



Christina Bernier

Education

Doctoral Coursework, Leadership; UC, Williamsburg, Kentucky
Master in Education, Montessori/ECE, Loyola, Baltimore, Maryland
Graduation Certificate in PBS / ABA, NAU, Flagstaff, Arizona
Graduate Coursework, Leadership, Ottawa University, Kansas
Bachelor of Science, Administration of Justice, ASU, Tempe, Arizona

Certifications

Board-Certified Behavior Analyst (BCBA)
Licensed Behavioral Analyst (LBA) in Arizona, Montana, Texas, Virginia
ADHD Certified Clinical Services Provider (ADHD-CCSP)
Arizona Educator PK-12 Certification; ECE (birth-age 8),
SEI (Structured English Immersion), School Principal Certification (PK-12)

Other

Cogmed Licensed Provider (Working Memory, Attention, ADHD)
Certified Primary with the Association Montessori International (AMI)
Certified Group Fitness instructor (faith & fitness) – Revelation Wellness
Certificate in special education IEP facilitation

Specialized Interests

Integrative Health & Wellness, Neuroscience, ADHD – ASD & related disorders, Organizational Behavioral Management (OBM), Special Education & IEP Facilitation, Acceptance & Commitment Training (ACT) for all ages, Chronic Pain/Illness, including Pediatric Chronic Pain, Literacy & Language Intervention, Curriculum & Development.

Associations

APA - American Psychological Association Division 25. Behavior Analysis
ACBS - Association for Contextual Behavioral Science
CEC - Council for Exceptional Children
AMI - Association Montessori Internationale

LEADERSHIP EXPERIENCE

Behavioral & Educational Consultant/Contractor, 2016-2025

- In-person & Remote Behavioral Analysis Services- ABA (telehealth, school, home, & clinic)
- Educational Consulting & Interventions
- Implementation of Evidence-Based, Balanced & Motivating Approaches
- Comprehensive Assessment & Treatment Planning
- Acceptance & Commitment Training (ACT), Behavior Analytic Curriculum (Contextual Behavioral Science)
- Health & Fitness Coaching; Skincare Formulation
- Chronic Pain/Illness Coaching
- ASD & ADHD Treatment and Coaching
- School Avoidance Treatment
- Sleep Treatment
- Verbal Behavior & Communication Training
- Special education teaching (mild-moderate)
- Special education advocacy, Facilitate & Coordinate IEP/ISP Meetings
- Global Curriculum Content Designer, Decodable Passage Writer (Lexiled), Assessment Writer (prek-3rd grade language & literacy; reading intervention)
- Curriculum & Lesson Template Designer for the Department of Justice (serving children lost in immigration detention centers)
- Regional, local Professional Development Provider – Elementary and Early Childhood
- Parent Education and Support
- Early Reading, Literacy and Language Program Designer & Provider (including recruitment of school sites or students; afterschool and summer)
- Empowerment Scholarship Provider for Behavior Therapy & Educational Services

Catapult Learning, School-Based Mental Health Specialist, Pilot Program, Grant Funded 2023-2024

- Consulted with School Administration on High Priority Cases
- School Crisis and Risk Assessment Leader for Adults & Students
- Promoted Positive Behavioral Support & Interventions (PBIS)
- Provided on-going parent & staff training or coaching, including wellness
- Advocated for families needed special education services & behavioral health services
- Led individual and small group sessions (executive function, academic, social emotional learning)
- Provided screenings, assessments and created PBIS based behavior support plans
- Collected data and performed fidelity checks in classrooms
- Implemented Acceptance and Commitment Training (ACT) with staff & students
- Served on the Families at Promise collaborative, a multidisciplinary support team
- Created comprehensive reports and visuals showcasing growth to support fundraising
- Known as a school based mental health provider who had “impact”
- Clinically supervised by a licensed professional counselor

