

Dr. Kathleen Lynne Lane by Corrie Anderson

“I urge every educator to remember: teachers and staff have more waking hours per day with students than do these students’ parents. The opportunities for support are almost endless – and this gives me hope for everyone’s future.”—Dr. Kathleen Lane



Kathleen Lynne Lane, Ph.D.
Associate Professor in Special Education
Peabody College of Education, Vanderbilt University
Investigator, J. F. Kennedy Center
Investigator, Learning Science Institute
Department of Special Education
Peabody College, Box 228
230 Appleton Place
Nashville, TN 37203-5721
(615) 343-0706 Voice
(615) 343-1570 FAX ¹

Contents	
1.	Introduction
2.	Education and Experience at the University of California, Riverside
3.	Higher Education
4.	Research
5.	Influences
6.	Awards
7.	Conference Presentations
8.	Publications
9.	Journal Articles
10.	Monographs
11.	Encyclopedia Entries, Reflections, and News Letter Articles
12.	Professional Contributions to the Field
13.	References
14.	Author’s Note
15.	External Links

Introduction

Contributing to the special education field as an instructor, researcher, author, mentor, advocate, and presenter, Dr. Kathleen Lane can be considered a dedicated and ambitious leader.

Dr. Lane currently holds the position of Associate Professor in Special Education in the [Peabody College of Education](#) at [Vanderbilt University](#). She also serves as an investigator at the

¹ <http://peabody.vanderbilt.edu/x4883.xml>

[Vanderbilt Kennedy Center](#). Lane specializes in the following: 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.²

Education and Experience at the University of California, Riverside

Dr. Lane is an alumnus of the [University of California, Riverside](#), where she obtained each of her degrees. Lane holds her graduate and doctorate degrees in Education and an undergraduate degree in Psychology. At the University of California, Riverside, Lane conducted her dissertation entitled “Students at-risk for antisocial behavior: The utility of academic and social skills interviews” (1997).³ Dr. Sharon Borthwick-Duffy advised Lane throughout her graduate and doctorate work. During her time as a student at the University of California, Riverside Dr. Lane worked for the university as a researcher, lecturer and teaching assistant.⁴ After completing her doctorate, Lane became supervisor of teacher education at the university. She also taught as a visiting lecturer on the topics of special education and school psychology. As a professional researcher, she designed and implemented a project targeting middle school students at risk.⁵

In addition to her extensive research and educational backgrounds, Dr. Lane has direct experience working with students in the field. In fact, it was a direct classroom experience that inspired Lane to obtain her teaching credential and graduate degree in the School of Education at the University of California, Riverside. While briefly filling in at a middle school, Lane’s

² http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

³ Lane, K. (1997). *Students at-risk for antisocial behavior: The utility of academic and social skills interviews*. (Doctoral dissertation, University of California, Riverside). Available from ProQuest Dissertations and Theses database. (Publication No. AAT 9816666).

⁴ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

⁵ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

students responded so well to her that they wanted her to stay. As a result, this temporary position changed her career path.⁶ While pursuing her graduate and doctorate degrees, Lane worked as a public educator at the elementary and middle school levels. In addition to working with students in both the general and special education curricula, she served as a program specialist at the [San Bernardino County Office for the Superintendent of Schools](#).⁷ These direct experiences in the classroom have greatly influenced Lane's career and goals. Lane explains:

My days in the classroom, the teachers I collaborated with, the students I served, and the parents I met are etched in my memories. My early experiences in my own life and my experiences as a classroom teacher and behavior specialist motivate me to make schools a productive, respectful, and safe context for all students, including those with special needs.⁸

Higher Education

Dr. Lane has taught at Vanderbilt since July of 2001. Lane currently instructs courses on the following: Managing Academic and Social Behavior, Early Detection and Prevention Efforts in Multi-Tiered Models and Characteristics of Students with High Incidence Disabilities. In addition to her experience at Vanderbilt and the University of California, Riverside, Lane has spent time at [California State University, Los Angeles](#) and the [University of Arizona](#). At both of these schools, Lane conducted research that focused on students at risk. At the University of Arizona, Lane, as an Assistant Professor in the Special Education Department, designed and taught courses specializing in students with high incidence disabilities. Additionally, Lane was program coordinator for the Emotional and Behavioral Disorders Program. During her time at

