## WEEK AT-A-GLANCE

<table>
<thead>
<tr>
<th>TUESDAY 4/30</th>
<th>WEDNESDAY 5/1</th>
<th>THURSDAY 5/2</th>
<th>FRIDAY 5/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Open 7:30 a.m.–6:00 p.m.</td>
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<td>AM Sessions</td>
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<td>Toolkit 1 8:30 a.m.–9:30 a.m.</td>
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<td>Lunch</td>
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<td>Toolkit 2 9:50 a.m.–10:50 a.m.</td>
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<td>PM Sessions</td>
<td>PM Sessions</td>
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<td>Toolkit 3 11:10 a.m.–12:10 p.m.</td>
</tr>
</tbody>
</table>

**Keynote**
- 4:00 p.m.–5:30 p.m., Palm Court

**Welcome Reception**
- 5:30 p.m.–6:30 p.m., Vinoy Grand

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### 2019 Pyramid Model Champion

**Congratulations, Hope Beissel**
- of Minnesota’s Metropolitan Educational Cooperative Service Unit!

**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 to 5 years and their families.

*Thank you, Hope, for your dedication to children and families across Minnesota!*
W1 The Pyramid Model for Rookies: Understanding the Fundamentals

Room: Royal 1 • Level: Introductory • Ages: Birth to 8 Years
Michaelene M. Ostrosky, Hsiu-wen Yang, 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.

W2 Motivational Interviewing Strategies; Making Connections and Having Difficult Conversations

Room: Royal 2/3 • Level: Intermediate • Ages: Birth to 5 Years
Neal M. Horen, Amy Hunter

Work in early care and education can be challenging when there are difficult topics to broach with families or co-workers. Terms like resistance and denial are often used and can impede progress. This session will provide an overview of how motivational interviewing strategies can be helpful in supporting relationships and assisting others to deal with difficult conversations.

W3 Visuals and Video Modeling

Room: Majestic 1 • Level: Intermediate • Ages: Birth to 5 Years
Benjamin Riepe, Johanna Wasser, Geneva Hallett

This session will provide examples of the skills, methods, and measurement of student outcomes that benefit from the use of Video Modeling. You can take task analysis and peer examples to a new level. Sometimes seeing is believing!

W4 Supporting the Social and Emotional Development of Dual Language Learners

Room: Majestic 2/3 • Level: Intermediate • Ages: 3 to 5 Years
Lillian Duran

When teachers do not share a language with the children they are serving it can often be difficult to develop strong relationships to support healthy social and emotional development and a sense of security in the classroom. Communication and interaction form the basis of any relationship and teachers may need support to learn new strategies when interacting with children who are emerging English speakers. This workshop will focus on providing teachers with concrete and evidence-based strategies for increasing meaningful interactions with dual language learners using multiple strategies such as visuals, total physical response, and non-verbal communication to support frequent and high quality interactions. Relationships are also at the foundation of language development and effective strategies for fostering both English and home language development will also be emphasized.
W5  We’re All In This Together
Room: Plaza A/B • Level: Introductory • Ages: Birth to 3 Years
Kristin Tenney-Blackwell

The way we respond to young children’s distress impacts their mental model of relationships and self-regulation skills. This interactive session will provide an overview of the Pyramid Model and emphasize the importance of a core set of adult caregiver skills to help support an effective workforce and to create healthy environments for infants and toddlers. Participants will consider the importance of relationships and emotional connections as fundamental to their work with infants, toddlers and families.

W6  Watch Out! A Program Coach’s Guidebook to Avoid the Pitfalls of Pyramid Model Implementation
Room: Plaza C/D • Level: Intermediate • Ages: Birth to 5 Years
Aimee Neuswanger, Tyler Hoffman, Kris Woody

In 2012, SPEC - Supporting Positive Environments for Children, evolved from a community-wide concern regarding an increased number of suspensions and expulsions in early childhood programs. Since then, SPEC has guided over 40 diverse early childhood programs and school districts across the Commonwealth of Pennsylvania; some of which have been recognized for tier one fidelity implementation within the Pennsylvania Positive Behavior Support Network (PAPBS). Along the way, SPEC’s external coaches have refined ways to successfully guide programs through the phases of Program-wide Pyramid Model implementation (PMI). SPEC is unique because it works in conjunction with the PAPBS Network to build sustainability for programs’ PMI. Attend this session to listen to “real life” stories of PMI and you’ll be able to steer your PMI initiative on a trajectory toward success!

W7  Research on the Pyramid Model: Poster Session
Room: Vinoy Grand • Level: Intermediate • Ages: Birth to 5 Years

Research Panelists: Mary Louise Hemmeter, Patricia Snyder

Posters describing research or evaluation projects focused on the Pyramid Model will be presented. Participants will have opportunities to engage in focused interactions with poster presenters.