Peoria Unified School District, Behavior Interventionist

3 month end of year contract, 2021

- Served in the special education department and school administrative team
- Provided ABA services in a school setting (on-site & virtual)
- Implemented Acceptance and Commitment training (ACT) / AIM
- Responsible for all Functional Behavioral Assessments (FBAs)
- Created behavioral and social-emotional goals for IEPs and 504 plans
- Developed and implemented behavior support and intervention plans
- Provided direct services in special education & general education classes
- Redesigned small groups in engaging and evidence base ways
- Collaborated with multidisciplinary team members (OT, Speech, PT, SPED)
- Prepared and led the behavioral components of IEP meetings
- Performed fidelity checks related to behavior plan implementation by IA's or teachers
- Provided on-site parent consultation and training to support home – school goals
- Served as a key leader on the school crisis team in a school with the highest number of crisis calls
- Wrote detailed reports, provided exceptional documentation and data
- Evaluated as the most impactful behavior interventionist by school administration (offered another full year contract)
- Developed and led staff trainings alongside school psychologist
- Clinically supervised by School Psychologist, and BCBA -Behavior Analyst

Noom Health, Remote Health Coach 2018, 2021

- Motivational interviewing and Coaching
- Cognitive behavioral training (CBT)
- Telehealth
- Health coach & goal specialist
- Served on the quality assurance team
- Specialized in weight loss, obesity coaching, life coaching & education
- Monitored threat assessments for mental illness or eating disorders; and provided support
- Clinically supervised cases by a Psychologist and Behavior Analyst

Trinity Lutheran School, Kalispell, Montana

Principal and Behavioral Management, 2016-2018

- School turn-around principal in a school with a 40 percent poverty rated (Title I) by focusing on JOY & RIGOR
- Raised test scores from below the 40th percentile to the 15th percentile or higher in two years
- Increased enrollment to the highest level in 10 years; increased enrollment by 40 percent
- Exceeded all fundraising goals & recruited a high number of parent volunteers
- Rebranded the school. Led and created all marketing campaigns, advertisements, community press releases, video compaigns for social media, development activities, community partnerships
- Personally created a new website and managed updates
- Dramatically improved parent, student & staff satisfaction; facilitated on-going focus groups and anonymous surveys at regular intervals to keep a pulse on satisfaction or frustration levels
- Initiated the first math and writing benchmarks with frequent progress monitoring points

- Developed a comprehensive RTI framework with resources & templates
 - Provided a two year training series for all staff and personally modeled in class examples of highly effective student engagement practices, created a system of on-going continuous improvement in the area of student engagement towards 100% student engagement in class
 - Provided training and modeled live in class instructional best practices, small & whole group
 - Analyzed gaps in programming and curriculum; solved problems
 - Developed formative and summative teacher evaluations including daily-weekly walk-throughs
 - Provided differential positive reinforcement for staff (such as personalized rewards or immediate and authentic feedback – NOT ever simply saying “great job”)
 - Developed a personalized, relevant & continuous feedback loop for staff (*feedback that comes directly from the principal is highly effective; feedback was provided regularly by me; I did not rely on instructional curriculum coaches to provide my feedback*)
 - Established a peer-based instructional coaching model with video models
 - Created academic and positive behavioral intervention & support plans
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- Collaborated with local colleges to train and recruit teachers
 - Facilitated planning sessions with boards, parents, and faculty
 - Served as a professional development provider for the region, including all public schools
 - Taught PBIS based student small groups at lunch
 - Designed, marketed, organized, recruited community volunteers to help implement the first launch of innovative 5-8th grade electives and K-8 afterschool clubs built on talent and volunteer interests (*I personally designed and taught 5-8th grade health, fitness & nutrition, digital film making, & entrepreneurship courses; science & literacy early childhood on a rotating basis*)
 - Expanded Fine Arts: created a piano class with midi keyboards & computers, and added Art Masterpiece program taught by IAs or volunteers
 - Designed an “hybrid” online high school pilot program by partnering with a private classical
 - RUN-LOCK-FIGHT. Partnered with local police and trained and implemented “RUN-LOCK-FIGHT” active shooter response protocol
 - Terrorist Hacking Event. Joined a school cohort with the FBI and local law enforcement group involved in a local terrorist hacking event
 - Morning Greetings. Greeted every child & parent each morning at the entrance by name with the Pastor (along with playing uplifting joyful Christian music);
 - Surprise school-wide “Flashdances” in the hall with staff and families, revived a school spirit team (with conservative uniforms)
 - Designed theme based or game based family nights and open house known as “Encounters”
 - Classroom Environments. Trained staff on environmental best practices by establishing child-centered and literacy rich classrooms using high quality classroom environmental rating scales; staff self-assessed and changed their environment based on expectations
 - Community. Redesigned the lobby, by creating a vibrant welcoming space, with a parent library, and a place for families to wait, visit, or have lunch with their child
 - Wrote “Good News Friday” (a visual newsletter from the principal highlighting pictures of teachers in action, quoting students, taking pictures of learners in engaging learning activities from daily walkthroughs)
 - Evaluated as the most effective principal the Pastor had ever worked with at an LCMS school.

