**About the Institute Strand/Workshop Presenters and Topic-Based Consultants**

Use this list to learn about our presenters and topic-based consultants. If your team is interested in meeting with one of the presenters or consultants during the Institute’s afternoon team time, please email them directly. Please note **email addresses** are provided for the individuals available to meet with your teams.

**Chantelle Albin** **(Strand A)** is an Implementation Coach and Trainer for Vermont PBIS. She is a school counselor for a pre-k - 6th grade elementary school. She has a Master’s in Education with a school counseling endorsement and has been working with children ages 5-17 for the last 17 years in residential and public-school settings. Chantelle has a passion for assisting schools in developing the PBIS framework with fidelity and in using data to make and support decisions. She enjoys supporting schools with Universal level implementation, including the creation of school wide expectations, school wide acknowledgements/celebrations, teaching expectations, creating PBIS leadership team agendas, and supporting PBIS school-based coordinators. [**chanlalbin@gmail.com**](mailto:chanlalbin@gmail.com)

**Kym Asam (Strand A)** is an Implementation Coach and Trainer for Vermont PBIS. She has been providing coaching support to three SU/SDs in their installation of the Interconnected Systems Framework which is designed to establish a single system of delivery across education and mental health by deliberately integrating mental health, families, students and other community partners into the PBIS system. In addition, she currently provides training and project support to NFI Vermont in the areas of trauma-responsive school practices, internship oversight, and the agency’s overarching framework.  She has practiced as a licensed independent clinical social worker since 1992 and in addition to direct work with clients, provided clinical supervision to multiple staff and consultation to schools on complicated emotional/behavioral student needs. Kym has conducted numerous trainings for school personnel, both in and out of the state of Vermont, on resilience, empathic distress and developmental trauma. She also provides field placement supervision for MSW and BSW students from multiple universities. [**kymasam@nafi.com**](mailto:kymasam@nafi.com)

**Amanda Babcock (Strand E)** has been the Behavior Coach/PBIS School Coordinator at the JFK Elementary school in Winooski, VT for the past 7 years. Prior to that, she was the Behavior Specialist/PBIS School Coordinator at Swanton Elementary school for about 18 years. This is Amanda’s second year as a VTPBIS State Coach and Trainer working with schools implementing/ maintaining/assessing PBIS in schools.

**Marianna Donnally**is the School Mental Health and Practice Development Coordinator for the Vermont Department of Mental Health. Marianna trained as a clinical social worker at NYU, and she spent the majority of her career providing support in schools across the country from coast to coast. She has worked in large traditional public schools in the Lower East side of Manhattan to tiny alternative schools in Portland, Oregon. For the last 11 years, Marianna has been working in schools across Vermont and has been inspired by the level of passion and drive that she has witnessed by our educators and support staff**.** [**marianna.donnally@vermont.gov**](mailto:marianna.donnally@vermont.gov)

**Tracy Harris** has been with the Vermont Agency of Education for seven years as Coordinator for Behavioral Supports. As a member of the special education team at the Agency, she provides professional development and technical assistance on an array of special education and general education topics, with an emphasis on social emotional learning and behavioral interventions and supports. Prior to that, Tracy was Assistant Director and Integration Specialist at The Baird School, an independent school that provides special education and therapeutic interventions for students with significant social, emotional, and behavioral challenges. Tracy’s career began in the Winooski School District, as a Speech-Language Pathologist, Service Coordinator, and Team Leader. She instructed a course at the University of Vermont’s graduate program in Communication Sciences and Disorders. Tracy has spoken at numerous conferences around Vermont and the Northeast and authored a chapter in a book for educators on collaborative teaming and co-teaching. [**Tracy.harris@vermont.gov**](mailto:Tracy.harris@vermont.gov)

**Dr. Toni Harrison-Kelly (Strand F)** is a 16-year master teaching veteran and education consultant, having worked with a variety of community partners and trained over 1,300 parents and teachers to date. Dr. Harrison-Kelly earned her Doctor of Education in Curriculum and Instruction degree from Texas A&M University. She is also the Co-Founder of School Leadership for Social Justice (www.SLSJ.us), an equity firm focused on changing the story for students and for society. She currently leads the collaborative community involvement efforts of Southern Methodist University as the Executive Director of The Budd Center at Simmons College of Education and Human Development.

