

CURRICULUM VITA

Sara C. McDaniel, Ph.D.
 Department of Special Education
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EDUCATION

2021	Certificate in Advanced Education Leadership Harvard Graduate School	CAEL
2011	Special Education Georgia State University Internship: Vanderbilt University Internship: U.S. Commission on Civil Rights, Southeast Division	Ph.D.
2007	Special Education Georgia State University	M.Ed.
2001	Psychology Minor: Health Education Elon University	B.A.

EMPLOYMENT

2020-	Professor University of Alabama, Department of Special Education
2019-	Founding Research Center Director , Center for Interconnected Behavioral and Mental Health Systems
2016-	Associate Professor University of Alabama, Department of Special Education and Multiple Abilities
2015-	Founding Director Alabama Positive Behavior Support Office
2011- 2016	Assistant Professor University of Alabama, Department of Special Education and Multiple Abilities
2008-2011	Graduate Research Assistant Georgia State University, Department of Educational Psychology and Special Education
2006-2008	Special Education Teacher (K-5, Emotional/Behavioral Disorders) Belmont Hills Elementary- Smyrna, Georgia
2003-2006	Special Education Teacher (K-5, Emotional/Behavioral Disorders) HAVEN Academy- Atlanta, Georgia
2001-2003	Direct Support Technician (Inpatient Mental Health Unit) Damar Residential Services- Indianapolis, Indiana

RESEARCH CENTER AFFILIATION

Center for Interconnected Behavioral and Mental Health Systems (Founding Director)	2019-
Center for Youth Development and Intervention, University of Alabama	2015-
Special Education Research Accelerator (SERA) Research Partner	2021-

AWARDS AND RECOGNITIONS***Professional Organization***

School Psychology's Article of the Year (McIntosh, et al, 2021)	2021
Council for Exceptional Children-DR Distinguished Early Career	2019
APBS E. G. Carr Initial Researcher Award	2015-2016
Council for Exceptional Children Division of Research Early Career Workshop	2013
Council for Exceptional Children Division of Research Scholars	2010-2011
Midwest Symposium on Leadership in Behavior Disorders Dissertation Award	2010-2011

University of Alabama

President's Mid Career Social Science Researcher Award	2024
College of Education DEI Faculty Award	2023
Public Engagement Learning Community Fellow	2022-2023
Blackmon-Moody Outstanding Faculty	2020
President's Faculty Research Award: Emerging Researcher	2019
University of Alabama Research Summer Project Director	2014
University of Alabama Junior Investigators Program	2012-2013

Public Teaching

Georgia State University College of Education Professional Service Award	2010-2011
HAVEN Academy in Cobb County, GA Teacher of the Year	2006-2007

CONTRACT AND GRANT ACTIVITIES

(Total Funding=\$7,745,00)

Federal Proposals

- McDaniel, S. C.** (2023; **CO-Investigator**). Inclusive Skill-building Learning Approach. *National Institutes of Health (R01)*. \$3,683,202. University of Oregon, Nese (PI)
- Mehari, K. (2022; **PI of Subaward**). Preventing Youth Violence Through Building Equitable Communities: An Evaluation of a Multisystemic Intervention *National Institutes of Health, R01; NIMHD*
- Gunn, H., Xia, M., Bolland, A., & **McDaniel, S. C.** (2022; **Co-Investigator**). Socioecological approach to school start times and sleep health disparities in underrepresented youth. *National Institutes of Health, R15*.
- McDaniel, S. C.** & Cohen, D. (2020). Alabama PEACE. Stop School Violence (**DOJ Subcontract with Alabama State Department of Education; PI, funded**). \$457,270.
- McDaniel, S. C.**, Cohen, D., Watkins, L., Preast, J. & Banard-Brak, L. (2020) Project RIPL (Rural, Interdisciplinary, Interconnected Practitioner-Leaders). (**PI, Office of Special Education Programming, funded**) \$1,090,453.
- McDaniel, S. C.** (2019). Choctaw School Climate Transformation Project (**PI; Subcontract, Department of Education, funded**). \$288,000.

- McDaniel, S. C.**, Lochman, J., Powell, N., McIntosh, K., Mercer, S. & LaSalle, T. (2019). Reducing Youth Violence and Racism/Discrimination: The Efficacy of Comprehensive Prevention Strategies (CPS). National Institutes of Health, R01 (**PI, funded**). \$2,400,000.
- McIntosh, K., Girvan, E., Smolkowski, K., Nese, R., Falcon, S., & **McDaniel, S. C.** (2019). Project ReACT. Institute of Education Sciences, Goal 2 (**Co-Investigator, funded**).
- McDaniel, S. C.** (2018). Preventing Every Action Contributing to Enmity. Department of Justice STOP School Violence Prevention and Mental Health Training Program. (**Sole Author, PI Subcontract, funded**). \$84,000.
- Harbour, K., **McDaniel, S. C.** & Gleason, J. (2017) Math-Science Partnership Extension. Alabama State Department of Education. (**Co-Investigator, funded**). \$69,373.
- Gleason, J., **McDaniel, S.C.**, Zerkowski, J., Livers, S.D., Harbour, K., Besnoy, K.D., & Boman, T. (2015). Differentiating Mathematics Instruction within Communities of Learners. *Math Science Partnership—Alabama State Department of Education via USDOE Federal MSP Pass-through Funding*, (**co-PI, funded**). \$513,029

University-Sponsored Proposals

- White, S., Gable P., MacDonald, K. & **McDaniel, S. C.** (2019). Improving student outcomes via reduced emotional reactivity: A pilot mindfulness study. ALRI (**Co-I, funded**) \$25,000.
- Cohen, D., & **McDaniel, S. C.**, (2018). Development of a comprehensive school-based suicide surveillance system (**Consultant, funded**). University of Alabama Research Grants Committee.
- McDaniel, S. C.**, Lochman, J. E., Powell, N., & Boxmeyer, C. (2015). Anger Coping for elementary students with multiple behavioral deficit areas. University of Alabama Research Grants Committee (**PI, funded**). \$116,000.
- McDaniel, S. C.** (2013). An Investigation of Integrated Re-entry Services for Adjudicated Youth. University of Alabama Community Engagement Office (**PI, funded**). \$5,000
- McDaniel, S. C.** (2013). Goal setting component analysis for students with behavior problems. University of Alabama Research Grants Committee (**PI, funded**). \$5,760

College of Education-Sponsored Proposals

- McDaniel, S. C.** (2014) Summer Research Project Director. College of Education and West Alabama In-Service Center (**PI, funded**). \$9, 750.
- McDaniel, S. C.** (2012). An Examination of Summer Reading Loss with At-Risk Elementary Students. College of Education Faculty Research Grant (**PI, funded**). \$2,500
- McDaniel, S. C.** & Besnoy, K. (2011). Afterschool mentoring for at-risk elementary students and gifted high school students. College of Education Faculty Research Grant (**PI, funded**). \$5,000
- McDaniel, S. C.** (2010). Check, Connect, and Expect in an alternative elementary school setting. Georgia State University College of Education Dissertation Grant (**PI, funded**). \$1,000

Funded Federal Grant Appointments

Institute of Education Sciences

2019-2024. **Technical Advisory Board member.**
Measuring Implementation of Multi-Tiered Systems of Support (MTSS): Integrated MTSS Fidelity Rubric (IMFR) (American Institutes for Research;

Institute of Education Sciences Allison Gandhi, PI). Member of technical consulting regarding measure development, feasibility and validity evaluation. 2018-2021. **Expert panel member**. *Advanced Level Tier Interventions Treatment Utilization and Durability Evaluation (ALTITUDE)* (University of Oregon; Kent McIntosh, PI). Member of design team for developing sustainability measure.

