahr, B., Cushing, D., Lane, K. L., Fox, J. (2006). Efficacy of a function-based intervention to decrease off-task behavior exhibited by a student with attention deficit hyperactivity disorder. *Journal of Positive Behavior Interventions, 8*, 201-211.

- Lane, K. L., Weisenbach, J. L., Little, M. A., Phillips, A., & Wehby, J. (2006). Illustrations of function-based interventions implemented by general education teachers: Building capacity at the school site. *Education and Treatment of Children, 29*, 549-671.
- Lane, K. L., Graham, S., Harris, K. R., & Weisenbach, J. L. (2006). Teaching writing strategies to young students struggling with writing and at-risk for behavioral disorders: Self-regulated strategy development. *Teaching Exceptional Children, 39*, 60-64.
- Lane, K. L., & Carter, E. (2006). Supporting transition-age youth with and at-risk for emotional and behavioral disorders at the secondary level: A need for further inquiry. *Journal of Emotional and Behavioral Disorders, 14*, 66-70.
- Lane, K. L., Carter, E. W. Pierson, M. R., & Glaeser, B. C. (2006). Academic, social, and behavioral characteristics of high school students with emotional disturbances and learning disabilities. *Journal of Emotional and Behavioral Disorders, 14*, 108-117.
- Carter, E., Lane, K. L., Pierson, M., & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbances and learning disabilities. *Exceptional Children, 72*, 333-346.
- Lane, K.L., Wehby, J.H., & Cooley, C. (2006). Teacher expectations of student's classroom behavior across the grade span: Which social skills are necessary for success? *Exceptional Children, 72*, 153-167.
- Lane, K. L., Menzies, H. M., Munton, S., Von Duering, R. M., & English, G. (2005). The effects of a supplemental early literacy program for a student at-risk: A case study. *Preventing School Failure, 50*, 21-28.
- Lane, K. L., & Menzies, H. (2005). Teacher-identified students with and without academic and behavioral concerns: Characteristics and responsiveness to a school-wide intervention. *Behavior Disorders, 31*, 65-83.
- Barton-Arwood, S., Morrow, L., & Lane, K. L., & Jolivette, K. (2005). Outcomes for Project IMPROVE: Improving teachers' ability to address student social needs. *Education and Treatment of Children, 28*, 430-443.
- Lane, K. L., Wehby, J. H., Little, M. A., & Cooley, C. (2005b). Students educated in self-contained classes and self-contained schools: Part II – How do they progress over time? *Behavior Disorders, 30*, 363-374.
- Lane, K. L., Wehby, J. H., Little, M. A., & Cooley, C. (2005a). Academic, social, and behavioral profiles of students with emotional and behavioral disorders educated in self-contained classrooms and self-contained schools: Part I – Are they more alike than different? *Behavior Disorders, 30*, 349-361.

- Gresham, F. M., Lane, K. L., & Beebe-Frankenberger, M. E. (2005). Predictors of hyperactivity-impulsivity-inattention and conduct problems: A comparative follow-back investigation. *Psychology in the Schools, 42*, 721-736.
- Lane, K. L., Wehby, J. & Barton-Arwood, S. (2005). Students with and at-risk for emotional and behavioral disorders: Meeting their social and academic needs. *Preventing School Failure, 49*, 6-9.
- Wehby, J. H., Lane, K. L., & Falk, K. B (2005). An inclusive approach to improving early literacy skills of students with emotional and behavioral disorders. *Behavior Disorders, 30*, 155-169.
- Beebe-Frankenberger, M., Lane, K. L., Bocian, K. L, Gresham, F. M., & MacMillan, D. L. (2005). Students with or at risk for problem behavior: Betwixt and between teacher and parent expectations. *Preventing School Failure, 49*, 10-17.
- Lane, K. L., Menzies, H., Barton-Arwood, S. M., Doukas, G. L., & Munton, S. M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigations. *Preventing School Failure, 49*, 18-26.
- Miller, M. J., Lane, K. L., & Wehby, J. (2005). Social skills instruction for students with high incidence disabilities: An effective, efficient approach for addressing acquisition deficits. *Preventing School Failure, 49*, 27-40.
- Lane, K. L., Pierson, M., Robertson, E. J., & Little, A. (2004). Teachers' views of prereferral interventions: Perceptions of and recommendations for implementation support. *Education and Treatment of Children, 27*, 420-439.
- Strong, A., C., Wehby, J. H., Falk, K. B., & Lane, K. L. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Quarterly, 33*, 561-581.
- Lane, K. L., Pierson, M., & Givner, C. C. (2004). Secondary teachers' views on social competence: Skills essential for success. *Journal of Special Education, 38*, 174-186.
- Nelson, J. R., Benner, G. J., Lane, K., & Smith, B. W. (2004). An investigation of the academic achievement of K-12 students with emotional and behavioral disorders in public school settings. *Exceptional Children, 71*, 59-73.
- Lane, K. L., Givner, C. C., & Pierson, M. R. (2004). Teacher expectations of student behavior: Social skills necessary for success in elementary school classrooms. *Journal of Special Education, 38*, 104-110.