**Ali Hearn (Strand G)** is a national keynote speaker, trainer, and coach whose mission is to shift mindsets and ignite fires within others to create sustainable change and impact. Throughout her career she has worked with thousands of educators across the country, emphasizing the importance of improving social/emotional skills, promoting the installation of Restorative Practices within school systems, and reinforcing MTSS frameworks to better support the current needs of students, staff, and families. Ali’s diverse experiences as a school-based social worker first sparked her passion for working with people, and her years working with the Midwest PBIS Network in partnership with the National Center on PBIS, honed her skills in strengthening school systems and culture to positively impact social, emotional, and academic outcomes. Ali’s balance of energy, humor, candor, and heart not only inspires educators to want to make schools better but empowers them to know they can. Her unique style and approach make her a sought-after leader in educational spaces and a dynamic catalyst for change. Ali received her Bachelor of Fine Arts from the University of Illinois, her Master’s in Social Work from Loyola University in Chicago, is a certified Restorative Practices trainer, and a Licensed Clinical Social Worker. She shares monthly strategies, reflections, and resources with a growing online community through her “[*SPARKS*](https://www.heyalihearn.com/sparks/).” Find her at [*heyalihearn.com*](http://heyalihearn.com).

**Dr. Sharla Horton-Williams (Strand F)** has a 21-year career in early childhood and PK-12 education and is committed to achieving educational excellence and equity for all students - especially Black and Hispanic students who have historically been underserved in education. She has served as a teacher, assistant principal, and principal in private, public charter, and traditional public schools. Sharla earned a doctorate in curriculum and instruction from Texas A&M University.  Currently, Sharla is leading the collaborative academic recovery efforts to support 150,000 students across three Dallas-area districts.

**Lauralee Keach** **(Strand B)** has been working with children with a range of needs, including developmental disabilities and autism spectrum disorder, for the past 22 years. She received her initial training in behavior analysis in Maine, where she was a member of a team who established a center-based program for students with developmental disabilities and emotional and behavior disorders. Since returning to Vermont in 2003, Lauralee has worked as a Board Certified Behavior Analyst consulting to regional school districts, and currently is a member of the South Burlington School District’s Interdisciplinary Team, which provides behavior, psychological, and communication consultation services to students and school teams. Lauralee’s education includes a BA in Psychology and a M.Ed in Applied Behavior Analysis**.** [**Lkeach@sbschools.net**](mailto:Lkeach@sbschools.net)

**Jon Kidde (Strand N)** has been exploring the concepts of restorative justice (RJ) for 22 years and has played a critical role in the conceptualization, application, and enhancement of restorative justice within different contexts—education, justice, and within organizations in several states. Jon is currently an independent consultant focused on restorative justice and school discipline and juvenile justice reform living in Vermont. Jon received an MSW degree from the School of Social Welfare at University of California – Berkeley. He co-authored [Restorative Justice: A Working Guide for Our Schools](http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf) with Rita Alfred during the initial implementation of RJ within Oakland Unified School District. He is a Certified Dialogue Education Teacher.[**jonkidde@greenomegal3c.org**](mailto:jonkidde@greenomegal3c.org)

**Camille Koosmann (Strand M, Workshop G)** is a restorative practitioner, trainer, and coach who has been in the field of restorative practices since graduating from Champlain College in 2016. Camille has worked to apply restorative approaches in many settings, most recently in K-12 schools throughout Vermont. Camille formerly led the Restorative Practices in Schools program for the Franklin Grand Isle Restorative Justice Center, serving as the school-wide restorative practices coordinator for Bakersfield Elementary Middle School as well as providing support, training, and coaching to nine other schools in Franklin and Grand Isle counties. Currently she is the Youth Team Development Coordinator and school trainer for Starling Collaborative.

