**About the Presenters**

*Below is a list of all presenters with their bios. Many of these individuals are available to provide topic-based consultation to your school team during afternoon team time. If you would like to schedule someone to meet with your team, please complete the request form at* [*https://goo.gl/forms/DO6kRVQHKA3jS9c92*](https://goo.gl/forms/DO6kRVQHKA3jS9c92)*.* *Please note: filling out the request form does not guarantee you time with a consultant. It is on a first-come, first-served basis, and subject to availability. You will be contacted within 24 hours to confirm when the topic-based consultant will be able to meet with your team. If you would like to request time with more than one consultant, simply fill out this form again. Please contact* *anne.dubie@uvm.edu* *with any questions.*

**Kym Asam** is the Regional Director of Schools and Clinical Programming for Northeastern Family Institute (NFI) Vermont. She earned her Master’s degree from the University of Hawaii’s School of Social work and is a Licensed Clinical Social Worker (LICSW). She has been practicing in the mental health field since 1992 and has extensive training in multiple, evidence-based methods for working with and treating children and adults who have experienced developmental trauma as well as delivering training to public schools on becoming trauma informed. She is designated as a lead ARC (Attachment, Self-Regulation and Competency) trainer for the state of Vermont and is process of being certified in the Neuro-Sequential Model of Therapeutics (NMT). In addition to providing oversight and developing clinical programming for trauma-informed, day treatment schools, Kym is also a Positive Behavior Intervention and Supports (PBIS) coach, consultant and trainer with the Vermont BEST (Building Effective Strategies for Teaching Students with Behavioral Challenges) project.

**Kristin Beswick**is an Implementation Coach and Trainer for Vermont PBIS. She is a licensed School Psychologist and has been working in the NEK as a Behavior Specialist in schools for 13 years. Prior to Vermont, she worked for seven years as a School Psychologist in NY, Illinois, Iowa, and Arizona. She has been a PBIS Coach for three years and provided Universal Training to new schools embarking on PBIS.

**Teri M. Brooks, Ph.D., BCBA**- Since 1993, Teri has been working to promote positive behavior interventions in both home and school settings. Teri has a Ph.D. in Clinical Psychology, is licensed as a doctoral-level school psychologist, and is a Board-Certified Behavior Analyst (BCBA). Teri has 15 years of experience as a school psychologist providing a range of evaluation services, behavior consultation, and PBIS coaching support. In 2015, she founded her private practice, Behavior Solutions for Children and Families, LLC, where she currently provides behavior analysis/therapy, PBIS coaching, training, and evaluation services to children, their families and schools within Windham County and beyond.

**Susannah Everett** received her Ph.D. in clinical and school psychology from the University of Virginia and completed her internship and postdoctoral fellowship at Dartmouth Hitchcock Medical Center. She worked as a clinical and school psychologist in communities in Oregon and Connecticut prior to joining the Center for Behavioral Education and Research (CBER) at the University of Connecticut. Susannah’s research associate position at CBER is dedicated primarily to supporting the implementation of Positive Behavior Interventions and Supports within schools, districts, and states throughout the Northeast PBIS Network. She provides training, evaluation, and technical assistance to schools with a specific focus on supporting data-based decision making and implementation fidelity across tiers of interventions.

**Adam B. Feinberg,** Ph.D., BCBA-D, is an Assistant Research Professor at the University of Connecticut and the Director of the Northeast PBIS Network. He earned his Ph.D. in school psychology from Lehigh University, and currently is a licensed Psychologist in Massachusetts. His research and clinical interests include the development and implementation of Multi-Tiered Systems of Supports in schools and districts, with a focus on developing and supporting coaching knowledge, skills, and networks.

**Dr. Kevin Feldman** is the Emeritus Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and an independent educational consultant working with publishers, schools, and districts across the country and in Asia. Dr. Feldman serves as lead consultant to a number of RTI/CCSS Instructional improvement related projects around the country supporting a rigorous effort to improve content area literacy or Tier 1 instruction in grades K-12.

**Jean Haigh, M.A.Ed.** is currently an Implementation Coach and Trainer for Vermont PBIS. She has over 40 years of experience in public education, serving individuals with disabilities. She has a strong background in adult learning, collaborative leadership, program and professional development, and systems design and review. Her graduate work focused on research in education through applied behavioral analysis. She has served as an MTSS External Coach and MTSS Early Education at NCSU, as a Special Education Director in LSSU and RCSU, and full time special education faculty at JSC. She is the immediate past president for the Green Mountain Club, and her passion is hiking!!!