⁶ K. L. Lane (personal communication, November 26, 2010)

⁷ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

⁸ K. L. Lane (personal communication, November 26, 2010)

California State University, Los Angeles, Lane served as Associate Professor. In addition to her research, she instructed courses on behavioral interventions and research methods.⁹

Research

Lane has designed, implemented, and evaluated school-based interventions, examining preventative ways to address emotional and behavioral disorders.¹⁰ Dr. Lane has served as Principal Investigator/Program Director and author/co-author on 17 funded grants.¹¹ Lane has received several large grants by the [U.S. Department of Education's Office of Special Education and Rehabilitative Services](#); a few examples include: *Project PREPARE* (2006-2010), *Project Building Capacity* (2004-2008), *Project Project Behavior Support* (2002-2005) and *Project Prevent* (2003-2006). *Project PREPARE* and *Project Building Capacity* both focused on preparing personnel to better serve children with high-incidence disabilities. Lane is a proponent for proactive and preventive interventions, displayed in *Project Positive Behavior Support*, which provided a model to make all students successful in the school setting. *Project Prevent* focused on screening for and preventing learning and behavior problems.¹² *Project WRITE* is another large-scale project on which Lane serves as primary investigator and co-author. The project, which has been funded for \$1,431,137 by the [Institute for Educational Sciences](#), “examines the efficacy of strategy instruction in writing for second-grade students with internalizing and externalizing behavior disorders.”¹³ Lane’s first grant funded her dissertation project in 1997. Since then, she has gained funding for numerous projects; furthermore, Dr. Lane simultaneously works on multiple projects.

⁹ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

¹⁰ <http://peabody.vanderbilt.edu/x4883.xml>

¹¹ K. L. Lane (personal communication, November 26, 2010)

¹² <http://peabody.vanderbilt.edu/x4883.xml?show=Projects>

¹³ <http://peabody.vanderbilt.edu/x4883.xml?show=Projects>

Lane's vast research supports her emphasis on the importance of identifying problems early and her optimistic belief that effective prevention and interventions can lead to better outcomes for students. Lane states:

If we can find students who are struggling academically, behaviorally, and/or socially at the earliest sign of difficulty, we can support them. I believe it is possible to prevent the development of learning and behavior problems and respond more effectively to students with existing concerns within the context of comprehensive, integrated, three-tiered (CI3T) models of prevention.¹⁴

Influences¹⁵

As someone who is unarguably a prominent and influential leader in the field, Lane identifies the influential people in her own life. Lane distinguishes her grandfather, Dr. William P. Frank, as her most influential figure. From the time she was seven, Lane wanted to become a professor like her grandfather. Throughout her life until her grandfather's death, Dr. Lane spent time and conversed with him about career options, ethics, and education. Her grandfather provided support and guidance in her pursuit of higher education. In addition to her grandfather, Dr. Lane recognizes other influences in her life:

I have continued to be supported by incredible mentors whom I refer to as the gentle giants in my life. And, there are the people in my life, friends and former students, who continue to leave footprints on my heart - stretching and inspiring me.

Outside of educational influences, Lane acknowledges her husband and two children in a special light. Her endearing description of each shows the special influence they have on her life.

