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**STATE OF NEW HAMPSHIRE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF LONG TERM SUPPORTS AND SERVICES**

Lori A. Weaver
Commissioner

Melissa A. Hardy
Director

105 PLEASANT STREET, CONCORD, NH 03301
603-271-5034 1-800-852-3345 Ext. 5034
Fax: 603-271-5166 TDD Access: 1-800-735-2964
www.dhhs.nh.gov

August 21, 2024

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Health and Human Services, Division of Long Term Supports and Services, to enter into a **Sole Source** amendment to an existing contract with Pyramid Model Consortium (VC# 274159), Missoula, MT, to continue statewide implementation of the Pyramid Model framework through training and technical assistance to Family Centered Early Supports and Services programs and practitioners, by exercising a renewal option by extending the completion date from December 31, 2026 to June 30, 2027, effective upon Governor and Council approval with no change to the price limitation of \$75,000. 100% Federal Funds.

The original contract was approved by Governor and Council on March 13, 2024, item #16.

Funds are available in the following account for State Fiscal Year 2025, and are anticipated to be available in State Fiscal Year 2026 and 2027, upon the availability and continued appropriation of funds in the future operating budget, with the authority to adjust budget line items within the price limitation and encumbrances between state fiscal years through the Budget Office, if needed and justified.

05-95-93-930510-3674 HEALTH AND SOCIAL SERVICES, HEALTH AND HUMAN SVCS DEPT, HHS, DLSS-DEVELOPMENTAL SVCS, BUR-FAMILY CENTERED SERVICES, INFANT-TODDLER PROGRAM PT-C

State Fiscal Year	Class / Account	Class Title	Job Number	Current Budget	Increased (Decreased) Amount	Revised Budget
2024	102-500731	Contracts for Opr Svc	93053674	\$12,500	(\$12,500)	\$0
2025	102-500731	Contracts for Opr Svc	93053674	\$25,000	\$0	\$25,000
2026	102-500731	Contracts for Opr Svc	93053674	\$25,000	\$0	\$25,000
2027	102-500731	Contracts for Opr Svc	93053674	\$12,500	\$12,500	\$25,000
			Subtotal	\$75,000	\$0	\$75,000

EXPLANATION

This request is **Sole Source** because MOP 150 requires all amendments to agreements originally approved as sole source to be identified as sole source. The Contractor is the only authorized contractor able to perform the Pyramid-model services. These services support the social and emotional development of children up to five (5) years of age in early childhood environments, empowering children to succeed, by using evidence-based research, distinctive innovative techniques and global reach.

The purpose of this request is to extend the contract completion date by six (6) months at no additional cost to provide additional time needed to build local staff capacity to implement a successful Pyramid Model framework. This request is also to modify the contract payment terms to be deliverable-based instead of cost reimbursement. Upon further review and discussion with the Contractor, the Department determined this modification is needed to align the contract payment terms with the required work plan activities in the scope of the agreement and to facilitate payments more efficiently. The Contractor will only be paid upon acceptance and approval by the Department of the completed contract deliverables.

These services provide Family Centered Early Supports and Services programs and practitioners with the skills to use evidence-based practices and develop an infrastructure to support the implementation of the Pyramid Model framework in order to:

- Reduce challenging behaviors and increasing social skills in young children;
- Increase capacity of professionals and families to support young children's social and emotional development;
- Implement interventions to prevent and address challenging behaviors, enhance healthy attachment relationships; and
- Sustain implementation of the Pyramid Model with a plan to expand to additional FCESS programs.

Approximately 2,304 children and their families will be served during State Fiscal Years 2025, 2026, and 2027.

The Department will monitor to ensure critical elements within the Pyramid Model Early Intervention (Part C) Benchmarks of Quality, such as family engagement, building staff capacity, and providing interventions to children with persistent challenging behaviors, are either in place or have been met.

Should the Governor and Council not authorize this request, the Contractor will not have sufficient time needed to complete the required deliverables. Additionally, the Department will be unable to align the contract payment terms with the required activities outlined in the scope of the agreement and facilitate payment more efficiently.

As referenced in Exhibit A, Revisions to Standard Agreement Provisions of the original agreement, the parties have the option to extend the agreement for up to three (3) additional years, contingent upon satisfactory delivery of services, available funding, agreement of the parties and Governor and Council approval. The Department is exercising its option to renew services for six (6) months of the three (3) years available.

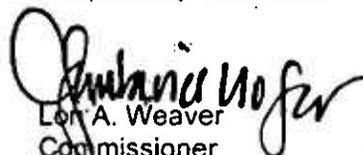
Area served: Coos, Carrol, Upper Grafton, Cheshire and Hillsborough counties.

Source of Federal Funds: Assistance Listing Number #81.181, FAIN # H181A230127

In the event that the Federal Funds become no longer available, General Funds will not be requested to support this program.

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
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Respectfully submitted,


Lori A. Weaver
Commissioner

**State of New Hampshire
Department of Health and Human Services
Amendment #1**

This Amendment to the Pyramid Model Implementation in Family Centered Early Supports and Services contract is by and between the State of New Hampshire, Department of Health and Human Services ("State" or "Department") and Pyramid Model Consortium ("the Contractor").

WHEREAS, pursuant to an agreement (the "Contract") approved by the Governor and Executive Council on 03/13/2024 (Item #16), the Contractor agreed to perform certain services based upon the terms and conditions specified in the Contract and in consideration of certain sums specified; and

WHEREAS, pursuant to Form P-37, General Provisions, the Contract may be amended upon written agreement of the parties and approval from the Governor and Executive Council; and

NOW THEREFORE, in consideration of the foregoing and the mutual covenants and conditions contained in the Contract and set forth herein, the parties hereto agree to amend as follows:

1. Form P-37 General Provisions, Block 1.7., Completion Date, to read:
June 30, 2027
2. Modify Exhibit B, Scope of Services; Section 1.1., to read:
 - 1.1. The Contractor must provide sustainable program-wide Pyramid Model Implementation training and technical assistance to practitioners at, a minimum of three (3), Family Centered Early Supports and Services (FCESS) programs that provide support to families within their home or where a child spends time, to help their child grow and develop, and develop processes and structures to support long-term sustainable and statewide implementation of the Pyramid Model framework up to 10 additional FCESS programs.
3. Delete Exhibit B, Scope of Services; Subsections 1.1.1. through 1.1.3.
4. Modify Exhibit B, Scope of Services; Section 1.7., to read:
 - 1.7. The Contractor must complete the Scope of Work in accordance with the Department approved Work Plan identified below. Due dates subject to change, upon written approval by the Department. For the purpose of this work plan, a day is defined as eight (8) full hours.

Work Plan		
Activities	Required Minimum Activity Duration	Description
Effective Date through 9/30/2024		
Provide general consultation regarding the Pyramid Model in accordance with the Section 1. Statement of Work.	A minimum of two (2) days.	In accordance with the Statement of Work, the Contractor must provide consultation regarding the application of the Pyramid Model framework, which must be conducted virtually via a web-based video conferencing software.
Provide regional program coach training sessions.	A minimum of one (1) day.	The Contractor must conduct a program coach training with identified program coaches for three (3) FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually via a

		web-based training module unless the Department requests in person trainings.
Provide program-wide Leadership Team training.	A minimum of two (2) days.	The Contractor must conduct a Leadership Team training with program coaches and Leadership Teams from the three (3) FCESS programs. This training must include completing the Early Intervention (Part C) Benchmarks of Quality and a comprehensive implementation plan for each program, which must be conducted virtually via a web-based training module unless in person training is requested by the Department. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
10/1/2024 – 12/31/2024		
Facilitate technical assistance calls to develop a specific implementation plan.	A minimum of two (2) days.	The Contractor must facilitate meetings via web-based video conferencing to develop an implementation plan specific to FCESS programs, including the identification of program coaches and local sites for initial implementation and a comprehensive plan for sustaining and scaling up (implementing statewide). The Contractor must develop processes and structures for sustained implementation of the Pyramid Model framework across programs within New Hampshire, which must be conducted virtually via a web-based video conferencing software.
Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years of age.	A minimum of two (2) days.	The Contractor must collaborate with the Department to guide the implementation process, develop supports and infrastructure and conduct training and technical assistance to use the Pyramid Model within the designated FCESS programs identified in Section 1.1. This must include planning Leadership Team composition, data collection, practitioner coaching and training, behavior support processes and staff-buy-in for each center, which must be conducted virtually via a web-based video conferencing software.
1/1/2025 – 3/31/2025		
Provide program coaching.	A minimum of eleven (11) days.	The Contractor must conduct a program coach training with identified program coaches for three (3) FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually via a web-based training module unless the Department requests in person trainings.
4/1/2025 – 6/30/2025		

Provide program coaching.	A minimum of eleven (11) days.	The Contractor must conduct a program coach training with identified program coaches for three (3) FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually via a web-based training module unless the Department requests in person trainings.
7/1/2025 – 9/30/2025		
Provide program-wide Leadership Team training.	A minimum of two (2) days.	The Contractor must conduct a Leadership Team training with program coaches and Leadership Teams from the three (3) FCESS programs. This training must include completing the Early Intervention (Part C) Benchmarks of Quality and a comprehensive implementation plan for each program, which must be conducted virtually via a web-based training module unless in person training is requested by the Department. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
10/1/2025 – 12/31/2025		
Provide practice training opportunities to practitioners.	A minimum of two (2) days.	The Contractor must conduct a Pyramid Model Early Intervention (EI) practice training with all three (3) FCESS staff, Leadership Teams and program coaches. The Contractor must use large and small group discussions, activities, videos and case studies to describe the practices related to Pyramid Model implementation within EI. The Contractor must provide an overview of the practitioner fidelity tool, the Early Intervention Pyramid Practices Fidelity Instrument (EIPPI), which s must be conducted virtually via a web-based training module unless in-person trainings are requested by the Department. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice base coach training.	A minimum of two (2) days.	The Contractor must conduct Practice-based Coaching in EI training with identified practitioner coaches from the three (3) identified FCESS programs. The Contractor must describe how to use practice-based coaching with EI practitioners and guide practitioner coaches in planning coaching. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide data coordinator consultation.	A minimum of one (1) day.	The Contractor must conduct data coordinator training with data coordinators from within the three (3) identified FCESS Programs. This must include identifying the tools and data collection systems needed to monitor outcomes.

Signed by:

Rob Corso

		The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide behavioral specialist training.	A minimum of one (1) day.	The Contractor must conduct behavior support specialist training with behavior support specialist from within three (3) FCESS programs. This must include using the Prevent-Teach-Reinforce for Families manualized system and a mobile application designed to support families with young children with challenging behaviors. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA the Contractor must provide ongoing coaching and support related to collecting data, making data-informed decisions, and monitoring all relevant outcomes with the three (3) FCESS programs.
1/1/2026 – 3/31/2026		
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
4/1/2026 – 6/30/2026		
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.