Poster Presenters:

Preschool

1. A Tiered Approach to Coaching on the Pyramid Model: Matching Coaching Resources to Teacher and Classroom Characteristics
   Angel Fettig, Kathleen Artman Meeker, Jenny Cunningham
   Jennifer Ledford, Megan Harden, Catherine Simpson

2. Development of the FBSApp for Improving Parent and Child Outcomes
   Erin E. Barton, Angel Fettig, Hedda Meadan, Beth Pokorski
   Erin E. Barton, Angel Fettig, Hedda Meadan, Beth Pokorski

3. BEST in CLASS - Web: A Tier 2 Intervention Addressing the Needs of Young Children with Challenging Behaviors
   Maureen A. Conroy, Kevin S. Sutherland, Jamie Aulton, Michelle Crosby, Jessica Wright, Marilyn Hibbard, Ally Montesion
   Maureen A. Conroy, Kevin S. Sutherland, Jamie Aulton, Michelle Crosby, Jessica Wright, Marilyn Hibbard, Ally Montesion

4. Effects of Reciprocal Peer Coaching on Teaching Team Use of Pyramid Model Practices
   Adrienne Golden, Mary Louise Hemmeter
   Adrienne Golden, Mary Louise Hemmeter

5. Primary and Secondary Effects of Prevent-Teach-Reinforce for Young Children (PTR-YC)
   Hattie Harvey, Glen Dunlap, Kristen McKay
   Hattie Harvey, Glen Dunlap, Kristen McKay

6. Adding Socio-Dramatic Materials to Increase Preschooler Engagement in Non-Preferred Classroom Centers
   James Kretzer, Mary Louise Hemmeter
   James Kretzer, Mary Louise Hemmeter

7. Stay-Play-Talk on the Playground
   Jennifer Ledford, Megan Harden, Catherine Simpson
   Jennifer Ledford, Megan Harden, Catherine Simpson

   Jose Martinez, Maureen Conroy, Jennifer Jaramillo
   Jose Martinez, Maureen Conroy, Jennifer Jaramillo

9. Implementing the Peer-Mediated Intervention Stay-Play-Talk with Preschoolers
   Molly Milam, Mary Louise Hemmeter, Erin Barton
   Molly Milam, Mary Louise Hemmeter, Erin Barton

10. Practice-Based Coaching to Improve Behavior Assessment and Intervention in Preschools
    Mandy Rispoli, Emily Gregori, Marie David, Catharine Lory
    Mandy Rispoli, Emily Gregori, Marie David, Catharine Lory

11. An Evaluation of Professional Development Approaches to Improve Fidelity of the Pyramid Model
    Sandra H. Robbins, Katherine B. Green
    Sandra H. Robbins, Katherine B. Green

12. SPIFI: Unpacking and Measuring Program-Wide Supports for Pyramid Model Practices
    Christopher Vatland, Erin Barton, Mary Louise Hemmeter, Lise Fox, Denise Binder, Kynberly Horth, Abby Green
    Christopher Vatland, Erin Barton, Mary Louise Hemmeter, Lise Fox, Denise Binder, Kynberly Horth, Abby Green

13. Visual Support Interventions to Improve Engagement for Children At-Risk for Disabilities
    Kathleen N. Zimmerman, Jennifer R. Ledford
    Kathleen N. Zimmerman, Jennifer R. Ledford

(Continues on page 18)
### Infant/Toddler

<table>
<thead>
<tr>
<th>14.</th>
<th>Using the Teaching Pyramid Infant-Toddler Observation Scale to Assess Teacher Implementation of Universal Practices for Promoting Infant-Toddler Social-Emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kathryn M. Bigelow, Sarah Feldmiller, Amy Turcotte, Sarah Behrens, Alana Schnitz, Abby Taylor, Tara Lynn, Judy Carta, Mary Louise Hemmeter</td>
</tr>
<tr>
<td>15.</td>
<td>Feasibility of Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) for Toddlers</td>
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<tr>
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<td>Kwang-Sun Blair</td>
</tr>
</tbody>
</table>

### Community/State

|     | Rebecca Bulotsky Shearer, Jill Ehrenreich-May, Chelsea T. Morris, Rebecca Grossman, Jhonelle Bailey, Jenna Futterer, Cristina Alicot, Kirstin Arbide, Colette Combs |
| 19. | Early Steps Professional Development Project: Collaborations Among Early Steps State Office, Demonstration Sites, and Two Institutions of Higher Education |
|     | Patricia Snyder, Juliann Woods, Cinda Clark, Brian Reichow, Kimberly Porter, Mollie Romano, Jennifer Harrington |

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**Do you have biters wreaking havoc on your classroom? Shouters, pouters, and wigglers disrupting your lesson plans?**

Challenging behaviors can derail any classroom. Learn new strategies that work.

