

*CURRICULUM VITA***Sara C. McDaniel, Ph.D.**

Department of Special Education and Multiple Abilities
 The University of Alabama
 Box 870232
 Tuscaloosa, AL 35487
 scmcdaniel@ua.edu

EDUCATION

Ph.D.	Special Education Georgia State University Internship: Vanderbilt University Internship: U.S. Commission on Civil Rights, Southeast Division	2011
M.Ed.	Special Education Georgia State University	2007
B.A.	Psychology Minor: Health Education Elon University	2001

EMPLOYMENT

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 Youth Development and Intervention, University of Alabama	2015-
--	-------

AWARDS AND RECOGNITIONS***Professional Organization***

Council for Exceptional Children-DR Distinguished Early Career (nominated)	2018
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 Faculty Research Award: Emerging Researcher (awarded)	2019
Blackmon-Moody Outstanding Faculty (Semifinalist)	2018
University of Alabama President's Faculty Research Award (Nominated)	2017
Office of the Vice President for Research and Economic Development	
Blackmon-Moody Outstanding Faculty (Semifinalist)	2017
McCrorry Faculty Excellence Award for Research (Nominated)	2015
University of Alabama Research Project Director (Summer)	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=\$5,152,149; \$4,494,404 as PI)

Federal Proposals

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 for 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**)

Gleason, J., McDaniel, S.C., Zelkowski, J. (14%), 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)*. \$1,023,137

Gleason, J., Zelkowski, J., Harbour, K., Livers, S., **McDaniel, S.** Besnoy, K., Boman, T., & Barth, J. (2015). UA MSP: Differentiating Instruction in Mathematics within Communities of Learners (**co-PI, funded**). \$513,029.

University-Sponsored Proposals

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

Contracts (Alabama Positive Behavior Support Office) \$1,390,514

Tuscaloosa City School District, Positive Behavior Support Training and Technical Assistance

Autauga County School District, Positive Behavior Support Training and Technical Assistance

Hoover City School District, Positive Behavior Support Training and Technical Assistance

Jefferson County School District, Positive Behavior Support Training and Technical Assistance

Selma City School District, Positive Behavior Support Training and Technical Assistance

Mobile County School District, Positive Behavior Support Training and Technical Assistance

Birmingham City School District, Positive Behavior Support Training and Technical Assistance

Huntsville City School District, Positive Behavior Support Training and Technical Assistance

Jacksonville City School District, Positive Behavior Support Training and Technical Assistance

Alabama School for the Deaf and Blind, Positive Behavior Support Training and Technical Assistance

Gadsden City School District, Positive Behavior Support Training and Technical Assistance

Federal, LEA, SEA Consultant Appointments

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

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

OSEP/DOE National Center on Intensive Intervention (2016-) **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-) **PBIS Consultant**

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

Funded Federal Grant Appointments

Institute for Education Sciences 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.

Institute for Education Sciences 2017-2019. **Expert panel member.** *Project ReACT.* (University of Oregon; Kent McIntosh, PI). Member of training development team.

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

PEER REVIEWED MANUSCRIPTS (n=46)

*Denotes manuscript co-authored with a student

- *Wilkinson, S., Kumm, S., & **McDaniel, S. C.** (accepted). Transitioning to the least restrictive environment from alternative education settings. *Intervention in School and Clinic*.
- *Kumm, S., Wilkinson, S., & **McDaniel, S. C.** (accepted). Alternative education settings in the United States. *Intervention in School and Clinic*.
- 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., & Rodruigez, 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*. 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*. 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., & Pipala, S. (2018). A step-by-step guide to tier 2 behavioral progress monitoring. *Beyond Behavior*, *27*(1), 15-27. DOI: 10.1177/1074295618756984
- ***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*. DOI: 10.1080/03004430.2017.1374259
- *Bruhn, A. L., Fernando, J., **McDaniel, S. M.**, & Troughton, L. (2017). Putting behavioral goal-setting research into practice. *26*(2), 66-73. *Beyond Behavior*. 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., & Troughton, 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.,** & Yarbrough, 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.**, Jolivet, 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
- Jolivet, 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.
- Jolivet, 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.**, & Jolivet, 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., & Jolivet, 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