Assist the Department in implementing the Model statewide.	A minimum of sixteen (16) hours.	Through meetings, virtual via a web-based video conferencing software, and ongoing TTA; the Contractor must support the Department in sustained implementation of the Pyramid Model within the state including scaling-up three (3) additional FCESS programs and program coaches.
Activities	Required Minimum Activity Duration	Description
7/1/2026 – 9/30/2026		
Provide program-wide leadership team training.	A minimum of two (2) days.	The Contractor must conduct a Leadership Team training with the three (3) additional FCESS programs. This training must include completing the Early Intervention (Part C) Benchmarks of Quality, and a comprehensive implementation plan for each program. The training must be conducted virtually via a web-based training module unless requested in-person by the Department. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
10/1/2026 – 12/31/2026		
Provide practice training opportunities to practitioners.	A minimum of two (2) days.	The Contractor must conduct a Pyramid Model EI Practices training with all FCESS staff, Leadership Teams, and program coaches. The Contractor must use large and small group discussions, activities, videos, and case studies to describe the practices related to Pyramid Model implementation within EI. The Contractor must provide an overview of the practitioner fidelity tool, the EIPFFI. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice base coach training.	A minimum of two (2) days.	The Contractor must conduct Practice-based Coaching in EI training with identified practitioner coaches from all FCESS programs. The Contractor will describe how to use practice-based coaching with EI practitioners and guide practitioner coaches in planning coaching. The Contractor will work with the Department to determine how to provide training, virtual via a web-based training module or in person, and identify all individuals who should attend. The Contractor will use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
1/1/2027 – 3/31/2027		

Provide data coordinator consultation.	A minimum of one (1) day.	The Contractor must conduct data coordinator training with data coordinators from within each identified local program. This must include identifying the tools and data collection systems needed to monitor outcomes. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide behavioral specialist training.	A minimum of one (1) day.	The Contractor must conduct behavior support specialist training with behavior support specialist from within each identified local program. This must include using the Prevent-Teach-Reinforce for Families manualized system and a mobile application designed to support families with young children with challenging behaviors. The PMC must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty-four (21) hours.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
4/1/2027 – 6/30/2027		
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty-four (24) hours.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA, the Contractor must provide ongoing coaching and support related to collecting data, making data-informed decisions, and monitoring all relevant outcomes.
Assist the Department in implementing the Model statewide.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA, the Contractor must support the Department in sustained implementation of the Pyramid Model including scaling up to additional FCESS programs.

Signed by:
Rob Corso

Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years.	A minimum of one and a half (1.5) days or four (4) hours.	The Contractor must collaborate with the Department to guide the sustainability and scale-up of the Pyramid Model across the State, virtually via a web-based video conferencing software.
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5. Modify Exhibit C, Payment Terms; Section 3, to read:

3. Payment shall be for services provided in the fulfillment of this Agreement, as specified in Exhibit B, Scope of Work, Work Plan, Section 1.7. Due dates subject to change, upon written approval by the Department. For the purpose of this work plan, a day is defined as eight (8) full hours.

Work Plan		
Activities	Required Minimum Activity Duration	Deliverable Payment Amount
Effective Date through 9/30/2024		
Provide general consultation regarding the Pyramid Model in accordance with the Section 1. Statement of Work.	A minimum of two (2) days.	\$3,500.00
Provide regional program coach training sessions.	A minimum of one (1) day.	\$1,750.00
Provide program-wide Leadership Team training.	A minimum of two (2) days.	\$6,000.00
10/1/2024 – 12/31/2024		
Facilitate technical assistance calls to develop a specific implementation plan.	A minimum of two (2) days.	\$3,500.00
Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years of age.	A minimum of two (2) days.	\$3,500.00
1/1/2025 – 3/31/2025		
Provide program coaching.	A minimum of eleven (11) days.	\$3,000.00
4/1/2025 – 6/30/2025		
Provide program coaching.	A minimum of eleven (11) days.	\$3,750.00

Signed by:

Rob Corso

Contractor Initials

Date

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7/1/2025 – 9/30/2025		
Provide program-wide Leadership Team training.	A minimum of two (2) days.	\$3,500.00
10/1/2025 – 12/31/2025		
Provide practice training opportunities to practitioners.	A minimum of two (2) days.	\$3,500.00
Provide practice base coach training.	A minimum of two (2) days.	\$3,500.00
Provide data coordinator consultation.	A minimum of one (1) day.	\$1,750.00
Provide behavioral specialist training.	A minimum of one (1) day.	\$1,750.00
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	\$1,750.00
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	\$1,750.00
1/1/2026 – 3/31/2026		
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	\$1,750.00
4/1/2026 – 6/30/2026		
Provide Program Coaching and host phone calls/virtual meetings with program and practitioner coaches.	A minimum of eleven (11) days.	\$2,250.00
Assist the Department in implementing the Model statewide.	A minimum of sixteen (16) hours.	\$3,500.00
7/1/2026 – 9/30/2026		
Provide program-wide leadership team training.	A minimum of two (2) days.	\$3,500.00
10/1/2026 – 12/31/2026		
Provide practice training opportunities to practitioners.	A minimum of two (2) days.	\$3,500.00
Provide practice base coach training.	A minimum of two (2) days.	\$3,500.00
1/1/2027 – 3/31/2027		
Provide data coordinator consultation.	A minimum of one (1) day.	\$1,750.00
Provide behavioral specialist training.	A minimum of one (1) day.	\$1,750.00
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty-four (21) hours.	\$2,625.00
4/1/2027 – 6/30/2027		
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty-four (24) hours.	\$2,625.00
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	\$1,750.00
Assist the Department in implementing the Model statewide.	A minimum of eight (8) hours.	\$1,750.00

Signed by:

Rob Corso

Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years.	A minimum of one and a half (1.5) days or four (4) hours.	\$2,250.00
Total Paid		\$75,000.00

6. Modify Exhibit C, Payment Terms; Section 4, to read:

4. Payment for said services shall be made as follows:

- 4.1. The Contractor shall submit invoices for payment within thirty (30) days of acceptance of the Deliverable(s) in writing by the Department in accordance with Table 1.7., above.
- 4.2. The Contractor shall ensure invoices are in a format specified by the Department and include detailed information, as follows:
 - 4.2.1. Identification of the completed Deliverable(s);
 - 4.2.2. Deliverable(s) due date(s);
 - 4.2.3. Deliverable(s) actual completion date(s); and
 - 4.2.4. Date of Department acceptance of the Deliverable(s).

4.3. Is assigned an electronic signature, includes supporting documentation, and is emailed to BFCSInvoices@dhhs.nh.gov or mailed to:

Financial Manager
 Department of Health and Human Services
 129 Pleasant Street
 Concord, NH 03301

4.3.1. Supporting documentation of allowable costs with each invoice may include, but is not limited to, time sheets, payroll records, receipts for purchases, and proof of expenditures, as applicable.

7. Modify Exhibit C, Payment Terms; Section 5, to read:

5. The Department shall make payment to the Contractor within thirty (30) days of receipt of each invoice for the accepted Deliverable(s), subsequent to approval of the submitted invoice.

8. Delete Exhibit C-1, Budget, in its entirety.

All terms and conditions of the Contract not modified by this Amendment remain in full force and effect. This Amendment shall be effective upon Governor and Council approval.

IN WITNESS WHEREOF, the parties have set their hands as of the date written below,

State of New Hampshire
Department of Health and Human Services

8/27/2024
Date

DocuSigned by:
Melissa Hardy
Name: Melissa Hardy
Title: Director, DLTS

8/22/2024
Date

Pyramid Model Consortium
Signed by:
Rob Corso
Name: Rob Corso
Title: Executive director

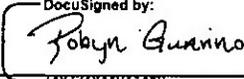


The preceding Amendment, having been reviewed by this office, is approved as to form, substance, and execution.

OFFICE OF THE ATTORNEY GENERAL

8/27/2024

Date

DocuSigned by:

Name: Robyn Guarino
Title: Attorney

I hereby certify that the foregoing Amendment was approved by the Governor and Executive Council of the State of New Hampshire at the Meeting on: _____ (date of meeting)

OFFICE OF THE SECRETARY OF STATE

Date

Name:
Title:

State of New Hampshire

Department of State

CERTIFICATE

I, David M. Scanlan, Secretary of State of the State of New Hampshire, do hereby certify that PYRAMID MODEL CONSORTIUM is a Colorado Nonprofit Corporation registered to transact business in New Hampshire on February 02, 2018. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: 787433

Certificate Number: 0006755300



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 21st day of August A.D. 2024.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

CERTIFICATE OF AUTHORITY

I, Sherilyn Analla, hereby certify that:

(Name of the elected Officer of the Corporation/LLC; cannot be contract signatory).

1. I am a duly elected Clerk/Secretary/Officer of the Pyramid Model Consortium.
(Corporation/LLC Name)

2. The following is a true copy of a vote taken at a meeting of the Board of Directors/shareholders, duly called and held on August 6, 2024, at which a quorum of the Directors/shareholders were present and voting.
(Date)

VOTED: That Rob Corso, Executive Director (may list more than one person)
(Name and Title of Contract Signatory)

is duly authorized on behalf of Pyramid Model Consortium to enter into contracts or agreements with the State
(Name of Corporation/ LLC)

of New Hampshire and any of its agencies or departments and further is authorized to execute any and all documents, agreements and other instruments, and any amendments, revisions, or modifications thereto, which may in his/her judgment be desirable or necessary to effect the purpose of this vote.

3. I hereby certify that said vote has not been amended or repealed and remains in full force and effect as of the date of the contract/contract amendment to which this certificate is attached. This authority was **valid thirty (30) days prior to and remains valid for thirty (30) days** from the date of this Certificate of Authority. I further certify that it is understood that the State of New Hampshire will rely on this certificate as evidence that the person(s) listed above currently occupy the position(s) indicated and that they have full authority to bind the corporation. To the extent that there are any limits on the authority of any listed individual to bind the corporation in contracts with the State of New Hampshire, all such limitations are expressly stated herein.

Dated: 8/16/2024



Signature of Elected Officer

Name: Sherilyn Analla

Title: Treasurer



THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS

Vision Statement

We envision equitable and inclusive environments that nurture and promote all infants' and young children's social emotional development and learning through the sustained high-fidelity implementation of the Pyramid Model.

Mission Statement

The Pyramid Model Consortium promotes equity and inclusion through the dissemination, sustainability, scale-up and high-fidelity use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.