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**BOOK A TRAINING!**

Find more tools and resources to manage challenging behaviors at kaplanco.com or call 1-800-334-2014 to book professional development.
Beyond Simply Tracking Data: Using the Power of Behavior Incident Reports to Make Data Based Decisions that will Improve Outcomes

Room: Royal 1 • Level: Advanced • Ages: Birth to 5 Years

Meghan von der Embse, Myrna Veguilla, Lise Fox, Jolenea Ferro, Denise Perez Binder

This advanced session is designed for practitioners familiar with using the Behavior Incident Report (BIR) database 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 introduce the new BIRS 2.0, discuss key features within the data 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 introduce the new BIRS: 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, including development of data summaries and action plans.

Supporting the Link Between Preschoolers Social Emotional, Language, and Literacy Development: Ideas, Strategies, and Resources

Room: Royal 2/3 • Level: Intermediate • Ages: 3 to 5 Years

Tweety Yates

Recognizing the ways in which social emotional, language, and literacy skills are interwoven underpins the importance of embedding strategies that connect these areas across everyday routines. Using the Pyramid Model as a framework (relationships, environments, social emotional teaching strategies, and behavior), this session will share ideas, strategies, and resources for intentionally linking social emotional, language, and literacy skill development across daily schedules and routines. Ideas for sharing this information with families will also be shared.

Using Practice-Based Coaching to Increase Fidelity of Pyramid Model Practices in Infant and Toddler Classrooms

Room: Majestic 1 • Level: Introductory • Ages: Birth to 3 Years

Abby L. Taylor, Tara Lynn, Amy Turcotte, Sarah Feldmiller

We will discuss our experiences with coaching on Pyramid Model practices in infant and toddler classrooms in Early Head Start and childcare centers. We will share processes and tools for coaching, provide opportunities to explore these tools, and discuss successes and challenges.
W11  Everything You Wanted to Know about Assessing Social and Emotional Skills and Developing High Quality IEPs and Were Afraid To Ask  
**Room:** Majestic 2/3 • **Level:** Intermediate • **Ages:** 2 to 5 Years  
*Jennifer Grisham-Brown*

Are you unsure exactly what social and emotional skills you are supposed to assess? Do you have difficulty writing goals for children with social or emotional delays? If you answered yes to either of these questions, this session is for you! We will explore a tool that yields authentic assessment information on social emotional development, practice assessing a child with social or emotional delays, and learn about how to writing functional social emotional goals that can be embedded into any activity or routine.

W12  Proactive Approaches to Addressing Challenging Behaviors in Children who are Dual Language Learners  
**Room:** Vinoy Grand • **Level:** Intermediate • **Ages:** Birth to 5 Years  
*Karen Nemeth, Pamela Brantlé*

The number of children who come to early childhood education speaking and understanding different languages is increasing every year. Teachers, specialists, and leaders need to work together to proactively prepare environments that support full and effective participation of all young children. When language barriers interfere with communication, children often communicate using their behavior. This dynamic session will engage participants in discussing how the principles of Universal Design can be used to support adaptations and strategies to include children who come from different home experiences, cultural backgrounds, and language environments. Specific resources and recommended practices to support children who are dual language learners will be examined in this highly interactive session.

W13  Using Implementation Science to Scale Up and Support Pyramid Model Implementation in Minnesota  
**Room:** Plaza C/D • **Level:** Intermediate • **Ages:** Birth to 5 Years  
*Hope Beissel, Sally Hansen*

This session will focus on how Minnesota is using Implementation Science to scale up Pyramid Model implementation throughout the state. We will share the lessons learned over the past six years and how we have used the competency drivers and the stages of implementation to make improvements to the professional development system. We will also share how Minnesota uses the Look/Think/Act cycle to engage in data-based decision making at the local and state levels, resulting in improved implementation of the Pyramid Model.

W14  The Power of Peers: Peer-Mediated Strategies to Support Appropriate Behavior and Social Development in Preschoolers  
**Room:** Vinoy Grand • **Level:** Intermediate • **Ages:** 2 to 5 Years  
*Phil Strain, Ted 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 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.
T1 1-2-3 Look at Me!: The Pyramid Model Works for Infants and Toddlers Too  
Room: Royal 2/3 • Level: Introductory • Ages: Birth to 3 Years  
Rochelle Lentini

As babies grow, they learn how to navigate their environment through their actions and interactions with the world and people around them. They take cues from the adults on how to regulate their emotions, how to best communicate their needs, and how to physically move and groove as they discover and grow with the other little people around them. This workshop focuses on Pyramid Model strategies that adults can use to facilitate development with infants and toddlers in both early childhood centers and family child care homes. The presenter will provide materials from this session to coaches and trainers who wish to provide training in their communities.