- Lane, K. L., Bocian, K. M., MacMillan, D. L., & Gresham, F. M. (2004). Treatment integrity: An essential-but often forgotten-component of school-based interventions. *Preventing School Failure, 48*, 36-43.
- Umbreit, J., Lane, K. L., & Dejud, C. (2004). Improving classroom behavior by modifying task difficulty: The effects of increasing the difficulty of too-easy tasks. *Journal of Positive Behavior Interventions, 6*, 13-20.
- Wehby, J. H., Lane, K. L., & Falk, K. B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*, 194-197.
- Wehby, J. H., Falk, K. B., Barton-Arwood, S., Lane, K. L., & Cooley, C. (2003). Impact of comprehensive reading instruction on the academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*, 225-238.
- Lane, K. L., Mahdavi, J. N., & Borthwick-Duffy, S. A. (2003). Teacher perceptions of the prereferral intervention process: A call for assistance with school-based interventions. *Preventing School Failure, 47*, 148-155.
- Lane, K. L. (2003). Identifying young students at risk for antisocial behavior: The utility of "teachers as tests." *Behavioral Disorders, 28*, 360-389.
- Barton-Arwood, S., Wehby, J. H., Gunter, P. L., & Lane, K. L. (2003). Motivation Assessment Scale and Problem Behavior Questionnaire: Intra-rater reliability with students with emotional and behavioral disorders. *Behavioral Disorders, 28*, 386-400.
- Lane, K. L., Pierson, M., & Givner, C. C. (2003). Teacher expectations of student behavior: Which skills do elementary and secondary teachers deem necessary for success in the classroom? *Education and Treatment of Children, 26*, 413-430.
- Lane, K. L., & Menzies, H. M. (2003). A school-wide intervention with primary and secondary levels of support for elementary students: Outcomes and considerations. *Education and Treatment of Children, 26*, 431-451.
- Lane, K. L., Wehby, J., Menzies, H. M., Doukas, G. L., Munton, S. M., & Gregg, R. M. (2003). Social skills instruction for students at risk for antisocial behavior: The effects of small-group instruction. *Behavioral Disorders, 28*, 229-248.
- O'Shaughnessy, T., Lane, K. L., Gresham, F. M., & Beebe-Frankenberger, M. (2003). Children placed at risk for learning and behavioral difficulties: Implementing a school-wide system of early identification and prevention. *Remedial and Special Education, 24*, 27-35.

- Lane, K. L., & Menzies, H.M. (2002). The effects of a school-based primary intervention program: Preliminary outcomes. *Preventing School Failure, 47*, 26-32.
- Lane, K. L., Gresham, F.M., & O'Shaughnessy, T. E. (2002). Serving students with or at-risk for emotional and behavior disorders: Future challenges. *Education and Treatment of Children, 25*, 507-521.
- Lane, K. L., Wehby, J. H., Menzies, H. M., Gregg, R. M., Doukas, G. L., & Munton, S. M. (2002). Early literacy instruction for first-grade students at-risk for antisocial behavior. *Education and Treatment of Children, 25*, 438-458.
- Lane, K.L., & Wehby, J. (2002). Addressing antisocial behavior in the schools: A call for action. *Academic Exchange Quarterly, 6*, 4-9.
- Gresham, F. M., Lane, K. L., & Lambros, K. M. (2001). Terminological accuracy versus political correctness: A rejoinder to Leone. *Journal of Emotional and Behavioral Disorders, 9*, 83-85.
- Lane, K. L., Gresham, F. M., MacMillan, D., & Bocian, K. (2001). Early detection of students with antisocial behavior and hyperactivity problems. *Education and Treatment of Children, 24*, 294-308.
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Conference Presentations (169)

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 Educational 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, Missouri.
- 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, Missouri.
- 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 Educational 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, Indiana.
- Lane, K. L. (2007, April). Crackerbarrel discussion. A discussion session conducted at the 25th Annual Indiana Conference on ED, Nashville, Indiana.
- 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, Indiana.