**Ken Kramberg** **(Strand I)** is a founding member of the Vermont BEST Project and has been an active member since 1995. He is also a member of the VTPBIS State Team and provides training and technical assistance at all levels. Ken is one of a few internationally recognized Master Trainers in LSCI. Additionally, Ken is a master trainer in Crisis Prevention and Intervention (CPI) and provides technical support to schools who request assistance around students with significant challenges. Ken has approximately 40 years of experience as a teacher and director of programs for children with challenging behaviors. [**Ken.kramberg@gmail.com**](mailto:Ken.kramberg@gmail.com)

**Rebecca Lallier (Strand D, Workshop D)** is a TA, Implementation Coach, and Trainer for Vermont PBIS. She spent 11 years as PBIS coordinator at the Dothan Brook School, a nine-year exemplar school, navigating all aspects of PBIS from initial implementation through revitalization, full implementation at all three tiers, and continuous improvement. Rebecca has 23 years of experience as a school counselor and was the 2016 Vermont School Counselor of the Year and a 2017 National ASCA School Counselor of the Year finalist. She is passionate about the importance of building trust and relationships while helping schools and teams center equity for all students, build on strengths, and solve problems to increase fidelity of PBIS implementation. Rebecca is especially interested in how PBIS, SEL, adult resilience, and positive school climate support and strengthen one another**.** [**Rebecca.lallier@gmail.com**](mailto:Rebecca.lallier@gmail.com)

**Steve Messier** **(Workshop F)** is a school administrator, coach, former school board commissioner, and certified A.L.I.C.E crisis response/safety instructor. Steve has over 20 years of experience working directly with children and adolescents, where his primary focus has been the development of social and emotional skills through experiential and relational practices. Over the last several years, Steve has served on the advisory councils of two public school alternative programs and overseen the creation and development of hands-on, socially supportive learning environments for at-risk youth. In his current role as the Director of Student Affairs at Missisquoi Valley Union, Steve provides support on issues related to social-emotional learning, student behavior, conflict resolution, mediation, bullying and harassment education, and school safety planning and training. Steve has previously served on school boards for the Saint Albans City School and the Franklin Central Supervisory Union (now Maple Run School District). Additionally, Steve is a founding member of the VT chapter of  
the Social-Emotional Learning Alliance for The United States (SEL4US) and operates an educational consulting company, Social Emotional Learning of Vermont, LLC where he provides training for educators on SEL best practices and implementation strategies. You can follow his work on Twitter at @SELearningEDU.

**Eliza Minnucci (Workshop A)**Eliza Minnucci, MEd, began Forest Days at the Ottauquechee School in 2013. She co-founded ForestKinder and has consulted with schools and educators across New England. She is adjunct faculty at Antioch University New England in the Nature-based Early Childhood Education program. She is the Elementary Flexible Pathways teacher in Tunbridge, VT where her two sons attend kindergarten and second grade.

**Howard Moody (Workshop B)** has been facilitating workshops for over 26 years with an emphasis on play, connection, and engagement. Howard has been a faculty member at the Omega Institute for Holistic Studies for over 21 years and he is the co-founder of The Adventure Game Theater, an extraordinary improvisational learning process for teens that has been featured on PBS and NPR. Howard is also a certified Advanced Trainer for The Nurtured Heart Approach and has recently completed a book, Nurtured Heart Play, in collaboration with Howard Glasser, the founder of the Nurtured Heart Approach. Howard has also recently self-published The Heart of Play Games Manual, Over 200 Activities for Connection and Joy, which focuses on bringing Social Emotional Learning and Mindfulness into the practice of leading games. [**howardmoody@earthlink.net**](mailto:howardmoody@earthlink.net)

**Meg Porcella**is the Director of the Student Support Services Division at the Agency of Education. She is also the director of the VT State Personnel Development Grant (SPDG).  Meg began her career in education as a secondary-level English teacher before leaving the classroom to work for a professional development agency in Connecticut. She has been with the AOE since 2015**.**[**Meg.porcella@vermont.gov**](mailto:Meg.porcella@vermont.gov)

**Devin Quinlan** **(Workshop F)** is currently the Behavior and Wellness Coach at Missisquoi Valley Union Middle and High School; where he also coordinates 504 and EST plans.  Devin has previously worked as a Dean of Students at a public high school, and spent 8 years as a Behavior Interventionist and Intake Coordinator at Northwestern Counseling and Support Services.  He has a Bachelors Degree in Secondary Education from the University of Vermont, is certified in Collaborative Problem Solving, and is a Senior Trainer in Life Space Crisis Intervention. In his free time, Devin enjoys being outdoors, playing golf, spending time with his two kids and dog, and working on his house.