T2 Best Friends, Big Feelings, Bullies, and Bias: Coaching Conversations around Social Emotional Teaching  
Room: Royal 2/3 • Level: Intermediate • Ages: 3 to 5 Years  
Kathleen Artman Meeker, William White, Angel Fettig

Join a community of coaches as we explore real-world experiences coaching around friendship skills, emotions, and problem-solving. We will use the Pyramid Model Equity Coaching Guide as a tool to support your coaching partnerships throughout the coaching cycle. Through real scenarios, videos, role plays, and discussion, you will leave with new strategies to help you facilitate important conversations that promote each and every child’s social emotional development.

T3 Rules and Puppets and Tools, Oh My!  
Room: Majestic 1 • Level: Introductory • Ages: 3 to 5 Years  
Tim Andrews

In this fun and engaging session, we will examine a variety of practices and tools that support Pyramid Model implementation in the preschool classroom. Participants will examine tools that support not only the teaching of expectations and rules, but also supporting families and other practices for the classroom. And of course, there will be puppets! Tim will model using puppets for teaching a variety of different lessons as well as to promote engagement of all children.

T4 Improving the Teacher-Child Relationship through Banking Time  
Room: Majestic 2/3 • Level: Introductory • Ages: Birth to 8 Years  
Amanda Williford, Pilar Alamos

In this workshop, you will learn about a teacher-child, dyadic intervention called Banking Time. Banking Time is a strategy to ensure positive, sensitive and supportive interactions between a teacher and child. Banking Time sessions are one-on-one meetings that occur regularly (2 to 3 times a week for 10 to 15 minutes each session). The sessions are play-based and led by the child. A teacher’s role during Banking Time is to convey interest, sensitivity, and understanding in order to foster a productive connection with the child. As part of the workshop, you will learn the importance of developing a strong teacher-child relationship, the research that supports the use of Banking Time, and how to implement Banking Time within your classroom, school or program. Banking Time is an intervention that is appropriate for teacher-child dyads spanning infancy through elementary but this workshop will use examples from preschool classrooms.
BEST in CLASS: A Tier Two Intervention for Young Children with Challenging Behavior

Room: Plaza A/B • Level: Intermediate • Ages: 3 to 5 Years

Maureen Conroy, Jamie Aulton, Michelle Crosby, Marilyn Hibbard, Ally Montesion, Jessica Wright

BEST in CLASS is a Tier 2 intervention for young children with challenging behavior. It has been found to be effective to prevent young children's challenging behavior, promote positive teacher-child interactions, and increase child engagement. In this session, participants will learn about the research on BEST in CLASS and how to implement the practices.

Implementing the Pyramid Model in Part C/Early Intervention

Room: Plaza C/D • Level: Introductory • Ages: Birth to 3 Years

Erin Barton, Ashley Nemec

The purpose of this presentation is to describe our approach to implementing the Pyramid Model in Part C systems by early interventionists. We will describe the model and outline the practices. The approach focuses on supporting home visitors in the use of evidence-based family coaching strategies to enhance caregivers' capacity to promote their infants' or toddlers' social emotional competence. We will describe the application of the following components of the Pyramid Model: building relationships, high quality environments, targeted social emotional teaching strategies, and preventing challenging behaviors through positive parenting practices.

In a Pyramid Pickle? Maximizing Outcomes for ALL (Yes, We Mean That) Children

Room: Vinoy Grand • Level: Intermediate • Ages: 3 to 5 Years

Abby Hodges, Phil Strain, Ellie Bold, Ron Roybal, Ted Bovey

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.

Teaching Authentic Cooking Skills to Adults With Intellectual and Developmental Disabilities: Active Engagement

Janice Goldschmidt

A unique instructional tool for direct support professionals and program directors. With this book, you can address two critical issues: healthy eating habits and teaching real-life skills that will develop greater independence and self-determination.

Everyone, regardless of ability, should be able to make choices about their food and to learn to prepare food – or to actively participate in preparing food.

Based on evidence-based instructional practices and sound nutritional principles, Active Engagement will enable you to help your clients achieve greater independence, better health, and a higher level of self-confidence.

