

Books

Positive Behavioral Supports for the Classroom. By Brenda K. Scheuermann, PhD and Judy Hall. (Merrill Press, 2008)

Autism: Teaching Does Make a Difference. By Brenda K. Scheuermann, PhD and Jo Webber, PhD. (Wadsworth Press, 2002)

Educating Students with Autism: A Quick Start Manual. By Jo Webber, PhD and Brenda K. Scheuermann, PhD (Pro-Ed, 2008)

Journal Articles

- Scheuermann, B., Webber, J., Goodwin, M., & Boutot, A. (2003). Issues in teacher education in autism. Focus on Autism and Developmental Disabilities, 18(3), 197-206.
- Scheuermann, B., & Guetzloe, E. (Fall, 2002). Top 10 guidelines for talking to legislators. Beyond Behavior.
- Scheuermann, B., & Johns, B. (2002). Advocacy in the 21st century for students with Emotional/Behavioral Disorders. Behavioral Disorders, 28(1), 57-69.
- Scheuermann, B., & Evans, W. (1997). Hippocrates was right: Do no harm. A case for ethics in the selection of interventions. Beyond Behavior, 8(3), 18-22.
- Scheuermann, B. (1997). Level systems: Questions of legality and efficacy. Teacher Education, 6(2), 55-66.
- Scheuermann, B. (1999). Introduction to the special issue on Curricular and Instructional Recommendations for Students with Emotional/Behavioral Disorders. Beyond Behavior,
- Webber, J., & Scheuermann, B. (1997). A challenging future: Current barriers and recommended action for our field. Behavioral Disorders, 22(3), 167-178.
- Scheuermann, B., & Webber, J. (1996). Level systems: Problems and solutions. Beyond Behavior, 7 (2), 12-17.
- Scheuermann, B., Webber, J., Partin, M., & Knies, W. (1994). Level systems and the law: Are they compatible? Behavior Disorders, 19 (3), 205-220.
- Scheuermann, B., McCall, C., Jacobs, W.R., & Knies, W. (1994). The personal spelling dictionary: An adaptive approach to reducing the spelling hurdle in written language. Intervention in School and Clinic, 29(5), 292-299.
- Webber, J., Scheuermann, B., & McCall, C. (1993). Research on self-monitoring as a behavior management technique in special education classrooms: A descriptive review. Remedial and Special Education, 14 (2), 38-56.
- Webber, J., Scheuermann, B., & Wheeler, L. (1992). Relationships among student scores on four social skills measures. Diagnostique, 17(4), 244-254.
- Webber, J., & Scheuermann, B. (1991). Accentuate the positive...Eliminate the negative. Teaching Exceptional Children, 24(1), 13-19.

Chapters in Scholarly Monographs

- Scheuermann, B. (2000). Curricular and instructional recommendations for creating safe, effective, and nurturing school environments for all students. Council for Children with Behavioral Disorders Monograph.
- Scheuermann, B. (2000). Best practices in functional assessment. Council for Children with Behavioral Disorders Monograph.
- Scheuermann, B., & Webber, J. (1996). Best practices for developing level systems. Council for Children with Behavioral Disorders Mini-Library Series.
- Webber, J., Scheuermann, B., McCall, C., & Coleman, M. (1993). Research on self-monitoring as a behavior management technique in special education classrooms: A descriptive review. *Remedial and Special Education 14*(2), 38-56. Reprinted in Elliot & Kratochwill, Eds. (1994), Reader in Psychology and Education. Dubuque, IA: Brown & Benchmark Publishers.
- Webber, J., & Scheuermann, B. (1991). Accentuate the positive...Eliminate the negative. *Teaching Exceptional Children, 24*(1), 13-19. Reprinted in Elliot & Kratochwill, Eds. (1994), Reader in Psychology and Education. Dubuque, IA: Brown & Benchmark Publishers.

