

 ENTI2022

National Training Institute  
on Effective Practices:

# ADDRESSING CHALLENGING BEHAVIOR



*Working together  
to build capacity in  
programs & state systems!*



*The Pyramid Model  
Conference!*

TAMPA  
FLORIDA

**APRIL 19-22  
2022**

# SWIS for Early Childhood is Finally Here!



Early Childhood programs use EC-SWIS—the EC is for Early Childhood!—to enter incident behavior data. Practitioners use EC-SWIS to identify problems and make active, real-time decisions — creating the kind of classrooms where every child is successful.

## Collect *Meaningful Data*

- ▶ Incident entry screens ask you to consider a child's motivation behind their behavior
- ▶ Custom fields capture data unique to your program
- ▶ Meaningful data translates into meaningful reports and actions with our wide selection of standard and custom reporting options.

Where traditional data systems (or maybe just Excel) store incidents, EC-SWIS *transforms* your incident data for real-time decision making.

Discover more about about EC-SWIS:

- ▶ **Stop by our booth in the exhibitor area**
- ▶ Visit [www.pbisapps.org/swis](http://www.pbisapps.org/swis)
- ▶ Email us at [support@pbisapps.org](mailto:support@pbisapps.org)
- ▶ Call us at 855-455-8194

# WELCOME

Thank you for joining us for the 17<sup>th</sup> Annual National Training Institute on Effective Practices, “Addressing Challenging Behavior: Supporting Young Children’s Social Emotional Development.” The National Center for Pyramid Model Innovations; the Pyramid Model Consortium; and the Florida Center for Inclusive Communities (FCIC), a University Center for Excellence in Developmental Disabilities (UCEDD) at the University of South Florida; are pleased to partner with the following organizations to bring you this unique learning opportunity:

Brookes Publishing Co.

PBIS Apps

Association for Positive Behavior Support

Becker’s School Supplies/MVP

Division for Early Childhood of the Council for Exceptional Children

Gerety Education Team

The Discovery Source

The Institute’s program is designed to provide an in-depth, intensive learning experience. Each 3-hour session features carefully chosen topics which showcase evidence-based practices to promote the social and emotional development of young children. The program also features toolkit sessions. These are focused one-hour presentations highlighting on one practice, strategy, or element of implementation.

The Institute is built around the Pyramid Model framework for promoting the social and emotional development of young children. This Pyramid Model framework includes three levels of practice to address the needs of all children, including children with persistent challenging behavior.

You will have the opportunity to learn and practice new strategies, interact with the experts, and participate in lively discussions with colleagues. We hope that by the end of this training experience, you will be excited and confident to return to your programs and try out the strategies and techniques you have learned.



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# GENERAL INFORMATION

## Registration Schedule

The registration desk is located on the second floor of the Tampa Marriott Water Street, next to the escalators. The registration desk will be open during the following hours.

Tuesday, April 19.....	7:30 a.m.–6:00 p.m.
Wednesday, April 20.....	7:30 a.m.–4:30 p.m.
Thursday, April 21.....	7:30 a.m.–4:30 p.m.
Friday, April 22.....	7:30 a.m.–12:30 p.m.

Please visit us with registration needs, questions, concerns, evaluation forms, and lost and found. You can also ask anyone wearing an orange “Staff” badge or yellow “Volunteer” badge. We want you to have a wonderful time and hope you’ll let us know how we can help!

## Registration Receipts

You received a registration receipt at the time you registered online. If you need another copy, please stop by the registration desk and we will be happy to provide a duplicate.

## Name Badges

You will need your name badge to gain admittance to sessions and other functions. Participants should wear their conference badge at all times.

## Session Selection

There is no need to sign up in advance for any of the sessions. Attendance is based on space availability. Plan to arrive early to secure your seat in the session you want to attend.

Program hosts wearing yellow “Volunteer” badges and holding red clipboards are assigned to each session to assist both attendees and presenters. Although every effort has been made to anticipate audience size for each session, there may be times when a session you wish to attend is full. The program hosts will post signs outside the door to notify you of this. We ask that you attend another session if your first choice is full. Please be courteous to the hosts—they are your colleagues!

## Internet Access

NTI is providing complimentary internet access to all conference participants in the meeting rooms.

Network ID:	<b>MarriottBonvoy_CONFERENCE</b>
Internet Code:	<b>NTI2022</b>

### Instructions:

1. Connect your personal digital device, to the “MarriottBonvoy\_CONFERENCE” Wi-Fi network.
2. Once connected, open any web browser (Internet Explorer, Mozilla Firefox, Google Chrome, Apple, Safari, etc.) and visit any website (google.com, yahoo.com, etc). This will redirect you to the Marriott splash page.
3. Enter the passcode as requested on the page.
4. You are now free to navigate the internet.

## Event App

Yes, we have an event app! If you did not receive an email invite to download the app, you can also access it by downloading the Cvent app from you phone's app store, then searching for "NTI 2022 - Addressing Challenging Behavior." With the app you will be able to:

- Plan your sessions with *Schedule* and *My Schedule*
- Get session reminders and notifications about schedule changes
- Message other attendees
- Download all session handouts
- And more!

Note: Make sure notifications are enabled in your phones settings to get push notifications from the app.

## Handouts

When you attend a 3-hour session, the handouts you need will be available in the meeting room. Handouts for Friday toolkit sessions are on the app. Additionally, all handouts are available for download from the event app and post-conference email.

## Evaluations

The Institute keeps getting better and better because of the feedback we get from attendees! The Planning Committee and the presenters have worked hard to make this Institute a rewarding experience for you and we greatly appreciate your time to complete the evaluation provided in your registration packet. We take your comments seriously and will use them to make changes to next year's Institute.

Be sure to complete the Institute Evaluation form in your conference bag. **Attendees who return their completed evaluation to the registration desk on Friday will be entered into a raffle to win a Pyramid Model publication of their choosing (TPOT, TPITOS, PTR Family, PTR-YC, Essentials of Practice-Based Coaching, or Unpacking the Pyramid Model guide) !**

## Certificate of Attendance

A signed certificate of attendance will be provided to you via email at the end of the conference. Maximum session attendance is 15 actual hours. There will be space available on the certificate to record your name and the number of hours attended.

## Meals

### Breakfast

Served from 7:30 to 8:30 a.m. on Wednesday, Thursday, and Friday. **Please select your session location and then pick up breakfast outside of your session room.** Breakfast is available in the Florida Ballroom and Grand Ballroom Foyers.

### Lunch

Served from 11:30 a.m. to 1:00 p.m. on Wednesday and Thursday only. Box lunches will be available in the Florida Ballroom and Grand Ballroom Foyers.

Your registration fee includes the reception, breakfast, lunch and breaks. **Please note: reception, breakfast, lunch and breaks are for registered participants only.** Please wear your name badge when picking up your breakfast or lunch.

### Dietary Restrictions

The Chef at the Marriott has prepared a variety of meals to suit our attendees with and without dietary restrictions. Please check the food labels before you choose your meals (i.e., Gluten Friendly, Vegetarian, Dairy Free).

If you need assistance in finding a meal that accommodates your allergy or dietary restriction, please see the hotel catering attendant for assistance.

## Resources for Persons with Special Needs

The Marriott, the Institute staff, and volunteers are happy to assist you with any special need requirements. Please look for someone with an orange "Staff" badge, or a yellow "Volunteer" badge. You may also visit either the registration desk or the Marriott front desk.

## In Consideration of Your Colleagues

- Silence all cell phones and pagers when in meeting rooms.
- Smoking is not permitted within 25 feet of the Tampa Marriott Water Street property.
- We have attendees at this year's event who are sensitive to perfumes and strong smells and request your support in alleviating these environmental factors.

## Parking

### Self-Parking

Self-parking is available however, it is not affiliated with the hotel.

- Pam Iorio Garage: hourly rate, \$12 max daily (no in/out privileges). May have black-out dates or increased rates due to events at Amelia Arena or Convention Center.

### Valet Parking

Let the valet parking department know you are part of the NTI conference to receive a discount. Valet parking rates are as follows:

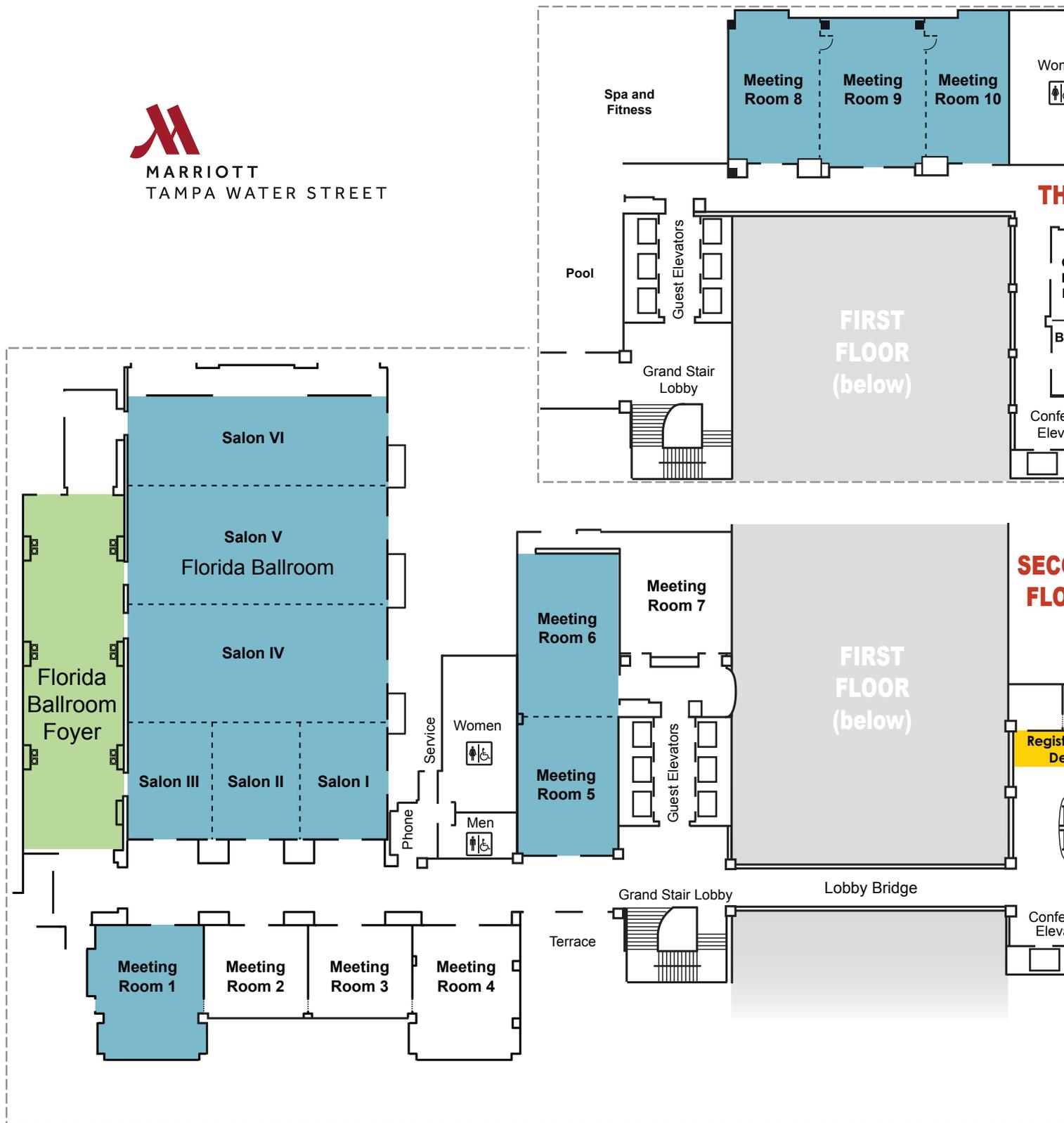
- Day parking: \$20 less 25% conference discount
- Overnight parking: \$32 less 25% conference discount

## Local Information

The Institute will keep you very busy, but there is plenty of fun awaiting you in downtown Tampa! Whether you spend your free time poolside, enjoying a walk along the Riverwalk, or visiting local attractions—we hope you enjoy your time here.

Please take a moment to review the hotel map on the inside cover of this program so you can make the most of your visit here. Please let the hotel staff, the Institute staff, or volunteers know how we can help you.