Diagnostic Adaptive Behavior Scale User’s Manual

Marc J. Tassé, Robert L. Schalock, Giulia Balboni, Henry (Hank) Bersani, Jr., Sharon A. Borthwick-Duffy, Scott Spreat, David Thissen, Keith F. Widaman, and Dalun Zhang

The Diagnostic Adaptive Behavior Scale (DABS) is an instrument for assessing the adaptive behavior of people between the ages of 4 and 21 to determine whether the person meets the second criterion for a diagnosis of intellectual disability (ID), that is, significant limitations in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. The DABS is a norm-referenced instrument with a number of unique features that support its precision, accuracy, validity, and credibility in making a diagnosis of ID. The DABS requires the use of an online scoring platform, available through the AAIDD web site.

User’s manual and packets of interview forms are available at aaidd.org/publications/bookstore-home.

You can order AAIDD books and other valuable professional tools at any time with speed, ease, and convenience of secure online shopping.
**T8: All Hands on Deck: Partnering with Infant and Early Childhood Mental Health (IECMH) Consultants to Implement the Pyramid Model**

*Room: Royal 1 • Level: Intermediate • Ages: Birth to 5 Years*  
Amy Hunter, Brandy Fox, Sue Zeiders, Tori Sproles

Infant and Early Childhood Mental Health Consultation (IECMHC) is an evidence-based approach that pairs mental health professionals with people who work with young children and their families. Professionals who provide IECMHC can be critical partners in the implementation of the Pyramid Model within early childhood education programs including assisting programs with concerns such as trauma, crisis in communities, staff wellness, and connections with community services. Join us for a panel discussion to learn more about how states and communities are integrating the Pyramid Model and IECMHC to effectively promote young children’s social emotional development. Leave with strategies for maximizing your IECMHC and Pyramid Model partnerships.

**T9: Understanding Tantrums: Why Do They Happen and What Can Adults Do to Help?**

*Room: Royal 2/3 • Level: Intermediate • Ages: Birth to 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 “He/She just wants my attention!” This workshop will provide new ways to think about attention-seeking and strategies for preventing and addressing behavior challenges.

**T10: Lights...Camera....ACTION PLAN!**

*Room: Majestic 1 • Level: Intermediate • Ages: 3 to 5 Years*  
Kiersten Kinder, Crystal Bishop, Darbi Shannon

This session puts the spotlight on action planning! A critical component in Practice Based Coaching (PBC) is the use of an action plan. This session will dig deeper into the action planning process and give participants an opportunity to review, reflect, and create action plans. Presenters will discuss how action plans support each component of the PBC cycle as well as ways to make them more effective and efficient. The presenters will share practical tips for writing action plans with coachees and revisiting them to ensure implementation and accountability. Participants will receive tools they can take back and immediately use to guide their work with action plans in their own settings.
T11  **Addressing Challenging Behavior: Using Function-Based Interventions within Natural Routines**  
*Room: Majestic 2/3 • Level: Intermediate • Ages: 3 to 8 Years*  
*Meme Hieneman*

This workshop will guide participants through a process of developing function-based interventions to improve the daily routines of young children with challenging behavior. It will cover proactive, teaching, management and support strategies, as well as a discussion of ways to engage caregivers and overcome obstacles. The presenter will share a variety of videotaped examples and practical resources.

T12  **Embracing Early Learning in Elementary School: Utilizing the Pyramid Practices to Increase Positive School Climate**  
*Room: Plaza A/B • Level: Intermediate • Ages: 3 to 8 Years*  
*Michele Sandrock*

School climate refers to the quality and character of school life based on students', parents' and school personnel's experiences. Come learn how schools in metro Atlanta are increasing positive school climate by aligning Pyramid Practices with School-wide Positive Behavioral Interventions and Supports (PBIS). This alignment increases elementary school staff members' understanding of appropriate behaviors and equips teachers with developmentally appropriate social and emotional strategies to better support their students while decreasing challenging behavior in their classrooms. Participants will leave with a toolkit of strategies, videos and resources applicable for PreK–3rd grade teachers to promote positive behavior as well as social, emotional and academic success in the classroom.

T13  **Working Toward Justice: Reducing Suspension and Expulsion by Practicing Inclusion**  
*Room: Plaza C/D • Level: Intermediate • Ages: Birth to 5 Years*  
*Megan Vinh, Betsy Ayankoya*

The implicit and explicit biases of early childhood practitioners have consequences for young children’s developing identities and sense of belonging. The aim of the session is to build awareness and understanding of our own implicit biases to change deficit-based assumptions, reduce suspension and expulsions, and promote belonging in early learning settings. Participants will engage in courageous conversations about various forms of diversity and will practice reflecting and identifying biases. This interactive session will also provide a framework and strategies for cultivating a sense of belonging and practicing meaningful inclusion in a way that positively impacts the experiences of all children.