Department of Justice 2017-2019. **Consultant**. *Project JUSTICE: Juveniles Supported Through Integrated Community Engagement*. Department of Justice (Sabrina Thomas, PI: Tuscaloosa's One Place)

Federal, LEA, SEA Consultant Appointments

Madison County Public Schools **Desegregation Consultant**
 Huntsville City Schools **Desegregation Consultant**
 Jefferson County Public Schools **Desegregation Consultant**
 Hoover City Schools **Desegregation Consultant**

DOE School Climate Transformation Grant- LEA, Southside, TX (2019-2020) **Consultant**

OSEP/DOE National Center on Leadership of Intensive Intervention (2017-2020) **Consultant**

OSEP/DOE National Center on Intensive Intervention (2016-2018) **Content Expert**

OESE/DOE School Climate Transformation Grant-LEA, St. Clair County, AL (2014- 2015) **PBIS Consultant**

OESE/DOE School Climate Transformation Grant-LEA, Sweetwater, TX (2016-2018) **PBIS Consultant**

OESE/DOE School Climate Transformation Grant-LEA, Snyder, TX (2017-2018) **PBIS Consultant**

OESE/DOE School Climate Transformation Grant-AEA, Abeline, TX (2017). **PBIS Consultant**

OESE/DOE School Climate Transformation Grant-AEA, El Paso, TX (2017). **PBIS Consultant**

OESE/DOE School Climate Transformation Grant- SEA, Iowa Department of Education (2017) **PBIS Consultant**

DOE/ALSDE School Improvement Grant, Tuscaloosa City School District, AL (2012-2015) **PBIS Consultant**

Alabama Positive Behavior Support Office Training Partnerships

Montgomery County School District
 Russell County School District
 Cherokee County School District
 Tuscaloosa City School District
 Autauga County School District
 Hoover City School District
 Jefferson County School District
 Selma City School District

Mobile County School District
 Birmingham City School District
 Huntsville City School District
 Jacksonville City School District
 Alabama School for the Deaf and Blind
 Gadsden City School District
 Tuscumbia City School District
 Choctaw County School District
 Lowndes County School District
 Bessemer City School District

PEER REVIEWED MANUSCRIPTS (n=83)

*Denotes manuscript co-authored with a student

- Stevenson, N., **McDaniel, S. C.**, & Hirsch, S. E (In Press). Assessing classroom management practices: Setting the stage for effective and equitable interventions. *Assessment for Effective Intervention*. 49(2)
- Cohen, D., **McDaniel, S. C.**, Lochman, J. L. (2024). Posttraumatic Stress Symptoms in Middle School Students with Aggression: Examining the Role of Pandemic Exposure and Perceived Discrimination. *School Psychology*.
- McDaniel, S.C.** & Hirsch, S. E. (2023). The 2023 Association for Positive Behavior Support Practice Guidelines. *International Journal of Positive Behavioural Support*, 13(2), 52-53.
- McDaniel, S. C.**, Mahatmya, D., & Bruhn, A. (2023). Educator Burnout in the Age of COVID-19: A Mediation Analysis of Perceived Stressors, Work Sense of Coherence, and Sociodemographic Characteristics. *Teaching and Teacher Education*
- ***McDaniel, S. C.**, Coogler, C., & Guyotte, K. (2023). “It’s a Process”: Preliminary Stakeholder Perceptions of Tier 2 Implementation Barriers, Facilitators, and Attitudes. *Journal of Applied School Psychology*.
- McDaniel, S. C.**, Watkins, L., & Chow, J. (2023). 30 Years of Coping Power research: Systematic literature review of research quality and implementation and study variables. *Journal of Applied School Psychology*.
- Bigham, S. & **McDaniel, S. C.** (2023). Social and Emotional Learning and Community-Based Summer Implementation. *School & Community Journal*
- *Watkins, L., White, S.W., **McDaniel, S.**, Fedewa, M.*, Cohen, D., & Kana, R. (2023) Including students with autism spectrum disorder within the PBIS framework: Recommendations for research and research-informed practice. *Preventing School Failure*.
- Chaparro, E. A., Kittelman, A., George, H., **McDaniel, S. C.**, VanLone, J., & So, S. (2023). Do schools in rural settings differ in the implementation of Positive Behavioral Interventions and Supports? *Rural Special Education Quarterly*.
- K. Harbour, S. D. Livers, **S. C. McDaniel**, J. Gleason, J. M. Barth (2023). Professional Development to Support Elementary Mathematics and Co-teaching Practices: Collaborations between General and Special Education. *Mathematics Teacher Education and Development*
- Brady, L., **McDaniel, S. C.**, & Choi, Y. (2022). Teacher Stress and Burnout: The Role of Psychological Work Resources and Implications for Practitioners. *Psychology in the Schools*, 60(6), 1706-1726

- McDaniel, S. C.**, Nese, R., Tomek, S. & Jiang, S. (2022). District-wide outcomes from bullying prevention programming embedded within schoolwide PBIS. *Preventing School Failure*
- McDaniel, S. C.**, Bardhoshi, G., Kivlinghan, D. M. (2022). Preliminary Evaluation of *Open Circle* Social Emotional Learning Program and the *Open Circle* Scales. *School and Community Journal*
- Bardhoshi, G., **McDaniel, S. C.**, Kivlinghan, D. M. (2022). Validation for SEL scale. *School and Community Journal*
- Bruhn, A. L., Choi, Y., **McDaniel, S. C.**, Stephens, H., & Hirsch, S. (2022) Meeting the needs of students with emotional and behavioral disorders during the COVID-19 school closures. *Behavioral Disorders* (47), 4 10.1177/019874292111067472
- Harbour, K., **McDaniel, S. C.**, & Preast, J. (2022). Integrating targeted academic and behavioral interventions for students with challenging behavior. *Teaching Exceptional Children*
- *McIntosh, K., Girvan, E. J., Fairbanks, S. Falcon, S., **McDaniel, S. C.**, Smolkowski, K., Bastable, E., Santiago-Rosario, M. R., Izzard, S., Austin, S. C., Nese, R. N. T., & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology*, 36(6), 433–444. <https://doi.org/10.1037/spq0000466>
- Tallent, D., Shelton, S., & **McDaniel, S. C.** (2021). “It Really Was My Fault”: Examining the effects of white supremacy and internalized racism on detained U.S. Black youths’ schooling experiences. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2021.1930250>
- Hirsch, S., Bruhn, A., **McDaniel, S. C.**, & Stephens, H. (2021). A Survey of Educators Serving Students with Emotional and Behavioral Disorders During the COVID-19 Pandemic. *Behavioral Disorders* (47) 2, 10.1177/019874292111016780
- Bastable, E., Fairbanks, S. F., McIntosh, K., Santiago-Rosario, M., & **McDaniel, S. C.**, (2021). Understanding Educators’ Implementation of an Equity-focused PBIS Intervention: A Qualitative Study of Critical Incidents. *Journal of Positive Behavior Interventions*. <https://doi.org/10.1177%2F109830072111008847>
- McDaniel, S. C.**, Cohen, D., & Bruhn, A. (2021). Evaluating school-level student outcomes of a systematic tier 2 framework. *Behavioral Disorders*.
- McDaniel, S. C.**, Cohen, D., LaSalle, T. & Neese, R. (2021). Not separate but not equal: Improving equity in discipline in racially and ethnically diverse school settings. *Beyond Behavior*, 30(3), 157-168. <https://doi.org/0110.177/10742956211024168>
- Hirsch, S. E. & **McDaniel, S. C.** (2021). Remote Instruction and Interventions: Considerations for Students with Disabilities. *Intervention in School and Clinic*.
- Hirsch, S. E., **McDaniel, S. C.**, La Salle, T. & Walker, A. C. (2021). Instructional management for students with emotional behavioral disorders in remote learning environments. *Intervention in School and Clinic*, 57(2).
- *McIntosh, K., Girvan, E., **McDaniel, S. C.**, Maresaro, St. Joe, S., Falcon, S., & Bastable, E. (2021). Effects of an equity-focused PBIS approach to school turnaround on school climate and discipline. *Preventing School Failure*
- ***McDaniel, S. C.**, Bloomfield, B., Guyotte, K. Shannon, T., & Byrd, D. (2021). Telecoaching to support schoolwide positive behavior interventions and supports in rural schools. *Journal*