Awards

¹⁴ K. L. Lane (personal communication, November 26, 2010)

¹⁵ K. L. Lane (personal communication, November 26, 2010)

Dr. Lane has been recognized for her exceptional skills as an educator, researcher, and leader. In 2003, 2004, 2006, 2008, and 2010 she was named Outstanding Educator, an Outstanding Leadership Honoree of Peabody College¹⁶. In 2008 she also received the Shining Apple Award, given by [Williamson County Schools](#) in honor of her service. In 2005, the [Council for Exceptional Children](#) honored her with the Early Career Research Award.¹⁷

Conference Presentations

Dr. Lane has given over 227 conference presentations. She has presented across the country in the states of Arizona, Tennessee, Minnesota, Washington, D.C., Maine, Illinois, Missouri, California, Kentucky, Indiana, Maryland, Colorado, Georgia, Utah, Hawaii, New York, Louisiana, and Nevada.¹⁸ Lane is an experienced keynote speaker. On an international level, Lane gave the keynote address at the [International Association of Special Education](#) in Hong Kong in 2007 and at the International Child and Adolescent Conference XIV in Bloomington, Minnesota in 2008,¹⁹ proving she is a worldwide influential figure in the field.

Publications

Over the past decade, Dr. Lane has co-written five books and an additional 18 book chapters. Lane's books have covered the topics of addressing behavior problems in the school setting, functional behavioral assessment and interventions, school-based interventions, and interventions for children with emotional and behavioral disorders. The following is a list of the publications:²⁰

¹⁶ K. L. Lane (personal communication, November 26, 2010)

¹⁷ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

¹⁸ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

K. L. Lane (personal communication, November 26, 2010)

¹⁹ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

²⁰ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

K. L. Lane (personal communication, November 26, 2010)

- Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, N.Y.: Guilford Press.
- Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, N.Y.: 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. (2003). *School-based interventions: The tools you need to succeed*. Boston, MA: Allyn & Bacon.
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (Eds.) (2001). *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.

Journal Articles

For almost 15 years, Lane has regularly contributed to scholarly journals, both as author and editor. As an author, Lane has been published over 95 times in referred journals, with most involving her current and former students as co-authors. Currently, Lane has 11 working papers. A list of Lane's journal contributions reflecting the last ten years follows:²¹

Ennis, R. P., Lane, K. L., & Oakes, W. P. (in press). Score reliability and validity of the Student Risk Screening Scale: A psychometrically sound, feasible tool for use in urban elementary schools. *Journal of Emotional and Behavioral Disorders*.

²¹ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf
K. L. Lane (personal communication, November 26, 2010)

- Menzies, H. M., & Lane, K. L. (in press). Validity of the student risk screening scale: Evidence of predictive validity in a diverse, suburban elementary setting. *Journal of Emotional and Behavioral Disorders*.
- Menzies, H. M., & Lane, K. L. (in press). Using self-regulation strategies and functional assessment-based interventions to provide academic and/or behavioral support to students at risk within three-tiered models of prevention. *Preventing School Failure*.
- Carter, E. W., Lane, K. L., Crnobori, M. E., Bruhn, A. L., & Oakes, W. P. (in press). Self-determination interventions for students with and at risk for emotional and behavioral disorders: Mapping the knowledge base. *Behavior Disorders*.
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (in press). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disabilities Policy Studies*.
- Kalberg, J. R., Lane, K. L., & Lambert, W. (in press). The utility of conflict resolution and social skills interventions with middle school students at risk for antisocial behavior: A methodological illustration. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932510362514
- Kalberg, J. R., Lane, K. L., Driscoll, S. A., & Wehby, J. H. (in press). Systematic screening for emotional and behavioral disorders at the high school level: A formidable and necessary task. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932510362508
- Lane, K. L., Bruhn, A. L., Eisner, S. L., & Kalberg, J. R. (in press). Score reliability and validity of the Student Risk Screening Scale: A psychometrically-sound, feasible tool for use in urban middle schools. *Journal of Emotional and Behavioral Disorders*.

Lane, K. L., Kalberg, J. R., Menzies, H. M., Bruhn, A., Eisner, S., & Crnabori, M. (in press).

Using systematic screening data to assess risk and identify students for targeted supports: Illustrations across the K-12 continuum. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932510361263

Nelson, J. R., Lane, K. L., Benner, G. J., & Kim, O. (2011). A best evidence synthesis of literacy instruction on the social adjustment of students with or at-risk for behavior disorders. *Education and Treatment of Children, 34*, 141-162.