# HOTEL MAP

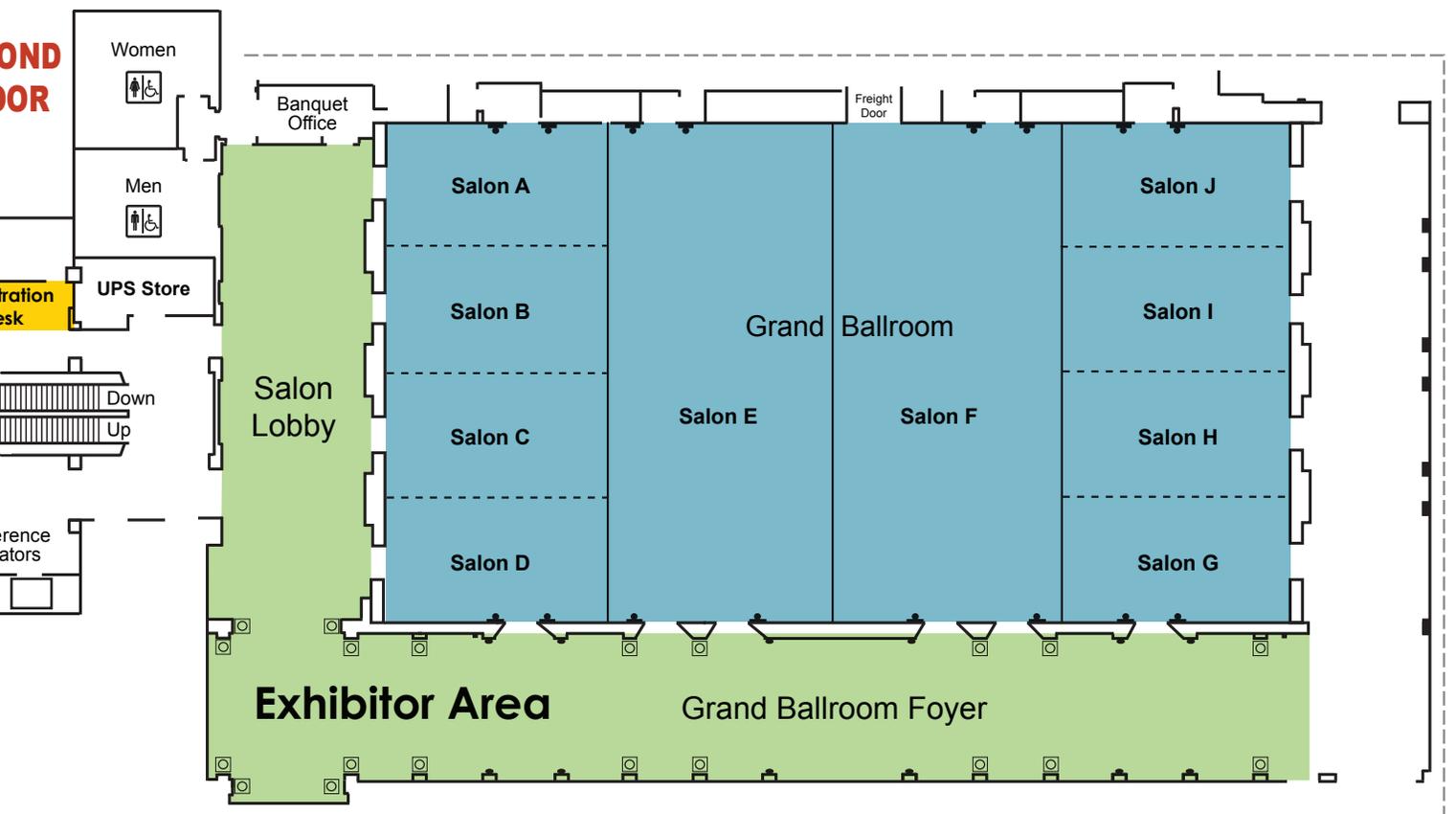




## Key

- Registration Desk
- Meal Areas
- Workshop/Session Rooms

Not Pictured: Terrace Room, 1st Floor





Promoting the social and emotional competence of **ALL Young Children** in equitable and inclusive environments.

**Providing:**

- ▶ Guidance
- ▶ Technical Assistance
- ▶ Training
- ▶ Data Tools
- ▶ Resources



National Center for  
Pyramid Model Innovations

**ChallengingBehavior.org**



This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

# WEEK AT-A-GLANCE

TUESDAY 4/19	WEDNESDAY 4/20	THURSDAY 4/21	FRIDAY 4/22
Registration Open 7:30 a.m.–6:00 p.m.	Registration Open 7:30 a.m.–4:30 p.m.	Registration Open 7:30 a.m.–4:30 p.m.	Registration Open 7:30 a.m.–12:30 p.m.
	<b>Breakfast</b>		7:30 a.m.–8:30 a.m.
	<b>AM Sessions</b>	8:30 a.m.–11:30 a.m.	<b>Toolkit 1</b> 8:30 a.m.–9:30 a.m.
			<b>Toolkit 2</b> 9:50 a.m.–10:50 a.m.
	<b>Lunch</b>	11:30 a.m.–1:00 p.m.	<b>Toolkit 3</b> 11:10 a.m.–12:10 p.m.
	<b>PM Sessions</b>	1:00 p.m.–4:00 p.m.	
<b>Keynote</b> 4:00 p.m.–5:30 p.m. Grand Ballroom			
<b>Welcome Reception</b> 5:30 p.m.–6:30 p.m. Florida Ballroom			

Advertisement

## Congratulations! 2022 Pyramid Model Champion

### The PMC Champion Award for Pyramid Model Implementation

This award highlights individuals and organizations who embrace and demonstrate the Pyramid Model in action through their sustained and impactful implementation of the Pyramid Model in homes, schools, and community settings to support children, birth through 5 years and their families.

#### Michelle Nowell

Owner and Director  
Michelle Nowell's Family Child Care Home



**THE PYRAMID MODEL CONSORTIUM**  
Supporting Early Childhood PBIS

[www.pyramidmodel.org](http://www.pyramidmodel.org)

# PROGRAM PLANNER

● Introductory  
● Intermediate  
● Advanced

0-5  
(Age Group)

## WEDNESDAY

	8:30–11:30 A.M.	1:00–4:00 P.M.
Description	pages 13–15	pages 17–19
FLORIDA SALON VI	<b>W01:</b> Pyramid Model 101: Building a Foundation in Social Emotional Development <i>M. Ostrovsky, C. O'Grady</i> <input type="checkbox"/> 0-5	<b>W13:</b> Designing Intervention Plans that Work! <i>J. Grisham</i> <input type="checkbox"/> 0-5
FLORIDA SALON V	<b>W02:</b> Understanding Tantrums: Why Do They Happen and What Can Adults Do to Help? <i>L. Brault</i> <input type="checkbox"/> 0-5	<b>W14:</b> Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education <i>L. Gordon, S. Meek</i> <input type="checkbox"/> 0-5
FLORIDA SALON IV	<b>W03:</b> In a Pyramid Pickle? Maximizing Outcomes for ALL (YES, We Mean That) Children <i>E. Bovey, P. Strain, R. Roybal, E. Bold, A. Hodges</i> <input type="checkbox"/> 2-5	<b>W15:</b> Having Fun: Creating Engaging Routines for Large Group Activities <i>R. Roybal, K. Wilson</i> <input type="checkbox"/> 2-5
FLORIDA SALON I/II/III	<b>W04:</b> Today's Special: PTR-YC Intervention Menu! <i>J. Lee, J. Wasser</i> <input type="checkbox"/> 2-5	<b>W16:</b> Making Coaching Work for You: Creative Delivery Formats for Practice-Based Coaching <i>K. Artman Meeker, A. Fettig, A. Golden</i> <input type="checkbox"/> 0-5
MEETING ROOM 5/6	<b>W05:</b> Supporting Implementation of the Pyramid Model Through Practice-Based Coaching <i>D. Shannon, C. Bishop, P. Snyder</i> <input type="checkbox"/> 0-5	<b>W17:</b> Start Strong and Stay on Course: Action Plans that Guide the Way to Coaching Success <i>K. Horth, S. Basler, S. Rapp</i> <input type="checkbox"/> 2-5
GRAND SALON A/B	<b>W06:</b> Bringing the Pyramid Model to Family Child Care Homes <i>A. Winneker, M. Nowell, A. Ford, R. Dean, J. Dean</i> <input type="checkbox"/> 0-5	<b>W18:</b> Incidental to Intentional <i>L. Giroux, N. Hackmann</i> <input type="checkbox"/> 2-5
GRAND SALON C/D	<b>W07:</b> Community-Wide Pyramid Model Implementation <i>A. Quesenberry, S. Doubet</i> <input type="checkbox"/> 0-5	<b>W19:</b> Slow and Steady Wins the Race: Exploration, Installation, and Implementation of the Pyramid Model <i>T. Hoffman, K. Woody, K. Lamanno</i> <input type="checkbox"/> 0-5
GRAND SALON E	<b>W08:</b> Trauma Informed Care and the Pyramid Model: Now is the Time <i>N. Horen</i> <input type="checkbox"/> 0-5	<b>W20:</b> Supporting the Social Emotional Development of Multilingual Learners <i>L. Duran</i> <input type="checkbox"/> 0-5
GRAND SALON F	<b>W09:</b> Historical and Racial Trauma <i>R. Allen, J. Crane</i> <input type="checkbox"/> N/A	<b>W21:</b> Promoting Self-Regulation during Difficult Conversations about Race and Equity <i>A. Parker, B. Scott</i> <input type="checkbox"/> N/A
GRAND SALON G/H	<b>W10:</b> Using Implementation Science to Scale up Statewide Program-Wide Adoption of the Pyramid Model <i>H. Beissel, S. Hansen</i> <input type="checkbox"/> 0-5	<b>W22:</b> The Pyramid Model and Family/Group Family Childcare: Equitable Systems that Work! <i>R. Shufelt, K. Perrone</i> <input type="checkbox"/> 0-5
FLORIDA SALON I/J	<b>W11:</b> The Pyramid Model in Part C Systems: State Implementation Approaches <i>L. Fox, E. King, D. Kennerson, E. Barton, S. Loza</i> <input type="checkbox"/> N/A	<b>W23:</b> How Sweet It Is! Tapping into Vermont's Early MTSS <i>K. Rogers, A. Murphy, K. McCarthy, M. Johnson, L. Freedman, W. Scott</i> <input type="checkbox"/> 3-5
MEETING ROOM 8/9/10	<b>W12:</b> Using the Pyramid Model Equity Coaching Guide <i>J. Ferro, R. Lima, L. Giroux, K. Earl, &amp; E. Pick</i> <input type="checkbox"/> 0-5	<b>W24:</b> Cross Sector State Leadership Teams: Looking Back, Moving Forward and Leveraging Relationships <i>B. Vorhaus, D. Meskil, D. Nylander, L. Orr, S. Loza, S. Brawley</i> <input type="checkbox"/> N/A