**Cortney Keene** has been working with children with a variety of needs including autism spectrum disorder, ADHD, Down Syndrome, Emotional and Behavioral Disorders, and others since 2005. Over the past 12 years, Cortney has worked in a variety of roles: special education teacher, special education technology integrationist, and as coordinator of an elementary autism program. Currently, Cortney is co-owner and Clinical Director of Keene Perspectives, a center-based ABA therapy clinic in White River Junction that she and her husband, Chris Keene, opened in January of 2018. She also works with two projects through the Center on Disability and Community Inclusion (CDCI) at the University of Vermont: as a coach and trainer for Vermont Positive Behavioral Intervention and Supports (VTPBIS) helping school teams implement the PBIS framework, and as a statewide behavior consultant for the Vermont I-TEAM providing support to teams who work with students with low incidence disabilities and complex support needs. She holds a BA in Psychology, an M.Ed. in Place-based and Environmental Education, and received a Certificate of Graduate Study (CAGS) in Emotional/Behavioral Disturbances. Cortney is also a Board Certified Behavior Analyst (BCBA) and Vermont Licensed Behavior Analyst (VT-LBA).

**Jon Kidde**has been exploring the concepts of restorative justice (RJ) for 20 years. Currently, he is an independent consultant focused on restorative justice and justice reform. He has played a critical role in the design, application, and enhancement of RJ within diverse settings. Jon co-authored Restorative Justice: [A Working Guide for Our Schools](http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf) with Rita Alfred in 2011. He is called upon to assist schools in their implementation of restorative approaches.

**Rhiannon M. Kim M.S., CCC-SLP RYT-200,** is a public school educator, university lecturer, and yoga instructor whose specialized focus is on mindfulness practices, self-regulation, coping strategies, and developmental childhood trauma. Rhiannon has worked in public schools for over nine years. She worked as both a paraeducator and an interventionist prior to earning a Master’s Degree in Communication Sciences and Disorders. She worked at Chamberlin Elementary for five years as the building-based Speech-Language Pathologist. She is currently part of the Clinical Team for the South Burlington School District. In addition to her work as an SLP, she lectures at UVM in the Communication Sciences and Disorders Department teaching Mindfulness and Helping Skills. She also lectures for Saint Michael’s College teaching both Mindfulness Based Practices for Educators Level I and Level II. Rhiannon is also a certified yoga instructor who has been teaching for over five years. **Ken Kramberg**is a member of the Vermont PBIS State Team and is a trainer for PBIS at the Universal, Targeted, and Intensive levels. He also provides training and support in Functional Behavior Assessment/Behavior Support Planning. Ken is one of a few internationally recognized Master Trainers in LSCI. He has over 30 years of experience as a teacher and director of programs for children with challenging behaviors.

**Rebecca Lallier**is a school counselor and PBIS coordinator at the Dothan Brook School in White River Junction, Vermont and an Implementation Coach and Trainer for Vermont PBIS. Dothan Brook has been recognized as a RAMP School of Distinction by the American School Counselor Association and as an Exemplar School by Vermont PBIS. Rebecca was named a 2017 National School Counselor of the Year Finalist.

**Dr. Joelle van Lent**is a licensed psychologist with over 20 years of experience working with children, families, and child serving agencies. Dr. van Lent has expertise as a therapist, clinician, evaluator, consultant, and trainer. Her work focuses on child and adolescent mental health, family therapy, trauma, and Autism Spectrum Disorder. Dr. van Lent’s approach is geared toward fostering resilience and creating communities that support healthy development. She is currently in private practice based in the northwestern part of Vermont and works across the state with schools and agencies.

**Kent McIntosh, Ph.D.,** teaches and conducts research in the areas of positive behavior support, equity in school discipline, and sustainability of evidence-based interventions in schools. He is Director of Educational and Community Supports, a research unit in the College of Education, University of Oregon.

**Annie O’Shaughnessy** teaches English half-time at the Center for Technology, Essex, teaches Mindfulness and Restorative Practices courses for educators through CVEDC, and trains educators in schools throughout the state. Annie is passionately committed to supporting teachers and schools in creating more mindful and restorative learning communities. The 180+ hours of clinical training she has received as a teacher at the Centerpoint School alongside 80 hours of training in RJ and an M.Ed. in Mindfulness for Educators has prepared her well to be of benefit to students, teachers, and schools as they work to meet the challenges facing them.

**Meg Porcella is the Education Programs Coordinator at the Vermont Agency of Education. In this role, she administers the Vermont BEST contract which includes the implementation of PBIS. Meg also manages BEST/Act 230 grants** to support the implementation of evidence-based and promising practices that support positive school climate, student proficiency, and personalization within a tiered system of academic and behavioral supports to assist all students in working toward attainment of the standards. Meg is available to consult with school teams about the 2018-19 BEST/Act 230 grant process.