- 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, Massachusetts.
- 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, Missouri.
- 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, Missouri.
- 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, Missouri.
- 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, Arizona
- 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, Utah.
- 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, Utah.
- 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, Utah.
- 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, Missouri.

- 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, Missouri.
- 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.
- E. J. Robertson & 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, Missouri.
- 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, Missouri.
- 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, Missouri.
- 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, Missouri.
- 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, Missouri.
- Wehby, J. H., Lane, K.L., Falk, K., Johnston, A., & Mason, A. (2002, November). *An inclusive approach to improving the literacy skills of students with and at-risk for emotional and behavioral disorders*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Pierson, M., Lane, K.L., & Givner, C. (2002, November). *Teacher expectations of student behavior: Which schools do teachers deem as necessary for success in the classroom?* A

- paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Umbreit, J., Lane, K.L., & Dejud, C. (2002, November). *Improving classroom behavior by modifying task difficulty: The effect of increasing difficulty of too-easy tasks*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., & Beebe-Frankenberger, M. (2002, November). *Designing effective interventions for children and youth at-risk for antisocial behavior: An integrated model*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Menzies, H., Doukas, G., & Munton, S. (2002, November). *Outcomes of a comprehensive school-wide intervention for students at-risk: Success and challenges*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Doukas, G., L., Gregg, R. M., & Munton, S. M. (2002, April). *Promoting achievement and minimizing Risk: The impact of a school-based universal intervention*. A poster presented at Council for Exceptional Children. New York, NY.
- Lane, K. L., & Givner, C. (2002, February). *Teacher expectations of student behavior: Which skills do elementary and secondary teachers deem necessary for success in the classroom?* A paper presented at Pacific Coast Research Conference, LaJolla, CA.
- Lane, K. L., Menzies, H., Doukas, G., Gregg, R., & Munton, S. (2001, November). *The impact of a school-wide intervention on an at-risk elementary school: Preliminary findings*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., & Gresham, F.M. (2001, November). *Identifying, assessing, and intervening with children with or at risk for behavior disorders: A look to the future*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Barton-Arwood, S., Falk, K., Wehby, J., & Lane, K. L. (2001, October). *Improving reading achievement: Effects on academic and social behaviors of elementary-age students with E/BD*. A paper presented at the Fourth International Conference on Children and Youth Behavioral Disorders, Atlanta, GA.
- Wehby, J., Lane, K. L., Falk, K., & Barton-Arwood, S. (2001, October). *Incorporating academic performance and teacher instructional style into the functional assessment process*. A paper presented at the Fourth International Conference on Children and Youth Behavioral Disorders, Atlanta, GA.
- Lane, K. L., & Umbreit, J. Functional behavior assessment. (2001, October). *Developing Function-based Interventions*. A workshop conducted at the Fourth International Conference on Children and Youth with Behavioral Disorders (October 4, 2001).

- O'Shaughnessy, T., & Lane, K. L. (2001, February). *GAAZ: The efficacy of phonological awareness training with children with learning and behavior problems*. A poster presented at Pacific Coast Research Conference, La Jolla, CA.
- Gresham, F. M., Dolstra, L., Lambros, K.M., McLaughlin, V. & Lane, K. L. (2002, November). *Teacher expected model behavior profiles: Changes over time*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L., Fletcher, T., Dejud, C. Strunk, M., DeLorenzo, J., Gomez, E., McLaughlin, V., & Dolstra, L. (2000, November). *Young at-risk students: The impact of phonological awareness training*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Lane, K. L. & Gresham, F. M. (2000, November). *Future directions: Identifying and intervening with children with conduct and attention problems*. A panel discussion conducted at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- Gresham, F. M. & Lane, K. L.(2000, November). *Early detection of students with hyperactivity-impulsivity-inattention and conduct problems*. A paper presented at Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ.
- O'Shaughnessy, T., Gresham, F. M., Lane, K., Beebe-Frankenberger, M. E., & Lambros, K. M. (2000, April). *Children with reading difficulties and co-existing behavior problems: Early Identification and Intervention*. A paper presented at National Association of School Psychology (NASP), New Orleans, LO.
- Gresham, F. M., McIntyre, L. L., Ward, S. L., Lane, K. L., Olson-Tinker, H., Beebe-Frankenberger, M. E., Dolstra, L., McLaughlin, V., & Van, M. (2000, April). *Treatment Integrity: Necessary, but not sufficient for treatment-based interventions*. A paper presented at National Association of School Psychology (NASP), New Orleans, LO.
- 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.