# THURSDAY

	8:30–11:30 A.M.	1:00–4:00 P.M.
Description	pages 20–22	pages 23–25
FLORIDA SALON VI	<b>T01:</b> Never Too Soon: Teaching Social and Emotional Skills in the Toddler Years <i>M. Velez, A. Taylor</i> <input type="checkbox"/> 0-3	<b>T13:</b> Co-Creating a “Race and” Mindset: Advancing Identity Affirming Early Learning Communities <i>M. Vinb, C. Williams, A. Cavanaugh</i> <input type="checkbox"/> 0-5
FLORIDA SALON V	<b>T02:</b> Program-Wide Implementation of the Pyramid Model in Part C/Early Intervention <i>E. Barton, A. MacNish</i> <input type="checkbox"/> 0-3	<b>T14:</b> Anti-Bias Education and the Pyramid Model <i>A. Winneker, M. von der Embse</i> <input type="checkbox"/> 0-5
FLORIDA SALON IV	<b>T03:</b> The Impact of Implicit Bias in the Preschool Classroom <i>W. White, S. Dolan</i> <input type="checkbox"/> 0-5	<b>T15:</b> Early Childhood Benchmark of Quality: Cultural Responsiveness Companion <i>E. Kinavey Wennertrom, S. Stegenga, M. Villines, N. McComas, J. Ferro</i> <input type="checkbox"/> N/A
FLORIDA SALON I/II/III	<b>T04:</b> Advancing Cultural and Linguistic Responsiveness to Prevent and Address Challenging Behaviors <i>K. Nemeth</i> <input type="checkbox"/> 0-5	<b>T16:</b> Delivering Practice-Based Coaching to Groups: Materials and Strategies to Support Engagement <i>S. Basler, R. McLeod, M. L. Hemmeter</i> <input type="checkbox"/> 2-5
MEETING ROOM 5/6	<b>T05:</b> Facilitating Change: Using Motivational Interviewing Strategies to Have Conversations that Help <i>A. Hunter, A. Parker</i> <input type="checkbox"/> 0-5	<b>T17:</b> Critical Practices for your Pyramid Model Classrooms <i>L. Shaffer</i> <input type="checkbox"/> 0-5
GRAND SALON A/B	<b>T06:</b> Promoting the Pyramid Model in NH Higher Education: Sharing Lessons Learned <i>M. Cornish, R. Corso, J. Izen</i> <input type="checkbox"/> 0-5	<b>T18:</b> What is Program-Wide Implementation of Pyramid Model, And Why Do I Need It? <i>A. Ackley, L. Gragg</i> <input type="checkbox"/> 0-5
GRAND SALON C/D	<b>T07:</b> Coaching to Support Teacher Implementation of Pyramid Model Practices in Infant and Toddler Care <i>K. Bigelow, A. Schnitz</i> <input type="checkbox"/> 0-3	<b>T19:</b> Partnering with Families to Address Challenging Behavior at Home <i>C. Vatland, J. Lee</i> <input type="checkbox"/> 2-5
GRAND SALON E	<b>T08:</b> Power of Peers <i>P. Strain, E. Bovey</i> <input type="checkbox"/> 2-5	<b>T20:</b> The Pyramid Model Goes to Kindergarten! <i>K. Kinder, K. Horth, I. Sanford, A. Riddle, M. Kinne</i> <input type="checkbox"/> 2-5
GRAND SALON F	<b>T09:</b> Using Books to Promote the Connection Between Social Emotional and Literacy Development <i>T. Yates, B. Vorhaus</i> <input type="checkbox"/> 0-5	<b>T21:</b> Integrating Infant and Early Childhood Mental Health Consultation and the Pyramid Model <i>N. Horen</i> <input type="checkbox"/> 0-5
GRAND SALON G/H	<b>T10:</b> Using the Power of Behavior Incident Reports to Make Data Based Decisions that will Improve Outcomes <i>M. Veguilla, M. von der Embse, D. Perez Binder</i> <input type="checkbox"/> 2-5	<b>T22:</b> Program-Wide Implementation and Leadership Team Strategies <i>R. Lima, M. Papamarkos, A. Vlacanich, E. Pick</i> <input type="checkbox"/> 2-5
FLORIDA SALON I/J	<b>T11:</b> Using Data and Improvement Cycles to Develop Responsive Statewide Implementation Coaching Supports <i>S. Britt-Williams, C. Williams, D. Meskil, K. Earl, D. LeGrant, P. Grubbs, L. Hartley</i> <input type="checkbox"/> 0-5	<b>T23:</b> Breaking Down Silos: Building Systems of Supports Through Coaching Communities of Practice <i>M. Reese, B. Lin, M. Garner, W. Hoogeveen, P. Elwood, M. Funke</i> <input type="checkbox"/> 2-5
MEETING ROOM 8/9/10	<b>T12:</b> Lessons Learned, Resources and Tools for Scaling up and Sustaining Pyramid Model Work Statewide <i>B.J. Smith, J. Betchkal, L. Brehm, H. Beissel, B. Riepe, A. Rausch, A. Van Polen, D. Ziegler</i> <input type="checkbox"/> 0-5	<b>T24:</b> Success Factors for Systems Change: IECMH Consultation and Pyramid Model Coaching <i>K. Mulcahy, L. Nenide, L. Pearson, M. Candalaria</i> <input type="checkbox"/> 2-5

# FRIDAY

	8:30–11:30 A.M.	1:00–4:00 P.M.	1:00–4:00 P.M.
Description	pages 26–27	pages 28–29	pages 30–32
FLORIDA SALON VI	<b>F01:</b> Using the FBSSApp to Support Families <i>E. Barton, M. Velez, C. Winchester, B. Locchetta</i>	<b>F13:</b> Embedded Intervention Framework for Infants and Toddlers in Early Intervention <i>J. Harrington, J. Grosser</i>	<b>F25:</b> Staff Wellness: If Not Now, When? <i>N. Horen</i>
FLORIDA SALON V	<b>F02:</b> PIWI (Parents Interacting with Infants) In Action! <i>T. Yates, N. Roseberry, C. Million</i>	<b>F14:</b> Friends Don't Let Friends Slip on Pyramid Implementation: Peer Coaching <i>A. Golden</i>	<b>F26:</b> Using Prevent-Teach-Reinforce (PTR) to Support a Preschooler with Challenging Behavior <i>S. Clarke, A. Winneker</i>
FLORIDA SALON IV	<b>F03:</b> Dealing with a Dilemma: Using ALL the Steps to Problem Solving <i>A. Wimmer, E. Appleton</i>	<b>F15:</b> EC-SWIS: Data-Based Decision Making for Early Childhood <i>J. Daily, S. Zeiders</i>	<b>F27:</b> Language and Literacy Routines to Promote Social Interactions in an Inclusive Classroom <i>B. Sayre Geiser, A. Boldt</i>
FLORIDA SALON I/II/III	<b>F04:</b> Play, Movement, and Rhythm to Support Emotional Regulation: A Trauma Attuned Approach <i>J. Sayles</i>	<b>F16:</b> Finding Executive Function in Your Pyramid Classroom: The Secret Ingredient You Didn't Know You Had <i>L. McIntosh</i>	<b>F28:</b> Promoting Social Interactions During Mealtimes <i>B. Locchetta</i>
MEETING ROOM 5/6	<b>F05:</b> International Journeys with the Pyramid Model <i>Y. Sosa, S. Ridgewell</i>	<b>F17:</b> Building Blocks for Including and Teaching Young Children with Disabilities <i>S. Sandall</i>	<b>F29:</b> Coaching Virtually: Tips, Adaptations, and Lessons Learned <i>T. Little, A. Golden</i>
GRAND SALON A/B	<b>F06:</b> Coaching Can Be Like a Box of Chocolates <i>A. Van Polen, S. Helt, T. Novak-Cicha</i>	<b>F18:</b> Talk Around the Clock! Promoting Effective Communication Among Toddlers <i>E. Sizemore, D. Peña</i>	<b>F30:</b> Quick Checks for Teaching Social and Emotional Skills Throughout the Day <i>C. Zercher</i>
GRAND SALON C/D	<b>F07:</b> Powering it Up: Partnering with Families to Strengthen Program-Wide Implementation <i>M. von der Embse, G. Choi</i>	<b>F19:</b> Using Photo Elicitation to Support Authentic Assessment <i>K. Hile, R. Santos</i>	<b>F31:</b> Pack Your Bags: The Pyramid Model Goes to College! <i>J. Weglarz-Ward</i>
GRAND SALON E	<b>F08:</b> Is the Use of Sensory-Based Strategies Consistent with Pyramid Model Practices? <i>J. Ledford</i>	<b>F20:</b> Adapting Visual Supports to Engage Diverse Learners in Early Childhood Classrooms <i>K. Zimmerman, G. Kim, E. Johnson</i>	<b>F32:</b> Bang Bang! Responding to Pretend Play about Guns and Violence <i>J. Hardy</i>
GRAND SALON F	<b>F09:</b> Understanding Trauma Informed Care and the Pyramid Model: Supporting Resilience <i>A. Hunter, C. Morris</i>	<b>F21:</b> Unveiling the Revised Positive Solutions for Families <i>A. MacNish, H. Yang, J. Wasser</i>	<b>F33:</b> Raising the Bar: Making Inclusion Work <i>M. Vinh, A. Rausch</i>
GRAND SALON G/H	<b>F10:</b> How to Make Your Team Meeting THE Meeting Everyone Looks Forward To! <i>B. J. Smith</i>	<b>F22:</b> NCPMI's Collaborating Associations and Organizations Partner for Impact! <i>D. A. Ziegler, P. Kemp, S. Friedman</i>	<b>F34:</b> The Essentials of the Classroom Essentials <i>K. Kinder, K. Flower, M. Rainey, R. Oakley</i>
FLORIDA SALON I/J	<b>F11:</b> What about the Teachers? Creating Systems of Acknowledgement for Teachers <i>A. Mellott</i>	<b>F23:</b> Community-Wide Implementation: A Nebraska Story <i>L. Brehm, K. Moller, S. Scholten, J. Snieder</i>	<b>F35:</b> Writing and Implementing Positive Behavior Guidance Policies in Preschool Programs <i>K. Clayback, H. Yang</i>
MEETING ROOM 8/9/10	<b>F12:</b> The Four Structures You NEED to SUCCEED! <i>B. Riepe, S. Britt-Williams</i>	<b>F24:</b> The Equity Inventory: Questions to Consider for System Change <i>A. Rausch, A. Van Polen</i>	

## KEYNOTE PRESENTATION

4:00 - 5:30 P.M. • GRAND BALLROOM

### Creating Antiracist/Antibias Early Childhood Spaces



A critical examination of race, bias, racial equity, and racism is taking place at every level in our society, including early childhood spaces. Anti-racism strategies are being proposed and implemented across the country to create more equitable early childhood environments. This keynote address examines racial inequities in early childhood programs and strategies for creating anti-racist early childhood spaces including suspensions and expulsions, access, inclusion, and the early childhood workforce.

### *About the Keynote: Rosemarie Allen*

Rosemarie Allen, EdD has served as a racial equity leader and educator for nearly 40 years. She is currently an Associate Professor in the School of Education at Metropolitan State University of Denver and faculty member at Georgetown University. Her classes are focused on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. Rosemarie served as the Division Director for Colorado Department of Human Services. In that role, she oversaw the State's child care licensing program, the federal child care assistance program, the redesign of the State's quality rating and improvement system, the implementation of the State's professional development plan, and assisted in the creation of Colorado's early learning guidelines. She served on President Obama's "My Brother's Keeper" initiative, Early Childhood Task Force. Dr. Allen is also founder, President, and CEO for the Institute for Racial Equity and Excellence that serves as the lead agency for ensuring equity in educational and business practices throughout the nation.

Rosemarie is a respected keynote speaker, serves as the 9 News equity expert and has the distinct honor of being appointed as a "Global Leader" to represent the United States at World Conferences across the globe. Rosemarie earned her B. A. from California State University, Master's of Education from Lesley University and Doctorate in Equity and Leadership in Education at the University of Colorado, Denver.

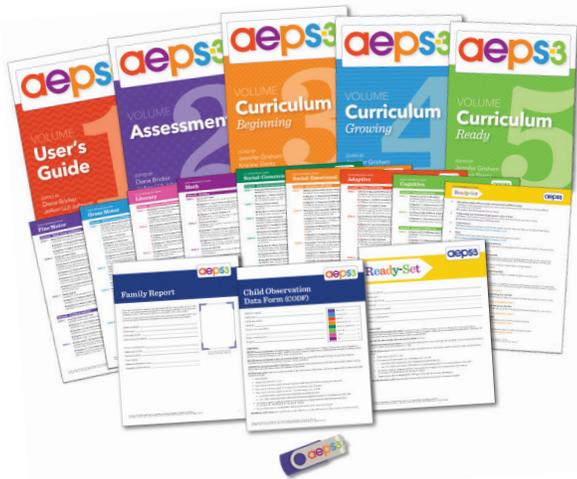
 A photograph of two young children, a Black girl and a white boy, both smiling and eating ice cream cones. The boy is holding a chocolate cone and has his mouth open, while the girl is holding a pink cone.
 