Prescott Valley Charter School, School Principal & Behavioral Management K-4, 2015-2016

- K-4 administrative and instructional leadership in a Title I school with an 85% poverty rate
- Participated in the vision of a school turnaround
- Modeled academic engagement & highly effective teaching strategies
- Provided walkthrough observational feedback and collaboratively set goals
- Monitored weekly lesson plans, curriculum resource implementation and provided feedback
- Increased rigor, engagement and child centeredness in K-4 classrooms
- Created targeted behavior support plans for students
- Provided PBIS behavior management K-12 to reduce problem behaviors
- Worked in tandem with the Special Education Director and Counselor
- Planned targeted professional development K-12
- Led a NASA partnership application, focused on GEMS – Girls in Engineering, Math, and Science
- Recruited community partners: Lockheed Martin, Embry Riddle, and Freeport McMoran Mining
- Utilized cognitive coaching with staff and parents in relation behavior change
- Differentiated reinforcement and feedback for staff based on performance and expectations

Kindercore, Early Literacy Provider, 2014-2015

- Implemented evidence based early literacy and language sessions
- Created engaging theme-based contextual content
- Led small groups on-site at schools
- Integrated social skills, music & movement, multi-sensory learning

Saint John XXIII Catholic School, Principal 2008-2011

- Increased enrollment to the highest level in the history of the school
- Exceeded all fundraising goals through new streams and initiatives
- Designed a streamD program, maker space, electives, clubs,
- Art masterpiece program by recruiting parent volunteers or IAs to implement an art masterpiece guided program that was held in class as a special
- Music Composition. Designed a way to integrate higher level thinking by creating a new option for students to compose their own music and lyrics on a piano by transforming computers into piano's with the use of midi-keyboards (I built this upon noticing how the schools classical music program already taught students to read and write music, as well as sing in tune)
- Implemented a school-wide bullying prevention program and emphasized character development
- Refined professional learning communities and learning for horizontal and vertical alignment
- Improved reading and math scores and reached the top 10% nationally from the 40th percentile
- Collaborated in planning sessions with boards, parents, and faculty
- Improved formative and summative teacher evaluations
- Implemented weekly walk-throughs to support students and teachers
- Created individualized plans for students with special needs
- Provided cognitive based instructional coaching with teachers, modeled best practices in class
- Recruited and maintained community partnerships

Arizona Department of Education, Exceptional Student Services, 2008, Early Childhood Specialist, 2003-2004

- Exceptional Student Services -Special Education Complaint Investigator
- Responsible for District and Charter School Compliance
- Specialized training in special education regulations and case law
- State-wide site visits to provide technical assistance districts
- Detailed report writing, and compliance documentation and timeline tracking
- Previously served as an Early Childhood Specialist
- Evaluated statewide early childhood programs for high quality learning conditions
- Developed and led large professional development events open to the public
- Consulted on grant applications and early childhood state-wide standards and provided input
- Presented research & Montessori crosswalk findings at Arizona State Board of Education on behalf of the Arizona Department of Education; resulting in continued grant funding for low income families to attend private Montessori preschools
- Invited to curriculum review teams who identify strengths and weaknesses in reading methods and evidence based reading programs, invited to review grants and AZ Standards.