T14  **Having Fun: Creating Engaging Routines for Large Group Activities**  
*Room: Plaza A/B • Level: Intermediate • Ages: Birth to 5 Years*  
*Ron Roybal, Kelly Wilson*

In this session, presenters will demonstrate effective and purposeful strategies that increase active engagement and reduce challenging behaviors during large group activities. Strategies presented increase fun, engagement and learning through effective routines within routines and other essential elements; such as visual systems necessary to promote all children’s engagement and independence. Circle and story times will be used to highlight routines using videos, photos and interactive participation.
**F1**  
**PIWI (Parents Interacting with Infants) and the Pyramid Model**  
*Room: Royal 1 • Level: Intermediate • Ages: Birth to 3 Years*  
*Tweety Yates*

This toolkit session will share information about PIWI (Parents Interacting with Infants), a relationship-based approach for supporting the development of infants and toddlers by expanding on and strengthening parent-child interactions and relationships. PIWI strategies will be shared as well as the use of Developmental Observation Topics (DOTs) as a structure for home visits, parent-child groups and socializations. DOTs support parents as observers and supporters of their child’s development within the context of play and family routines. Come join us for fun conversations about PIWI and the Pyramid Model!

**F2**  
**Using Visual Schedules to Facilitate Transitions and Promote Engagement**  
*Room: Royal 2/3 • Level: Introductory • Ages: 3 to 5 Years*  
*Ted Bovey*

This tool kit session will provide participants concrete examples of a variety of different types of visual schedules that adults can use to promote child engagement and support independent transitions in classroom settings.

**F3**  
**Implementing the Pyramid Model with Families: Practitioner Fidelity Tool**  
*Room: Majestic 1 • Level: Intermediate • Ages: Birth to 3 Years*  
*Erin Barton, Ashley Nemec*

The purpose of this presentation is to describe our approach to implementing the Pyramid Model in Part C systems by early interventionists. We will briefly describe the model and outline the practices. We will introduce a fidelity tool designed to support early interventionists in using the Pyramid Model in their work with families. We also will describe how to use the tool within an effective professional development system.

**F4**  
**Fun with Friends: Social Skills in Outside Play and Activities**  
*Room: Majestic 2/3 • Level: Introductory • Ages: 2 to 5 Years*  
*Rochelle Lentini*

Join this session to learn about effective strategies for promoting the social and emotional skills of young children while in outside play and planned activities. During this session, participants will learn about the stages of learning and lesson plans that incorporate engaging activities for social emotional skill development. Make-and-take activity ideas will also be provided. The presenter will provide materials from this session to coaches and trainers who wish to provide training in their communities.

**F5**  
**Make Team Meetings Productive and Fun!**  
*Room: Plaza A/B • Level: Introductory • Ages: Birth to 8 Years*  
*Barbara J. Smith*

Whether it’s a state team or local team, these strategies and samples will make team members actually WANT to come to your meetings because they are a good use of their time and are fun!
A Tool for Supporting Classroom Teams  
*Room*: Plaza C/D • *Level*: Intermediate • *Ages*: 3 to 5 Years  
Janene Swalwell

When initial Pyramid Model training and coaching has ceased, educator teams need to have ongoing, established team planning and reflection practices. This session will discuss the educators' use of a tool, “The Pyramid Model Self-Reflection and Mutual Team Support Tool”, developed to support educator teams. The tool promotes team members' mutual positive support and encouragement in their reflection about their Pyramid Model practices and assists them in planning their work with children and families. The session will also discuss preliminary feedback from educators and will provide opportunity for sharing about the tool and related initiatives.

Trauma-Informed Strategies for Children with Disabilities  
*Room*: Vinoy Grand • *Level*: Introductory • *Ages*: Birth to 8 Years  
Robyn DiPietro-Wells, Amy Santos, Michaelene Ostrosky