## Welcome Reception

5:30 - 6:30 p.m.  
Florida Ballroom

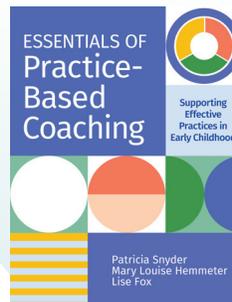
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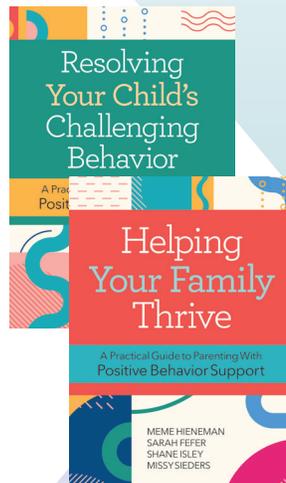


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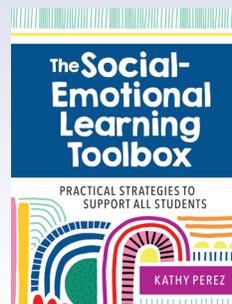
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**W01 Pyramid Model 101: Building a Foundation in Social Emotional Development****Room: Florida Salon VI • Level: Introductory • Ages: 0-5 Years***Michaelene M. Ostrosky, Courtney E. O'Grady*

This session is a “must see” for all participants who are new to NTI. Presenters will provide an introduction to the Pyramid Model and they will walk participants through the framework upon which the model is based. Highlights from each tier of the Pyramid Model will be shared along with resources to support young children’s social emotional competence and prevent challenging behavior.

**W02 Understanding Tantrums: Why Do They Happen and What Can Adults Do to Help?****Room: Florida Salon V • Level: Intermediate • Ages: 0-5 Years***Linda Brault*

Young children are a bundle of emotions: joyous, peaceful, angry, calm. When emotions overwhelm toddlers and younger preschoolers, the result is often a big reaction or tantrum. Understanding the “science” behind tantrums can allow adults to be more effective addressing this behavior. Adults have a big impact on preventing, shortening, triggering, or extending a tantrum. Gain information, strategies, and practice scenarios to increase your knowledge and confidence as you support healthy social emotional development in very young children. Additionally, when understanding behavior, one thing we want to understand is why a child engages in behavior that is challenging. When asked why a child is doing the behavior, the most common answer from parents and teachers alike is “They just want my attention!” This workshop will provide new ways to think about attention-seeking and for preventing and addressing behavior challenges.

**W03 In a Pyramid Pickle? Maximizing Outcomes for ALL (YES, We Mean That) Children****Room: Florida Salon IV • Level: Intermediate • Ages: 2-5 Years***Edward Bovey, Phillip Strain, Ronald Roybal, Ellie Bold, Abby Hodges*

This session will offer a variety of strategies shown to enhance instructional opportunities and intensity and maximize child outcomes for ALL learners. Participants will be provided materials and video examples that demonstrate 1) how to organize adults and peers to maximize instruction; 2) the components of and how to deliver complete learning trials; 3) strategies for maximizing those learning opportunities across environments and routines and; 4) how to use data systems and data-based decision-making to track progress and drive instruction.

**W04 Today's Special: PTR-YC Intervention Menu!****Room: Florida Salon I/II/III • Level: Advanced • Ages: 2-5 Years***Janice Lee, Johanna Wasser*

Participants will have opportunities to learn how to individualize teaching strategies for children with persistent challenging behaviors (2-5 years old) in classroom settings. Using interactive activities, participants will practice developing and teaching individualized teaching strategies using the PTR-YC Intervention Menu. Participants should know Pyramid Model strategies, have experience as a teacher, coach, or behavior specialist with developing and implementing behavior support plans in preschool classrooms (Modules 3A & 3B/PTR-YC), and want to improve support for children with and without developmental delays and/or disabilities.

**W05 Supporting Implementation of the Pyramid Model Through Practice-Based Coaching****Room: Meeting Room 5/6 • Level: Introductory • Ages: 0-5 Years***Darbianne Shannon, Crystal Bishop, Patricia Snyder*

Practice-Based Coaching (PBC) is an evidence-based coaching framework that has been used to support the use of Pyramid Model practices with children birth through age 5. In this session, we will use video exemplars to explore how PBC can be used to support the use of Pyramid Model practices embedded within everyday routines and activities in both home and early care and education settings for infants, toddlers, and preschoolers with or at-risk for disabilities. Participants will analyze and discuss key considerations for PBC coaches who are working with practitioners serving children and families in early intervention and early childhood special education settings to promote children’s social emotional outcomes.

## W06 **Bringing the Pyramid Model to Family Child Care Homes**

Room: **Grand Salon A/B** • Level: **Introductory** • Ages: **0-5 Years**

*Anna Winneker, Michelle Nowell, Aleta Ford, Robin Dean, Joe Dean*

Family Child Care Homes support many of our youngest learners. This session will feature a panel of exemplary family child care home providers, along with their Pyramid Model coaches, who will share what implementation looks like along with opportunity for questions and answers. Resources specific for family child care providers will also be shared.

## W07 **Community-Wide Pyramid Model Implementation**

Room: **Grand Salon C/D** • Level: **Intermediate** • Ages: **0-5 Years**

*Amanda Quesenberry, Sharon Doubet*

In this session, we will discuss challenges and strategies related to implementing the Pyramid Model at the community level. Participants will utilize the Community-Wide Benchmarks of Quality (CW-BoQ) as a framework for considering how to scale-up Pyramid Model implementation within their community. Exemplars from communities across the country will also be shared to provide context for implementation.

## W08 **Trauma Informed Care and the Pyramid Model: Now is the Time**

Room: **Grand Salon E** • Level: **Intermediate** • Ages: **0-5 Years**

*Neal M. Horen*

This session focuses on how much of the Pyramid model is really the basis of trauma informed care. It will offer participants an opportunity to expand their view of both the pyramid model and trauma informed care and determine how best to offer support around trauma when implementing the Pyramid Model.

## W09 **Historical and Racial Trauma**

Room: **Grand Salon F** • Level: **Intermediate** • Ages: **N/A Years**

*Rosemarie Allen, Jasmine Crane*

This training will engage participants in discussions related to key social justice and equity issues that impact how we lead, serve, and interact with others. Historical inequities will be explored through the eyes of five-year-old Jamal. Participants will gain an understanding of how yesterday's events manifests in Early Childhood and Early Childhood Special Education today. Epigenetics will be discussed, and resilient factors will be examined.

## W10 **Using Implementation Science to Scale up Statewide Program-Wide Adoption of the Pyramid Model**

Room: **Grand Salon G/H** • Level: **Advanced** • Ages: **0-5 Years**

*Hope Beissel, Sally Hansen*

Minnesota has been using Implementation Science for the past 7 years to create a statewide system of professional development around the Pyramid Model. In this session you will hear about resources, tools, and supports used in Minnesota around each stage of the process. In three hours, we will provide examples, materials and templates to get you started in thinking about exploration, installation, initial implementation, and full implementation of the Pyramid Model. This is an advanced session for state leaders who are working towards creating a system for supporting programs through the stages of implementation.

## W11 **The Pyramid Model in Part C Systems: State Implementation Approaches**

Room: **Grand Salon I/J** • Level: **Intermediate** • Ages: **N/A Years**

*Lise Fox, Edie King, Debbi Kennerson, Erin Barton, Sharon Loza*

The implementation of the Pyramid Model within early intervention services can result in improved social-emotional outcomes for infants and toddlers. However, the structure of state Part C systems presents some challenges for program-wide implementation, the provision of professional development, and the delivery of practice-based coaching. Join us to learn about the implementation decisions and strategies being used by Nevada and North Carolina for their state Part C Pyramid Model implementation.

# W12 Using the Pyramid Model Equity Coaching Guide

Room: Meeting Room 8/9/10 • Level: Intermediate • Ages: 0-5 Years

Jolene Ferro, Raquel Lima, Lindsay Giroux, Kris Earl, Elaine Pick

The Pyramid Model Equity Coaching Guide provides the coach with a reflection tool to examine classroom practices through the perspective of cultural responsiveness and equity. The guide has been recently updated with input from classroom coaches based on their use of the tool. This session includes three practitioner coaches and one state Program Implementation coach who participated in the revision, a discussion of the recent changes, ideas for using the tool more effectively, and how to link resources in your coaching action plans.

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Pyramid Model

FRIENDSHIP SKILLS

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super!

# Need help implementing the Pyramid Model?



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The Pyramid Model Consortium (PMC) promotes the high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children by providing:

- Training and technical assistance
- Guidance on the development of systems that result in the implementation, scale-up, and maintenance of high fidelity use of the Pyramid Model
- Information on up-to-date research and and procedures

## Thank you!

**...to our PMC State Affiliates**

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**W13 Designing Intervention Plans that Work!**

Room: **Florida Salon VI** • Level: **Intermediate** • Ages: **0-5 Years**

*Jennifer Grisham*

Are you ever frustrated that everyone on your team implements interventions differently? Are you challenged by trying to get a team you are coaching to implement interventions with fidelity? If you answered “yes” to either of these questions, this session may help! In this session, the presenter will provide instructions for how to design intervention plans for teaching young children with delays in social-emotional development. As the presenter provides instructions, participants will design an intervention plan that they might use with a child with whom they are working. Additionally, technical assistance providers, or coaches might find the session useful in working with teachers or teams and improving their implementation fidelity.

**W14 Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education**

Room: **Florida Salon IV** • Level: **Intermediate** • Ages: **0-5 Years**

*Lisa Gordon, Shantel Meek*

Grave inequities have long pervaded the education system and have affected the lives of millions of children from historically marginalized communities, starting at birth. This session will examine ways institutional racism and other forms of bias have impacted the experiences of children and families from marginalized communities and will highlight 14 critical priorities and actionable steps that federal and state policymakers can immediately and concretely utilize to advance equity, in order to build stronger, more equitable systems for all children and families.

**W15 Having Fun: Creating Engaging Routines for Large Group Activities**

Room: **Florida Salon V** • Level: **Intermediate** • Ages: **2-5 Years**

*Ronald Roybal, Kelly Wilson*

This session focuses on developing purposeful and effective strategies for reducing challenging behaviors and increasing fun, engagement and learning during large group activities. The presenters will illustrate effective routines within routines and essential components such as visual systems that are necessary to promote all children’s engagement and independence. Circle and story times will be used to highlight routines through the use of videos, photos, and interactive participation.

**W16 Making Coaching Work for You: Creative Delivery Formats for Practice-Based Coaching**

Room: **Florida Salon I/II/III** • Level: **Intermediate** • Ages: **0-5 Years**

*Kathleen Artman Meeker, Angel Fettig, Adrienne Golden*

This session will explore creative, research-based approaches to Practice-Based Coaching around the Pyramid Model. We will share experiences designing and delivering coaching via text message, video distance coaching, and small group coaching across a variety of early childhood program types. We will discuss characteristics of each and offer recommendations for making decisions about coaching resources. Come learn with one another as we explore the flexibility of Practice-Based Coaching.

**W17 Start Strong and Stay on Course: Action Plans that Guide the Way to Coaching Success**

Room: **Meeting Room 5/6** • Level: **Intermediate** • Ages: **2-5 Years**

*Kymerly Horth, Sarah Basler, Stefanie Rapp*

When using Practice-Based Coaching, a teacher’s action plan provides a roadmap for implementing Pyramid Model practices in the classroom. This session will dive deeper into the key components of action plans and introduce a new tool designed to help coaches and teachers efficiently write action plans focused on desired outcomes. You’ll learn ideas for simplifying the action plan process, have practice using the tool, and hear tips for a successful coaching experience.

## W18 **Incidental to Intentional**

Room: **Grand Salon A/B** • Level: **Intermediate** • Ages: **2-5 Years**

*Lindsay Giroux, Nichole Hackmann*

In this workshop, participants will explore and practice two frameworks that embed Pyramid Model practices into the planning and teaching of friendship skills, expressing emotions, and problem solving. This session will include hands-on activities to walk through framework steps, scenario practice, reflection of how steps relate to the Pyramid Model practices, and the creation of visual supports to support instruction. Attendees will be encouraged to brainstorm specific steps to adapt or modify planned instruction to reach each and every child.

## W19 **Slow and Steady Wins the Race: Exploration, Installation, and Implementation of the Pyramid Model**

Room: **Grand Salon C/D** • Level: **Intermediate** • Ages: **0-5 Years**

*Tyler Hoffman, Kris Woody, Kelley Lamanno*

This workshop will provide program coaches with an opportunity to engage in an in-depth study of the interplay between the unique needs of prospective single and multi-site programs and the beginning phases of implementation. Through simulation and case study exploration, coaches will investigate ways to evaluate and organize the unique needs of programs, and develop action steps to aid in moving programs from exploration to reaching their goals. Coaches will also acquire strategies to keep programs engaged when the “going gets tough.” Assuring a smooth start will pave the way for programs to reach high fidelity implementation and attain positive outcomes for children, staff and families.