State of Texas

Texas Behavior Support Initiative – Trainer’s Manual

Texas Behavior Support Initiative (2002) Trainer’s Manual. This manual is used by TBSI trainers in every school district in Texas to train Texas public school personnel in Senate Bill 1196 and related regulations governing the use of time-out, physical restraint, and preventive techniques. I was the only Texas professional invited to develop these training materials; my contributions are listed below.

- Author, Module 4: Time-Out
- Co-Author, Module 2: PBS: Schoolwide and Classroom Interventions
- Co-Author, Module 3: PBS: Individual Interventions

Texas Teacher Appraisal System – Autism & Developmentally Handicapped

Webber, J. & Scheuermann, B. (1989). Texas Teacher Appraisal System Indicators for Teachers of Autistic and Developmentally Handicapped Students. A guide for using the TTAS to evaluate teachers of students with autism or severe/profound disabilities.

Grants

United States Department of Education

- Scheuermann, B. (2000) "Emotional Disturbance/Autism Project for Teachers (EDAPT)". U.S. Department of Education, Office of Special Education Programs, Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities. CFDA 84.325H (\$565,720)
- Scheuermann, B. "Emotional Disturbance/Autism Project for Teachers." U.S. Department of Education, Preparation of Personnel in Minority Institutions
CFDA 84.325E (\$767,320) NOTE: Recommended for funding, but unable to accept because a similar proposal had already been funded under another category of the competition.
- Scheuermann, B., & Goodwin, M. (2001) "Learning Disabilities Project for Teachers (LDPT)" U.S. Department of Education, Office of Special Education Programs for Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities. CFDA 84.325H (\$787,720)

Awards

Outstanding Alumni Award (2001). Illinois State University College of Education, Normal, IL.

Presidential Award for Excellence in Research/Scholarly Activity (2000). Southwest Texas State University College of Education.

Presidential Award for Excellence in Teaching Nominee (1998). Southwest Texas State University

Alternate for Fulbright Appointment in Norway (1995). The University of Trondheim. Proposal:
“Lecturing in Behavior Disorders and Research in Social Skills”

Presentations at Professional Meetings (recent)

- District-Wide Positive Behavioral Support Initiative (with Dwayne Hoving and Ben Smith). (March, 2007). International Conference on Positive Behavioral Support, Boston, MA.
- Level Systems: Concerns, and What to Do Instead (January, 2007). Texas Council for Administrators of Special Education, Austin, TX.
- Scheuermann, B. (2005). Emotional/Behavioral Disorders: What Works? What Doesn't? What's Promising? What's Unclear? Texas Council for Administrators of Special Education, Austin, TX
- Scheuermann, B. (2003). Training for advocacy. International Council for Children with Behavioral Disorders, St. Louis, MO.
- Johns, B., & Scheuermann, B. (2001). IDEA '97: The Good, The Bad, and the Cautions: Implications of the Law for Students with EBD. International Council for Children with Behavioral Disorders, Atlanta, GA.
- Scheuermann, B., & Johns, B. (2001). Putting the Bite in the BIP: What the Courts are Telling Us About Behavioral Intervention Plans Since IDEA '97. International Council for Children with Behavioral Disorders, Atlanta, GA.
- Scheuermann, B. & Wheeler, L. (2001). Advocacy for Students with EBD in the 21st Century. International Council for Children with Behavioral Disorders, Atlanta, GA.
- Scheuermann, B., Webber, J., & Wheeler, L. (2001). Preventing undesired classroom behavior. International Council for Exceptional Children, Kansas City, MO.
- Scheuermann, B. (1999). A Recommended Instructional Framework for Students with Emotional/Behavioral Disorders. The International Council for Educational Diagnostic Services Annual Topical Conference, San Antonio, TX.
- Scheuermann, B. (1999). Integrating Behavior Management and Instruction: Recommended Practices. International Council for Children with Behavioral Disorders Conference, Irving, TX.
- Scheuermann, B. & Wheeler, L. (1999). Legitimate Intervention or Fad Cure: How Do You Decide? International Council for Children with Behavioral Disorders Conference, Irving, TX.