Kalberg, J. R., Lane, K. L., & Menzies, H. M. (2010). Using systematic screening procedures to identify students who are nonresponsive to primary prevention efforts: Integrating academic and behavioral measures. *Education and Treatment of Children, 33*, 561-584.

Oakes, W. P., Wilder, K., Lane, K. L., Powers, L., Yokoyama, L., O'Hare, M. E., Jenkins, A. B. (2010). Psychometric properties of the Student Risk Screening Scale: An effective tool for use in diverse urban elementary schools. *Assessment for Effective Intervention, 35*, 231-239.

Lane, K. L., Little, A. L., Menzies, H. M., Lambert, W., & Wehby, J. H. (2010). A comparison of students with behavioral challenges educated in suburban and rural settings: Academic, social and behavioral outcomes. *Journal of Emotional and Behavioral Disorders, 18*, 131-148.

Lane, K. L., Graham, S., Harris, K. R., Little, M. A., Sandmel, K., & Brindle, M. (2010). Story writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties. *Journal of Special Education, 44*, 107-128.

- Lane, K. L., Pierson, M., Stang, K., & Carter, E. W. (2010). Teacher expectations students' classroom behavior: Do expectations vary as a function of school risk? *Remedial and Special Education, 31*, 163-174.
- Lane, K. L., Kalberg, J. R., Lambert, W., Crnobori, M., & Bruhn, A. (2010). A comparison of systematic screening tools for emotional and behavioral disorders: A replication. *Journal of Emotional and Behavioral Disorders, 18*, 100-112.
- Lane, K. L., & Menzies, H. M. (2010). Reading and writing interventions for students with and at risk for emotional and behavioral disorders: An introduction. *Behavior Disorders, 35*, 82-85.
- Oakes, W. P., Mathur, S. R., & Lane, K. L. (2010). Reading interventions for students with challenging behavior: A focus on fluency. *Behavior Disorders, 35*, 120-139.
- Little, M. A., Lane, K. L., Harris, K., Graham, S., Brindle, M., & Sandmel, K. (2010). Self-regulated strategies development for persuasive writing in tandem with schoolwide positive behavioral support: Effects for second grade students with behavioral and writing difficulties. *Behavior Disorders, 35*, 157-179.
- Griffith, C. A., Lloyd, J. W., Lane, K. L., Tankersley, M. (2010). Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling. *Reading and Writing Quarterly, 26*, 51-66.
- Sandmel, K., Brindle, M., Harris, K., Lane, K., Graham, S., Nackel, J., Mathias, R., & Little, A. (2009). Making it work: Differentiating tier two self-regulated strategies development in writing in tandem with schoolwide positive behavioral support. *Focus on Exceptional Children, 42*, 22-33.

- Lane, K. L., Eisner, S. L., Kretzer, J. M., Bruhn, A. L., Crnobori, M. E., Funke, L. M., Lerner, T. J., & Casey, A. M. (2009). Outcomes of functional assessment-based interventions for students with and at risk for emotional and behavioral disorders in a job-share setting. *Education and Treatment of Children, 32*, 573-604.
- Harris, P. J., Oakes, W. P., Lane, K. L., & Rutherford, R. B. (2009). Improving the early literacy skills of students at risk for internalizing or externalizing behaviors with limited reading skills. *Behavioral Disorders, 34*, 72-90.
- Stang, K. K., Carter, E. W., Lane, K. L., & Pierson, M. R. (2009). Perspectives of general and special educators on fostering self-determination in elementary and middle schools. *Journal of Special Education, 43*, 94-106.
- Lane, K. L., Little, M. A., Casey, A. M., Lambert, W., Wehby, J. H., Weisenbach, J. L., & Phillips, A., (2009). A comparison of systematic screening tools for emotional and behavioral disorders: How do they compare? *Journal of Emotional and Behavioral Disorders, 17*, 93-105.
- Menzies, H., Lane, K. L., & Lee, J. M. (2009). Self monitoring strategies for use in the Classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders. *Beyond Behavior, 18*, 27-35.
- Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S. (2009). 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, 38*, 135-144.