## W20 **Supporting the Social Emotional Development of Multilingual Learners**

Room: **Grand Salon E** • Level: **Intermediate** • Ages: **0-5 Years**

*Lillian Duran*

Young multilingual learners represent a growing population in the US. These children enter early education programs with great variability in their proficiency in their home language(s) and English. Children who have emerging English ability are often in predominantly English instructional settings and this can limit their social interactions with adults and peers. To avoid social isolation and to support strong foundational academic skills it is important for teachers and other specialists to differentiate their instruction to support language development and social skills development. This session will provide concrete strategies for the assessment of multilingual language abilities in English and their home language (s). Using these assessment results should guide data-based decision making regarding instruction and intervention strategies. This session will emphasize the importance of supporting home languages and cultures to support improved equity in long term academic outcomes.

## W21 **Promoting Self-Regulation during Difficult Conversations about Race and Equity**

Room: **Grand Salon F** • Level: **Introductory** • Ages: **N/A Years**

*Amittia Parker, Breonica Scott*

Difficult conversations in the workplace are inevitable. This workshop will focus on building skills for self-regulation in difficult conversations. Particular attention will be given to managing emotions in conversations on race, racism, and equity. The workshop will include a discussion on difficult conversations and self-regulation, as well as time for critical self-reflection, and dialogue.

## W22 **The Pyramid Model and Family/Group Family Childcare: Equitable Systems that Work!**

Room: **Grand Salon G/H** • Level: **Intermediate** • Ages: **0-5 Years**

*Rose Shufelt, Kristin Perrone*

Family and Group Family Childcare programs are unique modalities of care. These programs are instrumental and critical to our communities in providing safe places for children to grow and develop. Successful Pyramid Model implementation within family and group family child care programs happen with few systematic adjustments from state-level systems, community collaborations, and simple modifications at the programmatic level. This session will look at how these adjustments happened in New York State, and you will hear positive stories from the field where Pyramid implementation has had a tremendous impact on providers, children, and families.

## W23 How Sweet It Is! Tapping into Vermont's Early MTSS

Room: **Grand Salon I/J** • Level: **Intermediate** • Ages: **3-5 Years**

*Kate Rogers, Amy Murphy, Katie McCarthy, Michele Johnson, Leslie Freedman, Wendy Scott*

Since 2008, Vermont has been building statewide infrastructure to implement Pyramid Model practices within an Early Multi-tiered System of Supports (MTSS) framework. This session focuses on the critical components of VT Early MTSS necessary to build program-wide capacity and to ensure sustainability of the Pyramid Model. VT is excited to share its new Early MTSS Field Guide, intended for public/private Universal Prekindergarten Education programs. The VT Early MTSS mission is to ensure equitable access for each and every child to successfully participate in high quality inclusive early childhood settings.

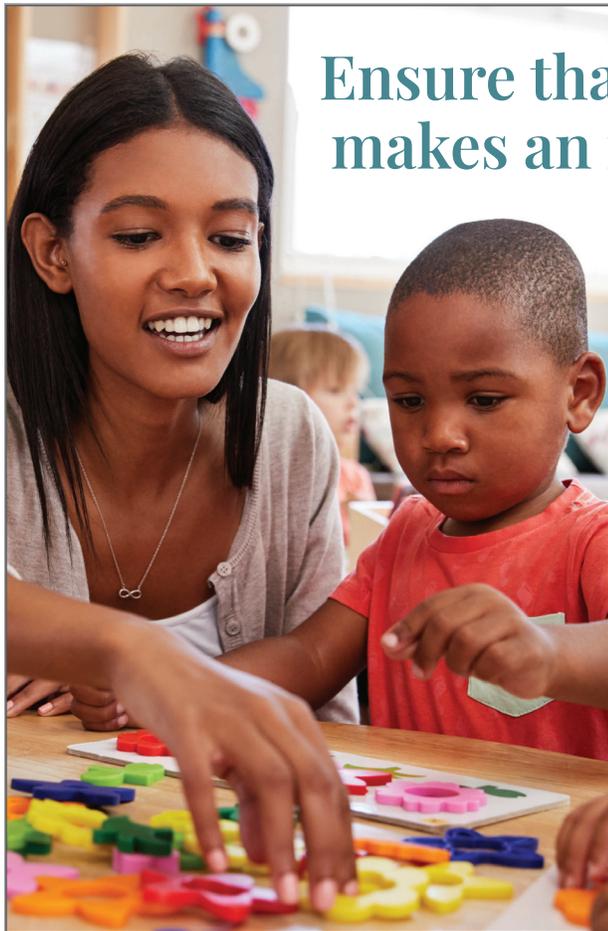
## W24 Cross Sector State Leadership Teams: Looking Back, Moving Forward and Leveraging Relationships

Room: **Meeting Room 8/9/10** • Level: **Advanced** • Ages: **N/A Years**

*Beth Vorhaus, Dawn Meskil, Donna Nylander, Lori Orr, Sharon Loza, Smokie Brawley*

Whether your state leadership team is in the planning and installation stage, implementing or working on scaling-up and sustainability, cross-sector implementation is part of the conversation. The Pyramid Model is implemented in Part C early intervention services, childcare settings, Head Start/Early Head Start, state supported pre-kindergarten, and Part B 619 programs. The state leadership team's role is coordinating and supporting all of this work. This session will look at the strengths and challenges of cross-sector work from the perspective of the State Leadership Team. North Carolina and Illinois state team leaders will share their experiences in establishing a cross-sector state leadership team and sustaining implementation across sectors. Participating state teams will have time to reflect on their own state's cross-sector work using State Implementation Guide (SIG). After working with their own team, state teams will have the opportunity to network with other states about equity, funding, implementing and sustainability for this important cross-sector work. State teams will leave the session with an action plan to move their current state cross-sector work forward.

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**T01 Never Too Soon: Teaching Social and Emotional Skills in the Toddler Years**

Room: **Florida Salon VI** • Level: **Intermediate** • Ages: **0-3 Years**

*Marina Velez, Abby Taylor*

We will provide practical tips on how to teach friendship and emotion regulation in toddler classrooms, with instructional strategies focused on developing skills fostering kindness. We will provide opportunities for large and small group discussions and will provide feedback on classroom action planning. We will incorporate strategies for promoting an anti-bias toddler classroom and equitable use of practices.

**T02 Program-Wide Implementation of the Pyramid Model in Part C/Early Intervention**

Room: **Florida Salon V** • Level: **Advanced** • Ages: **0-3 Years**

*Erin Barton, Ashley MacNish*

We will describe the importance of program-wide implementation of the Pyramid Model in Part C/Early Intervention programs. We will outline and delineate each critical element and provide practical tips for implementation within Part C/Early Intervention programs. We also will discuss tools that support implementation and provide specific steps for using the tools.

**T03 The Impact of Implicit Bias in the Preschool Classroom**

Room: **Florida Salon IV** • Level: **Introductory** • Ages: **0-5 Years**

*William L. White, Samantha Dolan*

As educators and administrators, we need to understand better how one's implicit bias can impact our classrooms. When children of color are being suspended disproportionately than their white peers and are not being taught with culturally sustaining pedagogy or practices, we must look at ourselves and create action plans to address it.

**T04 Advancing Cultural and Linguistic Responsiveness to Prevent and Address Challenging Behaviors**

Room: **Florida Salon I/II/III** • Level: **Intermediate** • Ages: **0-5 Years**

*Karen Nemeth*

Supporting each child's home language and culture is a critical approach to address challenging behavior in meaningful and proactive ways. This interactive session will engage participants in discussing research and policy about working with young children who are dual language/ multilingual learners. We will work together on crafting guidance and examples for effective practices that can be used by the range of professionals who work directly with young children or support their families and teachers.

**T05 Facilitating Change: Using Motivational Interviewing Strategies to Have Conversations that Help**

Room: **Meeting Room 5/6** • Level: **Intermediate** • Ages: **0-5 Years**

*Amy Hunter, Amittia Parker*

Changing behavior is hard work! Anyone who has made a New Year's Resolution knows this. The conversations we have with others make a big difference in whether or not we are able to make and/or sustain change. Your work may provide you with opportunities to assist families and educators to make meaningful change in their lives and/or in their work with children. In this session you will learn tips about the kind of conversations that help to motivate and support individuals to implement and sustain changes that are meaningful.

## T06 Promoting the Pyramid Model in NH Higher Education: Sharing Lessons Learned

Room: **Grand Salon A/B** • Level: **Intermediate** • Ages: **0-5 Years**

*Mary Cornish, Rob Corso, Joan Izen*

In this session we'll examine strategies and lessons learned regarding our state's efforts to engage faculty in preparing pre-service early childhood educators to implement Pyramid Model. Participants will explore and discuss how to promote collaboration across institutions and infuse Pyramid Model content in undergraduate curriculum, including coursework and practical experiences.

## T07 Coaching to Support Teacher Implementation of Pyramid Model Practices in Infant and Toddler Care

Room: **Grand Salon C/D** • Level: **Intermediate** • Ages: **0-3 Years**

*Kathryn Bigelow, Alana Schnitz*

In this session, we will provide an overview of how Practice-Based Coaching can be used in conjunction with the Teaching Pyramid Infant-Toddler Observation Scale to support implementation of Pyramid Model practices in infant and toddler classrooms. We will share examples from collaborative research partnerships, facilitate discussion around common challenges, and share user-friendly resources.

## T08 Power of Peers

Room: **Grand Salon E** • Level: **Intermediate** • Ages: **2-5 Years**

*Phillip Strain, Edward Bovey*

Having a friend in preschool is a significant predictor of long-term outcomes for young children with disabilities. This presentation will address four basic questions regarding the implementation of peer-mediated social skills interventions: 1) What are the key social skills to we need to teach to support the development of friendships, 2) How do we teach children the social skills in inclusive classroom settings, 3) How do we embed peer social skills opportunities throughout the classroom day and, 4) What are the outcomes from typical children and children with disabilities that have participated in this intervention package. Examples will be presented through demonstration and video clips and participants will leave with ideas they can take back to their classrooms for immediate implementation.

## T09 Using Books to Promote the Connection Between Social Emotional and Literacy Development

Room: **Grand Salon F** • Level: **Intermediate** • Ages: **0-5 Years**

*Tweety Yates, Beth Vorhaus*

Did you know that social emotional development and early literacy development occur on a parallel path within the context of positive relationships? Well, they do! When we begin to see the ways in which social-emotional and literacy skills are interwoven, we see the importance of intentionally finding ways to embed strategies that connect these areas. It is through everyday interactions when adults share books, tell stories, sing songs, talk, and play with infants, toddlers, and preschoolers that children thrive! Books and storytelling can be the perfect tools to engage and excite children with stories that include social-emotional and literacy concepts. This session will use examples of books from the new and updated NCPMI booklist to explore a variety of strategies, activities, and resources for connecting literacy and social emotional development.

## T10 Using the Power of Behavior Incident Reports to Make Data Based Decisions that Will Improve Outcomes

Room: **Grand Salon G/H** • Level: **Advanced** • Ages: **2-5 Years**

*Myrna Veguilla, Meghan von der Embse, Denise Perez Binder*

This advanced session is designed for practitioners using the Behavior Incident Report System (BIRS) to track behavior incidents. This interactive workshop aims to support leadership teams, coaches, and data coordinators to dig deeper into BIR actions. We will briefly review the BIRS, discuss key features within the system, and review essential elements of the Look-Think-Act process. A heavy emphasis will be placed on BIR data analysis and the team approach to data-based decision-making using BIR data. We will discuss the Behavior Incident Report System: Data-Based Decision-Making Guide, a tool that leads teams through a comprehensive analysis and unraveling of existing BIR data. Participants will complete a data activity designed to unpack BIR data and gain experience engaging in the team process.

## T11 Using Data and Improvement Cycles to Develop Responsive Statewide Implementation Coaching Supports

Room: **Grand Salon I/J** • Level: **Intermediate** • Ages: **0-5 Years**

*Sherri Britt-Williams, Catasha Williams, Dawn Meskil, Kris Earl, DelShana LeGrant, Paula Grubbs, Lori Hartley*

This interactive session covers one state's model for planning and providing program implementation coaching supports for implementation sites across the state using an approach that includes analyzing implementation and coaching data to inform, provide, and evaluate ongoing implementation coaching support. Participants will be introduced to the state's online system for collecting implementation and coaching data and examples of tools program coaches use to plan and organize support. This session will also highlight specific examples of various program implementation coaching support activities provided that were informed by fidelity and feedback data. Participants will be engaged in developing ideas and considerations for implementation coaching support in their own states and programs.