- for Education of Students Placed At-Risk*, 26 (3)
<https://doi.org/10.1080/10824669.2020.1834395>
- Bruhn, A. L. & **McDaniel, S. C.** (2021). Tier 2: Critical issues in systems, practices, and data. *Journal of Emotional and Behavioral Disorders*.
<https://doi.org/10.1177/1063426620949859>
- Wilkinson, S. & **McDaniel, S. C.** (2020). Considering individual needs when transitioning from an alternative education setting to the home school: A case study example. *Preventing School Failure*. 10.1080/1045988X.2020.1848775
- McDaniel, S. C.**, Bruhn, A. L., & George, H. P. (2020) Establishing the literature base of SWPBIS research in underrepresented schools. *Preventing School Failure*. DOI: 10.1080/1045988X.2020.1762158
- McDaniel, S. C.**, Albritton, K., & Stuckey, A. (2020). Examining the preliminary effects of a summer social emotional learning program for young children. *Journal of Emotional and Behavioral Disorders*. doi.org/10.1177/1063426620912395
- McDaniel, S. C.**, Bruhn, A. L. & Bradshaw, C. P. (2020). Introduction to special issue on tier 2 adaptations to behavioral interventions: A focus on innovations and recommendations. *Journal of Applied School Psychology*, DOI: 10.1080/15377903.2020.1714852
- *Sterett, B., **McDaniel, S. C.**, Bruhn, A. L., & Majeika, C. (2020). Using evidence-informed strategies to adapt tier 2 interventions. *Journal of Applied School Psychology*. DOI: 10.1080/15377903.2020.1714856
- *Majeika, C., Bruhn, A. L., Sterett, B. & **McDaniel, S. C.**, (2020). Reengineering tier 2 interventions for responsive decision making: An adaptive intervention process. *Journal of Applied School Psychology*. DOI: 10.1080/15377903.2020.1714855
- *Wilkinson, S., Kumm, S., & **McDaniel, S. C.** (2020). Transitioning to the least restrictive environment from alternative education settings. *Intervention in School and Clinic*.
- *Kumm, S., Wilkinson, S., & **McDaniel, S. C.** (2020). Alternative education settings in the United States. *Intervention in School and Clinic*. DOI: 10.1177/1053451220914895
- McDaniel, S. C.**, Bloomfield, B. S. (2019). Schoolwide positive behavior support telecoaching in a rural district. *Journal of Educational Technology Systems*, 48 (3) 335-355.
doi.org/10.1177/0047239519886283
- Livers, K. E., Harbour, K. E., Zelkowski, J., S. D., **McDaniel, S. C.**, & Gleason, J. (2019) An examination of mathematics self-efficacy and teaching practices among elementary, secondary, and special education teachers. *Investigations in Mathematics Learning*. DOI: 10.1080/19477503.2019.1670891
- Kern, L., **McDaniel, S. C.**, & George, H. (2019). The School Safety Commission Report: Prevent, Protect, and Respond. *National Association for School Psychologists: Communique*.
- McDaniel, S. C.** & Besnoy, K. D. (2019). A cross-age peer mentoring program for elementary students with risk factors. *Preventing School Failure*. DOI: 10.1080/1045988X.2019.1579163
- McDaniel, S. C.**, & Bruhn, A. L. (2019). Examining the additive effects of Check-in/Check-out to Coping Power. *Elementary School Journal*.
- Zaheer, I., Maggin, D., **McDaniel, S. C.**, McIntosh, K., & Rodriguez, B. J. (2019). Supporting students at-risk for or with chronic and intense social/emotional challenges: Promising practices and their implementation. *Behavioral Disorders*, 44(2), 117-128. DOI: 10.1177/0198742918821331

- McDaniel, S. C., & Bruhn, A. L.** (2019). A case example of district-wide adoption of the tier 2 identification and intervention framework. *Journal of Applied School Psychology, 35*(3). DOI: 10.1080/15377903.2018.1545148
- ***McDaniel, S. C. & Carter, C.** (2018). Transition programming for youth with persistent delinquent histories: A descriptive case example. *Residential Treatment of Children and Youth, 36*(3), 178-191. DOI: 10.1080/0886571X.2018.1517627
- ***McDaniel, S. C., Kim, S. Kwon, D. Choi, Q.** (2018) Stakeholder perceptions of contextual factors related to PBIS implementation. *Journal of Children and Poverty, 24*(2). DOI: 10.1080/10796126.2018.1518777
- * **Goldin, J. T., & McDaniel, S. C.** (2018). Reducing discipline and safety issues: A district-wide bus-PBIS initiative. *Beyond Behavior*, DOI: 1074295618768447.
- * **McDaniel, S. C., Lochman, J. E., Tomek, S., Powell, N., Irwin, A., & Kerr, S.** (2018). Reducing risk for emotional and behavioral disorders in late Elementary school: A comparison of two targeted interventions. *Behavioral Disorders, 43*(3), 370-382. DOI:10.1177/0198742917747595
- ***Bruhn, A. L., McDaniel, S. C., Rila, A., & Estrapala, S.** (2018). A step-by-step guide to tier 2 behavioral progress monitoring. *Beyond Behavior, 27*(1), 15-27. DOI: 10.1177/1074295618756984
- Livers, S. D., Harbour, K. E., McDaniel, S. C.** (2017). Interaction of professional development support on co-teaching high quality mathematics tasks. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 483-486). Indianapolis, IN: Hoosier Association of Teachers of Mathematics.
- ***McDaniel, S. C., McLeod, R., Carter, C., & Robinson, C.** (2017). Supplemental summer literacy instruction: Implications for preventing summer reading loss. *Reading Psychology, 38*(7), 673-686. DOI:10.1080/02702711.2017.1333070
- McDaniel, S. C., Bruhn, A. L. & Mitchell, B. S.** (2017). A responsive Tier 2 process for a middle school student with behavior problems, *Preventing School Failure: Alternative Education for Children and Youth, 61*(4), 280-288, DOI: [10.1080/1045988X.2016.1275503](https://doi.org/10.1080/1045988X.2016.1275503)
- * **McDaniel, S. C., Bruhn, A. L., & Troughton, L.** (2017). A brief social skills intervention to reduce challenging classroom behavior. *Journal of Behavioral Education, 26*(1), 53-74. DOI: 10.1007/s10864-016-9259-y
- McLeod, R., Kim, S., Tomek, S., & McDaniel, S. C.** (2017). Effects of a summer school-readiness program on measures of literacy and behavior growth. *Early Childhood Development and Care, 189*(2). DOI: 10.1080/03004430.2017.1374259
- ***Bruhn, A. L., Fernando, J., McDaniel, S. M., & Troughton, L.** (2017). Putting behavioral goal-setting research into practice. *Beyond Behavior, 26*(2), 66-73. Advance online publication. DOI: 10.1177/1074285611208
- McDaniel, S. C., Kim, S., & Guyotte, K. W.** (2017). Perceptions of implementing positive behavior interventions and supports in high-need school contexts: Through the voice of local stakeholders. *Journal of At-Risk Issues 20*(2), 35-44
- McDaniel, S. C., Houchins, D. E., & Robinson, C.** (2016). The effects of Check, Connect, and Expect on behavioral and academic growth. *Journal of Emotional and Behavioral Disorders, 24* (1), 42-53. DOI: 10.1177/1063426615573262
- McDaniel, S. C., Bruhn, A. L.** (2016). Using a changing-criterion design to evaluate the

- effects of check-in/check-out with goal modification. *Journal of Positive Behavior Interventions*, 18(4), 197-208. DOI: 10.1177/1098300715588263
- Besnoy, K. D., & **McDaniel, S. C.** (2016). Going up in Dreams and Esteem: Cross-age mentoring to promote leadership skills for gifted students. *Gifted Child Today*, 18, 18-30. DOI: 10.1177/1076217515613386
- *Bruhn, A. L., **McDaniel, S. C.**, Fernando, J., & Troughten, L. (2016) Goal-setting interventions to improve students' behavioral performance: A systematic review of the literature. *Behavioral Disorders*, 41, 107-121. DOI: 10.17988/0198-7429-41.2.107
- Jolivet, K., Swoszowski, N. C., **McDaniel, S. C.**, & Duchaine, E. (2016). Using positive behavioral interventions and supports to assist in the transition of youth from juvenile justice facilities back to their neighborhood school: An illustrative example. *Journal of Correctional Education*, 67(2), 9-24.
- ***McDaniel, S. C.**, & Yarborough, A. M. (2016). A literature review of after-school mentoring programs for children at-risk. *The Journal of At-Risk Issues*, 19 (1), 1-9.
- McDaniel, S. C.** & Flower, A. (2015). Use of a behavioral graphic organizer to reduce disruptive behavior. *Education and Treatment of Children*, 38, 4 505-522. DOI: 10.1353/etc.2015.0016
- McDaniel, S. C.**, Bruhn, A. L. (2015). SOAR to school improvement: A model for schoolwide PBIS remediation. *Principal Leadership*, October, 32-35.
- ***McDaniel, S. C.**, Carter, C., McLeod, R. & Robinson, C., (2015). Effects of a summer emergent literacy intervention for rising kindergarteners. *Journal of Children & Poverty*, 21 (2), 75-87. DOI: 10.1080/10796126.2015.1074167
- ***McDaniel, S. C.**, Yarbrough, A. M. & Besnoy, K. D. (2015). Research-based practices in afterschool mentoring programs. *Afterschool Matters*, 22, 37-44.
- McDaniel, S. C.** (2015). A self-determination intervention for youth placed in a short-term juvenile detention facility. *Journal of Correctional Education*, 66(3) 5-15.
- McDaniel, S. C.**, Bruhn, A. L., & Mitchell, B. (2015). A tier 2 framework for identification and intervention. *Beyond Behavior*, 24(1) 10-17. DOI: 10.1177/107429561502400103
- *Bruhn, A. L., **McDaniel, S. C.**, & Kreigh, C. (2015). Self-monitoring interventions for students with behavior problems: A systematic review of current research. *Behavioral Disorders*, 40 (2), 102-121.
- Jolivet, K., Patterson, D. P., Swoszowski, N. C., **McDaniel, S. C.**, Kennedy, C., & Ennis, R. P. (2014). School-wide positive behavioral interventions and supports in a residential school for students with emotional and behavioral disorders: First years of implementation and maintenance follow-up focus groups. *Residential Treatment for Children & Youth*, 31 (1), 63-79.
- ***McDaniel, S. C.**, Yarbrough, A. M., Ruma, K. V. (2014). Coaching to improve classroom management. *Principal Leadership*, 14, 36-41.
- McDaniel, S. C.**, Jolivet, K., & Ennis, R. P. (2014). Barriers and facilitators to integrating SWPBIS in alternative education settings with existing behavior management systems. *Journal of Disability Policy Studies*, 24, 247 - 256. DOI: 10.1177/1044207312465471
- Hirsch, S. E., Ennis, R. P., & **McDaniel, S. C.** (2013). Student self-graphing as a strategy to increase teacher effectiveness and student motivation. *Beyond Behavior*, 22 (3), 31-39. DOI: 10.1177/107429561302200305
- McDaniel, S. C.**, Jolivet, K., & Ennis, R. P. (2013). The effects of self-graphing on oral reading fluency for a student with E/BD within an alternative education school.