Phoenix Elementary District, Early Childhood Coordinator & Contractor 2005-2007

- Provided administrative support for eleven inner-city Title I schools
- Led professional development, observational feedback & coaching in 14 schools
- Responsible for grant management, licensure, and ordering for early childhood classes
- Acted as a liaison for traditional preschool programs and the Montessori program
- Created a Reggio pilot – model classroom
- Assisted with the implementation of Reading First in three schools
- Training in English Language instruction using SIOP (Structured Immersion Observation Protocol)
- Participated in Cognitive Coach Training (CBT) to support instructional coaching
- Invited to a specialized Leadership Cohort
- Emphasized (PBIS) in early childhood classrooms
- Provided on-going early childhood professional development sessions

Instructional Designer, 2013

Arizona Distance Learning

- Curriculum mapping and scope and sequence for the K-5 science program
- Content writing for science extensions and labs for staff and parents (K-5)
- CCSS Alignment with a focus on priority standards and integrations

Arizona State University, Faculty Research Associate, 2006-2008

- A lead curriculum designer and writer for “Teaching Early Language and Literacy” or TELL which has been published in the Journal of *“Early Childhood Research Quarterly.”*
- Connected with leading researchers and wrote product specific white papers
- Provided mentoring and training for study participants in statewide preschools
- Integrated pivotal speech and language techniques, PBIS and social skills
- Integrated a range of engaging evidence based early learning strategies
- Created extensive visuals for each unit rooted in the context of real life
- Personally recruited study participants across school districts
- Completed fidelity checks in classrooms on a regular basis

Pearson Digital Learning, Instructional Design & Contractor, 2005 - 2008

- A lead curriculum content writer and instructional designer for Successmaker Reading
- Collaborated with artists, managers, sales, & content area writers
- Performed voiceovers and sound recordings to perfect scripts and speech sounds
- Wrote product-specific white papers on direct instruction & fluency
- Wrote decodable stories, songs, and chants by Lexile & D.O.K.
- Mapped state and national standards with benchmarks
- Strategically integrated high-frequency words (FRY, DOLCH) with academic vocabulary
- Infused multi-sensory learning, movement, music, Montessori practices
- Designed the top selling features of the curriculum by “gamifying” fluency drills

TEACHING EXPERIENCE

Mesa Public Schools, 2000-2003, Montessori multi-age classroom, first – third grade, December 2021- May 2023

- Served in a Title I school and diverse population
- Turned around a classroom with severe behavioral issues (40% of students had special needs)
- Created behavior support plans with visuals or other resources for home
- Focused on concentration, interests, choice, motivation and mastery learning
- Implemented I.E.Ps and help set goals with special education staff
- Trained colleagues in effective behavior management techniques (PBIS)

Camp Verde School District- Kindergarten, 2013-2015

- Kindergarten teacher and the only classroom serving as an inclusion model
- Raised literacy and math expectations & scores
- Infused movement, motivation, and engaging or high interest content into lessons
- Served in a Title I school district serving the Yavapai-Apache Nation
- Awarded 20 computers for Kindergarten classrooms
- Collaborated closely with special education providers

Columbia Falls School District Kindergarten Specialist, 2011-2012

- Developed a districtwide kindergarten early language and literacy intervention curriculum
- Included explicit dictation, phonics, spelling, and writing response development
- Reported the highest literacy gains in the history of the district by end of the year
- Integrated engaging, integrated context and child driven practices, including Montessori
- Invited to apply for a principal position due to the success of the program

Madison District, Teacher, 2004-2005

- Title I school serving international refugee families
- Teacher leader and recruited to train other staff in researched based literacy practices
- First grade child centered classroom, focused evidence based and engaging delivery

Keystone Montessori School, Teacher, 2002-2003

- Evaluated as a model Montessori classroom by independent evaluators
- Recruited to serve as a peer model and coach
- Integrated research-based methods of reading instruction