**Sherry Schoenberg** is the director of the Vermont BEST Project, supported by the Agency of Education (AOE) to provide training and technical assistance to help Vermont schools address the needs of students who are at risk of or who have emotional and behavioral challenges. Current activities focus on the planning and implementation of Vermont Positive Behavioral Interventions and Supports (VTPBIS), which is presently active in approximately 163 Vermont schools. Sherry coordinates learning activities offered by the Vermont BEST Team. Responsibilities include exploring research-validated practices to be introduced into Vermont schools and providing professional development opportunities for educators and their interagency partners via an annual summer institute, regional workshops, school in-service workshops. Sherry is a VTPBIS trainer at all levels.

**Dr. Brandi Simonsen** is an associate professor of Special Education with tenure in the Department of Educational Psychology at the Neag School of Education and a Co-Director of the Center for Behavioral Education and Research (CBER; www.cber.org) at the University of Connecticut. She is a partner of the National Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS; [www.pbis.org](http://www.pbis.org/)). In addition, Dr. Simonsen serves as an associate editor for the Journal of Positive Behavioral Interventions. Currently, Dr. Simonsen conducts research, publishes, teaches, and provides training/technical assistance in the areas of (a) school- and class-wide PBIS, (b) positive and proactive professional development supports for teachers, and (c) applications of PBIS in alternative education settings. In addition, Dr. Simonsen coordinates UConn’s Graduate Certificate Program in School-wide Positive Behavior Support. Before joining the faculty at University of Connecticut in 2005, Dr. Simonsen was the director of a non-public (alternative) school for students with disabilities, who presented with challenging educational and behavioral needs. In addition to serving as an administrator and clinician, Dr. Simonsen has previously been certified as a teacher of elementary general education and middle-secondary special education.

**Jessica Villeneuve** is Dean of Students at Enosburg Falls High School after ten years of teaching history and social studies. For about two years, she focused on a transition to a more restorative model for discipline at this school. By using restorative justice circles, the Restorative Justice Committee helps students who have caused harm consider their actions and a plan for repair. Across the school, teachers, students, and staff are learning about restorative practices that can range from chat, to conferencing, to circles and encompass a more compassionate and mindful way of interacting.

**Tracy Watterson** has been an educator since 1986, serving children as a K-5 teacher, para-educator, interventionist, and K-8 math specialist in Missouri, Washington, and Virginia. She has served as adjunct professor at the University of Virginia, and provided professional learning in Washington, Virginia, and Vermont. For the past five years, Tracy has worked at the Vermont Agency of Education (AOE) as Multi-tiered System of Supports Program Manager, SWIFT SEA Co-Coordinator, and Elementary Mathematics Assessment Coordinator.

**Amy Wheeler-Sutton** is the Training and Development Coordinator for the Vermont BEST/PBIS State Team. Before joining the State Team, she was a school counselor at The Conservatory Lab Charter School in Boston, MA. Prior to that, she was school counselor for three years at the Dothan Brook School in White River Junction, a PBIS Exemplar School. As Training and Development Coordinator, Amy is responsible for designing and delivering PBIS trainings. She also plays a lead role in the annual evaluation of VTPBIS.

**Workshop Presenters**

**Rick Dustin-Eichler** is the principal of the Dothan Brook School in Hartford, VT. Over Rick’s seven years at Dothan Brook, the school has been recognized as a PBIS Exemplar School six times and the school’s system of supports was featured in the Vermont AOE’s “Join the Conversation” Video Series. Beyond PBIS, Rick works to build strong partnerships with the community to increase opportunities for Hartford’s children. Some of these recent initiatives have included partnering with a local childcare agency to improve access to Dothan Brook’s pre-kindergarten program, forming a multipronged relationship with Dartmouth College that resulted in the school receiving the New Hampshire Campus Compact President’s Community Partner Award, and developing collaborative working relationships with local organizations to provide students comprehensive wraparound services.

**Tom Faris** has worked as an educator in Vermont since 1978. He has been a special educator in specialized programs as well as public schools. He became a school administrator in 2000, first at Missisquoi Valley Union High School, then Essex High School. He has worked at the Vermont Agency of Education as a Multi-Tiered System of Supports Coordinator since July 2017.

**Jacqueline Feiss**is the Northwest Region Educational Consultant (Grade 5- High School) for the Vermont I-Team. Jackie works with school teams to provide the best education possible for students with different abilities through a consultative and training model. She holds a Masters of Education (K-12) degree from Lesley University of Massachusetts and has worked as an educator for the past 10 years in a variety of capacities. Jackie has served students as a Consultant, UDL coach, Inclusion Facilitator, Special Educator, and Behavior Consultant. She believes ALL students can learn and hopes to support school teams in designing accessible and flexible curriculum that makes all students feel challenged and supported.

**Melissa Hoyer**currently works at the Fair Haven Grade School as the Home-School Coordinator and Student Assistance Professional. Melissa focuses on building positive student connections, collaborating with community agencies and fostering positive family-school relationships. She has been emphasizing a multi-grade level kindness and anti-bullying campaign this year. Melissa has 20 plus years of experience working as an educator and also in the mental health field in NY, MA, and VT.