PMC Strategic Priorities

The PMC Strategic Priorities for July 2019 – July 2022 are to:

1. Equity is a critical priority for the Pyramid Model. Equity should be explicitly infused in all of the strategic priorities 2- 8.
2. Provide effective training and technical assistance that support the high-fidelity implementation and sustainability of the Pyramid Model that results in children's social emotional growth and the reduction of children's challenging behavior. This includes utilizing certified trainers to provide ongoing training and coaching for new generations of Pyramid Model implementers.
3. Assist in guiding the development of community, tribal nations, state and national systems and structures (e.g. State Leadership Teams) that result in the implementation, scale-up and maintenance of high fidelity use of the Pyramid Model.
4. Establish and maintain ongoing evaluation systems for all major Consortium activities to ensure high quality, effective, and efficient services and resources. This includes engaging in systematic monitoring of the fidelity of the use of the Pyramid Model practices.
5. Develop resources, engage in, and disseminate research findings on effective practices in a form and manner that addresses questions often posed by providers, families and policy makers.
6. Offer up-to-date information on effective practices, systems, and procedures by maintaining and utilizing a variety of electronic and web-based media (e.g. modules, websites, Webinars, e-newsletters).
7. Consider the recruitment and selection of career professionals who make significant contributions to Pyramid Model research, implementation processes and resources for recognition as PMC Faculty to support the vision and mission of the organization.
8. Implement effective, efficient, and nimble legal, managerial, fiscal and personnel/contractual policies and procedures.

PYRAMID MODEL CONSORTIUM

Financial Statements and Report of
Independent Certified Public Accountants

As of December 31, 2021



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1221 W. Mineral Avenue, Suite 202
Littleton, CO 80120

☎ 303-734-4800

📠 303-795-3356

🌐 www.HaynieCPAs.com

Report of Independent Certified Public Accountants

Board of Directors
Pyramid Model Consortium

Opinion

We have audited the accompanying financial statements of Pyramid Model Consortium (a public benefit corporation) (the "Organization"), which comprise the statement of financial position as of December 31, 2021, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Pyramid Model Consortium as of December 31, 2021, and the results of its operations and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pyramid Model Consortium and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pyramid Model Consortium's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pyramid Model Consortium's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pyramid Model Consortium's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Haynie & Company

Littleton, Colorado
March 18, 2022

Pyramid Model Consortium
Statement of Financial Position
December 31, 2021

	2021
Assets	
Current Assets:	
Cash and cash equivalents	\$ 1,441,927
Investments	1,283,866
Accounts receivable	683,637
Prepaid expense	23,213
Total Current Assets	3,432,643
Property and equipment	
Furniture and equipment	1,178
Accumulated depreciation	(1,178)
Total Property and equipment	-
Total Assets	\$ 3,432,643
Liabilities and Net Assets	
Current Liabilities:	
Accounts payable	\$ 90,388
Deferred revenue	198,275
Total Liabilities	288,663
Net assets:	
Net assets without donor restrictions	3,143,980
Total Net Assets	3,143,980
Total Liabilities and Net Assets	\$ 3,432,643

The accompanying notes are an integral part of these financial statements.

Pyramid Model Consortium
Statement of Activities
For the Year Ended December 31, 2021

	2021
Support and Revenue:	
Consulting	\$ 2,470,592
Donations	12,554
Materials	1,032,294
Sales	57,736
Training	63,457
Travel	5,471
Total support and revenue	3,642,104
Expenses:	
Program Services	2,175,383
Supporting services -	
General and Administration	219,199
Total Supporting Services	219,199
Total Expenses	2,394,582
Other Income (Expenses):	
Interest	11,321
Dividends	5,717
Unrealized loss	(7,725)
Charitable contributions	(250)
Total Other Income (Expenses)	9,063
Change in Net Assets	1,256,584
Net Assets without donor restrictions - Beginning of Year	1,887,396
Net Assets without donor restrictions - End of Year	\$ 3,143,980

The accompanying notes are an integral part of these financial statements.

Pyramid Model Consortium
Statement of Cash Flows
For the Year Ended December 31, 2021

	2021
Cash flows from operating activities	
Changes in net assets	\$ 1,256,584
Adjustments to reconcile changes in net assets to net cash provided by operating activities:	
Unrealized (gain) loss in related interest	
Net changes in:	
Accounts receivable	15,171
Prepaid expenses	(23,213)
Accounts payable	(48,038)
Deferred revenue	198,275
Net cash from operating activities	1,398,778
Cash Flows from investing activities	
Purchase of investments	(759,313)
Net cash from investing activities	(759,313)
Net increase in Cash	639,465
Cash balance—beginning of year	802,462
Cash balance—end of year	\$ 1,441,927

The accompanying notes are an integral part of these financial statements.

**Pyramid Model Consortium
Statements of Functional Expenses
For the Year Ended December 31, 2021**

	<u>Program Services</u>	<u>Supporting Services General and Administration</u>	<u>Total 2021</u>
Accounting services	\$ -	\$ 10,501	\$ 10,501
Bank fees	76	1,610	1,686
Business licenses and permits	-	170	170
Computer and internet	26	4,689	4,714
Dues and subscriptions	-	500	500
Executive office	-	170,581	170,581
Travels	19,250	6,658	25,908
Insurance	1,490	2,347	3,837
Legal	-	7,245	7,245
Marketing	-	1,389	1,389
Materials	246,000	-	246,000
Meals and entertainment	-	42	42
Office supplies	-	60	60
Postage and delivery	-	152	152
Other professional fees	-	3,118	3,118
Training	1,908,541	-	1,908,541
Website	-	10,138	10,138
Total Expenses	\$ 2,175,383	\$ 219,199	\$ 2,394,582

The accompanying notes are an integral part of these financial statements.

Pyramid Model Consortium

Notes to Financial Statements

December 31, 2021

1. Organization

Pyramid Model Consortium (the "Organization") was established in 2014 as a public benefit corporation, to promote equity and inclusion through the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for supporting social emotional competence in infants and young children. Activities include implementation and sustainability of the Pyramid Model, training and technical assistance, guiding the development of communities, evaluation systems, develop resources, engage in and disseminate research findings on effective practices, offer up-to-date information on systems and procedures.

2. Summary of Significant Accounting Policies

Basis of Accounting

The accompanying financial statements have been prepared in accordance with United States Generally Accepted Accounting Principles (GAAP).

Method of Accounting

The Organization's records are maintained on the accrual basis of accounting, which means that income is recognized as it is earned, and expenses are recognized as they are incurred.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all cash on hand and demand deposits. The Organization considers all highly liquid investments, except those restricted for endowment, with an original maturity of three months or less to be cash equivalents.

Investments

The Organization adopted the provisions of FASB ASC 820 "Fair Value Measurements and Disclosures" which defines fair value, provides a framework for measuring fair value and outlines required disclosures regarding fair value. ACS 820 defines fair value as the price that would be received to sell an asset or paid to transfer a liability (i.e., the "exit price") in an orderly transaction between market participants at the measurement date under current market conditions.

Pyramid Model Consortium Notes to Financial Statements (continued) December 31, 2021

2. Summary of Significant Accounting Policies (continued)

In determining fair value, the Organization uses various valuation approaches. These provisions establish a fair value hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the most observable inputs be used when available. Observable inputs are those that market participants would use in pricing the asset or liability based on market data obtained from sources independent of the Organization. Unobservable inputs reflect the Organization's assumptions about the inputs market participants would use in pricing the asset or liability developed based on the best information available in the circumstances. The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2 – Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The availability of valuation techniques and observable inputs can vary from security to security and is affected by a wide variety of factors including, the type of security, whether the security is new and not yet established in the marketplace, and other characteristics particular to the transaction. To the extent that a valuation is based on models or inputs that are less observable or unobservable in the market, the determination of fair value requires more judgment. Those estimated values do not necessarily represent the amounts that may be ultimately realized due to the occurrence of future circumstances that cannot be reasonably determined. Because of the inherent uncertainty of valuation, those estimated values may be materially higher or lower than the values that would have been used had a ready market for the securities existed. Accordingly, the degree of judgment exercised by the Organization in determining fair value is greatest for securities categorized in Level 3. In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the level in the fair value hierarchy within which the fair value measurement in its entirety falls is determined based on the lowest level input that is significant to the fair value measurement.

Pyramid Model Consortium
Notes to Financial Statements (continued)
December 31, 2021

2. Summary of Significant Accounting Policies (continued)

Fair value is a market-based measure considered from the perspective of a market participant rather than an entity-specific measure. Therefore, even when market assumptions are not readily available, the Organization's own assumptions are set to reflect those that market participants would use in pricing the asset or liability at the measurement date. The Organization uses prices and inputs that are current as of the measurement date, including periods of market dislocation. In periods of market dislocation, the observability of prices and inputs may be reduced for many securities. This condition could cause a security to be reclassified to a lower level within the fair value hierarchy.

The Organization's investments are generally included in Levels 1 and 2 of the fair value hierarchy as determined by quoted market priced on a national securities exchange. The following are the types of investments that the Organization held as of December 31, 2021:

	2021
Level 1	
Money Market account	\$ 747,992
Total Level 1	747,992
Level 2	
Certificates of Deposit	535,874
Total Level 2	535,874
Total Investments	\$ 1,283,866

Investments and certain cash and cash equivalents are held by a brokerage firm and managed by an investment advisor in accordance with the terms of an investment advisory agreement.

Purchases and sales of marketable securities are recorded on a trade date basis. Realized gains and losses on marketable securities are determined on a specific identification basis. Dividend income is recorded on the ex-dividend date and interest income is recorded on the accrual basis. Investment income is recognized when earned.

Accounts Receivable

Accounts receivable consist of accrued consulting and training services and sales of materials, generally due 30 to 60 days from the date which the service or sale is performed. Management expects all receivables will be fully collectible; accordingly, there is no allowance for uncollectible receivables.

Pyramid Model Consortium
Notes to Financial Statements (continued)
December 31, 2021

2. Summary of Significant Accounting Policies (continued)

Property and Equipment

Purchased equipment are recorded at cost. Depreciation is computed on the straight-line method over estimated useful lives of between one and five years. Repairs and maintenance are charged to expense as incurred. All fixed assets were fully depreciated as of December 31, 2021.

Revenue Recognition

Revenue is recognized when the underlying performance obligation has been fulfilled. Program service fees and payments under cost-reimbursable contracts received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively. Contributions are recognized when cash, or other assets, an unconditional promise to give, or notification of a beneficial interest is received.

Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and general and administration categories. Such allocations are determined by management on an equitable basis. The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Labor and Executive Office	Time and effort
Materials	Time and effort
Professional Services	Time and effort
Administrative and General	Time and effort

Recently Issued Accounting Pronouncements

In February 2016, the FASB issued ASU No. 2016-02, Leases (Topic 842). The new standard establishes a right-of-use ("ROU") model that requires a lessee to record an ROU asset and a lease liability on the balance sheet for all leases with terms longer than 12 months. The Organization is assessing the impacts of this standard on financial report.