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.

Working Papers (16)

Lane, K. L., Eisner, S. L., Kretzer, J. M., Bruhn, A. L., Crnabori, M. E., Funke, L. M., Lerner, T. J., & Casey, A. M. (2008). Outcomes of functional assessment-based interventions for students with and at risk for emotional and behavioral disorders in a job-share setting. *Manuscript submitted for publication*

Sandmel, K., Brindle, M., Harris, K., Lane, K., Graham, S., Little, A., Nackel, J., & Mathias, R. (2008). Making it work: Differentiating tier two writing instruction with self-regulation strategies development in writing in tandem with schoolwide positive behavioral support for second graders. *Manuscript submitted for publication*

Lane, K. L., Little, A. L., Menzies, H. M., Lambert, W., & Wehby, J. H. (2008). Early elementary students with behavioral challenges educated in rural and suburban settings: How do they progress? *Manuscript submitted for publication*

Lane, K. L., Kalberg, J. R., Menzies, H. M., Bruhn, A., Eisner, S., & Crnabori, M. (2008). Using systematic screening data to assess risk and identify students for targeted supports: Illustrations across the K-12 continuum. *Manuscript submitted for publication*

- Harris, P. J., Oakes, W. P., Lane, K. L., & Rutherford, R. B. (2008). *Improving the early literacy skills of students at risk for internalizing or externalizing behaviors with limited reading skills*. Manuscript submitted for publication.
- Smith, D., & Lane, K. L. (2008). Emotional or behavioral disorders (pp. X to X). *Introduction to special education: Making a difference* (7th ed.). Boston, MA: Allyn & Bacon. Chapter submitted for publication.
- Mooney, P., Benner, G. J., Nelson, J. R., & Lane, K. L., Beckers, G. (2007). Standard-protocol and individualized remedial reading interventions for secondary students with emotional and behavioral disorders. *Manuscript submitted for publication*.
- Lane, K. L., Wehby, J.H., Phillips, A., Weisenbach, J., Little, M. A., & Merwin, M. (2007). *The utility of academic and behavioral interventions for early elementary students with reading and behavior problems*. Manuscript in preparation
- Lane, K. L., Kalberg, J. R., Wehby, J. H., Menzies, H. M., & Barton-Arwood, S. (2008). *Preparing for positive behavior support at the high school level: Implementation steps and outcomes*. Manuscript in preparation.
- Lane, K. L., Wehby, J. H., Weisenbach, J., & Little, M. A. (2007). *Screening for learning and behavior disorders at the elementary level: Recommendations to the Field*. Manuscript in Preparation.
- Lane, K. L., Robertson, E. J., & Lambert, W. (2007). *Examining secondary intervention efforts within a three-tiered model of support in the middle school setting*. Manuscript in preparation.
- Lane, K. L., Weisenbach, J., Little, M. A., Wehby, J., & Phillips, A., (2007). *Students with internalizing and externalizing behaviors: How do they progress academically and behaviorally over time?* Manuscript in Preparation.
- Lane, K. L., Wehby, J. H., Graham, S., & Little, M. A. (2007). *How does behavior influence writing performance?* Manuscript in Preparation.
- Lane, K. L., Kalberg, J. R., Weisenbach, J., Parks, R. & Wehby, J. H. (2007) *A freshman academy: A secondary intervention to support the transition from middle to high school*. Manuscript in Preparation.
- Lane, K. L., Kalberg, J. R., Bruhn, A. L., & Menzies, H. M. (2007). *Preparing elementary schools to implement three-tiered models of prevention: An Illustration*. Manuscript in Preparation.
- Menzies, H. M., Lane, K. L., & Kalberg, J. R. (2008). *Targeted interventions at the elementary school level: A forum for academic and behavioral support*. Manuscript in preparation.