## T12 Lessons Learned, Resources and Tools for Scaling up and Sustaining Pyramid Model Work Statewide

Room: **Meeting Room 8/9/10** • Level: **Intermediate** • Ages: **0-5 Years**

*Barbara J. Smith, Julie Betchkal, Lynne Brehm, Hope Beissel, Ben Riepe, Alissa Rausch, Angela Van Polen, Deborah Ziegler*

Your State Leadership Team (SLT) vision for adopting the Pyramid Model is likely related to helping ALL children improve their social, emotional, and behavioral skills and competence. How do you expand your work in a few programs with a few children to all programs and children? This highly interactive session will describe the approach for taking high fidelity implementation in a few programs to expanding or scaling to many more programs. State leaders will share their scaling up and sustaining the efforts, lessons learned and challenges and successful strategies. Participants will have the opportunity to discuss and develop an action plan related to one of the key topics: high functioning SLTs, policy and funding, ensuring equity in state efforts, and scaling up. This session is particularly relevant for Pyramid Model State Leadership Teams.

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### T13 Co-Creating a “Race and” Mindset: Advancing Identity Affirming Early Learning Communities

Room: **Florida Salon VI** • Level: **Introductory** • Ages: **0-5 Years**

*Megan Vinh, Catasha Williams, Alyson Cavanaugh*

We have a responsibility to cultivate early learning communities in which the identities of all young children are affirmed. To do this, we must work to understand the intersection of multiple identities and how systems of power create structural inequity. In this interactive session, we will 1) explore the intersection of race and disability, 2) discuss how the intersection of race and disability impacts children’s outcomes and 3) co-create a “race and” mindset to advance identity affirming early learning communities.

### T14 Anti-Bias Education and the Pyramid Model

Room: **Florida Salon V** • Level: **Intermediate** • Ages: **0-5 Years**

*Anna Winneker, Meghan von der Embse*

This session will examine the four core principles of Anti-Bias Education and the intersection with the Pyramid Model Framework. Key practices from this multi-tiered framework will be reviewed with a critical focus on creating more inclusive classroom communities.

### T15 Early Childhood Benchmark of Quality: Cultural Responsiveness Companion

Room: **Florida Salon IV** • Level: **Intermediate** • Ages: **N/A Years**

*Erin Kinavey Wennerstrom, Sondra Stegenga, Meredith Villines, Natalya McComas, Jolenea Ferro*

The EC-Benchmark of Quality, Culturally Responsive Companion (ECBoQ-CRC) provides strategies and tools to integrate culturally responsive practices into current routines, interventions, and services related to the implementation of the Pyramid Model. This session will discuss culturally responsive practices through an interactive and activity-based format and provide an overview and guided practice for using the (ECBoQ-CRC). It will include information on updated tools, links, and resources. Reflections and lessons learned from the use of the ECBoQ CRC will be shared. There will be time for programs to engage in action planning to map out how to use and integrate equity-focused activities into their program-wide supports.

### T16 Delivering Practice-Based Coaching to Groups: Materials and Strategies to Support Engagement

Room: **Florida Salon I/II/III** • Level: **Intermediate** • Ages: **2-5 Years**

*Sarah Basler, Ragan McLeod, Mary Louise Hemmeter*

In this session we will discuss the benefits of implementing Practice-Based Coaching (PBC) in a group format. Presenters will give an overview of the scope and sequence as well as share materials that can be used to support practitioners use of social emotional teaching practices. Presenters will share ideas, strategies, and considerations for implementing PBC in a group format. Opportunities for discussion and planning for implementing this delivery format in your program will be provided.

### T17 Critical Practices for Your Pyramid Model Classrooms

Room: **Meeting Room 5/6** • Level: **Introductory** • Ages: **0-5 Years**

*LaShorage Shaffer*

In recent years, there has been an increase in the number of young children entering early childhood programs with acute social-emotional concerns. In addition, the current pandemic has created an environment of uncertainty and offers a unique opportunity to be more responsive to the social-emotional needs of children. This presentation will highlight critical practices early childhood teachers can use when supporting young children’s social-emotional development in a time of crisis.

## T18 **What is Program-Wide Implementation of Pyramid Model, And Why Do I Need It?**

Room: **Grand Salon A/B** • Level: **Introductory** • Ages: **0-5 Years**

*Aimee Ackley, Lisa Gragg*

In a world where time and resources are significantly limited, why do we need Program- Wide efforts when all we really want are the Pyramid Model practices? In this session we will clearly define what Program-Wide Pyramid Model implementation is, and why this approach is necessary to establish Pyramid Model practices securely in early childhood programs. Further, we will discuss how to begin Program-Wide efforts in your own program.

## T19 **Partnering with Families to Address Challenging Behavior at Home**

Room: **Grand Salon C/D** • Level: **Advanced** • Ages: **2-5 Years**

*Chris Vatland, Janice Lee*

This session will provide an overview of an individualized positive behavior support process and strategies to support families who are struggling with challenging behavior at home. We will share a family-centered behavior intervention process for: a) rapport building and goal setting, b) behavior assessment and plan development, and c) implementation support and coaching. We will also examine how to align individualized family support with program support efforts.

## T20 **The Pyramid Model Goes to Kindergarten!**

Room: **Grand Salon E** • Level: **Introductory** • Ages: **2-5 Years**

*Kiersten Kinder, Kymberly Horth, Inta Sanford, Andrea Riddle, Marcia Kinne*

Have you had a kindergarten teacher peek into a Pyramid Model classroom and say, “Hey! My students need that too!”? Good news...products especially for them are on the way! This session will give participants information about the first development and current research efforts to support implementation of the Pyramid Model in Kindergarten settings. Presenters will share information about the development process, highlight kindergarten content, and provide experiences from teachers and coaches using PM-K. Participants will engage in discussion about benefits and strategies for launching PM-K in their settings.

## T21 **Integrating Infant and Early Childhood Mental Health Consultation and the Pyramid Model**

Room: **Grand Salon F** • Level: **Intermediate** • Ages: **0-5 Years**

*Neal M. Horen*

Capacity-building across tiers without the tears! This session will provide an overview of how programs can integrate mental health consultation and differentiate roles and responsibilities to most effectively maximize mental health services and supports. Participants will be better to able to identify similarities and differences and develop a roadmap for how they can most successfully support children, families and staff.

## T22 **Program-Wide Implementation and Leadership Team Strategies**

Room: **Grand Salon G/H** • Level: **Intermediate** • Ages: **2-5 Years**

*Raquel Lima, Marissa Papamarkos, Anna Vlacancich, Elaine Pick*

This session will include information that pertains to program-wide implementation and will include Pyramid Model Leadership Team structure, team meeting strategies, and data review/decision-making (including BIR).

## T23 **Breaking Down Silos: Building Systems of Supports Through Coaching Communities of Practice**

Room: **Grand Salon I/J** • Level: **Intermediate** • Ages: **2-5 Years**

*Melanie Reese, Betsy Lin, Monica Garner, Wendy Hoogeveen, Pam Elwood, Mary Funke*

Does your state, region, district or program struggle with supporting teachers, practitioners, and classrooms in implementing evidence based-practices across different initiatives? Coaches are tasked to support classrooms across various innovations that may overlap or compete with each other. Iowa will share their path to building a community of practice for anyone who supports or coaches teachers in inclusive preschool classrooms with a focus on implementing evidence-based practices with fidelity. The evolution from multiple coaching communities of practice that are focused on specific initiatives in Iowa (the Pyramid Model and Iowa Preschool Specially Designed Instruction) to a combined single system that supports all preschool coaches in evidence-based practices will be shared, including state and regional models for both instructional and systems level coaching.

## Success Factors for Systems Change: IECMH Consultation and Pyramid Model Coaching

Room: **Meeting Room 8/9/10** • Level: **Advanced** • Ages: **2-5 Years**

*Kaitlin Mulcahy, Lana Nenide, Lindsay Pearson, Margo Candelaria*

This workshop will share strategies and lessons learned from three states, Maryland, New Jersey and Wisconsin, focused on integrating infant and early childhood mental health (IECMH) consultation with Pyramid Model coaching at a systems level. Participants will be engaged in reflection and discussion about the inclusion of IECMH principles and tenets within Pyramid Model coaching practice, and the integration of IECMH Consultation within state-wide Pyramid Model implementation.



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# See you next year!



## April 11–14 2023

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**F01 Using the FBSApp to Support Families**

**Room: Florida Salon VI • Level: Intermediate • Ages: 0-5 Years**

*Erin Barton, Marina Velez, Claire Winchester, Brandy Locchetta*

We will provide an overview of the FBSApp. Participants will have an opportunity to download and practice using the FBSApp. We will walk through the components of the FBSApp and practice using it with a case study family.

**F02 PIWI (Parents Interacting with Infants) In Action!**

**Room: Florida Salon V • Level: Intermediate • Ages: 0-3 Years**

*Tweety Yates, Nikki Roseberry, Christen Million*

This toolkit session will provide a brief overview of the PIWI (Parents Interacting with Infants) model and components. The primary focus is supporting the development of young children through parent-child interactions and the primary outcomes are to promote competence, confidence, and mutual enjoyment of the parent and child. PIWI can be conducted in parent-child groups and during home visits. In addition to the overview, our Nebraska colleagues will share how they are implementing PIWI: the statewide infrastructure they have put in place, their training procedures and follow-up including fidelity measures, and insight into how communities are implementing PIWI.

**F03 Dealing with a Dilemma: Using ALL the Steps to Problem Solving**

**Room: Florida Salon IV • Level: Introductory • Ages: 2-5 Years**

*Anne N. Wimmer, Elizabeth Appleton*

We all have them, we have all been challenged by them, and we have been impacted when others have them. What are they? PROBLEMS. Being a problem solver means there is a solution, but how do you get there? In this workshop, the presenters will clearly define each step to social problem solving and how to teach those steps to young children. This presentation will offer the all-new child-friendly materials, step by step strategies, and video examples to support the understanding and use of the steps that it takes to get to a solution. Come see how you can create a learning environment that fosters children thinking through a problem and finding a solution both in school and home settings.

**F04 Play, Movement, and Rhythm to Support Emotional Regulation: A Trauma Attuned Approach**

**Room: Florida Salon I/II/III • Level: Introductory • Ages: 2-5 Years**

*Julia Sayles*

This session will have you up and moving, playing games, and singing songs that can be used to support emotional regulation with children, staff, and programs. Play, rhythm, and movement offer unique opportunities to support all young children in gaining emotional and body regulation skills. These tools can be especially helpful for young children who have experienced trauma. This session will cover brain development of young children and the impacts trauma can have as well as how we support healing and regulation skill building through a child's first language: PLAY!

**F05 International Journeys with the Pyramid Model**

**Room: Meeting Room 5/6 • Level: Intermediate • Ages: 0-5 Years**

*Yolanda Sosa, Shari Ridgewell*

Presenters, Yolanda from Mexico and Shari from Canada, will discuss their experiences of the Pyramid Model in two very different countries and contexts. They will discuss common themes for taking the Pyramid Model to new countries as well as the cultural differences and adaptations necessary for their communities. Shari will present her early learnings from implementing the full model on a provincial wide scale. Yolanda will discuss using the model in an inner city, violence prevention context, working with law enforcement. Is it a Pyramid, or is it really a house or a rhomboid? Intended session outcomes are to help participants consider the flexibility of the model and to have increased awareness of possible adaptations and options for the Model's use in their local/state service system-wide contexts (with an emphasis in lessons learned through Covid-19).

## F06 Coaching Can Be Like a Box of Chocolates

Room: **Grand Salon A/B** • Level: **Intermediate** • Ages: **2-5 Years**

*Angela Van Polen, Sharon Helt, Terri Novak-Cicha*

Do you want teachers to crave your coaching? The routine use of these tools by the presenters during the past 5 years has led to an increased fidelity of Pyramid Model Practices in Preschool and Early Elementary Classrooms. You will be able to take back and utilize practical and tangible resources to build a coaching routine that will enhance the components of Practice-Based Coaching with Pyramid Model Practices for professional learning and coaching partnerships.