Journal of the American Academy of Special Education Professionals. Spring/Summer, 69-82.

- McDaniel, S.C.**, Albritton, K., & Roach, A. (2013). Highlighting the need for further response to intervention research in general education. *Research in Higher Education Journal*, 20, 1-12.
- *Swoszowski, N. C., **McDaniel, S. C.**, Jolivette, K., & Melius, P. (2013). The effects of Tier II Check-in/Check-out including adaptation for non-responders on the off-task behavior of elementary students in a residential setting. *Education and Treatment of Children*, 36, 63-79. DOI: 10.1353/etc.2013.0024
- Gage, N. A., & **McDaniel, S. C.** (2012). Creating smarter classrooms: Data-based decision-making for effective classroom management. *Beyond Behavior*, 22 (1) 48-55.
- McDaniel, S.C.**, Houchins, D.E., & Terry, N.P. (2012). Corrective Reading as a supplementary curriculum for students with emotional and behavioral disorders. *Journal of Emotional Behavioral Disorders*. 21 (4) 240-249. DOI: 10.1177/1063426611433506
- Jolivette, K., Swoszowski, N. C., Josephs, N. L., **McDaniel, S., C.** & Ennis, R. P. (2012). District-wide PBIS team questions related to using the PBIS framework to transition students with challenging behaviors from an alternative school to a neighborhood school. *Journal of the American Academy of Special Education Professionals*. Fall, 45-64.
- Jolivette, K., **McDaniel, S. C.**, Sprague, J. R., Swain-Bradway, J., & Ennis, R. (2012). Embedding the positive behavioral interventions and supports framework into the complex array of practices within alternative education settings: A decision-making process. *Assessment for Effective Intervention*, 38, 15-29. DOI: [10.1177/1534508412454450](https://doi.org/10.1177/1534508412454450)
- McDaniel, S. C.**, Flower, A., & Cheney, D. (2011). Put me in, coach! A powerful and efficient Tier 2 behavioral intervention for alternative settings. *Beyond Behavior*, 20, 18-24.
- McDaniel, S.C.**, Heil, K., & Houchins, D.E. (2011). A guide to implementing response to intervention in long-term residential juvenile justice schools. *Journal of Correctional Education*, 62, 51-57.
- Flower, A., **McDaniel, S. C.**, & Jolivette, K. (2011). A literature review of research quality and effective practices in alternative education settings. *Education and Treatment of Children*, 4, 1-22. DOI: 10.1353/etc.2011.0038
- McDaniel, S. C.**, Duchaine, E. L., & Jolivette, K. (2010). Struggling readers with emotional and behavioral disorders and their teachers: Perceptions of Corrective Reading. *Education and Treatment of Children*, 33, 585-599. DOI: 10.1353/etc.2010.0009

BOOKS (n=1)

- McDaniel, S. C.**, Bruhn, A. L. & Estrapala, S. E. (2024). *Social, Emotional, Behavioral Supports in Schools*. Guilford Publishing.

BOOK CHAPTERS (n=10)

- McIntosh, K., Bastable, E., **McDaniel, S. C.**, Baldy, T. (2022). Case Studies in Education.
- Nese, R. N. T., **McDaniel, S. C.**, Meng, P., Spraggins, L., Babbs, V. & Girvan, E. (2020). Restorative and Conflict Resolution Interventions. For *Peers as Change Agents: A Guide to Implementing Peer-Mediated Interventions in Schools*. Oxford University Press.

- Bruhn, A. L., **McDaniel, S. C.**, & Augustine, K. (2019). Checking the Connections Between Effective Interventions for Students with EBD. *Handbook for Emotional and Behavioral Disorders*.
- McDaniel, S. C.** & Bruhn, A. L. (2019). Considerations for Caregiver Partnership and Culturally Responsive CICO. *Check-in/Check-out Handbook*. Guilford Press
- *Kittelman, A., McIntosh, K., **McDaniel, S. C.**, George, H. P., & Lewis, T. J. (2018). School-wide Systems of Support. *Individualized Supports for Students with Problem Behaviors (2nd Edition)*.
- Nese, R., **McDaniel, S. C.**, Hirsch, S., Green, A., McIntosh, K., Sprague, J. (2019). Major Systems for Facilitating Safety and Pro-social Behavior: Positive School Wide Behavior. In *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook for Education, Mental Health, Child Welfare, Safety, and Justice Professionals, Families, and Communities*, Osher, D., Mayer, M. J., Jagers, R. J., & Wood, K., L. (Praeger; ISBN-13:9781440854132.
- McDaniel, S. C.**, Wilkinson, S., & Simonsen, B. (2018). PBIS in Alternative Education Settings: Where have we been and where we are going? In Landrum, T., Cook, B. & Tankersly, M *Advances in Learning and Behavioral Disabilities*.
- McDaniel, S. C.**, Scott, T., & Zaheer, I. (2018). Teaching social behaviors. In McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. J. (Eds.) *High-leverage Practices for Inclusive Classrooms* (pp.120-132). New York: Routledge.
- Lochman, J.E., Boxmeyer, C.L., Ialongo, N.S., **McDaniel, S. C.**, Pas, E.T., & Powell, N.P. (2019). Tier II Family-school partnership programs. In A. Garbacz, (Ed.), *Implementing Family-School Partnerships: Student Success in School Psychology Research and Practice*. (pp. 88-110)New York, NY: Routledge.
- Mitchell, B. S., Bruhn, A. L., **McDaniel, S. C.**, & Lewis, T. J. (2017) Early Intervention and Prevention of Aggressive and Violent Behavior Through School-wide Systems of Positive Behavior Support. In *The Wiley Handbook of Violence and Aggression*.

PUBLISHED BRIEFS AND REPORTS

- Association for Positive Behavior Support (2023). APBS Practice Guidelines. Writing Committee Co-Chair. <https://www.apbs.org/docs/2023-Practice-Guidelines-2.pdf>
- DeJarnett, G. & **McDaniel, S. C.**, Kern, L., & George (2021). Evaluation Brief: Case example of schoolwide positive behavioral interventions and supports in a rural, high poverty middle school.
- Center on Positive Behavioral Interventions and Supports (July 2021). Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources. University of Oregon. www.pbis.org.
- Santiago-Rosario, M. R., Garbacz, A., Chaparro, E. A., **McDaniel, S. C.**, & George, H. P. (2021). Remote Instruction Strategy Matrix for Collaboration with Families and Guardians. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
- McDaniel, S. C.**, Chaparro, E., Santiago-Rosario, M. R., Kern, L., & George, H. P. (November, 2020). Adapting PBIS Practices for Rural Settings: The Remote Instruction Strategy Matrix. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org.