Leases will be classified as either finance or operating, with classification affecting the pattern of expense recognition in the income statement. The new standard is effective for fiscal years beginning after December 15, 2021. A modified retrospective transition approach is required for lessees for capital and operating leases existing at, or entered into after, the beginning of the earliest comparative period presented in the financial statements, with certain practical expedients available. The Organization is currently evaluating the impact of the pending adoption of this new standard on its financial statements.

Pyramid Model Consortium
Notes to Financial Statements (continued)
December 31, 2021

2. Summary of Significant Accounting Policies (continued)

Concentration of Credit Risk

Financial instruments that potentially subject the Organization to a concentration of credit risk, consist of cash and cash equivalents. The Organization places its cash deposits with quality financial institutions to limit its credit exposure. Cash amounts are insured by the Federal Deposit Insurance Corporation ("FDIC"). Investment and cash amounts are insured by the Securities Investor Protection Corporation ("SIPC"). Amounts insured by SIPC are up to \$500,000 (with a limit of \$250,000 for cash). At times during the year, the Organization maintains cash balances in excess of the FDIC insurance limits. Management believes the risk in these situations to be minimal.

At year end, December 31, 2021, the Organization had cash and cash equivalents with a carrying value of \$2,154,215, of which \$500,000 was fully insured by the FDIC limits.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of support, revenue, and expenses during the reporting period. Actual results could differ from those estimates.

Tax Exempt Status

Pyramid Model Consortium is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except on net income derived from unrelated business activities. During 2021, the Organization had no unrelated business activities and believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization's federal tax returns (Form 990) for 2021 are subject to examination by the IRS, generally for three years after the returns are filed.

Subsequent Events

The Organization evaluated all events or transactions that occurred after December 31, 2021 through March 18, 2022, the date the financial statements were available to be issued. During this period, the Organization was not aware of any material recognizable subsequent events other than the below.

Pyramid Model Consortium
Notes to Financial Statements (continued)
December 31, 2021

3. Availability and Liquidity

The following represents Pyramid Model Consortium' financial assets at December 31, 2021:

	2021
Financial assets at period end:	
Cash & Investments	\$ 2,685,356
Accounts receivable	683,637
Total financial assets	3,368,993
 Financial assets available to meet general expenditures over the next twelve months	 \$ 3,368,993

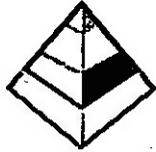
4. Accounts Receivable

Accounts receivable consists of uncollateralized amounts due to the Organization for services provided and contractual amounts due at year-end. Management has reviewed the collectability of the accounts receivable, and no allowance for doubtful accounts has been established at December 31, 2021.

Approximately 65% of gross accounts receivable at December 31, 2021 were from the Organization's five largest customers. Of these customers, two have individual receivable balances between 10% and 35% of gross accounts receivable at December 31, 2021.

5. Deferred Income

On December 2021, the Organization enters into a contract with a customer to held a conference in March 2022. The conference is a single performance obligation that the Organization will satisfy at a specific time. The Organization will recognize the balance as revenue when the conference is held.



THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS

Board of Directors 2024

Name	Office Title
Calvin Moore	President
Shannon Rudisill	Vice President
Sherilyn Marie Analla	Treasurer
Tionia Williams	Secretary
Donna Spiker	Member at Large
Yvette Sanchez Fuentes	Member at Large
Iheoma Iruka	Member at Large

Robert M. Corso

EDUCATIONAL BACKGROUND

- 2000 Ph.D. in Special Education
University of Illinois at Urbana-Champaign
Areas of Emphasis: Early Childhood and Program Evaluation
- 1993 Ed.M. in Curriculum & Instruction
University of Illinois at Urbana-Champaign
Area of Emphasis: Early Childhood Education
- 1990 B.S. in Accountancy
University of Illinois at Urbana-Champaign

PROFESSIONAL EXPERIENCE

- 2014-Present **Pyramid Model Consortium**
Executive Director
- Direct training and technical assistance to states, communities and local programs around supporting the social and emotional competence of young children.
 - Manage grants and fiscal activities for the organization.
- 2010-2015 **HEAD START CENTER ON QUALITY TEACHING AND LEARNING**
Vanderbilt University - Nashville, TN
Project Coordinator/Co-Principal Investigator
- Direct project activities around state training, strategic planning, and outreach activities.
- 2008-2012 **CENTER ON EFFECTIVE MENTAL HEALTH CONSULTATION**
Vanderbilt University - Nashville, TN
Staff
- Develop products related to Mental Health Consultation and the Pyramid Model

- 2002-2012 **CENTER ON THE SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING**, Vanderbilt University - Nashville, TN
Assistant Research Professor/Project Coordinator
- Director project activities around training, strategic planning, and outreach activities.
 - Manage fiscal activities for the Center and its subcontractors
 - Provide supervision to the project's staff and graduate students
- 1998-2010 **HILTON/EARLY HEAD START TRAINING PROGRAM**, Rohnert Park, CA
Evaluation Coordinator
- Measured short- and long-term outcomes, utilizing the philosophy of continuous improvement is interwoven into every aspect of the program design and evaluation.
 - Developed a wide variety of methods of data collection are used, including team applications, questionnaires, participant focus groups, and interviews.
 - Utilized a variety of strategies are used to evaluate strengths and weaknesses, identify obstacles to goal achievement, reflect on current successes, and identify further resources and information needed.
- 2001-2003 **GREAT LAKES QUALITY IMPROVEMENT CENTER FOR DISABILITY SERVICES**: Champaign, IL
Co-Principal Investigator/ Director
- Manage training and technical assistance network for Head Start/Early Head Start grantees in Illinois, Indiana, Ohio, Wisconsin, Minnesota and Michigan
 - Coordinate strategic planning and evaluation efforts to measure the impact of the training and technical assistance provided to early childhood programs
- 1998-2002 **CLAS EARLY CHILDHOOD RESEARCH INSTITUTE**: Champaign, IL
Project Coordinator
- Managed day-to-day operations of the work of the Institute
 - Present and disseminate information regarding the work of the project
- Evaluation Coordinator*
- Coordinated the evaluation activities for a large-scale federal research project examining issues of culture and language in early childhood and early intervention
 - Developed both quantitative and qualitative measurements to determine the impact of the project activities
 - Simultaneously collected and analyzed data from multiple sources
- 1994-1997 **PRESBYTERIAN MEDICAL SERVICES**: Farmington, NM
Administrator, Home-Based Programs:
- Managed Early Intervention Services, Disabled & Elderly and HIV/AIDS Medicaid Waiver Case Management, and Coordinated In-Home Care programs.
 - Assisted in administration and oversight of program operations including
 - * Early Intervention
 - * Head Start and Infant/Toddler Care
- Program Director, Little Feet Child Development Centers:*
- Handled all matters related to day to day administration and operation and the implementation of the educational curriculum for children birth to five years old.

1990-1994 **CRISIS NURSERY IN CHAMPAIGN COUNTY:** Urbana, IL

Program Coordinator:

- Worked in collaboration with community agencies providing services to the homeless, women in transition, and families experiencing domestic violence.
- Assisted with the family enhancement program providing parent education, parent support, and children's playgroups.

SELECTED PUBLICATIONS

Doubet, S. & Corso, R. M. (2011). Supporting children's social emotional development. In C. J. Groark (Series Ed.) and S. Maude (Vol. Ed.), *Early Childhood Intervention: Shaping the Future for Children with Special Needs and Their Families, Three Volumes: Vol. 2. Proven and Promising Practices in EI/ECSE*. Santa Barbara, CA: ABC-CLIO

Catlett, C., Maude, S., & Corso, R. (2009). Results of the Crosswalks Study. Manuscript to be submitted to *Journal of Early Intervention* or *Topics in Early Childhood Special Education*.

Corso, R. M. (2007). *Practices for enhancing children's social emotional development and preventing challenging behavior*. Gifted Child Today.

Corso, R., Brekken, L., Ducey, C., & Knapp-Philo, J. (2006). *Professional development strategies to support the inclusion of infants and toddlers with disabilities in infant-family programs*. Zero to Three, 26 (3), 36 – 42.

Santos, R., Corso, R., & Maude, S. (2006) *A model for increasing meaningful participation of diverse constituents in research..* Multiple Voices (9) 1, 28-42.

Santos, R. M., Corso, R.M., & Rothenberg,, D. (2005). *Information training and technical assistance: A case study of the CLAS Institute Web site*. In D. Edyburn, K. Higgins, & R. Boone (Eds.), *The handbook of special education technology research and practice*. Whitefish Bay, WI: Knowledge by Design, Inc.

Hemmeter, ML, Corso, R.M., & Fox, L. (2004). *Promoting young children's social emotional development and addressing challenging behaviors*. NABE News, 27 (4), 8-11.

Fowler, S.A., Santos, R.M., Corso, R.M. (Eds.) (2004). *Getting started: culturally and linguistically appropriate screening, assessment and family information gathering*. Sopris West. Longmont, CO.

Corso, R.M., Santos, R.M., & Fowler, S.A (Eds.) (2004). *Building healthy relationships with families to support service utilization*. Sopris West, Longmont, CO.

Santos, R.M., Corso, R.M., & Fowler, S.A (Eds.) (2004). *Language and communication: working with linguistically diverse families*. Sopris West. Longmont, CO.

Knapp-Philo, J., Corso, R.M., Brekken, L., & Heal, H. (2004). *Training strategies for the 21st century*. *Infants and Young Children*, 17(2), 171-183.

Hemmeter, M. L., & Corso, R. M. (Nov, 2004). *Let's Be Friends: Tips for teaching social skills and preventing problem behavior*. *The Utah Special Educator*, Salt Lake City, Utah: Utah Personnel Development Center.

Corso, R.M. (2003). *The Center on the Social and Emotional Foundations for Early Learning. Young Children*, 46-48.

Bruns, D., & Corso, R.M. (2003). *Working with culturally and linguistically diverse families*. *The Journal of the Coalition of Essential Schools*, 19 (2), 14-16.

Barrera, I., Corso, R.M., & Macpherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore, MD: Paul Brookes.

Bruns, D., & Corso, R.M. (2003). *Working with culturally and linguistically diverse families*. *The Journal of the Coalition of Essential Schools*, 19 (2), 14-16.

Barrera, I., & Corso, R.M. (2002). *Cultural competency as skilled dialogue*. *Topics in Early Childhood Special Education*.