Little, M. A., Harris, K., Lane, K. L., Graham, S., Brindle, M., & Sandmel, K. (2008). *Persuasive writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties*. Manuscript in preparation.

Other (4)

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*. Unpublished rating scale.

Lane, K. L. (2002). *Primary Prevention Plan: Feedback Form*. Unpublished rating scale.

Lane, K. L., Wolery, R., Johnston, A. E., Mason, A., & Palombaro, C. (2004). *Improving early literacy skills of preschoolers: Success and challenges*. Unpublished manuscript.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

Funded Grants

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 (2006-2010) 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 for Educational 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.

Under Review

NCER-SOCBEH: G3 - The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach (2009-2013) Institute for Educational Sciences, Social and Behavioral Outcomes to Support Learning: Goal 3 (Efficacy and Replication)

Role: Principal Investigator

Role in Preparation: Co-Author

The purpose of this Goal 3 application is to rigorously evaluate our fully developed SRSD intervention under two conditions with students at high risk for EBD and writing problems in an inclusive school district in Middle Tennessee.

Supporting the Transition from Middle to High School for Students with Behavioral Challenges: Project Self-Determination (2009-2012) Institute for Educational Sciences, Social and Behavioral Outcomes to Support Learning: Goal 2 (Development)

Role: Principal Investigator

Role in Preparation: Co-Author

The purpose of this development project is to develop a promising curricular intervention to equip youth with disabilities with the skills and opportunities they need to engage in self-determined behavior as they transition from middle to high school.

Project SUPPORT & INCLUDE: Staff Development and Technical Assistance to Support Students with Emotional and Behavioral Challenges in Inclusive Settings (2009-2010) 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.

TEACHING (Since joining the Peabody faculty)

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.

Fall 2008:

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

Evaluations:

#4 Mean = 4.68; Standard Deviation = 0.58

#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; 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; 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 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 Crnabori

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

- Member, American Psychological Association Classroom Violence Directed Against Teachers Task Force 2008
- Institute for Educational Sciences, Principal Member of the Social and Behavioral Educational Research Scientific Review Panel.
- Member of Pacific Coast Research Conference (PCRC) program committee (2007-2012)
- Member of the Council for Children with Behavioral Disorders Publication Committee (April, 2006)
- Served as a grant reviewer for the Social Sciences and Humanities Research Council of Canada (December, 2005)
- 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)
- Coordinated a strand at *Teacher Educators for Children with Behavior Disorders* (TECBD) annually since 1998
- Co-ordinated the Dick Shores Research Strand at *Teacher Educators for Children with Behavior Disorders* (TECBD) annually since 2007
- Associate Editor, *Journal of Positive Behavioral Intervention*
- Associate Editor, *Remedial and Special Education* (beginning November, 2007; previously on the editorial board)
- Associate Editor, *Education and Treatment of Children* (beginning December, 2007; previously on the editorial board)
- Editorial Board, *Behavioral Disorders*
- Editorial Board, *Journal of Special Education*
- Editorial Board, *Journal of Emotional and Behavioral Disorders*
- Editorial Board, *Exceptional Children*
- Editorial Board, *Preventing School Failure*

- Editorial Board, *Education and Treatment of Children*
- Guest Reviewer, *Journal of Applied Behavior Analysis*
- Guest Reviewer, special issue *Learning Disability Quarterly*
- Guest Reviewer, *School Psychology Review*
- Guest Reviewer, *AEI*
- Guest Reviewer, *Educational Evaluation and Policy Analysis*
- Guest Reviewer, *Journal of Child and Family Studies*

Community

- 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

- Lane, K. L. (April , 2007). *School-based research panel discussion*. Vanderbilt Kennedy Center Leadership Council.

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 Kennedy Center Membership Committee (June 2005-May 2008)

College

- Member, Faculty Council Committee (2008-2009)
- Member, Learning Sciences Institute (LSI) Investigator Advisory Committee (2008-2009)
- Center for Outreach and Professional Development, Transition Team (2003-2004)

Department

- Recruitment and Admissions, 2004-2005
- Executive Committee, 2002-2003
- Doctoral Studies Committee, 2002-2003
- Teacher Preparation Committee, 2002-2003, 2003-2004, 2006-2007, 2007-2008, 2008-2009
- Faculty Evaluation Committee, Observer, 2001-2002
- Social Committee, Member 2001-2002

REFERENCES

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