- McDaniel, S. C., & Bloomfield, B. (2020).** PBIS in Rural America: Addressing Barriers and Building on Strengths. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org *Technical Report for National Technical Assistance Center on PBIS.*
- Minarik, P., & **McDaniel, S. C. (2010).** Kentucky Civil Rights Commission: School-to-prison pipeline report. Presented May, 2010, Kentucky Civil Rights Hearing

SCHOLARLY ACTIVITIES

Content Expert	National Center on Intensive Intervention Funded by U.S. Department of Education, OSEP	2016-2018
Mentor	National Center on Leadership in Intensive Intervention Funded by U.S. Department of Education, OSEP	2017-2018
Grant Review Panel Member (FY 2018-2020)	Institute of Education Sciences	

Editorial Board Appointments

Associate Editor	Frontiers in Educational Psychology	2022-
Editorial Board Member	Journal of Education for Students Placed at Risk	2020-
Editorial Board Member	Behavioral Disorders	2016-
Editorial Board Member	Journal of Emotional and Behavioral Disorders	2014-
Editorial Board Member	Beyond Behavior	2013-

Editorship

Guest Editor	Journal of Applied School Psychology	2019
Guest Editor	Intervention in School and Clinic	2021

Journal Reviews

Reviewer	Psychology in the Schools	2020-
Reviewer	Oxford Research Encyclopedia for Education	2018
Guest Reviewer	The High School Journal	2017-
Guest Reviewer	Journal of Children & Poverty	2016-
Reviewer	Journal of Applied School Psychology	2015-
Reviewer	Journal of Positive Behavior Interventions	2015-
Guest Reviewer	Journal of Research in Childhood Education	2014
Reviewer	Beyond Behavior	2011-2013
Guest Reviewer	Journal of Early Intervention	2013-
Guest Reviewer	International Journal of Leadership in Education	2013
Guest Reviewer	Journal of Emotional and Behavioral Disorders	2012-2014
Guest Reviewer	Education and Treatment of Children	2012
Guest Reviewer	Education and Treatment of Children	2010
Guest Reviewer	Beyond Behavior	2009
Guest Reviewer	Behavioral Disorders	2009-2016

RESEARCH-BASED PRESENTATIONS

Invited Presentations

- McDaniel, S. C.** (2024). Tier 2 Workshop for Association for Postive Behavior Support. Jacksonville, FL.
- McDaniel, S.C.,** Hirsch, S. E., Moore, M., Gallego, A. (2023, March 30). Association for Positive Behavior Support 2023 Practice Guidelines. Presentation at the International Conference on Positive Behavior Support, the Association for Positive Behavior Support, Jacksonville, FL (Invited Presentation). https://www.apbs.org/conference/files/2023/APBS_2023_FullAgenda-033123.pdf
- McDaniel, S. C.** (2023). PATTAN Keynote: Education Science, Pseduoscience, and Partnerships. Pennsylvania Implementer’s Forum Hershey, PA.
- McDaniel, S. C.** (2023). Bullying Prevention Integrated with Schoolwide PBIS. National PBIS Form Chicago, PA.
- McDaniel, S. C.** (2023). Tier 2 Workshop for Association for Postive Behavior Support. Jacksonville, FL.
- McDaniel, S. C.** (2022). Advanced Tiers: How to Adapt Tier 2 Social, Emotional, Behavioral Interventions. Pennsylvania PBIS Implementer’s Forum, PA.
- McDaniel, S. C.** (2022). Adapting Tier 2 Interventions. Iowa BEST Conference. Scanlan Center for School Mental Health, IA
- McDaniel, S. C.** (2022). Tier 2: Critical Issues in Systems, Practices, & Data. Iowa BEST conference. Scanlan Center for School Mental Health, IA.
- McDaniel, S. C. & Chow, J** (2022). Systematic Literature Review of Social, Emotional, Behavioral Screeners. Association for Positive Behavior Support, San Diego, CA
- McDaniel, S. C. & Bruhn, A. L.** (2022). Division of Research: Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research Council for Exceptional Children, Orlando, FL
- Morthy, S., Swain-Bradway, J. & **McDaniel, S. C.** (2021). Equity in Practice: APBS Science, Values, and Vision Perspectives from Equity Leaders. Association for Positive Behavior Support
- Bruhn, A. L., & **McDaniel, S. C.** (2021). Tier 2: Critical Issues in Systems, Practices, & Data Keynote
- Bruhn, A. L. & **McDaniel, S. C.** (2021). Conducting Research in the Time of COVID-19. Division of Research Early Career Scholars Workshop: Council for Exceptional Children
- McDaniel, S. C.** (2021). Adapting Existing Evidence-Based Interventions to Include a Racism and Discrimination Focus for Students, Educators, and Families. University of Alabama Medical School: Winternitz Conference
- McDaniel, S. C.** (2021). Division for Research Early Career Researcher Award Recipient: Mapping Tier 2 for Social, Emotional, Behavioral Needs: Identification, Matching, Adaptation. Council for Exceptional Children.
- McDaniel, S. C.** (2021). Early Career Mapping and Advice. Division of Research Doctoral Scholars Early Career Research. Council for Exceptional Children.
- Bruhn, A. L., Hirsch, S. E., **McDaniel, S. C.,** & Mathews, H. M. (2020). *Meeting the needs of students with EBD during the pandemic.* Presentation as part of the Richard E. Shores Research in Emotional and Behavioral Disorders Strand at Teacher Educators for Children with Behavioral Disorders, Tempe, AZ. <https://asu.estructure.com/courses/3483/files/428979/download?wrap=1>

- McDaniel, S. C.** & Bruhn, A. L. (2020) Tier 2 practices workshop. Association for Positive Behavior Support (Miami, FL). Canceled due to COVID-19
- Kern, L., Majeika, C., Sugai, G. & **McDaniel, S. C.** (2020). Student Member Panel on Academic Writing for Early Career Researchers. Association for Positive Behavior Support (Virtual)
- McDaniel, S. C.**, Byrd, D., Kelly, J. (2019). School-wide PBIS Implementation in Rural, High Poverty Communities. National PBIS Leadership Forum (Chicago, IL).
- McDaniel, S. C.** & Bloomfield, B. (2019). PBIS in Rural America: Addressing Barriers and Building on Strengths. National PBIS Leadership Forum (Chicago, IL).
- McIntosh, K., **McDaniel, S. C.**, Payno-Simmons, R., & Hardee, S. (2019). Equity and PBIS. National PBIS Leadership Forum (Chicago, IL).
- McDaniel, S. C.** (2019). Tier 2 PBIS: Overcoming Obstacles. Southeast PBIS Conference (Savannah, GA).
- McDaniel, S. C.** (2019). RtI and Tier 2 PBIS: A True Multitiered System of Support. Southeast PBIS Conference (Savannah, GA).
- McDaniel, S. C.**, Byrd, D., & DeJarnett, G. (2019) Advanced Tier Awareness: Tiers 2 and 3 Overview. MEGA (Mobile, AL).
- McDaniel, S. C.** (2019). The Comprehensive Classroom Management Tool. Center for Autism and Related Disabilities (Albany, NY).
- McDaniel, S. C.** & Bruhn, A. L. (2019). Implementing a Systematic Tier 2 Framework: Adaptive Strategies Across K-12. Association for Positive Behavior Support (Washington, DC).
- McDaniel, S. C.** (2019). Overcoming Identification for Advanced Tiers. Region 19 PBIS Summit (El Paso, TX).
- George, H. P. & **McDaniel, S. C.** (2019). Fidelity, Readiness, and Teaming in the Advanced Tiers. Region 19 PBIS Summit (El Paso, TX).
- McDaniel, S. C.** (2019). Overcoming Obstacles and Tier 2 Interventions. Region 19 PBIS Summit (El Paso, TX).
- McDaniel, S. C.** (2019). Systematic Identification and Data-based Decision Making. Region 19 PBIS Summit (El Paso, TX).
- Bruhn, A. L. & **McDaniel, S. C.** (2019). CEC-DR Showcase: Adapting Evidence-Based Practices for Youth with Emotional and Behavioral Disorders. Council for Exceptional Children (Indianapolis, IN).
- McDaniel, S. C.** (2019). Social Emotional Learning in the Classroom: Intensifying and Differentiating Supports. District-wide Midyear Conference. (Los Fresnos, TX)
- McDaniel, S. C.** & Byrd, D. (2018). Telecoaching to Support PBIS in Rural Schools. National PBIS Leadership Forum (Chicago, IL)
- Wills, H., **McDaniel, S. C.**, & Friesen, L. (2018). Advanced Topics in Classroom Strategies: Intensifying Supports. National PBIS Leadership Forum (Chicago, IL)
- McDaniel, S. C.** (2018). Keynote Presentation: The Usability and Feasibility of the Tier 2 Identification and Intervention Framework, Region 19 PBIS Conference (El Paso, Texas)
- ***McDaniel, S. C.** (2018). Integrating SWPBIS and Classroom Management Coaching to Improve Effective, Consistent Practices PBS-Europe Network Research Symposium (University of Nicosia, Cyprus)
- McDaniel, S. C.** (2018). Tier 2 Identification and Intervention Model: Parts I & II. Texas Behavior Support Conference (Huston, TX)