Corso, R. M., Santos, R.M., & Roof, V. (2002). *Collect, select, and reflect: Adaptive practices and materials to honor the diversity of children and families*. *TEACHING Exceptional Children*.

Corso, R.M., & Bruns, D. (2001). *Working with culturally and linguistically diverse families*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Chen, D., McLean, M., & Corso, R. M., & Bruns, D. (2000). *Culturally and linguistically sensitive practices in motor skills interventions for young children* (CLAS Technical Report #11). Champaign, IL: University of Illinois at Urbana-Champaign, Early Childhood Research Institute on Culturally and Linguistically Appropriate Services.

Santos, R. M., Fowler, S. A., Corso, R. M., & Bruns, D. (2000). *Acceptance, acknowledgement, and adaptability: Selecting culturally and linguistically appropriate early childhood materials*. *TEACHING Exceptional Children*, 32 (3), 14-22.

RESEARCH/TEACHING EXPERIENCE:

- 2004 Instructor
Intervention Issues and Practices with Young Children with Disabilities
Department of Special Education
University of Illinois
- 2003 Instructor
Typical Development in Young Children
Department of Special Education
University of Illinois
- 2002 Instructor
Atypical Development in Young Children
Department of Special Education
University of Illinois
- 1999 Early Childhood Practicum Supervisor
Preschool and Infancy Placements
Department of Special Education
University of Illinois

SELECTED PRESENTATIONS

Hurth, J., Whaley, K., Corso, R. M., & Kaufmann, R. (March, 2007). Building Statewide Interagency Systems to Promote Positive Social and Emotional Development and Improve Behavioral Outcomes of Young Children. National Training Institute on Challenging Behaviors, Clearwater Beach, FL.

Corso, R.M., & Peterson, C. (June, 2006). Family and Service Provider Partnership. National Head Start Research Conference, Washington, DC.

Corso, R.M., Ducey, C., & Valverde, A. (Oct., 2006). *Evidence Based Child Find Strategies: Outreach to Families Most At Risk*. Presented at the 2006 Annual International Division for Early Childhood Conference, Little Rock. AR.

Maude, S., & Corso, R. (June, 2006). Writing outcomes for the evaluation of personnel preparation or program impact. Conference session presented at the 2006 National Association for the Education of Young Children's (NAEYC) National Training Institute, Miami, FL.

Corso, R.M., Brekken, L., Odinga, T. (July, 2006). Creating Harmony from Diverse Voices — Lessons Learned on Integrating Early Childhood Systems. 6th Annual Inclusion Institute, Chapel Hill, NC.

Corso, R., Bovey, T. & Allison, A. (April, 2006). Building Statewide Systems to Support Programs and Early Childhood Providers. National Training Institute on Challenging Behaviors, Clearwater Beach, FL.

Corso, R.M., Ducey, C., Jordan-DaSilva, F. (Oct., 2005). *Evidence Based Child Find Strategies: Outreach to Families Most At Risk*. Presented at the 2005 Annual International Division for Early Childhood Conference, Portland, OR.

Corso, R. (Sept., 2005). Children Connect Us: Working with Families to Promote Children's Social Emotional Development...and Preventing Challenging Behavior, Invited Keynote Wisconsin AEYC Annual Conference, Madison, WI.

Maude, S., & Corso, R. (June, 2005). Writing Outcomes for the Evaluation of Personnel Preparation or Program Impact. Conference session presented at the 2005 NAEYC National Training Institute, Miami, FL.

Maude, S., Corso, R., & Sherman-Proehl, L. (2004). Statewide Early Literacy Effort: An Example of How to Build Capacity and Sustainability Across the Early Childhood Education and Care Communities. Poster session presented at the 2004 American Evaluation Association Conference, Atlanta, GA.

Maude, S., & Corso, R. (2004). Writing outcomes for evaluating program impact. Invited preconference workshop presented at the 2004 Annual International Division for Early Childhood Conference, Chicago, IL.

Reising, P., Maude, S., Corso, R., Leff, J., Shelby, D., & Slattery, K. (2004). STARNET: The next generation. Poster session presented at the 2004 Annual International Division for Early Childhood Conference, Chicago, IL.

Corso, R.M., & Maude, S. (July, 2004). Developing an Outcomes Evaluation of Your Personnel Preparation Program. Invited workshop presented at the Illinois Faculty Institute, Oakbrook, IL.

OTHER PROGRAM EVALUATION EXPERIENCES:

Crosswalks: Outreach to infuse diversity in pre-service education. (2005 – Present)
Illinois Early Intervention Training Program (June 2007 – June 2008)
NAEYC Professional Development Division (December 2004 – 2006)
Illinois State Board of Education Training & Technical Assistance Div. (Sept 2002- Present)
Illinois Head Start Association – CATCH Grant (July 2005 – Jan. 2006)
Southern Oregon ESD (July 2004 – July 2005)
Iowa Every Child Reads Project Evaluation (June 2001 – December 2003)
Fulton County Schools Evaluation (June 2001 – June 2003)
Navajo Tri-State Evaluation of Effective Early Intervention Service (Aug. 2001)
Head Start Region V GLDSQIC Program Evaluation (March 1998 –August 2000)
Navajo Nation Growing In Beauty Program Evaluation (Feb. 1998 – Aug. 1998)

NATIONAL/STATE/COMMUNITY COMMITTEES

2005-Present	Division for Early Childhood Executive Board, Treasurer
2000-2005	Illinois Division of Early Childhood, Treasurer
1999-2000	Council for Exceptional Children Chapter #51, Treasurer
1998-1999	Council for Exceptional Children Chapter #51 - President
1997-1998	Illinois Council for Exceptional Children
1996-1997	New Mexico Northwest Regional Interagency Coordinating Council

MEMBERSHIPS AND ASSOCIATIONS

American Evaluation Association
Council for Exceptional Children - Division for Early Childhood
National Association for the Education of Young Children

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Erin Elizabeth Barton, Ph.D., BCBA-D

Education

Institution	Degree	Date Received	Major
Peabody College Vanderbilt University Nashville, TN	Ph.D.	06/2007	Special Education
DePaul University Chicago, IL	M.Ed.	06/2002	Early Childhood Education
University of Illinois at Urbana-Champaign	B.S.	05/1999	Human Development & Family Studies

Professional Experience

Jan 2023 – present	Founder and CEO, Barton Consulting, LLC
07/2017 – 05/2023	Associate Professor Early Childhood Special Education Program Department of Special Education, Peabody College (primary appointment) Department of Psychology and Human Development (secondary appointment) Vanderbilt Kennedy Center Member Vanderbilt University
07/2013 – 07/2017	Assistant Professor Early Childhood Special Education Program Department of Special Education, Peabody College Vanderbilt Kennedy Center Member Vanderbilt University
09/2010 – 07/2013	Assistant Professor Early Childhood Special Education Coordinator, BCBA Certification Program School of Education & Human Development University of Colorado Denver
09/2007 – 09/2010	Assistant Professor Co-Director, Early Intervention Program Department of Special Education & Clinical Sciences University of Oregon

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- 04/2008 – 09/2010 **Co-Director**
Oregon Institute for Autism in Early Childhood
University Center for Excellence in Developmental Disabilities
University of Oregon
- 08/2003 – 09/2007 **Research & Teaching Assistant**
Department of Special Education
Vanderbilt University
- 08/2000 – 08/2003 **Special Education Teacher**
Chicago Public Schools
- 09/2000 – 06/2002 **Teacher (2nd grade)**
After School Literacy Program
Chicago Public Schools

Recognitions and Honors

- 2021 **Peabody Faculty Excellence Award: Service to Students**
- 2020-2022 **Chancellor Faculty Fellow** at Vanderbilt University
- 2019 **The Merle B. Karnes Award for Service** from the Division for Early Childhood of the Council for Exceptional Children
- 2017 **Distinguished Early Career Research Award**
Council for Exceptional Children, Division for Research
- 2016 - 2018
2013 - 2015 **National Institutes of Health Pediatric Loan Repayment Program**
Awarded by the National Institute of Child Health and Development:
Examining Early Identification and Intervention Practices for Young Children with Autism
- 2012 **Award for Excellence in Research and Creative Activities**
School of Education and Human Development
University of Colorado Denver
- 2012 **Outstanding Autism Professional Finalist**
Autism Society of Colorado
- 2009 **Early Career Teaching Award**
College of Education
University of Oregon

Certifications

Board-Certified Behavior Analyst - Doctoral Level (BCBA-D)
Certificate #: 1-08-4055; Account #: BACB004406

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Certified: 2008; Next Recertification: 03/31/2022

Illinois Initial Type 04 Teaching License

Early Childhood, issued: 01/2002, expired: 06/2013; *currently inactive*

Publications

*The * denotes a student author.*

Refereed Publications

- *Pokorski, E., *Todt, M., Barton, E. E., Lloyd, B. P., *Willard, K., & *Martinez, A. P. (2022). Lag schedules and functional communication training: A systematic replication and extension. *Journal of Early Intervention*.
- *Winchester, C., Barton, E. E., *Trimlett, G., & Ledford, J. R., (in press). Preventing challenging behavior using physical activity with young children. *Topics in Early Childhood Special Education*.
- Vatland, C., Barton, E. E., Hemmeter, M. L., Fox, L., Pham, L., & Henry, G. (in press). Development and validation of a tool to examine program-wide implementation of the Pyramid Model. *Journal of Positive Behavior Interventions*.
- Maggin, D., Lane, K., Reichow, B. R., & Barton, E. E. (in press). Unintended consequences: Commentary on revisions to the What Works Clearinghouse Procedures for Single-Case Review. *Remedial and Special Education*.
- Todt, M., Barton, E. E., & Ledford, J. R. (in press). Teaching and promoting generalization of peer imitation with preschoolers with disabilities. *Journal of Early Intervention*.
- Strain, P., Fox, L., & Barton, E. E. (in press). On expanding the definition and use of procedural fidelity. *Research and Practice for Persons with Severe Disabilities*.
- Ledford, J. R., Lambert, J., Barton, E. E., & Ayers, K. (in press). The evidence base for autism interventions: A call to improve practice conceptualization and synthesis. *Focus on Autism and Developmental Disabilities*.
- Fettig, A., Meyer, L., Locchetta, B., & Barton, E. E. (in press). Using DEC Recommended Practices to support learning during a global pandemic. *Young Exceptional Children*.
- Romano, M., Schnurr, M., Barton, E. E., Woods, J., & Weigel, C. (in press). Peer coaches as community-based competency drivers in family guided early intervention. *Topics in Early Childhood Special Education*.
- Cook, B., Johnson, A., Maggin, D., Therrien, W., Barton, E. E., Lloyd, J., Reichow, B., Talbott, E., & Travers, J. (in press). Open Science and Single-Case Design Research. *Remedial and Special Education*.
- *Martinez Cueto, A. P., Barton, E. E., & *Bancroft, J. (in press). The effects of training and performance feedback on preservice teachers' use of statements that promote social interactions. *Journal of Positive Behavior Interventions*.
- Hemmeter, M. L., Barton, E. E., Fox, L., Vatland, C., Henry, G., Pham, L., Horth, K., *Taylor, A., Binder, D., & Veguilla, M. (2023). Program-wide implementation of the Pyramid Model: Supporting fidelity at the program and classroom level. *Early Childhood Research Quarterly*.
- *Trimlett, G., Barton, E. E., *Baum, C., *Robinson, G., *Schulte, L., & *Todt, M. (2022). Teaching board game play to young children with disabilities. *Journal of Positive Behavior Interventions*, 24(1) 32–45.