**Jolinda LaClair,** As Vermont Director of Drug Abuse Prevention, Jolinda is responsible for the oversight and management of Vermont’s Opioid Coordination Council which was established by the Governor’s second Executive Order on January 5, 2017. Prior to this role, Jolinda was Deputy Secretary for the Vermont Agency of Agriculture, Food, and Markets; State Director of USDA Rural Development for VT and NH; and State Director for U.S. Senator Jim Jeffords.

**Marge Lipson,** Emerita faculty, University of Vermont (1985-2009); Past Principal Investigator for VRI; Past Board Member Vermont Bar Association and Kids on the Block Vermont. Former teacher, reading specialist, and teacher educator. Currently: private consultant.

**Christine Lloyd-Newberry,** Director of Integrated Wellness Champlain Valley School District. With a Bachelor’s Degree in Social Work and a Master’s Degree in Public Administration, Christine has spent more than 20 years supporting youth and families as Program Manager, Crisis Case Manager, Child Protective Services Worker, and Counselor. Understanding that substance use disorders, and substance abuse are not confined to one subset of the population, Christine has directed her energies on identifying ways individuals and communities can support ALL students in being successful. Her message is one of hope focused on providing educators, parents, and youth the skills necessary to make healthy choices in the face of adversity.

**M.C. (Mary Catherine) Moran,** is Title IIA Director and Program Manager for Professional Learning at the Vermont Agency of Education.

**Bruce Perlow** operates as an educational consultant and YATST school coach, providing support to schools in the Champlain Valley and Southern Vermont. He has also played a major role in updating the evolving the YATST Curriculum. Bruce was first introduced to YATST at the 2011 Rowland Conference and immediately felt “awed and inspired” by the students and the work they were doing, partnering with adults to redesign their schools and their learning experiences. As Associate Director, he draws on his experience introducing YATST to Otter Valley Union to help other school teams realize the potential of YATST affiliation, as well as M3: Metacognition, Mindset, and Motivation.

**Bonnie** **Poe** is an Implementation Coach and Trainer for Vermont PBIS. Her undergraduate and graduate degrees are in special education from Georgia State University. She has 40 plus years of experience in public education, including 18 years as a school principal (she was a Vermont middle school principal of the year) and seven years as a director of student support services. Bonnie has worked as a SWIFT LEA Facilitator and has received additional training in mentoring, instructional coaching, and the four stages of the change process. She is a positive coach and resource who builds trusting relationships with all members of the school community.

**Meagan Roy, Ed.D.,** is Director of Student Support Services, Champlain Valley School District, and president of the Vermont Council of Special Education Administrators.

**Mariah Sanderson** has worked in the substance abuse field for nearly two decades as a counselor, case manager, and most recently as the Director of Burlington Partnership for a Healthy Community. Working with adolescents in a substance abuse rehabilitation center and with addicted and mentally ill adults in the criminal justice system, Mariah saw first-hand the pain and constant struggle of those who suffer with substance abuse addiction and their loved ones. She is passionate about building communities that provide youth and adults with the skills and environment to make healthy choices.

**Deborah Smith**is the Assistant Principal of Fair Haven Grade School. She has 11 years in administration as a Special Education Director and Asst. Principal. Prior to administration, Deborah was a special education teacher working with students with intensive needs socially, emotionally, and behaviorally. Deborah has been active in the Addison Rutland Supervisory Union MTSS initiative as well as the co-coordinator of the FHGS PBIS Leadership Team. She has participated in the VT Waddington Leadership Program and the VT Classroom Behavior Practice Coaching Program.

**Jesse Suter, Ph.D.,**is a faculty member at the University of Vermont and the Director of the Center on Disability and Community Inclusion in the College of Education and Social Services. His professional interests focus on the research, development, and evaluation of community and school-based programs for preventing and responding to emotional and behavioral challenges. He conducts research on school-based wraparound in PBIS schools, and he was lead VTPBIS wraparound trainer from 2011 to 2015.

**Lisa Woodward**is the Northwest Region Educational Consultant (Pre-K- Grade 4) for the Vermont I-Team. In this role, Lisa works collaboratively with school teams to support students with different abilities to be active learners with in their school communities through technical assistance and training. She has been working with students with special needs and their families in both school and home settings for the past 21 years. She has taught across the continuum of placements from a 1:1 discrete trial school for children with Autism, within student’s homes, to a center-based preschool program and as case manager and special educator for students with low incidence disabilities within a local public school in Vermont. Lisa holds a Bachelor of Psychology with certification in special education and general education, a Masters of Science degree in Special Education, and has worked toward her Assistive Technology Certificate.