In this session, we focus on strategies and prevention approaches that professionals can implement to support young children with disabilities who also have experienced trauma. We share highlights from a four-part online module series: 1) realizing the presence of trauma; 2) recognizing the impact of trauma; 3) responding to trauma; and 4) preventing trauma. The module series is free and can be accessed anytime, anywhere to support practitioners’ ongoing work with young children and families.
<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Room Details</th>
<th>Level</th>
<th>Ages</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal 1</td>
<td>It Starts with Leadership! Strategies for Effective Leadership Team Meetings</td>
<td>Royal 1 • Level: Intermediate • Ages: 3 to 5 Years</td>
<td>Raquel Lima, Tracy Morigi, Marilyn Torley</td>
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<tr>
<td>Royal 2/3</td>
<td>Stay, Play, and Talk: Improving Interactions Between Peer Buddies</td>
<td>Royal 2/3 • Level: Introductory • Ages: 3 to 8 Years</td>
<td>Jennifer Ledford</td>
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<td>Majestic 1</td>
<td>Strategies and Tools for Promoting Culturally Responsive Practices in Early Childhood: EC-BOQ Cultural Responsiveness Companion &amp; Toolkit Overview</td>
<td>Majestic 1 • Level: Intermediate • Ages: Birth to 5 Years</td>
<td>Erin Kinavey Wennerstrom, Sondra M. Stegenga</td>
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<td>Majestic 2/3</td>
<td>Building Blocks for Including and Teaching Preschoolers with Special Needs</td>
<td>Majestic 2/3 • Level: Intermediate • Ages: 2 to 5 Years</td>
<td>Susan Sandall</td>
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<td>Plaza A/B</td>
<td>Promoting Authentic Family Partnership in Early Childhood PBIS Framework</td>
<td>Plaza A/B • Level: Intermediate • Ages: 3 to 5 Years</td>
<td>A. Fettig, S. Harkin</td>
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<td>Would You Like to Hear a Story? Using Photo Elicitation Interviews to Foster Collaboration with Families</td>
<td>Plaza C/D • Level: Intermediate • Ages: 3 to 5 Years</td>
<td>K. Hile, R. Santos</td>
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<td>Vinoy Grand</td>
<td>Mindfulness, Meditation, and Movement for Children with Exceptionalities</td>
<td>Vinoy Grand • Level: Intermediate • Ages: 3 to 5 Years</td>
<td>J. Bauer, P. Dell</td>
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It Starts with Leadership! Strategies for Effective Leadership Team Meetings

Are your program leadership team meetings efficient, inclusive, and focused? The Clifton Early Learner Academy, a Pyramid Equity Project Demonstration Site, shares their journey in establishing, achieving, and maintaining an effective Pyramid Leadership Team. The presenters will provide participants with an overview of the key components of the Leadership Team as well as the implementation process.

Stay, Play, and Talk: Improving Interactions Between Peer Buddies

This session will feature an overview of stay-play-talk (SPT) interventions and a review of the expected outcomes for young children in classroom settings. Guidelines will be provided regarding material preparation, teaching procedures, monitoring child use of strategies, and potential data-based modifications.


Through an interactive and activity based format, this session will discuss culturally responsive practices and provide an overview of the EC-BoQ Culturally Responsive Companion. It will include information on practical tools for use, links and resources. In addition, activities will be provided along with interactive practice and discussion opportunities. Specifically, the EC-BOQ Culturally Responsive Companion provides the leadership team with strategies and tools to integrate culturally responsive practices into current routines, interventions, and services related to the Pyramid Model. It can be used during the initial implementation or later in the implementation process to enhance quality and fit of services and supports.

Building Blocks for Including and Teaching Preschoolers with Special Needs

This session will provide an overview of the Building Blocks framework, a tiered approach to instructional support. Participants will learn about various tools and resources to implement the framework across all curricular domains.
F12  Promoting Authentic Family Partnership in Early Childhood PBIS Framework
   Room: Plaza A/B • Level: Intermediate • Ages: Birth to 5 Years
   Angel Fettig, Shawna Harbin
In this toolkit session we will share strategies that promote authentic family-school partnership efforts that consider family values and resources and supports the implementation of Pyramid Model practices both in school and home settings.

F13  Would You Like to Hear a Story? Using Photo Elicitation Interviews to Foster Collaboration with Families
   Room: Plaza C/D • Level: Introductory • Ages: Birth to 8 Years
   Kimberly A. Hile, Rosa Milagros Santos
In this day and age where technology is often at our fingertips by means of smart phones, iPads or other devices, it is very easy to capture salient experiences that serve to “tell our stories.” This toolkit session will highlight a new and innovative strategy for engaging families caring for young children with disabilities in the planning and implementation of individualized, family-centered interventions. We will discuss how photo-elicitation can be used as a tool for empowering families caring for young children with disabilities to “tell their stories.”

F14  Mindfulness, Meditation, and Movement for Children with Exceptionalities
   Room: Vinoy Grand • Level: Introductory • Ages: 3 to 8 Years
   Jaclyn Bauer, Penny Dell
Join us to learn about the ways in which yoga allows parents, teachers and other providers to create a positive environment that fosters fitness, mental health, social, and emotional well-being for children. Research on the effects of mindfulness and meditation will be shared as will tips and suggestions on how to promote self-regulation, academics, and social play through yoga. Participants will leave with ideas and suggestions about how to implement mindfulness techniques with the children they work with no matter that child’s ability.