**Audrey Richardson (Workshop L)** has been an educator for over 15 years as a high school English Teacher, literacy interventionist and literacy coach in Woodstock, Vermont.  Currently, Audrey is a Ph.D. candidate at UVM in the Educational Leadership and Policy Studies program hoping to graduate in the Spring of 2022.  Audrey’s central focus, in both her research and work with PLL, is the implementation of equitable systems that support literacy learning for ALL students. As PLL’s NEXIS coordinator Audrey is committed to bringing education stakeholders together from around the state to engage in actionable literacy change.  Audrey lives in Taftsville, Vermont with her dairy farmer husband and two daughters.

**Sherry Schoenberg (Strand E, Workshop J)** is the retired director of the Vermont BEST Project, which provides 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. A significant focus of the BEST Project is the planning and implementation of PBIS. Sherry is a VTPBIS trainer at all levels and has provided technical assistance on PBIS to Vermont schools since 2007. Areas of interest include systems development to support effective practices, integration of mental health within PBIS, and the efficient use of data for decision-making. [**Sherry.schoenberg@uvm.edu**](mailto:Sherry.schoenberg@uvm.edu)

**Dr. Brandi Simonsen (Strand K, Workshop C)** is a professor of Special Education and the Co-Director of the Center for Behavioral Education and Research (CBER; www.cber.org) at the University of Connecticut. She is also the Co-Director of the National Technical Assistance Center on Positive Behavior Interventions and Supports (PBIS; www.pbis.org), Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network (www.mtss.org), and a Senior Advisor to the National Center on Intensive Interventions (intensiveintervention.org).

**Evan Sivo** **(Strand I)** is the Coordinator of the ATLAS Program for the Champlain Valley School District (CVSD). Evan is a licensed special educator and a Board-Certified Behavior Analyst (BCBA). Over the past 13 years, Evan has worked as a behavior interventionist (BI) within Howard Center's INCLUSION Program, a classroom teacher at the Baird School, and a special educator at Hinesburg Community School. Evan enjoys consulting and supporting school teams in developing high-quality programming for students with significant social-emotional and behavioral challenges. [**esivo@cvsdvt.org**](mailto:esivo@cvsdvt.org)

**Josh Souliere** has worked for the Vermont Agency of Education for 18 years. Currently he is the Director of the Education Quality Division that oversees licensing, continuous improvement, and independent schools. For the majority of his time with the Agency he has worked with schools on their continuous improvement efforts, managed the development and implementation of resources and technical assistance, and provided oversight of Vermont’s accountability model for schools eligible for comprehensive supports. [**Josh.souliere@vermont.gov**](mailto:Josh.souliere@vermont.gov)

**Jen Stanchfield (Strand J, Workshop E)** works with schools worldwide to increase meaningful engagement, integration of social-emotional learning with academic content, and community building in the classroom and beyond. Jen's depth of experience, creativity, and knowledge of educational theory and practice is evident in her innovative yet practical workshops and publications that incorporate the art of facilitation and teaching with neuroscience and pedagogical research. Jen has worked as a teacher, a clinician in mental health treatment centers, an adventure educator, and professional training and organizational team building. She earned her master’s degree in Experiential Education from Minnesota State University and continues to pursue the latest research from the educational neuroscience field. Through these diverse experiences, she has developed an extensive repertoire of evidence-informed experiential activities, tools, strategies to engage, and informative professional development, books, and teaching resources. She is the author of Tips and Tools for the Art of Experiential Group Facilitation, and Inspired Educator, Inspired Learner: Experiential, Brain-Based Activities, and Strategies to Engage, Motivate, and Create Lasting Lessons.