The Noble Child Montessori School (LLC), 1997-1999

- Director and Teacher
- High-quality PK-K Montessori school and group home

Montessori Day Schools

- Preschool and toddler teacher, 1993-1996

Other Professional Roles

National Action for Foster Children, Tempe, AZ 1996-1997

- Early childhood development trainer; trauma (foster parent training)
- Promotion of positive discipline and support
- Liaison with school districts for IEP progress monitoring
- Provided community referrals as needed
- Acted as a foster care licensing agent
- Collaborated in and co-leading DCS on-site child abuse investigations
- Regular home visits and interviews to monitor home conditions
- Extensive report writing and communication with government agencies, making stand-alone recommendations for or against potential foster care families or individuals

Professional Learning: Behavior Related

- The Inventory of Good Learner Repertoires, Steven Ward,
- Central Reach, 1.5 hours
- ABA in Schools, Supported by Central Reach, 1.0 hour
- ABLLS-AFLS Time Saving Tips, Central Reach, James Partington, and The Behavioral View, 1.0 hour
- ABLLS-R: Assessment of Basic Language and Learning Skills, James Partington, Ph.D, Central Reach
- Teaching Language to Children with Autism, James Partington, Ph.d, Central Reach, 5 hours
- ADHD- Behavior Analytic Assessment and Treatment of ADHD, Central Reach, Dr. Shannon Hill, 3 hours
- ACT: Ready to ACT? Incorporating Acceptance and Commitment Training (ACT) into Your Clinical Practice, Timothy Fuller, Ph.D, 1 hour
- ACT: Framing, Acting: It's Behaving, Of Course, Shannon Hill, Ph.D, Central Reach 1.0 hour
- ACT: Integrating Acceptance and Commitment Training into Behavior Analytic models, CentralReach, Dr. Shannon Hill, 2 hours
- Treatment of Trauma Using Respondent Conditioning, Dr. Michael Cameron, CentralReach, 1.0 hour
- Assent in Practice: Ensuring Dignity for All Learners,
- Central Reach, 1 hour
- Organizational Behavioral Management (OBM), CentralReach 1 hour
- BACB Approved BCBA Supervisor Training, CentralReach, 10 hours
- ADHD- CCSP Certified Clinical Services Provider, PESI, 32 hours
- ADHD in Children and Adolescents: Advances in Diagnosis, Treatment, and Management, Dr. Russel Barkley, PhD, 3.0 hours
- ADHD: Identifying and Treating the 1 in 5 Students with ADHD and Learning Disabilities Who Are Misunderstood and Misdiagnosed,
- Lynne Kinney, PsyD, Scottsdale, AZ 1.5 hours
- ADHD: CBT Strategies for Kids and Adolescents: Supporting Students with ADHD and Anxiety, David Pratt, PhD, MSW, 2.0 hours
- ADHD: Changing the ADHD Brain: Moving Beyond Medication, Dr. Stephanie Sarkis, PhD., NCC, DCMHS, LMHC, 6 hours
- ADHD: Extended Adolescence, Sharon Saline, Psy.D, 6.5 hours

