

DEBBIE SPROTT BROOKS

Education

2010	Ph.D.	Special Education	The Pennsylvania State University
1993	B. A.	Psychology	The Pennsylvania State University

Professional Experience

2018-present **Associate Professor**, Special Education, The Pennsylvania State University
2016-2018 **Assistant Professor**, Special Education, The Pennsylvania State University
2012-2016 **Research Associate**, Supporting Early Adolescents' Learning and Social Success (SEALS), The Pennsylvania State University
2010-2012 **Assistant Professor**, Special Education, The Pennsylvania State University
2004-2010 **Research Assistant**, The Pennsylvania State University
2007 **Guest Lecturer**, Special Education, The Pennsylvania State University
2006-2007 **Supervisor**, Pre-service Teachers, The Pennsylvania State University
1999-2004 **Residential Counselor**, The Meadows Psychiatric Center, Centre Hall, PA
1996-1999 **Group Coordinator**, The Meadows Psychiatric Center, Centre Hall, PA
1994-1996 **Mental Health Technician**, The Meadows Psychiatric Center, Centre Hall, PA

Courses Taught

SPLD 400	Inclusive Special Education Foundations: Legal Characteristics, Collaboration, Assessment, and Management
SPLD 403A	Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing
SPLD 403B	Evidence-Based Methods for Teaching Secondary Students with Disabilities in Inclusive Settings
SPLD 454	Assessment for Instruction
SPLD 554	Developing and Interpreting Assessments in Special Education
SPLD 573	Introduction to Research in Special Education
Ed Psych 011	Educational Implications of Individual Differences in Childhood

Peer Reviewed Publications

Farmer, T.W., Dawes, M., Hamm, J.V., Lee, D.L., Mehtaji, M., Hoffman, A.S., & Brooks, D.S. (in press). Classroom social dynamics management: Why the invisible hand of the teacher matters for special education. *Remedial & Special Education*. DOI: 10.1177/0741932517718359

Farmer, T.W., Talbott, E., Dawes, M., Huber, H.M., Brooks, D.S., Powers, E.E. (2018). Social dynamics management: What is it and why is it important for intervention? *Journal of Emotional and Behavioral Disorders*, 26, 1-3.

Farmer, T.W., Lee, D.L., Sprott-Brooks, D., Chen, C.C., Moates, M., Hamm, J.V. (2017). Management of behavioral dynamics in general education classrooms. *Journal of Evidence-Based Practices for Schools*, 16, 6-22.

Farmer, T.W., Sutherland, K.S., Talbott, E., Brooks, D.S., Norwalk, K., & Huneke, M. (2016). Special educators as intervention specialists: Dynamic systems and the complexity of intensifying intervention for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 24, 173-186.

- Maggin, D.M., Wehby, J.H., Farmer, T.W., & Brooks, D.S. (2016). Intensive interventions for students with emotional and behavioral disorders: Issues, theories, and future directions. *Journal of Emotional and Behavioral Disorders, 24*, 127-137.
- Farmer, T.W., Irvin, M.J., Motoca, L.M., Leung, M-C., Hutchins, B.C., Brooks, D. S., & Hall, C.M. (2015). Externalizing and internalizing behavior problems, peer affiliations, and bullying involvement across the transition to middle school. *Journal of Emotional and Behavioral Disorders, 23*, 3-16.
- Farmer, T. W., Reinke, W., & Brooks, D. S. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. *Journal of Emotional and Behavioral Disorders, 22*, 67-73.
- Motoca, L., Farmer, T.W., Hamm, J.V., Byun, S-Y., Lee, D.L., Brooks, D.S., Rucker, N., & Moohr, M.M. (2014). Directed consultation, the SEALS model, and teachers' classroom management. *Journal of Emotional of Behavioral Disorders, 22*, 119-129.
- Farmer, T.W., Petrin, R.A., Brooks, D.S., Hamm, J.V., Lambert, K., & Gravelle, M. (2012). Bullying involvement and the school adjustment of rural elementary students with and without disabilities. *Journal of Emotional and Behavioral Disorders, 20*, 19-37.
- Farmer, T. W., Hall, C. M., Leung, M-C., Estell, D.B., & Brooks, D. (2011). Social prominence and the heterogeneity of rejected sociometric status in late elementary school. *School Psychology Quarterly, 26*, 260-274.
- Farmer, T.W., Farmer, E.M.Z., & Brooks, D. S. (2010). Recasting the ecological and developmental roots of intervention for students with emotional and behavioral problems: The promise of strength-based perspectives. *Exceptionality, 18*, 53-57.
- Farmer, T.W., Hamm, J.V., Petrin, R.A., Robertson, D., Murray, R.A. Meece, J.L., & Brooks, D.S. (2010). Supporting early adolescent learning and social strengths: Promoting productive contexts for students at-risk for EBD during the transition to middle school. *Exceptionality, 18*, 94-106.

Book Chapters

- Farmer, T.W., Dawes, M., Alexander, Q., & Brooks, D.S. (2016). Challenges associated with applications and interventions: Correlated constraints, shadows of synchrony, and teacher/institutional factors that impact social change. In K. Wentzel & G. Ramani (Eds.), *Handbook of Social Influences on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts* (pp. 423-437). New York, NY: Routledge.

Presentations

- Farmer, T.W., Brooks, D.S., & Dawes, M. (2016, June). Fostering supportive classroom ecologies for diverse learners. *Presented at the School-University Research Network (SURN)*. Williamsburg, VA.
- Brooks, D.S., Lee, D.L., Farmer, T.W., & Norwalk, K.E. (2015, October). Increasing the impact of professional development and use of evidence based practices through Directed Consultation. *Presentation at the Teacher Educators of Children with Emotional and Behavioral Disorders Conference*. Tempe, AZ.
- Lee, D.L., Brooks, D.S., Rizzo, K., Jodon, C., & Garthe, E. (2015, April). Single-Case Design and Applied Behavior Analysis: What We Have to Offer Large Scale Educational Research. *Presentation, Behavior Analysis Research Colloquium*, University Park, PA.

- Farmer, T.W., Hamm, J.V., Lee, D.L., & Brooks, D.S. (2014; March). Promoting supportive middle school contexts: Directed consultation and the scouting report approach. *SRCD Peer-Preconference*. Philadelphia, PA.
- Lee, D.L. & Brooks, D.S. (2014, September). Integrating Academic Engagement, Social Dynamics Training, and Competence Behavior Management during the 6th-Grade Transition: An Inside Look at Project SEALS. *Seminar presented at the Bennett Pierce Prevention Research Center at Penn State*, University Park, PA.
- Brooks, D. S., Hall, C. M., Farmer, T. W., & Leung, M-C. (2009, September). Affiliative patterns of rejected status youth: Characteristics of low, medium, and high social prominence. *Poster presented at the International Institute of Developmental Science*, Chapel Hill, N.C.
- Farmer, T. W., Sutherland, K. S., Mason, L. H., Brooks, D. S., Taft, R. (2008, October). Creating instructionally effective classroom contexts for middle school students with EBD. *Papers presented at the Council for Children with Behavioral Disorders*, Dallas, TX.

Funded Research

- 2014 - 2017 Supporting Early Adolescent Learning and Social Success across the Middle School Years: the SEALS II Intervention Development Program. (Farmer, PI) Institute of Education Sciences
Role: Investigator (Penn State)
- 2011 - 2015 Supporting Early Adolescent Learning and Social Success – Project SEALS. (Farmer, PI) Institute of Education Sciences
Role: Co-PI (Penn State)

Editorial Experience

Associate Editor, *Journal of Emotional and Behavioral Disorders* (2012-present)