- McDaniel, S. C.** (2018). Case Examples of Tier 2 Identification and Intervention Southeast PBIS Conference (Savannah, GA)
- McDaniel, S. C.** (2018). Advocating for and Supporting Students with E/BD in Transitioning from Restrictive to Less Restrictive Settings Southeast PBIS Conference (Savannah, GA)
- McDaniel, S. C.** (2017). Social, Emotional, and Behavioral Classroom Strategies for Elementary Students. Iowa Department of Education (Des Moines, IA)
- McDaniel, S. C.** (2017). Tier 2 Implementation and Overcoming Obstacles. Southeast Positive Behavior Interventions and Supports Conference (Savannah, GA).
- McDaniel, S. C.** (2017). Returning to the Least Restrictive Environment: Transitions from Alternative Education to Traditional Education Settings. Southeast Positive Behavior Interventions and Supports Conference (Savannah, GA)
- McDaniel, S. C.** (2017). Implementing a Systematic Framework for Tier 2 Identification and Intervention: Part I, II. Texas Behavior Support Conference (Houston, TX)
- Bruhn, A. L. & **McDaniel, S. C.** (2016) Tier II progress monitoring: Using data for decision making. National PBIS Leadership Forum. (Chicago, IL)
- McDaniel, S. C.**, Mutua, K. & Williamson, A (2016) Prevent, teach, reinforce for young adults with disabilities. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- McDaniel, S. C.** & Goldin, J. (2016). Positive behavior interventions and supports (PBIS) in Alabama: A review of the background, foundation, and future for our state. MEGA (Mobile, AL)
- McDaniel, S. C.** (2016). Refining and Remediating your Tier 1 and 2 Frameworks. Texas Behavior Support State Conference (Houston, TX).
- McDaniel, S. C.** (2016). Tier 2 Identification and Intervention. Texas Behavior Support State Conference (Houston, TX).
- McDaniel, S. C.** (2016). Refining and Remediating Schoolwide PBIS: Working Toward Effective Implementation of Tier 1. Southeast PBIS Conference (Savannah, GA).
- ***McDaniel, S. C.** (2016) An Ounce of Prevention: Refining and Remediating your PBIS Framework. International Conference for Positive Behavior Support, (San Francisco, CA).
- McDaniel, S. C.** (2015). Tier 2 Framework for Identification and Intervention. Texas Behavior Support Conference (Houston, TX).
- McDaniel, S. C.** Conference (2015). Tier 2 Interventions for Students with Challenging Behavior. Texas Behavior Support State Conference (Houston, TX).

Peer Reviewed Presentations at International/National/Regional Conferences

- Estrapala, S. & **McDaniel, S. C.** (2024). Tier 2 data-based decision making and individualization. Association for Positive Behavior Support. Chicago, IL.
- McDaniel, S. C.** (2023). Bullying Prevention Outcomes from District-wide Implementation. Association for Positive Behavior Support. Jacksonville, FL.
- Mahatmaya, D. **McDaniel, S. C.**, & Bruhn (2023) Teacher Stress and Burnout. AERA. Chicago, IL.
- Bruhn, A. L. & **McDaniel, S. C.** (2023). CEC MTSS Position Statement: Implications for Social, Emotional, Behavioral Need. Council for Exceptional Children, Louisville, KY.
- Cohen, D. & **McDaniel, S. C.** (2023) Post-traumatic Stress and COVID Experiences. National Association for School Psychology, Denver, CO.

- Bruhn, A. L., **McDaniel, S. C.**, Hirsch, S. (2022). Implications from COVID-19 for students with EBD. Association for Positive Behavior Support, San Diego, CA
- McDaniel, S. C.** & Bruhn, A. L. (2022). Tier 2 Data, Systems, Practices. Council for Exceptional Children, Orlando, FL.
- McDaniel, S. C.**, Stevenson, N. (2022). The Comprehensive Classroom Management Tool. Council for Exceptional Children, Orlando, FL.
- McIntosh, K., Baldy, T. & **McDaniel, S. C.** (2021). An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline. Association for Positive Behavior Support.
- Bruhn, A. L., **McDaniel, S. C.**, Sterett, B., & Majeka, C. (2021). Tier 2 Data, Systems, Practice Panel. Association for Positive Behavior Support. (Virtual)
- Matthews, H. M., Bruhn, A. L., Hirsch, S. E., & **McDaniel, S. C.** (2021). *Meeting the needs of students with EBD during the pandemic*. Teacher Education Division: Research Roundtable Council for Exceptional Children.
- Brady, L. & **McDaniel, S. C.** (2021). Teacher Stress, Burnout and Wellbeing. Association for Positive Behavior support. (Virtual)
- Bruhn, A. L., **McDaniel, S. C.**, Sterett, B., & Majeka, C. (2021). Tier 2 Data, Systems, Practice Panel. Council for Exceptional Children. (Virtual)
- McDaniel, S. C.**, Bruhn, A. L., Hirsch, S. E., & Matthews, H. M. (2021). Meeting the needs of students with EBD during the pandemic. Council for Exceptional Children (Virtual)
- Cohen, D., **McDaniel, S. C.** & Bruhn, A. L. (2020). School-level Outcomes from a Systematic Tier 2 Framework. Association for Positive Behavior Support (Miami, FL). Canceled due to COVID19
- Bruhn, A. L., **McDaniel, S. C.**, Bradshaw, C. P., Kern, L. & Wehby, J (2020). Adaptive Tier 2 Frameworks Symposium. Council for Exceptional Children (Portland, OR).
- Fedewa, M., **McDaniel, S. C.**, Byrd, D. (2019) Classroom Management Practices in Title I Schools. National PBIS Forum (Chicago, IL).
- Carter, C. **McDaniel, S. C.** & Byrd, D. Closing the Gaps: District Wide Interventions to Improve Equity among our Most Vulnerable Youth. National PBIS Forum (Chicago, IL).
- McDaniel, S. C.**, Cohen, D., & LaSalle, T. (2019). Not Separate but Not Equal: Association for Positive Behavior Support (Washington, DC).
- Bloomfield, B. & **McDaniel, S. C.** (2019). Telecoaching in Rural Districts. Association for Positive Behavior Support (Washington, DC).
- ***McDaniel, S. C.** (2018). The Comprehensive Classroom Management Tool: Validating a Formative Assessment and Coaching Process. Biannual International Conference on Urban Education (Nassau, Bahamas).
- ***McDaniel, S. C.** (2018). Matching Problem Behavior to Effective, Efficient Targeted Intervention in a High Needs Elementary School. Biannual International Conference on Urban Education (Nassau, Bahamas).
- *Bruhn, A. L., & **McDaniel, S. C.** (2018). PBIS in High-Need School Settings: Poverty, Diversity, and Existing Research. Biannual International Conference on Urban Education (Nassau, Bahamas).
- Kim, S., **McDaniel, S. C.**, & Guyotte, K. W. (2018). Perceptions of implementing positive behavior interventions and supports in high-need school contexts: Through the voice of local stakeholders. American Education Research Association (New York, NY).
- ***McDaniel, S. C.** (2018). Matching Problem Behavior to Effective, Efficient Targeted Intervention. Association for Positive Behavior Support (San Diego, CA).