- **ADHD: Adult ADHD and Targeting Executive Skills, Dr. Kevin Blake, Tucson, AZ Ph.D, LPC, 6.5 hours**
- **ADHD and Relationships, Dr. Ari Tuckman, PsyD, CST**
- **ADHD: Rethinking ADHD: A New Treatment Approach, Dr. Edward Hallowell, MD and Dr. John Ratey, MD, 2.0 hours**
- **ADHD: Psychopharmacology: Essential Updates for Mental Health Providers, Dr. Kenneth Carter, PhD ABPP**
- **ADHD Treatment, ACE, 1.0 Hour**
- **ADHD: Behavior Analytic Assessment and Treatment of ADHD Part 1: Listening and Distraction Errors of Inattention, Dr. Hill, ACE, 1.5 Hours**
- **ADHD: Behavior Analytic Assessment and Treatment of ADHD Part 2: Performance Errors of Inattention, Dr. Hill, ACE, 1.0 Hour**
- **ADHD Working Memory Training, Cogmed, 2.0 Hours**
- **ADHD: Increasing On-Task Behavior in ADHD, ACE, 1.0 hours**
- **ADHD: Executive Functioning, Dr. Najdowski, ACE 1.0 Hour**
- **Understanding and Utilizing Dialectical Behavioral Therapy (DBT) Skills in a Behavioral Analytical Way, Verbal Beginnings, ACE 2.0 Hours**
- **Acceptance and Commitment Training (ACT) Dr. Hahs, ACE, 1.0 Hour**
- **Emotional Behavioral Disorder Treatment, ACE, 1.0 hours**
- **Treatment of Trauma using Respondent Conditioning, Dr. Michael Cameron, Central Reach Institute, 1.0 hour**
- **Trauma Informed Applications of ABA, Dr. Rajaraman, ACE, 1.5 hours**
- **Trial-Based Functional Analysis, ACE, 1.0 Hour**
- **Functional Behavior Assessments in Schools, ACE 1.5 hours**
- **Practical Functional Assessment Overview, Dr. Greg Hanley**
- **Parent Training to Decrease Challenging Behavior, ACE, 1.0**
- **Parent Training: Effects of Parent Stress, Child Outcome, BCBA-Caregiver Relationship, ACE 1.0 Hour**
- **Interview Informed Synthesized Contingency Analysis (IISCA), Dr.Rajaraman, ACE, 1.0 Hour**
- **Latency Functional Assessments, Dr. Jessel, ACE, 1.0 Hour**
- **Mental Health in ABA, ACE, 1.0 Hour**
- **Anxiety Assessment, Dr. Moore, ACE, 1.0 hour**
- **Teaching Mindfulness as related to ABA, Dr. Felver, ACE, 1.0 Hour**
- **Sleep Data Collection and Graphing, FTF, Dr. Greg Hanely**
- **Behavioral Fitness (ABA approach to health), ACE, 1.0**
- **Quality Coaching Series: Motivational Interviewing OARS Series, Noom Health, Weight Loss (120 hours)**
- **PHI/HIPAA, Noom Health**
- **Honing Intuition, Motivational Interviewing, Noom Health**
- **Empathy and Motivational Interviewing, Noom Health**
- **Affirmations and Reflections, Motivational Interviewing, Noom Health**
- **Evoking Change Talk, Noom Health**
- **Creative Questioning, Noom Health**
- **Seeking Solutions, Noom Health**
- **Servant Leadership, Noom Behavioral Health**
- **SMART Goals, Noom Behavioral Health**
- **Clinical Supervision and Case Studies, Noom Health**
- **Acceptance and Commitment Therapy in A.B.A., Brandman University**
- **The A.B.C.'s of Behavioral Analysis (Brandman University),1.0 hour**
- **Positive Behavior Supports & Preventing Challenging Behavior, Addus**
- **Early Intensive Behavioral Intervention (EIBI), Dr. Parry-Cruwys, ACE 1.0 Hour**