**Dr. Kristabel Stark** is an incoming professor in the UVM College of Education and Social Services, in the special education department. Grounded in her own experiences as a special educator in Boston and Chicago, her research explores the working conditions and emotional experiences of educators. Through her research, Dr. Stark aims to help school leaders recognize the important role of emotions as a resource and liability in teachers' work, and the ways school leaders can structure their schools to create sustainable working conditions for special educators. She'd love to hear from you, and brainstorm with you about how to support special educators within your school! [**krstark@umd.edu**](mailto:krstark@umd.edu)

**Gregg Stoller** was most recently the district behavior coach for the Windham Southeast Supervisory Union (WSESU). He is a licensed school counselor (K-8), social worker and BCBA with over 30 years’ experience working in schools and mental health settings.  Gregg is a strong believer in inclusion for all students and was instrumental in the creation and oversite of the WSESU’s specialized inclusion programs (STEP).  As the chair of the district’s Social Emotional Academic Development committee, Gregg developed an expertise in the area of SEL assessment and spearheading SEL initiatives.  Gregg has been a PBIS coordinator and is trained as an instructional coach.  His passion is in providing training and coaching to educators with a focus on effectively addressing student behavior within the context of a trauma-informed approach. [**greggstoller@gmail.com**](mailto:greggstoller@gmail.com)

**Dr. Cassandra Townshend** **(Strand E, Workshop N)** is the Co-Director of the Vermont BEST/PBIS State Team housed within UVM’s Center on Disability & Community Inclusion. Previously, she was the Director of Special Education at Charlotte Central School and Director of Behavior Systems for Champlain Valley School District and was the previous training and development coordinator for the BEST/PBIS Project. Cassandra has extensive experience training, coaching, and consulting with schools on special education service delivery models, program development for students with significant behavioral concerns, PBIS, and SEL. Cassandra has over 13 years of experience as a certified trainer in Crisis Prevention and Intervention (CPI). [**Cassandra.townshend@uvm.edu**](mailto:Cassandra.townshend@uvm.edu)

**Jeremy Tretiak (Strand B)** is an Implementation Coach and Trainer for Vermont PBIS. He has been working in the field for nine years, during which he has been a classroom teacher and worked in both direct service and consultation roles with children, families, and schools. Jeremy earned his BS from St. Lawrence University and an MA in Education from Johnson State College. He has been a Board-Certified Behavior Analyst since 2015 and is also a Licensed Behavior Analyst in Vermont. He has extensive experience training and supporting school staff in the theory and implementation of principles and practices of Applied Behavior Analysis and PBIS.[**Jeremy.tretiakgmbc@gmail.com**](mailto:Jeremy.tretiakgmbc@gmail.com)

**Dr. Joelle van Lent (Strand L)** is a licensed psychologist with over 21 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. [**Joellevanlent@gmail.com**](mailto:Joellevanlent@gmail.com)

**Jessica Villeneuve (Strand M, Workshop H)** taught high school Global Citizenship for over a decade. During that time, she spearheaded the school’s efforts towards Restorative Practices to better address issues of inequity and conflict. From there, she began to present to a wider audience on the powerful impact of these processes. By becoming an administrator, Jessica began training teachers to implement restorative approaches in their classrooms and thereby decreasing behavior referrals and increasing the strength of the learning community. In the role of school administrator, she loved being able to work closely with families and community stakeholders to repair harms and work towards restoring relationships. As someone who has taken on a wide range of roles in schools, from paraeducator and tutor to teacher to principal, she brings a deep understanding of the complex challenges facing schools today and brings empathy and understanding to her work. She is the Director of Events for Starling Collaborative.

**Amy Wheeler-Sutton (Strand D, Workshop K)**is the Co-Director of 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, an Exemplar PBIS School. Amy trains and provides technical assistance on a variety of topics including PBIS, SEL, SWIS, data-based decision making, and alignment of initiatives. [**Amy.wheeler-sutton@uvm.edu**](mailto:Amy.wheeler-sutton@uvm.edu)