- *Williamson, A., Mutua, K. & **McDaniel, S. C.** (2018). Prevent, Teach, Reinforce for Employment. Association for Positive Behavior Support (San Diego, CA).
- *Spraggins, L., & **McDaniel, S. C.** (2018). Districtwide Implementation of Tier 2 Identification and Intervention. Association for Positive Behavior Support (San Diego, CA).
- ***McDaniel, S. C.** & Mitchell, B. S. (2018). The Comprehensive Classroom Management Tool: Validating a Formative Assessment and Coaching Process. Association for Positive Behavior Support (San Diego, CA).
- Bruhn, A. L., Bradshaw, C., **McDaniel, S. C.**, Maggin, D., & Zaheer, I. (2018). Progress and Priorities for Research to Improve Outcomes for Students with EBD. Council for Exceptional Children (Tampa, FL)
- McDaniel, S. C.**, & Byrd, D. (2017). District-wide implementation of the Tier II Identification and Intervention Framework. National PBIS Forum (Chicago, IL).
- Byrd, D. & **McDaniel, S. C.** (2017). Implementing a district-wide bus PBIS system. National PBIS Forum (Chicago, IL).
- Harbour, K., **McDaniel, S. C.**, & Livers, S. (2017). A Professional Development Model Addressing Differentiating Mathematics Instruction in Inclusive Elementary Classrooms. Council for Exceptional Children (Boston, MA).
- McDaniel, S. C.**, & Bruhn, A. L. (2016). Data, Systems Practice: Redefining tier 2. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- McDaniel, S. C.**, Kerr, S., & Irwin, A. (2016). Tried and tested: Tier 2 interventions for elementary students. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- ***McDaniel, S. C.**, Bruhn, A. L. & Mitchell, B. S. (2016). Implementing the tier 2 identification and intervention model: Results and implications from three Studies. Association for Positive Behavior Support (San Francisco, CA).
- ***McDaniel, S. C.**, Mutua, K., & Williamson, a. (2016). Using the PTR model for young adults with disabilities. Association for Positive Behavior Support (San Francisco, CA).
- ***McDaniel, S. C.**, Bruhn, A. L., & Mitchell, B. S. (2015). The tier 2 framework: Streamlining your tier 2 toolbox. Association for Positive Behavior Support (Boston, MA).
- *Troughton, L., Fernando, J., Bruhn, A. L., & **McDaniel, S. C.** (2015). A systematic review of behavioral goal-setting to improving student outcomes. Association for Positive Behavior Support (Boston, MA).
- *Bruhn, A. L., & **McDaniel, S. C.** (2015). Too High, Too Low, or Just Right? Modifying Goals within Check-in/Check-out. Association for Positive Behavior Support (Boston, MA).
- McDaniel, S. C.**, Bruhn, A. L., & Mitchell, B. S. (2014). A Practical Model of Tier 2 Identification and Intervention. National Positive Behavior Support Forum (Chicago, IL).
- McDaniel, S. C.**, & Bruhn, A. L. (2014). Remediating school-wide positive behavior support: MLK Jr. Elementary School. National Positive Behavior Support Forum (Chicago, IL).
- ***McDaniel, S. C.**, Ruma, K. V. (2014). A targeted classroom management coaching model for secondary teachers. Association for Positive Behavior Support (Chicago, IL).
- ***McDaniel, S. C.** & Bruhn, A. L. (2014). MISSION POSSIBLE: Implementing SWPBS in middle and high schools. Association for Positive Behavior Support (Chicago, IL).
- McDaniel, S. C.** (2013). The TEAMS Model: Reducing youth recidivism through an integrated community partnership model. Council for Children with Behavioral Disorders (Chicago, IL)

- McDaniel, S. C.** (2013). A Behavioral graphic organizer for elementary students with challenging behavior: Traditional and alternative education settings. Council for Children with Behavioral Disorders (Chicago, IL)
- Bruhn, A. L. & **McDaniel, S. C.** (2013). Best practices in self-monitoring: The role of feedback, reinforcement, and technology. Council for Children with Behavioral Disorders (Chicago, IL)
- Bruhn, A. L., **McDaniel, S. C.**, Kreigh, C., & Olive, J. (2013) Self-Monitoring and EBD: What does the research Say? Council for Exceptional Children (San Antonio, TX).
- McDaniel, S. C.** (2012). A self-determination intervention for students placed in short-term juvenile justice settings. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- Hirsch, S., Ennis, R. P. & **McDaniel, S. C.** (2012). Student graphing: A strategy for increasing teacher effectiveness and academic motivation. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- McDaniel, S. C.** & Gage, N. (2012). Creating smarter classrooms: Data-based decision making for effective classroom management. Teacher Educators of Children with Behavior Disorders (Tempe, AZ).
- Swoszowski, N., C., **McDaniel, S. C.**, Ennis, R. P. (2012). Evaluating a secondary-tier intervention: Check-in/Check-out in an Alternative Setting. Council for Exceptional Children (Denver, CO).
- Ennis, R. P., **McDaniel, S. C.**, & Jolivet, K. J. (2012). Small group and classwide secondary-tier interventions for students with emotional and behavioral disorders. Council for Exceptional Children (Denver, CO).
- ***McDaniel, S. C.** (2012). Office discipline referrals: Who goes and what do students learn? Association for Positive Behavior Support (Atlanta, GA).
- McDaniel, S. C.**, Jolivet, K., Swoszowski, N. C., & Ennis, R. P. (2011). Lessons learned and future directions: Secondary tier PBIS interventions in alternative education settings. Teacher Educators for Children with Behavior Disorders (Tempe, AZ).
- McDaniel, S. C.**, Jolivet, K. (2011). Check, Connect, and Expect in an elementary school setting: Preliminary findings and extensions. Teacher Educators for Children with Emotional and Behavioral Disorders (Tempe, AZ).
- Jolivet, K., Ennis, R. P., Swoszowski, N. C., & **McDaniel, S. C.** (2011). Setting the stage for a line of inquiry: Secondary-tier PBIS within alternative education settings for youth with E/BD. Teacher Educators for Children with Emotional and Behavioral Disorders (Tempe, AZ).
- Swoszowski, N. C., **McDaniel, S. C.**, & Ennis, R. P. (2011). Evaluating the effect of choice of mentor within Check in/Check out and implications for practice in JJ settings. Teacher Educators for Children with Behavior Disorders (Tempe, AZ).
- Jolivet, K., Swoszowski, N., Josephs, N., & **McDaniel, S. C.** (2011). PBIS applied within an alternative education school: Lessons learned and the influence of other PBIS schools in the same district. Midwest Symposium for Learners with Behavior Disorders (Kansas City, MO).
- McDaniel, S. C.**, Swoszowski, N., Ennis, R. (2011). Implementing PBIS with existing school-wide and classroom-wide behavior change programs. Midwest Symposium for Learners with Behavior Disorders (Kansas City, MO)

- McDaniel, S.C., & Flower, A.** (2010). Secondary tier behavioral interventions for students in alternative and juvenile justice settings: Future directions and implications. *Teacher Educators for Children with Behavioral Disorders*. (Tempe, AZ).
- McDaniel, S.C., & Swoszowski, N.** (2010). Preliminary findings of check, connect, and expect in a restrictive setting: Lessons learned for alternative education and juvenile justice. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- Viel-Ruma, K., & McDaniel, S.C. (2010). The potential for applying mindfulness-based treatment approaches to adolescents in juvenile justice settings. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- Swoszowski, N., Jolivet, K., & **McDaniel, S.C.** (2010). Implementing check in/check-out (CICO) in juvenile justice settings: Addressing potential barriers to implementation through adaptations. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- Jolivet, K., Swoszowski, N., Josephs, N. L., & **McDaniel, S. C.** (2010). PBIS and an alternative school for students with E/BD: Ideas on transitioning back to one's neighborhood PBIS school. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- McDaniel, S.C.** (2010). Promoting behavioral and social development through home-school collaboration in positive behavior interventions and supports. Council for Exceptional Children Conference (Nashville, TN)
- McDaniel, S.C., Duchaine, E., & Swoszowski, N.** (2010). Struggling readers with emotional and behavioral disorders and their teachers: Perceptions of corrective reading. Council for Exceptional Children. (Nashville, TN).
- Duchaine, E. L., De Fazio, C., & **McDaniel, S.C.** (April, 2010). Easy as 1 -2 3: Motivate and engage with behavior specific praise. Council for Exceptional Children (Nashville, TN).
- Duchaine, E., **McDaniel, S.C.**, Josephs, N.L., Nomvete, P., White, M.W., & Waller, K. (2009). Positive classroom environments in challenging alternative settings. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- McDaniel, S.C., Duchaine, E., & Houchins, D.E.** (2009). A secondary-tier reading intervention for adolescents with emotional and behavioral disorders. *Teacher Educators for Children with Behavior Disorders*. (Tempe, AZ).
- McDaniel, S.C., & Viel-Ruma, K.** (2009). A comprehensive three-tiered model. Teacher Education Division Conference (Charlotte, NC).
- Waller, K., **McDaniel, S.C.**, Houchins, D.E., & Jolivet, K. (2009). Mentoring youth who are transitioning from a detention facility to a community school. Council for Exceptional Children (Seattle, WA).
- McDaniel, S.C., & Waller, K.** (2009). Preventing delinquency through effective reading instruction. National Youth At-Risk Conference (Savannah, GA).