- Synchronous Reinforcement, ACE, 1.0 Hour
- Preference Assessments 2.0, Dr. Tullis, 1.0 Hour
- Self-Control and Delay Tolerance, Dr. Tiger, ACE 2.0 Hours
- Behavioral Gerontology 1-2, ACE, 2.0 Hours
- Verbal Behavior Institute, Applied Behavioral Analysis, 80 hours
- PEAK Curriculum & Assessment Overview, University of Nebraska
- Pivotal Response Training Overview, Dr. Koegel, 1.0 Hour
- Naturalistic Behavioral Interventions, Dr. Hughes-Lika, ACE 1.0
- Incidental Teaching, ACE, 1.0
- Elopement, Dr. Boyle, ACE, 1.0 Hour
- Token Economies in Action, ACE, 1.0 Hour
- Under the Hood of Token Economies, Dr. Bourret, ACE, 1.0 Hour
- Tagteach, ACE, 1.0
- VB-MAPP, ACE, 1.0
- Functional Communication Training Interventions, Master ABA
- Prompt Dependence, Dr. Cividini-Motta, ACE 1.0 Hour
- Mand Training, ACE, 1.0 Hour
- Teaching to Tact, ACE, 1.0 Hour
- Attending, ACE, 1.0 Hour
- Joint Attention, ACE 1.0 Hour
- High-P/Low-P Sequence, ACE 1.0 Hour
- Behavioral Momentum, Dr. Ahearn, ACE, 1.0 Hour
- Contingencies During Delay Training, Dr. Ghaemmaghami, ACE, 1.0 Hour
- Precision Teaching, ACE 1.0 Hour
- Component Analysis of BST, ACE 1.0
- Visual Supports, ACE, 1.0 Hour
- Video Modeling Variations, ACE 1.0 Hour
- Instructional Fading, ACE, 1.0 Hour
- Interrupted Chain Procedure, ACE, 1.0 Hour
- Next Level Chaining, Dr. Bancroft, ACE, 1.0 Hour
- Response Interruption and Redirection, Dr. Ahearn, ACE, 1.0 Hour
- College of Direct Support, Elsevier, Addus Health 20 hours
- Individual Rights and Choice, Addus Health
- Responding to Behavior, Addus Health
- Maltreatment: Prevention and Response, Addus Health
- What is Neglect, Exploitation, and Response, Addus Health
- Characteristics that Increase Risk, Addus Health
- Rio Salado College, Addictions and Substance Abuse Counselor Courses, 15 hours
Addictions Seminar, Adolescent Substance Abuse Treatment Seminar, Motivation for Change in Substance Abuse Treatment Seminar, Domestic Violence and Substance Abuse Seminar, Street Drugs Seminar, Intervention and Treatment for Addictions and Substance Use Disorders Seminar (12 hours)
- LIN Health, Dr. Abigail Hirsh, PhD, Pain Psychologist,
- Chronic Pain, 80 hours
- Dr. Howard Schubiner, MD, Unlearn Your Pain, Chronic Pain, 3.0 hours
- Dr. Howard Schubiner, MD, Introduction to Emotional Awareness and Expression Therapy, Chronic Pain, (EAET), 2.0 hours

Professional Learning: Education Related

- Conflict Resolution Training, IEP Facilitator Certification, 16 hours
- Thinking Maps, M.P.S., 6 hours
- Fastbridge Assessment & Screening, M.P.S., 10 hours
- Foundations (Wilson), M.P.S., 6 hours
- Clifton Strengths Inventory, M.P.S., 2 hours
- ASPEN social-emotional training, M.P.S., 3 hours
- IEP PRO training, PUSD, 10 hours
- Teach Like a Champion: The Joy Factor, The Art of Consequence, Individual Private Correction, What to Do, Cold Call, Strong Start, Do Nows, Turn & Talks, Engagement, Positive Praise, Exit Tickets, Teach Like a Champion 2.0 Field Guide (30 hours)
- Spalding Training K-3 www.spalding.org (8 hours)
- PBIS (5 hours)
- Fountas & Pinnell Webinars / Benchmark Systems in Reading (4 hours)
- The Awakened: Book Study /Renewal with Faculty, (39 hours)
- American Council on Exercise, Health Coach Certification, (40 hours)
- Aims Web & Data Driven Instruction, Camp Verde, (14 hours)
- Mike Schmoker, Ph. D - FOCUS – Elevating the Essentials to Radically Improve Learning, Columbia Falls, MT (3 hours)
- Anthony Muhammad, Ph. D –Professional Learning Communities, Columbia Falls, MT (6 hours) 2012
- Unpacking the Common Core – Columbia Falls, MT (3 hours)
- Introduction to Orton-Gillingham (3 hrs.)
- Singapore Math, Tricia Solerno, Scottsdale, AZ (6 hours)
- Multiple Intelligences, Dr. Rene Diaz-Lefebvre, Scottsdale, AZ (3 hours)
- Whole Brain Teaching, Chris Biffle, Phoenix, AZ (6 hours)
- Reading First Conference, Tucson, AZ (24 hours)
- Conscious Discipline, Ginny Luther, Mesa, AZ
- Leadership Academy, Phoenix, AZ (32 hours)
- Center for Cognitive Coaching, Phoenix AZ (48 hours)
- Leaps and Bounds, Train the Trainer /Kinder Readiness for Parents
- Arizona State University (4 hours)
- Sheltered Instruction Observation Protocol (SIOP) Model
- English Language Learning, Scottsdale, AZ (24 hours)
- Critical Issues in Early Childhood, Arizona Department of Education (6 hours)
- Data Disaggregation, Phoenix, AZ (40 hours)
- County Reading Specialist Trained/Arizona Department of Education/Reading First
- DIBELS, LETRS, Sopris West, Dr. Louisa Moats, Anita Archer Sedona Arizona (40 hours)
- Reading/Literacy Coaching, WestEd/ Reading First conference (16 hours)
- Early Childhood Institute, Linking Brain Development to Early Childhood
- Zero to Three, Southwest Human Development (6 hours)
- A Framework for Understanding Poverty, Freta Parkes Mesa AZ (5 hours)
- Child Care Licensure, Facilities Training, Arizona Department of Health Services, (4 hours)
- Positive Classroom Instruction/Fred Jones Mesa AZ (56 hours)
- Healthy Families Arizona Training /Basic Core Family Assessment (40 hours)

