



# EC-PBIS Summer Symposium AGENDA



Tustin Community Center at the Market Place  
2962 El Camino Real, Tustin, CA 92782  
August 3, 2018

8:00 – 9:00	CHECK-IN with Light Breakfast
9:00 – 9:15	WELCOME
<b>General Session</b> 9:15 – 10:15	<b>Culturally Responsive EC-PBIS: A Promise for All Children</b> Elizabeth A. Steed, Ph.D. Associate Professor, Early Childhood Special Education University of Colorado
<b>General Session</b> 10:30 – 11:30	<b>The Impact of ECPBIS and Resiliency in Young Children</b> Sandy Avzaradel, M.S.Ed. Early Childhood PBIS Specialist CalTAC-PBIS <a href="http://www.pbiscaltac.org">www.pbiscaltac.org</a>
11:30 – 1:00	Lunch on your own
<b>WORKSHOPS</b> 1:00 – 3:00	<b>The ABC's of Yoga for Kids</b> Teresa Ann Powers, J.D. <a href="http://www.abcyogaforkids.com">www.abcyogaforkids.com</a>
	<b>Data-Based Decision-Making: Tools to Inform Implementation</b> Elizabeth A. Steed, Ph.D. University of Colorado
	<b>The Science of Hope: How to Build Resilient Children in Your Classroom</b> Sandy Avzaradel, M.S.Ed. CalTAC-PBIS <a href="http://www.pbiscaltac.org">www.pbiscaltac.org</a>
	<b>Responding to Challenging Behaviors: PREVENT-TEACH-REINFORCE for Young Children</b> Cristy Clouse, M.S. CalTAC-PBIS <a href="http://www.pbiscaltac.org">www.pbiscaltac.org</a>



## The ABC's of Yoga for Kids

The ABC's of Yoga provides Early Childhood educators with a wonderful opportunity to teach children a powerful art form, mindfulness outlet and physical activity that they can enjoy the rest of their lives. Yoga has been shown to have numerous mental and physical health benefits that can help emotionally balance children, encourage more acute mental focus and also serve as a beneficial physical exercise that they enjoy doing. Join Teresa Ann Powers as she guides you through her beautifully illustrated book that contains 56 different yoga poses that promote social emotional competency in young children.

Includes: *The ABC's of Yoga for Kids*

A yoga teacher for over sixteen years and practitioner for over 30, **Teresa Anne Power** helps children unleash their imagination while doing yoga. The poses in her book, such as frog, swan, and butterfly, are easy to learn and accessible to children (and adults) of all ages. Power's 16+ years of teaching children yoga in schools, yoga studios, and local organizations has helped thousands of kids develop a healthy attitude towards their body.



Teresa is an internationally recognized children's yoga expert, keynote speaker, and the bestselling author of *The ABC's of Yoga for Kids*. Also available in Spanish, French, Italian and Danish, her book has won multiple awards. She has also developed a complete line of ABCs of Yoga for Kids products, including yoga pose cards, a coloring book, posters, and a guide for parents and teachers. Teresa is also the founder of International Kids' Yoga Day, an event she created to celebrate the health and wellness of our youth worldwide through the practice of yoga. Teresa has spoken at numerous libraries, schools, yoga studio, and school conferences, volunteers her yoga expertise, and has worked with SOS Mentor, the Boys & Girls Club of America, Children's Bureau, Choose Health LA Child Care, Let's Move West LA, Pathways, Connections for Children, and the Neighborhood Youth Association. She also sits on the board of the National Math Foundation. A graduate of University of Southern California, she earned her J.D. from

Pepperdine University School of Law and completed a yoga training program with Indigo Yoga.

## Data-Based Decision-Making: Tools to Inform Implementation

The Pyramid Model is most effective when leadership teams use implementation science to guide their work, including establishing a system of data based decision-making. This workshop will provide participants with a deeper understanding of the need to use an implementation infrastructure when implementing the Pyramid Model and how data decision-making may be used at each level of implementation (e.g., examining and guiding implementation fidelity, guiding professional development and support to teachers, and ensuring support to children). Various instruments will be covered, with particular attention to the *Preschool-wide Evaluation Tool (PreSET)* and how it may be used in preschool and early elementary settings to monitor Pyramid Model implementation.

Includes: *Preschool-wide Evaluation Tool (PreSET)*, PreSET Case Study Packet

After graduating with an undergraduate degree in Psychology, I moved to the East Coast to work full time as a special education teacher and complete my master's degree. I found my passion for early intervention when working with infants and toddlers with autism during one of my three years of teaching. I worked closely with children's families and often saw rapid positive changes in the children's language development and social skills. I became a clinical supervisor for an early intensive behavioral program for young children with autism and did this for several years before receiving my PhD in Early Intervention at the University of Oregon.