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- Cook, B. G., Johnson, A. H., Maggin, D. M., Therrien, W. J., Barton, E. E., Lloyd, J. W., Reichow, B., Talbott, E., & Travers, J. C. (2022). Open science and single-case design research. *Remedial and Special Education, 43*(5), 359-369. <https://doi.org/10.1177/0741932521996452>
- Cho, S. J., & Barton, E. E. (in press). Modeling multivariate count time series data with a vector poisson log-normal additive model: Applications to testing treatment effects in single-case designs. *Multivariate Behavioral Research*.
- *Gomez, L., Barton, E. E., *Locchetta, B., & *Winchester, C. (in press). The effects of email performance feedback on teachers' use of play expansions. *Journal of Early Intervention*.
- *Murray, R., & Barton, E. E. (in press). Training pediatricians to implement autism screening tools: A review of the literature. *Review Journal of Autism and Developmental Disorders*.
- Steed, E., Barton, E. E., & Strain, P. (2021). Instructional approaches that promote positive social outcomes for young children: A historical literature review. *Journal of Positive Behavior Interventions, 23*(3), 201–213.
- *Velez, M., Barton, E. E., Yoder, P., & *Wright, J. (in press). Systematic prompting of peer-related social behaviors in a small group academic instructional context. *Behavior Disorders*.
- *Milam, M., Hemmeter, M. L., & Barton, E. E. (in press). Evaluating the efficacy of stay-play-talk with preschoolers. *Journal of Early Intervention*.
- *Wright, J., Knight, V., & Barton, E. E. (in press). A review of video-based modeling to teach STEM to students with autism and intellectual disability. *Research in Autism Spectrum Disorders*.
- Pokorski, E. A., & Barton, E. E. (in press). A systematic review of the ethics of punishment-based procedures for young children with disabilities. *Remedial and Special Education*.
- *Wright, J., Barton, E. E., & Knight, V. (in press). Video prompting to teach robotics and coding to middle school students with autism spectrum disorder. *Journal of Special Education Technology*.
- Locchetta, B., *Domingo, M., & Barton, E. E. (in press). Family Style Dining: Making the most of mealtimes! *Young Exceptional Children*.
- *Heidlage, J., *Cunningham, J. E., Kaiser, A. P., Trivette, C. M., Barton, E. E., Frey, J. R., & Roberts, M. Y. (in press). The effects of parent-implemented language interventions on child linguistic outcomes: A meta-analysis. *Early Childhood Research Quarterly*.
- *Sweeney, E. M., Barton, E. E., & Ledford, J. R. (in press). Using progressive time delay to increase levels of peer imitation during sculpting play. *Journal of Autism and Developmental Disorders*.
- Harris, B., Barton, E. E., & McClain, M. (2020). Inclusion of racially and ethnically diverse populations in ASD intervention research. *Research in Autism Spectrum Disorders, 73*, 101551.
- Barton, E. E., *Velez, M., *Pokorski, E. A., & *Domingo, M. (2020). The effects of email performance-based feedback delivered to teaching teams: A systematic replication. *Journal of Early Intervention, 42*(2), 143-162.
- *Francis, R., *Winchester, C., Barton, E. E., Ledford, J. R., & *Velez M. (2020). Using progressive time delay to increase levels of peer imitation during play with preschoolers with disabilities. *American Journal of Intellectual and Developmental Disabilities, 125*(3), 186-199.

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- Barton, E. E., *Murray, R., *O'Flaherty, C., *Sweeney, E., & *Gossett, S.** (2020). Teaching object play to young children with autism and other disabilities: A systematic review of methods and rigor. *American Journal of Intellectual and Developmental Disabilities, 125*, 14-36.
- Ledford, J. R., **Barton, E. E., *Zimmerman, K., *Severini, K., & *Pokorski, E.** (2019). Visual display of graphic data in single case design studies: Systematic review and expert preference analysis. *Education and Training in Autism and Developmental Disabilities, 54*, 315-327.
- *O'Flaherty, C., **Barton, E. E., *Winchester, C., & *Domingo, M.** (2019). Coaching teachers to increase their facilitation of social interactions with toddlers. *Journal of Positive Behavior Interventions, 21*, 199-212.
- *Pokorski, E. A., **Barton, E. E., & Ledford, J. R.** (2019). Assessing the differential effects of known and mystery rewards in a preschool-based group contingency. *Journal of Early Intervention, 41*, 256-275.
- Barton, E. E., *Rigor, M. N., *Pokorski, E. A., *Velez, M., & *Domingo, M.** (2019). Using text messaging to deliver performance feedback to preservice teachers. *Topics in Early Childhood Special Education, 39*, 88-102.
- Wolfe, K., **Barton, E. E., & Meadan, H.** (2019). Systematic protocols for the visual analysis of single-case research data. *Behavior Analysis in Practice, 12*, 491-502.
- Lloyd, B. P., **Barton, E. E., Ledbetter-Cho, K., Pennington, B., & Pokorski, E. A.** (2019). Function-based interventions in K-8 general education settings: A focus on teacher implementation. *Elementary School Journal, 119*(4), 601-628.
- *Qiu, J., **Barton, E. E., & Choi, G.** (2019). Using the system of least prompts to teach play to young children with developmental delays. *Journal of Special Education, 52*, 242-251.
- *Goldman, S., *Sanderson, K., A., Lloyd, B. P., & **Barton, E. E.** (2019). Effects of school-home communication with parent-mediated reinforcement on off-task behavior for students with ASD. *Intellectual and Developmental Disabilities, 57*, 95-111.
- *Severini, K., Ledford, J. R., & **Barton, E. E.** (2019). Implementing stay play talk with children who use AAC. *Topics in Early Childhood Special Education, 38*, 220-233.
- Barton, E. E., *Choi, G., & *Mauldin, E. G.** (2019). Teaching sequences of pretend play to young children with disabilities. *Journal of Early Intervention, 41*, 13-29.
- Barton, E. E., *Gossett, S., *Waters, M. C., *Murray, R. E., & *Francis, R. N.** (2019). Increasing play complexity in a young child with autism. *Focus on Autism and Developmental Disabilities, 34*, 81-90.
- *Hallett, G., Strain, P., Smith, B. J., **Barton, E. E., Steed, E., & Kranski, T.** (2019). The Pyramid Plus Center: Scaling up and sustaining evidence-based practices for young children. *Young Exceptional Children, 22*, 22-37.
- Ledford, J. R., **Barton, E. E., *Zimmerman, K., & *Severini, K.** (2019). A primer on single case research designs: Contemporary use and analysis. *American Journal on Intellectual and Developmental Disabilities, 124*, 35-56.
- *Pokorski, E. A., **Barton, E. E., Ledford, J. R., Taylor, A. L., *Johnson, E., & Winters, H. K.** (2019). A comparison of antecedent activities for increasing engagement during a small group activity in a child with ASD. *Education and Training in Autism and Developmental Disabilities, 54*, 94-103.

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- Barton, E. E., Fetting, A., & Meadan, H. (2019).** Comparison of visual analysis and non-overlap methods in the evaluation of parent implemented functional assessment-based interventions. *Research in Developmental Disabilities, 85*, 31-41.
- Ledford, J. R., **Barton, E. E., *Rigor, M. R., *Stankiewicz, K. C., *Chazin, K. T., *Harbin, E. R., & Taylor, A. L. (2018).** Functional analysis and treatment of pica on a preschool playground. *Behavior Analysis in Practice, 12*, 178-181.
- Barton, E. E., & Ledford, J. R., *Zimmerman, K., & *Pokorski, E. A. (2018).** Increasing the engagement and complexity of block play in young children. *Education and Treatment of Children, 41*, 169-196.
- Qi, C., **Barton, E. E., Collier, M., *Lin, Y. (2018).** A systematic review of single case research studies on using video modeling interventions to improve social communication skills for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 33*, 249-257.
- *Milam, M., *Velez, M., Hemmeter, M. L., & **Barton, E. E. (2018).** Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series – Instructional Practices* (pp. 77-89). Washington, DC: Division for Early Childhood.
- Barton, E. E., & *Pokorski, E. A. (2018).** Teaching complex play to young children with disabilities using recommended practices. *DEC Recommended Practices Monograph Series – Instructional Practices.* (pp. 1-13). Washington, DC: Division for Early Childhood.
- Wexler, J., Reed, D. K., **Barton, E. E., & Mitchell, M. (2018).** The effects of a supplemental peer-mediated reading intervention in incarcerated adolescents' ability to generate a main idea statement about informational text. *Behavioral Disorders, 43*, 290-301.
- Qi, C., **Barton, E. E., Collier, M., Lin, Y., & Montoya, C. (2018).** A systematic review of the effects of social stories for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 33*, 25-34.
- Reichow, B. R., **Barton, E. E., & Maggin, D. (2018).** Development and applications of the single case design risk of bias tool. *Research in Developmental Disabilities, 79*, 53-64.
- Odom, S. L., **Barton, E. E., & Reichow, B. R., Pustejovsky, J. P., & Swaminthan, R. (2018).** Between-case standardized effect size analysis of single case design: Examination of the two methods. *Research in Developmental Disabilities, 79*, 88-96.
- *Zimmerman, K., Ledford, J. R., *Severini, K., Pustejovsky, J. E., **Barton, E. E., & Lloyd, B. P. (2018).** Single-case synthesis tools I: Evaluating the quality and rigor of research on antecedent sensory-based interventions. *Research in Developmental Disabilities, 79*, 19-22.
- *Zimmerman, K., Pustejovsky, J. E., Ledford, J. R., **Barton, E. E., *Severini, K., & Lloyd, B. P. (2018).** Single-case synthesis tools II: Comparing overlap measures and parametric effect sizes for synthesizing antecedent sensory-based interventions. *Research in Developmental Disabilities, 79*, 65-76.
- Barton, E. E., *Pokorski, E. A., *Gossett, S., *Sweeney, E., *Choi, G., & *Qui, J. (2018).** The use of email to coach early childhood teachers. *Journal of Early Intervention, 40*, 212-228.
- Barton, E. E., & Ledford, J. R. (2018).** The effects of reinforcement on peer imitation in a small group play context. *Journal of Early Intervention, 40*, 69-86.