- Lane, K. L., Kalberg, J. R., & Shepcaro, J. C. (2009). An examination of quality indicators of function-based interventions for students with emotional or behavioral disorders attending middle and high schools. *Exceptional Children, 75*, 321-340.
- Mooney, P., Benner, G. J., Nelson, J. R., Lane, K. L., & Beckers, G. (2008). Standard-protocol and individualized remedial reading interventions for secondary students with emotional and behavioral disorders. *Beyond Behavior, 3-10*
- 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.

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.

Lane, K. L., O'Shaughnessy, T., Lambros, K. M., Gresham, F. M., & Beebe-Frankenberger, M. E. (2001). The efficacy of phonological awareness training with first-grade students who have behavior problems and reading difficulties. *Journal of Emotional and Behavioral Disorders, 9*, 219-231.

Gresham, F. M., Lane, K. L., McIntyre, L. L., Olson-Tinker, H., Dolstra, L., MacMillan, D., Lambros, K., & Bocian, K. (2001). Risk factors associated with the co-occurrence of hyperactivity-impulsivity-inattention and conduct problems. *Behavioral Disorders, 26*, 189-199.

Lane, K. L., Beebe-Frankenberger, M., Lambros, K. L., & M. E., Pierson (2001). Designing effective interventions for children at-risk for antisocial behavior: An integrated model of components necessary for making valid inferences. *Psychology in the Schools, 38*, 365-379.

Gresham, F. M., Lane, K. L., & Lambros, K. (2000). Comorbidity of conduct and attention deficit hyperactivity problems: Issues of identification and intervention with "fledgling psychopaths." *Journal of Emotional and Behavioral Disorders, 8*, 83-93.

Gresham, F. M., Lane, K. L., MacMillan, D. L., Bocian, K. M., & Ward, S. L. (2000). Positive and negative illusory biases: Comparisons across social and academic self-concept domains. *Journal of School Psychology, 38*, 151-175.

Monographs²²

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

Encyclopedia Entries, Reflections, and News Letter Articles²³

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-

²² http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

²³ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

1179). California: Sage

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

Refereed Technology Materials: Research to Practice²⁴

Lane, K. L., (2009). Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement: <http://iris.peabody.vanderbilt.edu/FBA/chalcycle.htm>

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>

Professional Contributions to the Field²⁵

- Member, Office of Special Education Programs (OSEP) Working Group on the Current Status of Children with the Emotional Disturbance (October 5-6, 2010)
- Member, American Psychological Association Classroom Violence Directed Against Teachers Task Force 2008-2009
- Institute for Educational Sciences, Chair of the Social and Behavioral Educational

²⁴ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf
K. L. Lane (personal communication, November 26, 2010)

²⁵ http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf
K. L. Lane (personal communication, November 26, 2010)

Research Scientific Review Panel for February 2010.

- 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*

References

Lane, K. (2010). *Curriculum vitae*. Retrieved from http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

Lane, K. (1997). *Students at-risk for antisocial behavior: The utility of academic and social skills interviews*. (Doctoral dissertation, University of California, Riverside). Available from ProQuest Dissertations and Theses database. (Publication No. AAT 9816666).

Vanderbilt, Peabody College (2010). *Kathleen Lane: Associate Professor of Special Education*. Retrieved from <http://peabody.vanderbilt.edu/x4883.xml>

Author's Note

Dr. Lane's list of works and achievements is ever increasing and her contributions to the field are constantly evolving. It is important to remember that works listed are as of the

completion of this project. Please keep in mind that Dr. Lane is a motivated author and educator and to remain up-to-date on her list of works, refer to a current version of her curriculum vitae.

External Links

<http://kc.vanderbilt.edu/projectwrite/>

http://books.google.com/books?id=gpmt_PiZk8QC&lpg=PP1&dq=kathleen lane&pg=PP1 - v=onepage&q&f=false

http://peabody.vanderbilt.edu/Documents/pdf/faculty/vita/Lane_Kathleen_CV.0409.pdf

<http://peabody.vanderbilt.edu/x4883.xml>