## F07 Powering it Up: Partnering with Families to Strengthen Program-Wide Implementation

Room: **Grand Salon C/D** • Level: **Introductory** • Ages: **0-5 Years**

*Meghan von der Embse, Gounah Choi*

This toolkit session will highlight the importance of embracing families as partners in Pyramid Model implementation. Participants will learn easy-to-implement strategies and practical resources for engaging families at each tier of the Pyramid Model within early childhood programs. Leave with ways to power up the Pyramid Model by building effective family partnerships.

## F08 Is the Use of Sensory-Based Strategies Consistent with Pyramid Model Practices?

Room: **Grand Salon E** • Level: **Introductory** • Ages: **2-5 Years**

*Jennifer Ledford*

In this session, we will discuss typical use of sensory-based interventions, conceptual and practical issues with implementation of these strategies, and ways to use and evaluate sensory-based materials (e.g., weighted blankets, alternative seating) in a manner that is effective and consistent with Pyramid Model Practices.

## F09 Understanding Trauma Informed Care and the Pyramid Model: Supporting Resilience

Room: **Grand Salon F** • Level: **Intermediate** • Ages: **0-5 Years**

*Amy Hunter, Chelsea Morris*

Childhood trauma may be more common than you think. Roughly 26 percent of children in the United States witness or experience a trauma before the age of 4 (Briggs-Gowan et al. 2010). It is highly likely that there are children who have experienced trauma in every early childhood classroom. Often early educators are unaware of what children have experienced in their early lives. Join this session to learn more about trauma informed care, the Pyramid Model, and how these approaches support resilience for all children including those who have experienced trauma.

## F10 How to Make Your Team Meeting THE Meeting Everyone Looks Forward To!

Room: **Grand Salon G/H** • Level: **Intermediate** • Ages: **0-5 Years**

*Barbara J. Smith*

Do you want your team meeting to be the kind of meeting people actually look forward to attending? This session will present tried and true strategies, tools and resources for accomplishing that goal while allowing time for participation. You will learn how to make your team meetings productive, engaging, and fun! Team members will leave meetings saying "Wow, we really got a lot accomplished, I like this team, we really make decisions as a team!" This session is especially for State Leadership Teams but program and other teams will benefit as well.

## F11 What about the Teachers? Creating Systems of Acknowledgement for Teachers

Room: **Grand Salon I/J** • Level: **Introductory** • Ages: **N/A Years**

*Alison Mellott*

This session will examine the influence of teacher acknowledgement systems. Participants will be offered opportunities to consider challenges in designing acknowledgement systems and solutions to some of these challenges. Time will be allocated for collaborative reflection on program climate with a focus on improvement through meaningful acknowledgement.

## F12 The Four Structures You NEED to SUCCEED!

Room: **Meeting Room 8/9/10** • Level: **Intermediate** • Ages: **2-5 Years**

*Ben Riepe, Sherri Britt-Williams*

Receive information on the four essential structures for successful state implementation. Hear from multiple state programs that built and reinforced those structures with successful results as they share resources that were particularly helpful. Participants will also discuss their own experiences and thoughts and develop a next step for applying this information to their work.

**F13 Embedded Intervention Framework for Infants and Toddlers in Early Intervention**

*Room: Florida Salon VI • Level: Introductory • Ages: 0-3 Years*

*Jennifer Harrington, Jeremi Grosser*

Embedded intervention is an evidence-based approach used in early intervention. Embedded intervention emphasizes child learning in typically occurring activities, routines, and transitions (Harrington et al., 2022; Snyder, et al., 2022). In this session, participants will gain knowledge and awareness about the key parts of an embedded intervention framework that providers use to coach caregivers' implementation of universal and targeted strategies aligned with the Pyramid Model to support social-emotional development and learning for infants and toddlers with or at-risk for disabilities. In this session, participants will have opportunities to discuss key parts of the framework, see and discuss the framework in action during virtual and in-person home visits, and learn about tools they can use "back-home".

**F14 Friends Don't Let Friends Slip on Pyramid Implementation: Peer Coaching**

*Room: Florida Salon V • Level: Intermediate • Ages: 2-5 Years*

*Adrienne Golden*

This session will provide participants with a process for setting up and implementing a reciprocal peer coaching model in early childhood education settings. Data from a single case study evaluating the effectiveness of the reciprocal peer coaching model will be discussed briefly. The presenter will then walk participants through a three-step system for using peer coaching in early childhood classrooms: 1) planning, 2) implementing, and 3) monitoring. Participants will leave this toolkit session with a peer coaching protocol and an understanding of how to implement peer coaching in the classroom.

**F15 EC-SWIS: Data-Based Decision Making for Early Childhood**

*Room: Florida Salon IV • Level: Introductory • Ages: 2-5 Years*

*Jessica K. Daily, SueAnn Zeiders*

Early Childhood School-Wide Information System (EC-SWIS) is the newest application in the SWIS Suite of applications offered by PBIS Applications. EC-SWIS is a web-based data collection and decision system that is modeled from the Behavior Incident Report System (BIRS). The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by program personnel to make decisions about early childhood environments. Within the application, factors related to behavior incidents (e.g., child, teacher, activity, behavior type, behavior motivation, and responses to the behavior) can be collected and examined. Additionally, the application offers an efficient way to analyze behavior incidents related to race, ethnic, IEP status, gender, and dual language learners, which can help identify potential equity issues within the program. Within this session, the EC-SWIS application will be demonstrated and associated resources will be shared.

**F16 Finding Executive Function in Your Pyramid Classroom: The Secret Ingredient You Didn't Know You Had**

*Room: Florida Salon I/II/III • Level: Intermediate • Ages: 0-5 Years*

*Leslie McIntosh*

In this learning experience, participants will be exposed to ways in which pre-kindergarten professionals, in both special and general education settings, can foster the growth of social-emotional development through the unique lens of executive skill development. Participants will discuss and practice strategies for leveraging their unique roles to a) facilitate the trajectory of executive skills relevant to social-emotional development, b) influence the practices of families of young children to better develop social-emotionally specific executive skills, and c) better shape the success of students after their transition to kindergarten by intentionally equipping them with these necessary skills.

**F17 Building Blocks for Including and Teaching Young Children with Disabilities**

*Room: Meeting Room 5/6 • Level: Intermediate • Ages: 0-5 Years*

*Susan R. Sandall*

The session will provide information about Building Blocks, a multi-tiered framework for planning and providing individualized support and instruction for young children with disabilities or other special needs. Learn about the four levels of support. Learn about practical, research-based practices for use in inclusive classrooms and other early learning environments. Become familiar with resources including new professional development modules for planning, teaching and monitoring children's progress across curricular domains.

## **F18 Talk Around the Clock! Promoting Effective Communication Among Toddlers**

**Room: Grand Salon A/B • Level: Introductory • Ages: 0-3 Years**

*Erin Sizemore, Dana Peña*

This workshop will focus on incorporating strategies to promote communication with toddlers throughout the school day. School days are full of routines and are opportune times to encourage communication development. We will share video examples, engaging activities, and simple ideas to build your confidence in becoming a communication champ!

## **F19 Using Photo Elicitation to Support Authentic Assessment**

**Room: Grand Salon C/D • Level: Intermediate • Ages: 0-5 Years**

*Kimberly Hile, Rosa Milagros Santos*

This toolkit session will highlight the process of conducting photo-elicitation interviews with families. Gathering family stories through photo-elicitation interviews supports authentic assessment as interviewers are able to explore families' experiences that are not readily available such as feelings, thoughts, or intentions. Participants will practice conducting photo-elicitation interviews and will identify strategies to support effective use of this technique with all families.

## **F20 Adapting Visual Supports to Engage Diverse Learners in Early Childhood Classrooms**

**Room: Grand Salon E • Level: Intermediate • Ages: 2-5 Years**

*Kathleen N. Zimmerman, Gospel Kim, Elisabeth A. Johnson*

This session will describe ways to create and adapt visual supports for children with and without disabilities to promote children's engagement during classroom activities and routines. Photographs of effective visual schedules and structured visuals as well as empirical data to support their use in inclusive early childhood classrooms will be provided. Finally, participants will leave with an adaptation decision making guide to support selection and possible adaptation of visual support interventions.

## **F21 Unveiling the Revised Positive Solutions for Families**

**Room: Grand Salon F • Level: Intermediate • Ages: 2-5 Years**

*Ashley MacNish, Hsiu-Wen Yang, Johanna Wasser*

This session will unpack the new and refreshed package for the Positive Solutions for Families. Participants will receive updated training materials, understand how to use the latest materials, and will be provided with practical tips for facilitating session content.

## **F22 NCPMI's Collaborating Associations and Organizations Partner for Impact!**

**Room: Grand Salon G/H • Level: Introductory • Ages: 0-5 Years**

*Deborah Ziegler, Peggy Kemp, Susan Friedman*

NCPMI collaborates with national membership associations and organizations to extend the impact of its work on young children's social/emotional development and challenging behavior by ensuring the efficacy and social validity of its work, increasing the likelihood of implementation of evidence-based practices at the local level, and promoting systems change nation-wide. Join this session to learn what initiatives NCPMI and your professional associations and organizations are working on together. Collectively the presenters will share resources available to their members and the field and how you can benefit from the collaboration.

## **F23 Community-Wide Implementation: A Nebraska Story**

**Room: Grand Salon I/J • Level: Introductory • Ages: N/A Years**

*Lynne Brehm, Kathy Moller, Stacy Scholten, Janie Snieder*

Join a team from NE that includes an early childhood specialist, mental health practitioner and state level partners as they share how a community has been successful at creating a culture supportive of recognizing the importance of early childhood social emotional development. This session will provide a snapshot of the successes and challenges of one NE community that has prioritized a community-wide approach for supporting social emotional strategies for children and families. Strategies discussed will include; Pyramid implementation in center and home based child care, Head Start and school, mental health integration through coaching and training, community partnerships (e.g., library, medical clinics) and parent engagement opportunities.

## **F24 The Equity Inventory: Questions to Consider for System Change**

**Room: Meeting Room 8/9/10 • Level: Intermediate • Ages: N/A Years**

*Alissa Rausch, Angela Van Polen*

In this toolkit session, participants will consider aspects of their current state Pyramid Model implementation and use the Equity Inventory to develop action steps with a specific equity lens. Participants will leave with action items ready to implement strategies to support equity within the state leadership team, the professional development network of program coaches, implementation and demonstration sites and data collection and use.

**F25 Staff Wellness: If Not Now, When?**

**Room: Florida Salon VI • Level: Introductory • Ages: 0-5 Years**

*Neal M. Horen*

This session will help participants to identify areas of strength and concern in terms of their own and their staff's well being. Strategies for supporting various areas of wellness will be shared.

**F26 Using Prevent-Teach-Reinforce (PTR) to Support a Preschooler with Challenging Behavior**

**Room: Florida Salon V • Level: Introductory • Ages: 2-5 Years**

*Shelley Clarke, Anna Winneker*

One of the biggest challenges for teachers is when a child is displaying persistent challenging behavior. Prevent-Teach-Reinforce (PTR) is a multi-step, evidence-based approach to developing function-based behavioral interventions implemented by natural change agents. This session will share an individualized preschool case study from the initial PTR steps of team building and data-collection, through behavior plan development and implementation. Results related to child behavior baseline and intervention outcome data, along with quality of life changes for the child and family will be presented. A video testimonial of the preschool teachers' perspectives related to participating in a PTR collaborative team, strategy interventions implemented and child outcomes will also provide valuable feedback that relates to intervention feasibility, sustainability, and contextual fit.

**F27 Language and Literacy Routines to Promote Social Interactions in an Inclusive Classroom**

**Room: Florida Salon IV • Level: Intermediate • Ages: 2-5 Years**

*Brianna Sayre Geiser, Annie Boldt*

Participants will learn multiple strategies for making large group activities engaging and social for the children. Resources will be shared on how to differentiate during large group to ensure all learners can participate and gain necessary language/literacy/social emotional skills during large group instruction. Participants will also gain understanding of how to engage children during a virtual learning environment. All children are included during daily large groups with a variety of supports, including visual cues, adaptive materials, props, and peer partners, to successfully participate. Participants will see the progress of how interactive repeated read alouds and experiences evolve throughout the year, moving from less individual supports to more large group visual supports. Participants will also learn how these supports reduce challenging behavior during large group activities. Resources will be shared on ways to engage families to promote skills at homes.