BOOK CHAPTERS (n=8)

- 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. *Behavior Education Program*
- *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*.
- 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. (2017). Tier II Family-school partnership programs. In A. Garbacz, (Ed.), *Implementing Family-School Partnerships: Student Success in School Psychology Research and Practice*. 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 POLICY REPORTS

- 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-
Mentor	National Center on Leadership in Intensive Intervention Funded by U.S. Department of Education, OSEP	2017-2018

Grant Review Panel Member (FY 2019) Institute of Education Sciences

Grant Review Panel Member (FY 2018) Institute of Education Sciences

Editorial Board Appointments

Editorial Board Member	Behavioral Disorders	2016-
Editorial Board Member	Journal of Emotional and Behavioral Disorders	2014-
Editorial Board Member	Beyond Behavior	2013-

Special Issue Guest Editorship

Guest Editor	Journal of Applied School Psychology	2019
--------------	--------------------------------------	------

Journal Reviews

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. (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 (Houston, 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*
- 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.**, & Jolivette, 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.**, Jolivette, 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.**, Jolivette, 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).
- Jolivette, 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).
- Jolivette, 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., Jolivette, 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).
- Jolivette, 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

ADDITIONAL APPOINTMENTS

Hoover City Schools, AL Desegregation case with Department of Justice & NAACP (2018-)
Behavior Consultant

Jefferson County School District Desegregation case with Department of Justice & NAACP (2018-)
Behavior Consultant

TEACHING EXPERIENCE

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

SPE 300: Survey of Special Education

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-
Early Childhood Special Education Search Committee	2014
Assessment Materials Review Committee	2012-2013
Post-Graduate Student Review Committee	2012-
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-
Gifted Education Search Committee	2016-2017
Diversity Research Committee SPEMA	2017-
SPEMA Promotion and Tenure Committee	2016-

College & University Sponsored Service

Juvenile Justice Work Group (interdisciplinary)	2016-
Parent Teacher Leadership Academy (presenter)	2018-
School Counseling Practicum Supervisor	2018-
Undergraduate Research Conference (mentor)	2018-
University of Alabama Juvenile Justice Workgroup	2016-
Graduate Student Scholarship Review Committee	2016-
Faculty Senate (alternate member)	2017-
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-
Diversity Council	2013-

Local/State Service

Hoover Diversity and Equity Steering Committee	2018-
Alabama State Department PBIS Advisory Committee	2017-
Juvenile Detention Alternatives Initiative (JDAI) Local Committee	2012-Present
YMCA of Tuscaloosa (summer and after-school programs)	2011-
Tuscaloosa City School District Anti-Bullying Task Force	2012-
Tuscaloosa City School District Helping Education/Linking Parents	2012-

Professional Organization Service

Co-Chair	Political Support Workgroup: National PBIS State Leaders Network	2019-
Member	National BIS State Leaders Network	2016-
Board of Directors	Association for Positive Behavior Support (Elected)	2016-
Nominations Committee	Association for Positive Behavior Support	2017-

(Chair)		
Public Awareness and Dissemination Committee	Association for Positive Behavior Support	2018-
(Co-Chair)		
Public Awareness and Dissemination Committee	Association for Positive Behavior Support	2017-
Founding Member	Alabama PBIS Network (APBS)	2015-
Nominations and Elections	Council for Children with Behavior Disorders Committee Member (Elected)	2012- 2015
Member	CCBD Awards Committee	2011-2012

DISSERTATION AND THESIS COMMITTEES

Departmental Dissertation Committee Membership/Co-Chair/Chair

Jamie Goldin	Special Education (chair)	2015-
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-
Keisha Wilson	School Psychology (co-chair)	2014- 2018
Takesha Shannon	Educational Psychology (chair)	2016-
Shanni Kerr	Educational Psychology	2016- 2018
Desiree Talent	School Psychology	2014- 2017

Thesis Committee Membership

Shakira Savage	Human Development	2015-2016
----------------	-------------------	-----------

PROMOTION AND TENURE EXTERNAL REVIEWER ASSIGNMENTS

Montclair State University	2017
----------------------------	------

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

Key Contact	Alabama PBIS Network	2015-
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-
Member	Georgia APBS Network	2008-2011