

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

| NAME Lane, Kathleen L. | | POSITION TITLE Assistant Professor | |
|--|---------------------------|---------------------------------------|-------------------|
| EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.) | | | |
| INSTITUTION AND LOCATION | DEGREE (if applicable) | YEAR(s) | FIELD OF STUDY |
| University of California, Riverside | B.A. | 1988 | Psychology |
| University of California, Riverside | M.A. | 1992 | Special Education |
| University of California, Riverside | Ph.D. | 1997 | Special Education |

A. Positions and Honors

Positions and Employment

- 1989-1995 Teacher, General Elementary Education and LH/Special Day Class Grades 7 and 8, Riverside Unified School District, Riverside, California
- 1992 Staff Research Associate I, University of California, Riverside
- 1994-1996 Graduate Student Researcher, University of California, Riverside
- 1995-1997 Program Specialist, San Bernardino County Public Schools, San Bernardino, California
- 1997-1998 Supervisor of Teacher Education, University of California, Riverside
- 1997 Associate in Education (Lecturer), School of Education, University of California, Riverside
- 1998-2000 Assistant Professor, Special Education, Rehabilitation, and School Psychology, College of Education, University of Arizona
- 1999-2000 Visiting Lecturer & Professional Researcher, College of Education, University of California, Riverside
- 2000-2001 Associate Professor, California State University, Los Angeles
- 2001-pres Assistant Professor, Department of Special Education, Peabody College, Vanderbilt University

Honors and Awards

- 1992, 1994 Cooperating Teacher: Riverside Unified School District
- 1994-1995 Mentor Teacher: Riverside Unified School District
- 1995 Minigrant Recipient from the School of Education, Riverside
- 1995-1996 School of Education, Teaching Assistant of the Year
- 2005 Early Career Research Award, Division of Research, Council for Exceptional Children

Professional Society Memberships

- Academy on Mental Retardation
- American Association on Mental Retardation: Education Division
- American Association on Mental Retardation: Psychology Division
- Council for Exceptional Children: Behavior Disorders Division
- Council for Exceptional Children: Mental Retardation Division

B. Selected Peer-reviewed Publications

- Gresham, F. M., Lane, K. L., MacMillan, D. L., & Bocian, K. M. (1999). Social and academic profiles of externalizing and internalizing groups: Risk factors for emotional and behavioral disorders. *Behavioral Disorders, 24*, 231-245.
- Lane, K. L. (1999). Young students at-risk for antisocial behavior: The utility of academic and social skills interventions. *Journal of Emotional and Behavioral Disorders, 7*, 211-223.
- Lane, K. L., Umbreit, J., & Beebe-Frankenberger, M. (1999). A review of functional assessment research with students with or at-risk for emotional and behavioral disorders. *Journal of Positive Behavioral Interventions, 1*, 101-111.
- 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. *Jrnl of Sch Psych*, 38, 151-175.
- 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, Texas: PROED.
- 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.
- Gresham, F. M., Lane, K. L., McIntyre, L. L., Olson-Tinker, H., Dolstra, L., MacMillan, D., Lambros, K., & Bocian, K. (2001). Co-existence of attention and conduct problems: Risk factors for the “fledgling psychopath.” *Behavioral Disorders*, 26, 189-199.
- Lane, K. L., Beebe-Frankenberger, M., Lambros, K. L., & Pierson, M. E. (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.
- 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., & Lambros, K. M. (2002). Children with conduct and hyperactivity-impulsivity-attention problems: Identification, assessment, and intervention with “fledgling psychopaths” 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). Needham: 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). Needham: 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*. Needham: Allyn & Bacon.
- 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., & Menzies, H. M. (2002). Promoting achievement and minimizing risk - phase I: The impact of a school-based primary intervention program. *Preventing School Failure*, 47, 26-32.
- Lane, K. L., & Wehby, J. (2002). Addressing antisocial behavior in the schools: A call for action. *Academic Exchange Quarterly*, 6, 4-9.
- 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.
- 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., 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. (2003). Identifying young students at risk for antisocial behavior: The utility of “teachers as tests.” *Behavioral Disorders*, 28, 360-389.
- 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.
- Lane, K. L., & Beebe-Frankenberger, M. E. (In press). *A practical approach to school-based interventions: The tools you need to make it work*. Boston, MA: Allyn & Bacon.
- Lane, K. L., Mahdavi, J. N., & Borthwick-Duffy, S. A. (In press). Teacher perceptions of the prereferral intervention process: A call for assistance with school-based interventions. *Preventing School Failure*.

Wolery, M., & Lane, K. (In press). Responding to children's behavior and play. In M. Wolery, R. A. McWilliam, & D. B. Bailey (Eds.), *Teaching infants and preschoolers with disabilities* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Lane, K., Wolery, M., Reichow, B., & Rogers, L. (in press). Describing baseline conditions: Suggestions from research reports. *Journal of Behavioral Education*.

C. Research Support

Ongoing Support

H324D020048 – Lane (PI)

09/01/02 – 08/31/05

EDUC

Project PBS: A Three-Tiered Prevention Model to Better Serve All Students

The intent of Project PBS is to address the following objectives: (a) examine the challenges of implanting a three-tier model of positive behavior support at the high school level in a rural community; (b) identify the types and patterns of behavioral problems manifested at the high school level; (c) design and implement systematically a three-tier model with primary, secondary, and tertiary interventions using data-based decision making; and (4) evaluate how students with varying types of behavior problems respond to various levels of support.

Role: PI

H3225D020022 – Wehby (PI)

09/01/02 – 08/31/06

EDUC

Leadership Training Program in Emotional Disturbance: Focus on Academic Instruction

An innovative approach to training leadership personnel in the area of ED and addresses four needs: (1) to increase capacity for conducting intervention research that improves student academic and social outcomes and bridges the research-to-practice gap; (2) to forge strong partnerships between colleges/universities and public schools; (3) to prepare leadership personnel to work effectively with mainstreamed students with ED and their teachers; and (4) to prepare prospective college/university special education faculty of culturally diverse backgrounds in these three areas.

Role: Program Faculty

H324C030044 – Kennedy & Cushing

09/01/03 – 08/31/06

EDUC

Project Prevent: Screening and Intervening to Prevent the Development of Learning and Behavior Problems

Role: Co-Investigators

H325H010045 – Wehby (PI)

09/01/01 – 08/31/05

EDUC

Academic Excellence for Students with Emotional Disturbance

Role: Investigator

H325H020075 – Artiles (PI)

09/01/02 – 08/31/06

EDUC

Culturally Responsive Academic Instruction for Students with Special Learning Disabilities

Role: Investigator

H325A020033 – Corn (PI)

09/01/02 – 08/31/07

EDUC

Preservice Preparation for Teachers of Students with Visual Impairments

Role: Investigator

H325D990023 – Kaiser (PI)

09/01/99 – 08/31/04

EDUC

Doctoral Leadership Training in Early Childhood Special Education

Training program supporting students in the field of early childhood special education.

Role: Program Faculty

Completed Support

H324D990016 – Hughes and Wehby (PI)

09/01/01 – 12/31//03

Project Outcome: Improving the Outcome of Secendary Age Students with Emotional Disturbance

In order to systematically study effective educational strategies and support for secondary-age students with emotional disturbance from high poverty backgrounds, Project Outcome is designed to (a) examine practices to improve academic, employment, and social outcomes, (b) test systematically the effectiveness of the practices, and (c) design and disseminate products that can be translated into practice.

Role: Co-PI