I completed an Institute of Education Sciences postdoctoral fellowship in Early Childhood Education at Purdue University and was an Assistant Professor and Program Coordinator for the Early Childhood Special Education program at Georgia State University. I have been the Principal Investigator on a number of research grants related to young children's challenging behavior and currently faculty on the federally funded National Center for Pyramid Model Innovations. I am the first author of a published assessment tool used to measure critical features of program-wide positive behavioral interventions and supports in early childhood settings called the *Preschool-wide Evaluation Tool* (Steed, Pomerleau, & Horner, 2012)



Elizabeth Steed

My research interests:

- 🟢 Young children with challenging behavior
- 🟢 Evidence-based social emotional interventions
- 🟢 Implementation of positive behavioral interventions and supports (PBIS)/Pyramid Model in early childhood settings
- 🟢 Cross-cultural implementation of PBIS/Pyramid Model

# The Science of Hope: How to Build Resilient Children in Your Classroom

Behavior is one of the biggest and most pressing challenges faced by Early Childhood educators. This workshop will build understanding of emotional development and the environmental factors that influence it. In addition, guiding principles for nurturing social emotional development, aligned with the positive behavioral interventions and supports (PBIS) framework and the Pyramid Model will be uncovered. Participate in interactive activities to learn the social and emotional skills necessary to build resilient students using the books on your shelves!

Includes: *Early Social-Emotional Development: Your Guide to Promoting Children's Positive Behavior*

**Sandy Avzaradel** is currently the Program Manager for the Early Childhood Mental Health and Wellness Program where a county-wide effort is being initiated by the Early Childhood Mental Health Collaborative to work with preschool professionals to build their capacity to support the social and emotional development through a continuum of promotion, prevention and intervention strategies. The Teaching Pyramid, a multi-tiered system of support using positive behavioral interventions, is the foundation of the program.



For the past twenty-five years, Sandy has dedicated her life's work to support children and families as a teacher, mentor, coordinator, administrator, and college professor. Her passion for early childhood education began as a kindergarten teacher and has since launched into being an advocate for positive behavioral interventions and supports, social and emotional development, data-based decision making, and prevention and intervention of challenging behavior and mental health concerns in young children.

Sandy has provided numerous local and statewide parent education and provider education focusing on social/emotional development, challenging behavior, school readiness, child development, special education, and Positive Behavior Interventions and Support (PBIS) for early childhood. Sandy enjoys volunteering as a Board Member for Families Forward and Orange County Association for the Education of Young Children and spending time with her husband, two young adult boys, and her dog!

## Responding to Challenging Behaviors: PREVENT-TEACH-REINFORCE for Young Children

*Prevent-Teach-Reinforce for Young Children (PTR-YC)* is a researched validated, highly effective approach for improving the social-emotional development and preventing challenging behaviors of young children in preschool and early elementary year settings. It is estimated that approximately 10-15% of all typically developing children, preschool to first grade, have chronic mild to moderate levels of behavior problems (Campbell, 1995). When aggressive and antisocial behavior has persisted to age 9, further intervention has a poor chance of success (Dodge, 1993). This workshop is designed for classroom teachers interested in a systematic approach for responding to problem behaviors and resolving even the toughest behavior challenges.

Includes: *Prevent-Teach-Reinforce for Young Children (PTR-YC)* and Simulation Packet

For the past 34 years, I have been fortunate to experience a diverse educational career. My professional roles include Speech and Language Therapist, Special and General Educator (PreK-8), Behavior Intervention Case Manager, Administrator and District PBIS Coach. My current position, *Vice President of Innovation* for the California Technical Assistance on Positive Behavioral Interventions and Supports (CaTAC-PBIS), addresses my passion for scaling up positive, safe and equitable learning environments for ALL students, preschool to high school. As a CaTAC-PBIS founding member, I have trained and facilitated PBIS capacity building efforts for regional organizations, districts and school sites across California and the Southwest. I am an affiliate of the National Center for PBIS, a professional member of the Association of Positive Behavior Supports (APBS), an active leader for the California PBIS Coalition (CPC) and a long-time member of the Division for Early Childhood of the Council for Exceptional Children.



Cristy Clouse

A primary focus of my work is alignment of social emotional competency within a multi-tiered system of supports framework, specifically with:

- ▲ Tier III Prevent-Teach-Reinforce (PTR)- training district master facilitators and school teams PreK-12 with a standardized individual behavior support planning process
- ▲ Early Childhood PBIS- implementing the Pyramid Model through practice-based coaching for early elementary classroom teachers
- ▲ Expect Respect - fitting bullying prevention within a tiered, prevention-based approach that implements efficient universal supports PreK-12 through a research-validated BP-PBIS campaign