**F28 Promoting Social Interactions During Mealtimes**

**Room: Florida Salon I/II/III • Level: Introductory • Ages: 2-5 Years**

*Brandy M. Locchetta*

This toolkit session will highlight several practical strategies that can be implemented to increase young children's social interactions during mealtimes. Mealtimes are naturally occurring contexts that can provide many opportunities for social interactions. Making small changes to the arrangement, materials, and/or support provided during mealtimes can increase the opportunities young children have to interact with one another and practice social skills!

**F29 Coaching Virtually: Tips, Adaptations, and Lessons Learned**

**Room: Meeting Room 5/6 • Level: Intermediate • Ages: 2-5 Years**

*Trudy Little, Adrienne Golden*

This session will focus on practical strategies for coaching in the virtual environment. Presenters will discuss tips for adapting focused observations and debrief sessions, including technological and digital considerations, to work in the virtual context while remaining supportive and meaningful for teachers. Participants and the presenters will engage in discussions about experiences and lessons learned from coaching virtually, including how to use those experiences to strengthen virtual coaching moving forward to promote efficiency and effectiveness. Participants will leave this toolkit session with handouts to support their implementation of coaching in a virtual context.

## F30 Quick Checks for Teaching Social and Emotional Skills Throughout the Day

Room: **Grand Salon A/B** • Level: **Intermediate** • Ages: **2-5 Years**

*Craig Zercher*

Quick Checks are very brief episodes of “pre-teaching” designed to take only a few minutes to carry out so that they can be inserted into activities throughout the day. Each Quick Check comes with a set of visual prompt cards and a simple two-step pre-teaching and feedback process. In addition, there are both individual and classroom versions. There are Quick Checks for teaching program-wide expectations and the four key social emotional skills of friendship skills, emotional literacy, managing strong feelings, and conflict resolution. A set of Quick Checks will be provided on the Conference App to use in your programs and classrooms.

## F31 Pack Your Bags: The Pyramid Model Goes to College!

Room: **Grand Salon C/D** • Level: **Intermediate** • Ages: **N/A Years**

*Jenna Weglarz-Ward*

This toolkit session will share strategies for college instructors to embed the Pyramid Model across courses and fieldwork experiences. We will share innovative ways to use Pyramid Model materials, textbooks, videos, webinars, and activities to support pre-service and in-service training for early childhood and special educators. Come to learn new strategies and share your own methods of using Pyramid Model materials with students.

## F32 Bang Bang! Responding to Pretend Play about Guns and Violence

Room: **Grand Salon E** • Level: **Intermediate** • Ages: **2-5 Years**

*Jessica Hardy*

In this toolkit session, we will discuss what to do when young children's pretend play involves guns and violent themes. Learn about different approaches to addressing this type of play and the benefits and drawbacks of each. We will discuss concrete strategies for responding to gun play, with emphasis placed on validating children's emotions, allowing children opportunities to use play to make sense of their world, and ensuring children feel safe and secure in their early care and education settings. We also will discuss how to respond to young children's play about police and incarceration with an equity-focused and trauma-informed lens.

## F33 Raising the Bar: Making Inclusion Work

Room: **Grand Salon F** • Level: **Introductory** • Ages: **0-5 Years**

*Megan Vinh, Alissa Rausch*

This session will focus on understanding the pivotal practices used to support the inclusion of young children with disabilities in early care and education environments. Participants will: (1) describe the benefits and social outcomes of inclusion, (2) use the Early Care and Education Environment (ECEE) inclusion indicators and accompanying materials, and (3) design a plan for how the ECEE indicators can be used to support inclusion in their setting.

## F34 The Essentials of the Classroom Essentials

Room: **Grand Salon G/H** • Level: **Introductory** • Ages: **2-5 Years**

*Kiersten Kinder, Kelli Flower, Mindy Rainey, Ranata Oakley*

Preparing for the Pyramid: Classroom Essentials, is a coaching tool available from NCPMI which aims to help teachers quickly get the “things” they need into place so they can be ready for coaching! Come hear from coaches in the field who have used the tool and how it has helped with action planning and supporting Pyramid Model implementation.

## F35 Writing and Implementing Positive Behavior Guidance Policies in Preschool Programs

Room: **Grand Salon I/J** • Level: **Intermediate** • Ages: **2-5 Years**

*Kelsey Clayback, Hsiu-Wen Yang*

In this session, we will provide practical tips and strategies for creating a positive behavior guidance policy at your program. We will also discuss how to effectively use behavior policies to promote children's social and emotional skills, address challenging behaviors, and partner with families.

# SPONSORS & EXHIBITORS



National Center for  
**Pyramid Model  
INNOVATIONS**

[www.challengingbehavior.org](http://www.challengingbehavior.org)

The National Center for Pyramid Model Innovations (NCPMI) is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The goals of the Center are to assist states and programs in their implementation of sustainable systems for the implementation of the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.



[www.flcic.org](http://www.flcic.org)

The Florida Center for Inclusive Communities (FCIC) at the University of South Florida was established in October 2005 through a University Centers for Excellence in Developmental Disabilities Education, Research, and Service grant award from the Administration on Developmental Disabilities. Through leadership in research and evaluation, theory, policy, capacity building, and practice, the FCIC is committed to developing a range of supports and services in the areas of Community Supports, Early Childhood, Transition, Education, Employment, Health, and Interdisciplinary Training.



**THE PYRAMID MODEL CONSORTIUM**  
Supporting Early Childhood PBIS

[www.pyramidmodel.org](http://www.pyramidmodel.org)

The Pyramid Model Consortium consists of a group of early childhood leaders who worked together to develop a framework known as the Pyramid Model for Promoting the Social Emotional Competence in Infants and Young Children. This model was developed with support from two federally funded centers— The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI). PMC promotes the high fidelity use of the Pyramid Model by: 1) Providing training and technical assistance activities that support the high fidelity implementation of the Pyramid Model; 2) Assisting in guiding the development of systems that result in the implementation, scale-up and maintenance of the Pyramid Model; and 3) Disseminating research findings and resources on effective practices in a form and manner that addresses questions often posed by providers, families and policy makers.



[www.usf.edu/cbcs](http://www.usf.edu/cbcs)

The College of Behavioral & Community Sciences serves approximately 2,600 students with eight undergraduate, twelve master's, and seven doctoral programs housed in six academic departments/schools. The College is the home of the Louis de la Parte Florida Mental Health Institute, one of the largest behavioral health research and training institutes in the country as well as 17 specialized Research Centers and Institutes. Our aim is nothing less than to be among the most influential resources for behavioral and community sciences in the region, nation, and world.

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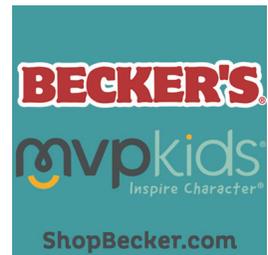
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## GOLD LEVEL



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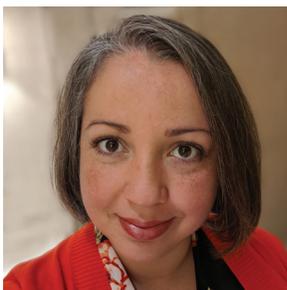
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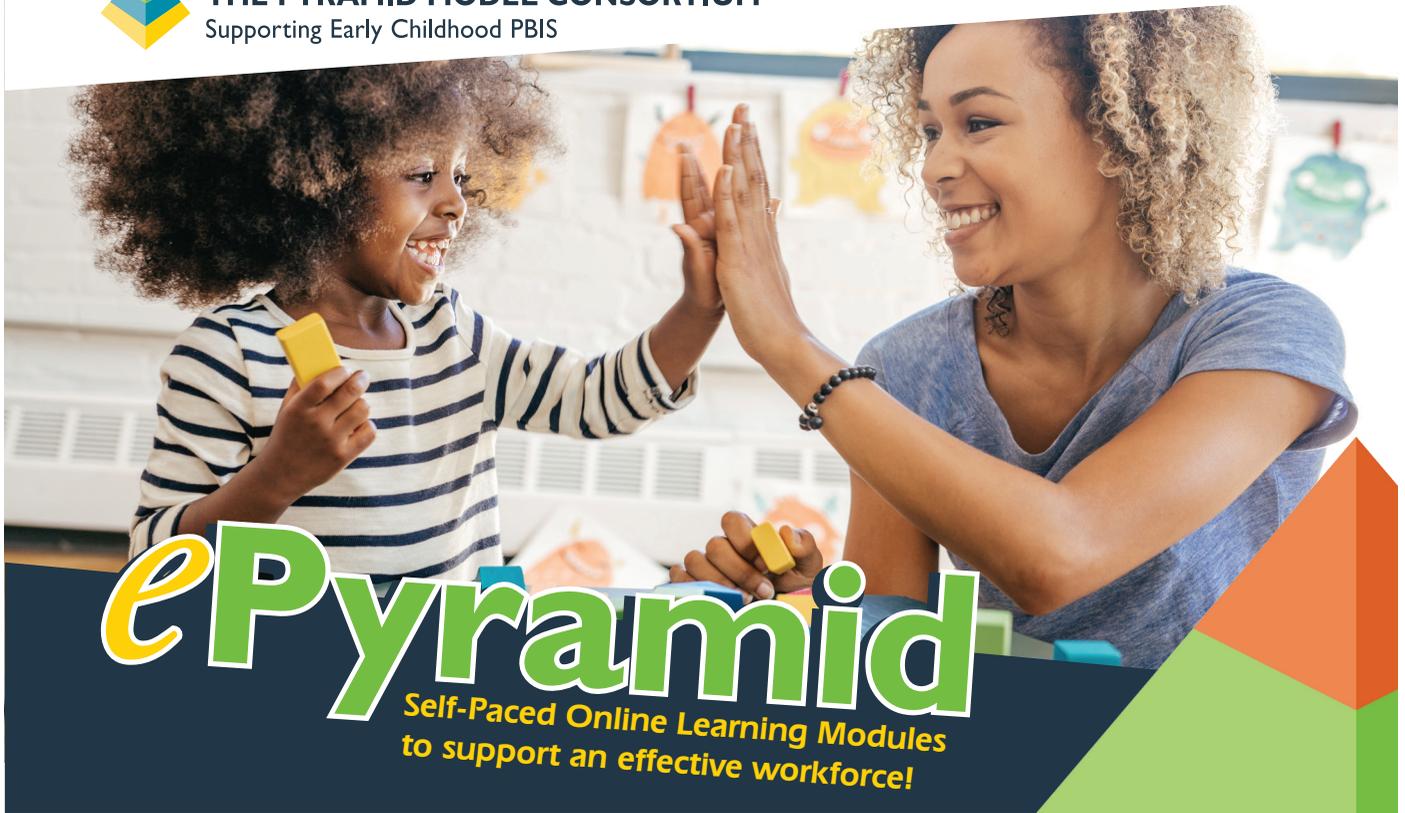
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*Let us know how we did!* #PyramidModel



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## Prevent-Teach-Reinforce for Young Children

The Early Childhood Model of Individualized Positive Behavior Support, *Second Edition*

By Glen Dunlap, Ph.D., Kelly Wilson, M.A., ECC, Phillip S. Strain, Ph.D., & Janice K. Lee, Ph.D.

The premier Tier 3 intervention for the Pyramid Model, Prevent-Teach-Reinforce for Young Children (PTR-YC) is a **research-proven, family-centered approach used in preschool settings nationwide to resolve persistent challenging behaviors**. Now this bestselling PTR-YC guidebook is in a thoughtfully revised second edition, with enhancements and additions informed by user feedback, the authors' training experiences, and new studies on the effectiveness of the model.

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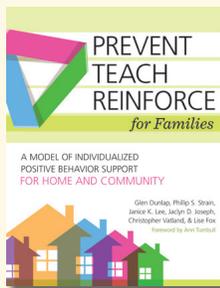


Visit the **BROOKES** booth!

### ALSO AVAILABLE!

## Prevent-Teach-Reinforce for Families

A Model of Individualized Positive Behavior Support for Home and Community



By Glen Dunlap, Ph.D., Phillip S. Strain, Ph.D., Janice K. Lee, Ph.D., BCBA, Jaclyn D. Joseph, M.S.W., BCBA, Christopher Vatland, Ph.D., & Lise Fox, Ph.D.

Use the proven PTR approach with families to help them prevent behavior challenges in children ages 2-10, teach

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