Invited Presentations (recent)

Characteristics of Juvenile Offenders with Disabilities (March, 2007). Texas Justice Court Training Center, San Antonio, TX

Standards of Practice: Positive Behavioral Supports - Individual Level (with Fredda Brown, Jackie Anderson). (March, 2007). Association for Positive Behavioral Supports Annual Conference, Boston, MA.

Emotional/Behavioral Disorders: What Works? What Doesn't? What's Promising? What's Unclear? (June, 2005). Texas Council for Exceptional Children Pre-Conference Workshop, Houston, TX

Positive Behavioral Supports: Planning for Schoolwide and Classroom Implementation. (March, 2004). Texas School Safety Center Conference, Austin, TX.

Legislative Mandates and Reform Initiatives in General Education and Special Education; and, Advocacy Tactics for Advocates. (with Carl Smith). (October, 2003). International Council for Children with Behavioral Disorders Conference, St. Louis, MO

Best Practices in Schoolwide Positive Behavioral Supports; Best Practices in Behavior Management for Parents; and, Best Practices in Behavior Management for Educators. (September, 2003). Conference on Medical and Behavioral Interventions for ADHD, Brownsville, Texas (Conference for physicians, educators, and parents)

Top 10 Practices in Schoolwide Discipline. (July, 2002). Behavior Conference, ESC Region 20, San Antonio, TX

So You Have a Beavis, Too! (July, 2001). Conference of Champions, Education Service Center Region XV, San Angelo, TX

Dennis the Menace...Every Class Has One! (July, 2001). Conference of Champions, Education Service Center Region XV, San Angelo, TX

Developing Behavior Intervention Plans Based on Positive Behavioral Supports. (June, 2001). Winners All! Conference Education Service Center, Region XVIII, Midland, TX

Developing Curriculum that is Responsive to the Needs of Students with EBD. (June, 2001). Annual Kentucky State Behavior Conference, Louisville, KY

Consultations (recent)

Plano ISD (2006). Consultation regarding high school student with serious behavioral difficulties.

Plano I.S.D. (2006). Program evaluation for classes for students with Emotional/Behavioral Disorders, and consultation regarding individual students.

Amarillo ISD (2005 - 2006). Assisting district with district-wide implementation of schoolwide positive behavioral supports. During 2005-2006, all Amarillo ISD middle school PBS teams were trained, then I made follow-up visits during the year to guide and evaluate implementation.

Bryan ISD (2005-2006). Multiple consultations to provide recommendations for students with Emotional/Behavioral Disorders.

Hurst-Eules-Bedford ISD (2004, 2005). Program evaluation for Behavior Intervention classes.

Plano ISD (2004). Program evaluation and program development for Behavior Support programs.

San Petricio Special Education Co-Op (2003). Consultation to assist administrators and teachers in developing appropriate, effective programs for all classes at special campus for students with Emotional/Behavioral Disorders.

Victoria Independent School District (2002-2003). Multiple consultations regarding students in or being referred to Adaptive Behavior programs.

Hardin-Chambers Center, Liberty, Texas (2002-2003). Consultation to assist administrators and teachers in developing appropriate, effective programs for all classes at special campus for students with Emotional/Behavioral Disorders.

Circle Around Families, Gary, Indiana (January, 2003). Program evaluation and program development for EBD classes in Gary Public Schools.

Liberty I.S.D. (January, 2003). Consultation regarding placement concerns for student with Prader-Willi Syndrome.

Victoria, Texas (2001-2002). Multiple consultations regarding students in or being referred to Adaptive Behavior programs.

Conroe I.S.D. (2001). Expert witness for school district in due process case.

Workshops (recent)

District-Wide Positive Behavioral Support Initiative (with Dwayne Hoving and Ben Smith). (March, 2007). International Conference on Positive Behavioral Support, Boston, MA.

Increasing Appropriate Behavior and Reducing Inappropriate Behavior Through Positive Behavioral Supports (February, 2007). Education Service Center Region III, Victoria, TX.