***Denotes International Conference Presentation**

CURRICULA AND COURSE DEVELOPMENT

Texas State Department of Education: Texas Behavior Support	State-wide Tier 2 Training Course
Classroom Management for Special Educators; SPE 375	University of Alabama
Targeted Social, Emotional, Behavioral Supports Course	PaTTAN

ADDITIONAL APPOINTMENTS

Hoover City Schools, AL Desegregation case with Department of Justice & NAACP (2018-2020) **Equity in Discipline Consultant**

Jefferson County School District Desegregation case with Department of Justice (2018-2022) **Equity in Discipline Consultant**

Huntsville City Schools Desegregation case with the Department of Justice (2022-) **Equity in Discipline Consultant**

MEDIA IMPACT

- <https://education.ua.edu/project-helps-shift-choctaw-county-schools-in-positive-direction/>
- <https://www.al.com/educationlab/2023/02/does-your-alabama-school-have-a-discipline-safety-problem-what-the-data-says.html>
- <https://www.apbs.org/about/awards#2016>
- https://www.al.com/news/2017/08/the_discipline_gap_why_suspens.html
- <https://news.ua.edu/2017/12/mcdaniel-ua-office-to-expand-positive-behavior-services-in-alabama/>
- <https://www.tuscaloosaneews.com/news/20171129/teachers-get-training-to-deal-with-student-behavior>
- <https://alabamaneewscenter.com/2019/03/10/nih-to-fund-university-of-alabama-study-of-student-aggression-teacher-biases/>
- <https://www.pbis.org/video/pbis-forum-2019-interview-sara-mcdaniel>
- <http://ovpred.ua.edu/faculty-research-day/2019-awardees/sara-mcdaniel/>
- <https://news.ua.edu/2019/07/ua-education-office-helping-districts-navigate-desegregation-orders/>
- https://issuu.com/ua_educator/docs/capstone_educator_2019-2020
- <https://www.wbrc.com/2019/12/04/new-ua-center-aims-help-students-with-behavioral-mental-health-issues/>
- <https://education.gsu.edu/2019/10/22/alumna-sara-mcdaniel-receives-research-award/>
- https://www.facebook.com/watch/live/?v=724461068113397&ref=watch_permalink
- <https://community.cec.sped.org/dr/awards/new-item9/new-item2>
- <https://news.ua.edu/2020/12/mcdaniel-wins-uas-blackmon-moody-award/>
- <https://www.buzzsprout.com/1776790?fbclid=IwAR1OV7cusNRBggkLdCGRI2g3A6GToX4Krb8BdedNGnGBvZRBmlywBw3dhgg>
- <https://www.al.com/education/2021/06/university-of-alabama-education-professors-ask-for-support-in-critical-race-theory-debate.html>
- <https://www.washingtonpost.com/education/2022/02/19/colleges-critical-race-theory-bills/>
- https://www.al.com/news/2022/02/alabama-educators-oppose-compromise-crt-bill-banning-racist-divisive-concepts-from-classrooms.html?utm_source=facebook&utm_campaign=aldotcom_sf&utm_medium=social&fbclid=IwAR1YTxIsHcYjXzi4Av49MpXZ2kZ0wIO53iOm8Tb0a_uFyt0tERKld_AytOQ

- <https://www.yahoo.com/news/teachers-officials-urge-rejection-alabama-001713970.html>

TEACHING EXPERIENCE

University of Alabama, Department of Special Education and Multiple Abilities (2011-)

SPE 300: Survey of Special Education
 SPE 375: Positive Classroom Climate
 SPE 435: Behavior Management
 SPE 471: Introduction to Early Childhood Special Education
 SPE 476: Assessment for Young Children with Disabilities
 SPE 478: Methods for Teaching Young Children with Disabilities
 SPE 479: Internship in Early Childhood Special Education
 *SPE 501: Assessment for Students with Disabilities
 *SPE 502: Advanced Behavior Management
 *SPE 506: Parents and Families and Disability
 *SPE 571: Introduction to Early Childhood Special Education
 *SPE 576: Assessment for Young Children with Disabilities
 *SPE 579: Practicum in Early Childhood Special Education
 ** SPE 606: Topics in Special Education: Behavior Management
 ** SPE 611: Doctoral Seminar in Implementation Science
 **SPE 699: Doctoral Research Seminar
 **SP 699: Doctoral Research Seminar

*Denotes graduate-level course

** Denotes doctoral-level course

SERVICE

Departmental Sponsored Service

Early Childhood Special Education (Program Coordinator)	2011-2015
Graduate Programs Committee	2011- 2016
Early Childhood Special Education Search Committee	2014
Assessment Materials Review Committee	2012-2013
Post-Graduate Student Review Committee	2012- 2018
Comprehensive Exam Review Committee	2012-2013
Department Chair SPEMA Search Committee	2015-2016
SPEMA Promotion and Tenure Committee (Chair)	2016-2018
Collaborative Teacher Program Search Committee	2016-2018
Gifted Education Search Committee	2016-2017
Diversity Research Committee SPEMA	2017-2020
SPEMA Promotion and Tenure Committee	2016-
Collaborative Teacher Program Search Committee (Chair)	2019-2020

College & University Sponsored Service

University Non-Medical IRB Review	2020-2022
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Faculty Senate DEI Committee	2020-2022
Faculty Senate Research Committee	2022-2024
COE Research and Faculty Development Committee	2019-
Juvenile Justice Work Group (interdisciplinary)	2016-2018
Parent Teacher Leadership Academy (presenter)	2018-2020
School Counseling Practicum Supervisor	2018-2020
Undergraduate Research Conference (mentor)	2018-2021
University of Alabama Juvenile Justice Workgroup	2016-2019
Graduate Student Scholarship Review Committee	2016-
Faculty Senate (alternate member)	2017-2021
Faculty Senate (member)	2021-2024
School Psychology Faculty Search Committee	2015-2018
Learning in Action Grants Team	2014-2015
Academic Issues Committee Chair	2014-2016
Academic Issues Committee Secretary	2013-2014
Academic Issues Committee Member	2012-2016
Diversity, Equity and Inclusion Council (chair 2020-2022)	2013-2023

Local/State Service

Hoover-AHEAD (Ambassadors for Equity and Diversity)	2018-2022
Alabama State Department PBIS Advisory Committee	2017-2021
Juvenile Detention Alternatives Initiative (JDAI) Local Committee	2012-2018
YMCA of Tuscaloosa Volunteer Partner	2011-2019
Tuscaloosa City School District Anti-Bullying Task Force	2012-2014
Tuscaloosa City School District Helping Education/Linking Parents	2012- 2014

Professional Organization Service

Member	National PBIS TA Center Rural Workgroup	2019-2022
Member	National PBIS TA Center Discussing Race Guide Workgroup	2020-2022
Co-Chair	Political Support Workgroup: National PBIS State Leaders Network	2019-2021
Member	National PBIS State Leaders Network	2016-2022
Board of Directors	Association for Positive Behavior Support (Elected; 2 terms)	2016- 2023
Nominations Committee (Chair)	Association for Positive Behavior Support	2017-2021
Public Awareness and Dissemination Committee (Co-Chair)	Association for Positive Behavior Support	2018-2021
Public Awareness and Dissemination Committee	Association for Positive Behavior Support	2017-2021
Equity Committee	Association for Positive Behavior Support	2020-2023
Standards Committee	Association for Positive Behavior Support	2022-
Founding Member	Alabama PBIS Network (APBS)	2015-2022
Nominations and Elections	Council for Children with Behavior Disorders	2012- 2015

Member	Committee Member (Elected) CCBD Awards Committee	2011-2012
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DISSERTATION AND THESIS COMMITTEES

Departmental Dissertation Committee Membership/Co-Chair/Chair

Amy Williamson	Special Education	2015- 2017
Cathy Gilliam	Special Education (co-chair)	2016- 2017

Outside Dissertation Committee Membership/Co-Chair/Chair

Saterah Bigham	School Psychology (chair)	2017-2021
Keisha Wilson	School Psychology (co-chair)	2014- 2018
Takesha Shannon	Educational Psychology (chair)	2016- 2020
Shanni Kerr	Educational Psychology	2016- 2018
Desiree Talent	School Psychology	2014- 2017

Thesis Committee Membership

Shakira Savage	Human Development	2015-2016
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PROMOTION AND TENURE EXTERNAL REVIEWER ASSIGNMENTS

Montclair State University	2017
University of Arkansas	2020
University of Virginia	2021
University of Maryland	2023

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

Key Contact	Alabama PBIS Network (Founder)	2015- 022
Member	Council for Exceptional Children (CEC)	2007-
Member	Association for Positive Behavior Support (APBS)	2011-
Member	CEC Council for Children with Behavior Disorders (CCBD)	2011-
Member	CEC Division of Research	2011-
Affiliate	Center for Prevention of Youth with Problem Behavior	2012-2018
Member	Georgia APBS Network	2008-2011