Workshop or Conference Presenter

- **Self-Care Workshop: How to Avoid Burnout, Peoria Unified School District**
- **Positive Behavioral Intervention and Supports, Trinity Lutheran School**
- **Yes! We Can! Writing in Kindergarten, Regional Reading Conference**
- **Explicit/Direct and Effective Instruction (PJXXIII)**
- **Increasing Cognitive Rigor in Lesson Plans (PJXXIII)**
- **Early Literacy training (Phoenix Elementary)**
- **Evidence-Based Vocabulary Instruction (Phoenix Elementary)**
- **Teaching Early Language and Literacy (A.S.U.)**
- **Conscious Discipline Presenter District Conferences**
- **Montessori Unwrapped (A.S.U. College of Education)**

Papers or Publications

- **Faculty Associate and lead curriculum designer (with bylines). *Teaching Early Language and Literacy* (V.1) Arizona State University, 2008 Wilcox, M., Gray, S., Guimond, A. B., & Lafferty, A. E. (2011). Efficacy of the TELL language and literacy curriculum for preschoolers with developmental speech and language impairment. *Early Childhood Research Quarterly, 26*(3), 278-294. <https://doi.org/10.1016/j.ecresq.2010.12.003>**
- **Pearson Digital Learning, lead writer (with bylines) for some of the best-selling lessons, games, and scripts in the development of *Successmaker Next Generation, Reading - Supplemental Curriculum*, 2005 – 2008**
- **Association Montessori Internationale Accreditation Review. *Early Childhood Standards Crosswalk*, 2003. The crosswalk was personally presented to the State Board of Education to provide low-income, at-risk children access to accredited Montessori schools in Arizona. The crosswalk became part of Arizona rule.**
- ***Be Smart About Play*, Arizona Department of Education, 2003**
- **Environmental Justice Study. Researching the disproportionate number of hazardous waste generators in south Phoenix. The study resulted in a \$25,000 grant from the E.P.A. Arizona Department of Environmental Quality, 1996**

Volunteer and Community

- Cogmed ADHD Working Memory Scholarships
- Cognia/ AdvancEd Accreditation Evaluator
- St. Vincent De Paul, food bank and assistance for homeless
- Camp Verde Community Center – food service for homeless
- Camp Verde School – free tutoring for low-income students
- The Lighthouse in Camp Verde (halfway house, women)
- UMOM New Day Centers, Homeless Shelter – childcare
- Andre House, Homeless Shelter- food service
- Woodward Clyde, Motorola Environmental Cleanup
- The City of Scottsdale, social services, and food bank