Advanced Topics in Emotional/Behavioral Disorders (August, 2006; 5 days). Institute for the Improvement of Educational Practices, San Marcos, TX

Best Practices in Teaching Students with Emotional/Behavioral Disorders (July, 2006; 5 days). Institute for the Improvement of Educational Practices, San Marcos, TX

Schoolwide Positive Behavioral Supports - Training for Elementary Cohort I (July, 2006; 5 days). Amarillo I.S.D.

Advanced Practices in Teaching Students with Emotional/Behavioral Disorders (June, 2006; 4 days). Plano I.S.D.

Preventive Classroom Management (February, 2006). Bryan ISD.

Advanced Topics in Emotional/Behavioral Disorders (August, 2005; 5 days). Institute for the Improvement of Educational Practices, San Marcos, TX

Best Practices in Teaching Students with Emotional/Behavioral Disorders (July, 2005; 5 days). Institute for the Improvement of Educational Practices, San Marcos, TX

Functional Behavior Assessment (July, 2005, 2 days). Education Service Center Region 15, San Angelo, TX

Schoolwide Positive Behavior Supports and Aggression Replacement Training (June-July, 2005, 5 days). Education Service Center Region 15, San Angelo, TX

Best Practices in Classroom Management and Reading Instruction (June, 2005, 3 days). Falls County Special Education Co-Op, Marlin, TX

Best Practices in Teaching Students with EBD (June, 2005; 5 days). Plano ISD.

Schoolwide Positive Behavioral Supports (October, 2004, January, May, 2005; 7 days). Education Service Center Region 14, Abilene, TX

Editorships

- 1999 Editor of two special issues of the Council for Children with Behavioral Disorders' Journal Beyond Behavior. Topic: Curricular and Instructional Recommendations for Students with Emotional/Behavioral Disorders
- First issue:** 1999, Vol. 9(3)
- Scheuermann, B. Introduction to the special issue
 - Gunter, P., Hummel, J., & Venn, M. Are effective instructional practices used with students with EBD?
 - Deno, S. Curriculum-based measurement as a positive academic support.
 - Darch, C., Miller, A., & Shippen, P. Instructional classroom management: A proactive model for teaching and managing student behavior
- Second issue:** 2000, Vol. 10(1)
- Stein, M., & Davis, C. Direct instruction as a positive behavioral support
 - Scruggs, T., & Mastropieri, M. Mnemonic interventions for students with behavior disorders: Memory for learning and behavior
 - Rogan, J. Learning strategies: Recipes for success
 - Johns, B. Reaching them through teaching them: Components of effective curriculum and instruction for students with E/BD
- 1997-2000 Editor, The Council for Children with Behavioral Disorders Newsletter.

Reviewerships

- Reviewer, Focus on Autism and Other Developmental Disabilities, 2001-present.
- Reviewer, Remedial and Special Education, 1999-present.
- Reviewer, Beyond Behavior, 1999-2002.
- Guest reviewer, Behavioral Disorders, 1999-present.
- Reviewer, ERIC Digest: The Link Between Assessment and Intervention: FBAs and BIPs, 1998.
- Reviewer for Merrill/Prentice-Hall, Allyn and Bacon, Wadsworth, and other publishers for textbook manuscripts and proposals in areas such as Behavior Disorders, Classroom Management, Instructional Classroom Management, Attention Deficit Hyperactivity Disorder, Inclusive Education, and Introduction to Special Education.
- Reviewer, Low Incidence Populations Personnel Preparation Projects, Office of Special Education Program, U.S. Department of Education, 2003.
- Reviewer, Outreach Projects, Office of Special Education Programs, U.S. Department of Education, 2002.
- Reviewer, Innovative Practices in Special Education Recognition Program, sponsored by Texas Education Agency, Learning Disabilities Association of Texas, Texas Elementary Principals and Supervisors Association, and Texas Council of Administrators of Special Education, 1995-1996.