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- *Chazin, K. T., Ledford, J. R., **Barton, E. E.**, & *Osbourne, K. (2018). Antecedent exercise for young children: An examination of bias on experimental outcomes. *Remedial and Special Education, 39*, 158-170.
- Barton, E. E.**, *Pokorski, E. A., *Sweeney, E. M., *Velez, M., *Gossett, S., *Qiu, J., *O'Flaherty, C., & *Domingo, M. (2018). An empirical examination of effective practices for teaching board game play to young children. *Journal of Positive Behavior Interventions, 20*, 138-148.
- *Chazin, K. T., **Barton, E. E.**, Ledford, J. R., & *Pokorski, E. A. (2018). Implementation and intervention practices to facilitate communication skills in a child with complex communication needs. *Journal of Early Intervention, 40*, 138-157.
- Reichow, B., **Barton, E. E.**, Boyd, B. A., & Hume, K. (2018). Early and intensive behavioral interventions for children with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews, 2018(5)*, CD009260. doi:10.1002/14651858.CD009260.pub3
- *Goldman, S. E., *Glover, C. A., Lloyd, B. P., **Barton, E. E.**, & *Mello, M. P. (2018). Effects of parent implemented visual schedule routines for African-American children in low-income settings. *Exceptionality, 26*, 162-175.
- *Locchetta, B., **Barton, E. E.**, & Kaiser, A. (2017). The use of family style dining to increase social interactions. *Topics in Early Childhood Special Education, 37*, 54-64.
- Barton, E. E.**, Pustejovsky, J. P., Maggin, D. M., & Reichow, B. R. (2017). A meta-analysis of technology aided instruction and intervention for students with ASD. *Remedial and Special Education, 38*, 371-386.
- *Zimmerman, K., Ledford, J. R., & **Barton, E. E.** (2017). Using visual activity schedules for young children with challenging behavior. *Journal of Early Intervention, 39*, 339-358.
- *Lopez, K., *Dewey, A., **Barton, E. E.**, & Hemmeter, M. L. (2017). The use of descriptive praise to increase diversity during easel painting. *Infants and Young Children, 30*, 133-146.
- Harris, B. & **Barton, E. E.** (2017). Autism services in Mexico: A qualitative survey of education professionals. *International Journal of School and Educational Psychology, 5*, 1-13.
- *Pokorski, B., **Barton, E. E.**, & Ledford, J. R. (2017). A review of the use of group contingencies in preschool settings. *Topics in Early Childhood Special Education, 36*, 230-241.
- Barton, E. E.**, Harris, B., & Leech, N. (2016). Autism identification and programming practices: A preliminary investigation from one state. *Infants and Young Children, 29*, 267-289.
- Barton, E. E.**, Steed, E., & Smith, B. J. (2016). Inclusion and the Environment Recommended Practices: Common challenges to inclusion and strategies to overcome them. In T. Catalino & L. Meyer. *Recommended Practices Monograph #2: Environment Recommended Practices*. (pp. 1-18). Washington DC: Division for Early Childhood.
- Barton, E. E.**, Ledford, J. R., Lane, J. D., Decker, J., Germansky, S. E., Hemmeter, M. L., & Kaiser, A. (2016). The iterative use of single case research to advance the science of EI/ECSE. *Topics in Early Childhood Special Education, 36*, 4-14.
- Ledford, J. R., **Barton, E. E.**, Hardy, J. K., Elam, K., Seabolt, J., Shanks, M., Hemmeter, M. L., & Kaiser, A. (2016). What equivocal data from single case comparison studies reveal about evidence-based practices in early childhood special education. *Journal of Early Intervention, 38*, 79-91.

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- Fettig, A., **Barton, E. E.**, & Carter, A. (2016). Using e-coaching to support an early intervention provider's implementation of a functional assessment-based intervention. *Infants and Young Children, 29*, 130-147.
- Barton, E. E.**, Harris, B., Leech, N., *Stiff, L., *Choi, G., & *Joel, T. (2016). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders, 46*, 737-748.
- Barton, E. E.**, *Fuller, E. A., & *Schnitz, A. (2015). Use of email feedback to improve pre-service teacher behaviors. *Topics in Early Childhood Special Education, 36*, 78-90.
- Wexler, J., Reed, D. K., Pyle, N., Mitchell, M., & **Barton, E. E.** (2015). A synthesis of peer-mediated academic interventions for secondary struggling learners. *Journal of Learning Disabilities, 48*, 451-470.
- Artman-Meeker, K., Fettig, A., **Barton, E. E.**, *Penney, A., & *Songtian, Z. (2015). Applying an evidence-based coaching framework to the Early Childhood Professional Development literature. *Topics in Early Childhood Special Education, 35*, 183-196.
- Barton, E. E.**, & Smith, B. J. (2015). Advancing high quality preschool inclusion: A discussion and recommendations for the field. *Topics in Early Childhood Special Education, 35*, 69-78.
- Barton, E. E.** (2015). Teaching generalized pretend play and related behaviors to young children with disabilities. *Exceptional Children, 81*, 489-506.
- Barton, E. E.**, & *Lissman, D. C. (2015). Group parent training combined with follow-up coaching for parents of children with developmental delays. *Infants and Young Children, 28*, 220-236.
- Barton, E. E.**, Reichow, B. R., *Schnitz, A. K., Smith, I., & *Sherlock, D. (2015). A systematic review of sensory-based treatments for ASD. *Research in Developmental Disabilities, 37*, 64-80.
- *Adamo, E. K., *Wu, J., Wolery, M., Hemmeter, M. L., Ledford, J. R., & **Barton, E. E.** (2015). Using video modeling to increase moderate-to-vigorous physical activity for young children with Down syndrome. *Journal of Early Intervention, 37*, 270-285.
- Barton, E. E.**, Bishop, C., & Snyder, P. (2014). High quality instruction through complete learning trials: Blending intentional teaching with embedded instruction. In K. Pretti-Frontczak, J. Grisham-Brown, & L. Sullivan (Eds.). *Young Exceptional Children Monograph #16: Blending Practices to Strengthen Quality Early Learning Programs for ALL Children*. (pp. 73-96). Los Angeles, CA.
- Moore, H. W., **Barton, E. E.**, & *Chronis, M. (2014). Improving toddler communication through parent coaching using naturalistic language enhancing strategies. *Topics in Early Childhood Special Education, 33*, 212-224.
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- Fettig, A., & **Barton, E. E.** (2014). Functional assessment based parent intervention to reduce children's challenging behaviors: A literature review. *Topics in Early Childhood Special Education, 34*, 49-61.
- Harris, B., **Barton, E. E.**, & *Albert, C. (2014). Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness. *Journal of Autism and Developmental Disorders, 44*, 1275-1287.

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- Barton, E. E., *Chen, C., *Pribble, L., *Pomes, M., & *Kim, Y.A. (2013).** Coaching pre-service teachers to embed prompting procedures in inclusive preschool classrooms. *Teacher Education and Special Education, 36*, 330-349.
- Barton, E. E., *Pribble, L., & *Chen, C. (2013).** Use of email to deliver performance-based feedback to early childhood practitioners. *Journal of Early Intervention, 35*, 270-297.
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- Barton, E. E., & Fettig, A. (2013).** Parent-implemented interventions for young children with disabilities: A review of fidelity features. *Journal of Early Intervention, 35*, 194-219.
- Barton, E. E. & Reichow, B. (2012).** Guidelines for graphing data with Microsoft PowerPoint for Office 2007. *Journal of Early Intervention, 34*, 129-150.
- Barton, E. E., Moore, H. W., & Squires, J. (2012).** Preparing speech language pathologists to work in early childhood. *Topics in Early Childhood Special Education, 32*, 4-13.
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- Barton, E. E. & *Pavilanis, R. L. (2012).** Teaching pretend play to young children with autism. *Young Exceptional Children, 15*, 5-17.
- Reichow, B., **Barton, E. E.**, Boyd, B. A., & Hume, K. (2012). Early and intensive behavioral interventions for children with autism. *Cochrane Database of Systematic Reviews*, 2012(10), CD009260.
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- Strain, P. S., **Barton, E. E.**, & Dunlap, G. (2012). The utility of social validity. *Education and Treatment of Children, 35*, 183-200.
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- Strain, P., Schwartz, I. S., & **Barton, E. E.** (2011). Providing interventions for young children with autism: What we still need to accomplish. *Journal of Early Intervention, 33*, 321-332.
- Lifter, K., Mason, E. J., & **Barton, E. E.** (2011). Children's play: Where we have been and where we could go. *Journal of Early Intervention, 33*, 281-297.
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- Barton, E. E. & Wolery, M.** (2010). Training teachers to promote pretend play in children with disabilities. *Exceptional Children, 77*, 85-106.
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- Reichow, B. R., **Barton, E. E.**, *Neely, J., *Good, L., & Wolery, M. (2010). Effects of weighted vests on the engagement of children with developmental delays and autism. *Focus on Autism and Developmental Disabilities, 25*, 3-11.
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- Reichow, B. R., **Barton, E. E.**, *Good, L. & Wolery, M. (2009). Effects of pressure vest usage on engagement and problem behaviors of a young child with developmental delays. *Journal of Autism and Developmental Disorders, 27*, 333-339.
- Macy, M., Squires, J., & **Barton, E. E.** (2009). Providing optimal opportunities: Structuring practicum experiencing in early intervention and early childhood special education preservice programs. *Topics in Early Childhood Special Education, 28*, 209-218.
- Barton, E. E.**, & Wolery, M. (2008). Teaching pretend play to children with disabilities. *Topics in Early Childhood Special Education, 28*, 119-125.
- Barton, E. E.**, Reichow, B. R., & Wolery, M. (2007). Guidelines for graphing data with Microsoft PowerPoint. *Journal of Early Intervention, 29*, 320-336.
- Barton, E. E. & Wolery, M.** (2007). Evaluation of e-mail feedback on the verbal behavior of preservice teachers. *Journal of Early Intervention, 30*, 55-72.
- Wolery, M., **Barton, E. E.**, & Hine, J. F. (2005). Evolution of applied behavior analysis and treatment of autism. *Exceptionality, 13*, 11-24.