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F15 Using Puppets to Make Social and Emotional Magic Happen
Room: Royal 1 • Level: Intermediate • Ages: Birth to 5 Years
Erin Sizemore, Dana Peña

This session will focus on the benefits of using puppets in early childhood education settings to teach social and emotional skills. Participants will learn about a variety of puppets for different age groups, embedding puppet use in routines, and tips for using puppets in the classroom to teach social and emotional skills and to promote social emotional competence in infants, toddlers, and preschool children. The workshop will include lecture accompanied by videos and discussion.

F16 Red Light, Green Light, and Treasure Box Too, Does it Work for You?
Room: Royal 2/3 • Level: Introductory • Ages: 3 to 5 Years
Anne Wimmer, Elizabeth Appleton

“I am going to have to move your clip to yellow”, “one more time and you are going to lose treasure box this week”, “I am giving everyone that stayed on green a sticker”… are these common phrases you find yourself saying on a daily basis? Is this the best type of behavior system out there? In this session, the presenters will share Pyramid Model practices that use developmentally appropriate classroom management systems to reduce challenging behaviors. Participants will learn other feedback methods that will keep children engaged throughout the day.

F17 Hexagon Tool: Implementation Science to Support Program-Wide PBIS
Room: Majestic 1 • Level: Introductory • Ages: Birth to 8 Years
Julia Slater

Support implementation teams through early exploration of program-wide PBIS using the Hexagon Tool. Explore PBIS through the six Hexagon Tool factors: 1) Needs of the program, staff, families and children; 2) Fit with current priorities; 3) Resource Availability; 4) Evidence of expected outcomes; 5) Readiness for Replication; and 6) Capacity to Implement.

F18 Quick Checks for Teaching Social and Emotional Skills Throughout the Day
Room: Majestic 2/3 • Level: Intermediate • Ages: 2 to 5 Years
Craig Zercher, Edith Purcell, Linda Brault

Quick Checks are simple visual tools that can be used to embed brief teaching episodes into ongoing activities and routines. There is a Quick Check tool for teaching and reinforcing each of the four skill clusters taught at the Prevention Tier of the Teaching Pyramid: Friendship Skills, Emotional Literacy, Managing Strong Feelings, and Problem Solving-Conflict Resolution. Children use the tool to select a specific skill they are going to practice in the upcoming activity, teachers observe for the use of that skill and provide positive descriptive feedback, and the teacher and child (or class) review the use of the skill at the end of the activity. Both small group and whole class versions of the tools will be presented.
F19  **Essential Leadership Strategies for Adopting the Pyramid Model with Fidelity**  
Room: Plaza A/B • Level: Intermediate • Ages: Birth to 8 Years  
Amanda Quesenberry, Sharon Doubet

In this Toolkit session, we will discuss leadership strategies to enhance young children’s emerging social and emotional development through the implementation of the Pyramid Model with fidelity. The leadership strategies include collaborative leadership and planning, systems-change through the use of evidence-based practices, and ongoing continuous improvement focused on the development and implementation of new knowledge and skills.

F20  **You Have What it Takes: Policy and Advocacy for Young Children**  
Room: Plaza C/D • Level: Introductory • Ages: Birth to 5 Years  
Alissa Rausch, Ellie Bold

This session is designed to help early childhood professionals understand policy and advocacy in Early Childhood Education / Early Childhood Special Education (ECE/ECSE) by outlining a stepwise process of 1) getting ready for advocacy/defining policy and advocacy issues and building leadership skills, 2) building knowledge about policy and advocacy processes (legislative and grassroots policy basics), and 3) understanding the menu of strategies for policy and advocacy with desired endpoints (e.g., letter writing, policy development task forces, policy briefs, use of social media). The presenters will identify issues that require policy and advocacy in ECE/ECSE such as inclusion, suspension and expulsion as well as share successful policy and advocacy models that have been used to eliminate seclusion and restraint and increase workforce compensation. Resources and organizations that can support practitioners moving forward in policy/advocacy arena will be identified.

F21  **Turning Towards Each Other: What the Science of Love Can Teach Us About Building Positive Relationships in the Pyramid Model**  
Room: Vinoy Grand • Level: Introductory • Ages: Birth to 8 Years  
Elizabeth A. Steed Jaclyn (Jackie) D. Joseph

We sometimes assume building relationships is intuitive and will be the easy part of the Pyramid Model to implement. But, relationships are complicated, and when we struggle in our relationships with children, their family members, or our colleagues, sometimes we can be confused about why it’s so hard. This session will focus on the essential ingredients for building positive relationships. Specifically, we’ll learn about and practice some of the strategies from John Gottman’s Love Lab research around looking for and responding to emotional bids and what he calls “turning towards” each other. Come extend how you’ve been thinking about this foundational level of the Pyramid Model.

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