Refereed Publications Under Review

- Schnitz, A., Hemmeter, M. L., & **Barton, E. E.** (under review). Examining the effects of the positive solutions for families: Parent training on parent-child interactions and child behavior.
- *Robinson, G., *Tang, Y., Bancroft, J., & **Barton, E. E.** (under review). The effects of training and email performance feedback on preschool teachers' use of emotion words.
- *Bancroft, J., **Barton, E. E.**, *Schulte, L. (under review). Using the system of least prompts to teach pretend play to preschoolers with developmental disabilities with their peers. *Journal of Early Intervention.*
- Frey, J., **Barton, E. E.**, *Pokorski, E. A., Roberts, M., & Trivette, C. (under review). Parent-implemented language interventions for young children: A meta-analysis of single-case research. *Topics in Early Childhood Special Education.*
- *Taylor, A., Horth, K., **Barton, E. E.**, & Hemmeter, M. L. (under review). Coaching coaches to support implementation of the Pyramid Model. *Topics in Early Childhood Special Education.*
- *Pokorski, E. A., Barton, E. E., & Wolfe, K. (under review). Current practices in the measurement of social validity in Early Childhood Special Education intervention research. *Journal of Early Intervention.*

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- *Baum, C., *Winchester, C., *Todt, M., & Barton, E. E. (under review). A telehealth examination: The effects of the Family Behavior Support App with systematic coaching on caregiver and child behavior.
- Barton, E. E., *Winchester, C., *Todt, M., *Locchetta, B., *Sweeney, E., *Velez, M., & Webb, B. (under review). Pilot testing the Family Behavior Support application (FBSApp) during a global pandemic.
- *Todt, M., Barton, E. E., & *Velez, M. (under review). Evaluation of a telehealth coaching package on caregiver and child behavior with a trauma informed lens. *Journal of Early Intervention*.
- Stayton, V., Kilgo, J., McCollum, J., Lifter, K., Mickelson, A., Purcell, M., Spence, C., Vail, C., Zaghawan, H., & Barton, E. E. (under review). Evolution of professional standards: Reflecting on the past to inform the future.
- Barton, E. E., Meadan-Kaplansky, H., Fetting, A., Velez, M., Pokorski, E., & Choi, G. (under review). A randomized control trial examination of the effects of the Family Behavior Support App.

Published Chapters

- Barton, E. E. & Lane, J. (2022).** Teaching children how to play: More than just a context. C. Lemons, K. Lane, and S. Powell. (Eds.) *Handbook of Special Education Research, Vol. II*
- Ledford, J. R., & **Barton, E. E. (2022).** *Examining Critical Issues in Special Education Using Single-Case Research Methods*. E. Talbott, K. McMaster, & D. Lee. (Eds.) *Handbook of Special Education Research, Vol. I*.
- Martínez Cueto, A. P., Francisco Lozano, J., Winchester C., Hampton, L. H., Martínez Cueto, C., & Barton, E. E. (2022). Modelos de intervención en la primera infancia centrados en la familia y la actualidad en el mundo. In M. Frugone-Jaramillo & M Gràcia (Eds.) *Hacia la adopción de Prácticas Centradas en la Familia en América Latina: Primeras experiencias y aprendizajes* (pp. 75-82).
- Barton, E. E., Fetting, A., Pokorski, E., & Harbin, S. (2020).** Effective teaching strategies for facilitating social emotional competence for all children. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*.
- Artman-Mecker, K., **Barton, E. E.,** Strain, P., Hemmeter, M. L. (2020). Problem solving problem behavior. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*.
- Barton, E. E., Lloyd, B. P., Spriggs, A. D., & Gast, D. (2018).** Visual analysis of graphic data. In J. R. Ledford & D. L. Gast (Eds.) *Single case research in behavioral sciences, 3rd edition* (pp. 179–214). New York: Routledge Publishers.
- Barton, E. E., Meadan-Kaplansky, H., & Ledford, J. R. (2018).** Independent variables, fidelity, and social validity. In J. R. Ledford & D. L. Gast (Eds.) *Single case research in behavioral sciences, 3rd edition* (pp. 133-156). New York: Routledge Publishers.
- Barton, E. E. (2016).** Critical issues and promising practices for teaching play to young children with disabilities. In B. R. Reichow, B. A. Boyd, E. E. Barton, & S. A. Odom (Eds.) *Handbook of Early Childhood Special Education* (pp. 267-283). London: Springer.

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- Reichow, B., & Barton, E. E. (2014). Evidence-based practices in autism. In F. R. Volkmar, S. Rogers, K. Pelphrey, & R. Paul (Eds). *Handbook of autism and pervasive developmental disorders*, 4th ed. (pp. 969-992). Hoboken, NJ: Wiley.
- Barton, E. E. (2014). Assessing social competence and play skills. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.). *Essential elements for assessing infants and young children with special needs* (pp. 195-241). Boston, MA: Pearson.
- Barton, E. E. (2013). Pretend play with young children with autism: A synthesis of the research. In C. Qi & T. Stanton-Chapman (Eds.). *Preschool children: Education, social functioning, and behavioral issues* (pp. 173-204). Hauppauge, NY: Nova Science Publishers.
- Strain, P., Barton, E. E., & Bovey, E. H. (2013). Evidence-based practice for infants and toddlers with autism spectrum disorders. In H. Walker & F. M. Gresham (Eds.) *Handbook of evidence-based practices for students having emotional behavior disorders*. NY: Guilford.

Books

- Ledford, J. R., Lane, J. D., & Barton, E. E. (2019). *Teaching in Early Childhood: Methods and Contexts*. New York: Routledge Publishers.
- Reichow, B., Boyd, B. A., Barton, E. E., & Odom, S. A. (2016). *Handbook of Early Childhood Special Education*. London: Springer.
- Barton, E. E., & Smith, B. J. (2015). *Preschool Inclusion Toolbox: How to build and lead a high-quality program*. Baltimore, MD: Brookes.
- Barton, E. E., & Ham, B. A. (2012). *Teaching young children with autism*. Thousand Oaks, CA: Corwin & National Association for School Psychologists.

Other Published Works

- Barton, E. E. & Meadan, H. (2019). Innovations and advances in the measurement of social validity in EI/ECSE research. *Topics in Early Childhood Special Education*, 39, 137-138.
- Barton, E. E. (2019). A word on contributions of research with noneffects to early childhood special education. *Topics in Early Childhood Special Education*, 39, 4.
- *Pokorski, E. A., & Barton, E. E. (2019). *Single case research graphing guidelines*. Hammill Institute for Disabilities.
- Corr, C., & Barton, E. E. (2018). Research to practice in maltreatment, trauma, and toxic stress. *Topics in Early Childhood Special Education*, 38, 132-133.
- Barton, E. E. (2017). Inclusive practices in early childhood: The benefits, research, and recommendations. *Impact on Instructional Improvement*, 42(2), 10-19.
- Catlett, C., & Barton, E. E. (2017). The evidence for inclusion. *Resources within Reason Newsletter*. Washington D.C.: Division for Early Childhood.
- Barton, E. E., & Smith, B. J. (2016, December). The facts, policies, and practices that support high quality preschool inclusion. *Preschool Development Grants Technical Assistance Quarterly Newsletter*, 2(2).
- Barton, E. E. (2016). Message from the DEC Executive Board. *Young Exceptional Children*, 19, 1.
- Barton, E. E. (2016). Message from the DEC Executive Board. *Young Exceptional Children*, 18, 1.

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- Barton, E. E. & Fox, L. (2013).** Implementing the Pyramid Model within Home Visiting programs. Modules produced by the Technical Assistance Center for Social Emotional Interventions, University of South Florida, Tampa, FL.
- Barton, E. E. (2012).** Individual Family Service Plans. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Individual Education Programs. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Premack Principle. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.
- Barton, E. E. (2012).** Annual Reviews. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. New Delhi, India: Springer.

Presentations

Invited Presentations

- Barton, E. E. (2022, October). Implementation: What we know and what we need to know. Research Committee Spotlight Session Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Chicago, IL
- Barton, E. E. (2019, January). *Implementing High Quality Early Childhood Inclusion: Indicators of Success!* State of TN Department of Education, Partners in Education Conference. Nashville, TN.
- Barton, E. E. (2019, January). *Practical Strategies for Implementing High Quality Early Childhood Inclusion*. State of TN Department of Education, Partners in Education Conference. Nashville, TN.
- McLean, M., Smith, B., Sandall, S., Strain, P., Snyder, P., Salisbury, C., Carta, J., Santos, R., Trivette, C., Hebbeler, K., Winton, P., Barton, E. E., Reichow, B., & Banerjee, R. (2018, October). *DEC Recommended Practices*. Invited Keynote.
- Barton, E. E. (2018, October). *Using family coaching to support child learning and development*. Invited Plenary for the 7th International Forum, Every Child Deserves a Family. Naked Heart Foundation. Moscow, Russia.
- Barton, E. E. (2018, October). *Specific strategies for coaching families in enhancing their child's learning and development: Preventing challenging behaviors and teaching new skills*. Invited Workshop for the 7th International Forum, Every Child Deserves a Family. Naked Heart Foundation. Moscow, Russia.
- Barton, E. E. (2018, August). *Measuring and teaching toy and social play to young children with disabilities*. Invited Keynote for the Washington Association for Behavior Analysis. Auburn, WA.
- Barton, E. E. (2018, April). *Measuring and teaching toy and social play to young children with disabilities*. Invited Keynote for the Nebraska Council for Exceptional Children Conference. Lincoln, NE.
- Barton, E. E. & Lemons, C. (2018, February). Division for Research Distinguished Early Career Award Address: *Improving student outcomes through intensive intervention*. Invited presentation at the Council for Exceptional Children Annual Convention. Tampa, FL.
- Barton, E. E. (2017, November). *Meeting the needs of all children: Supporting high quality early childhood inclusion*. Wisconsin Inclusion Institute. Green Lake, WI.
- Barton, E. E., *Murray, R., & *Domingo, M. (2017, August). *Increasing toy and social play in young children with disabilities*. School SLP Conference. Nashville, TN.

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- Barton, E. E. (2017, March). *Solutions and strategies to support access to high quality inclusive environments for all preschool children*. Invited post-conference workshop for Kansas Division for Early Childhood Annual Conference. Wichita, KS.
- Barton, E. E. (2017, February). *Challenges and solutions to support early childhood inclusion*. Keynote presentation for IL Early Childhood Inclusion Summit, Early Choices, Illinois State Board of Education.
- Barton, E. E. (2017, February). *Tools to support early childhood inclusion*. Practitioner Workshop, Early Choices, A Preschool LRE Initiative of the Illinois State Board of Education. Bloomington, IL.
- Barton, E. E. (2017, February). *Facilitating early childhood inclusion*. Webinar presentation for Early Choices; A Preschool LRE Initiative of the Illinois State Board of Education. Bloomington, IL.
- Barton, E. E. (2016, April). *Visual analysis and graphical displays in single case research*. Webinar presentation for the Division for Early Childhood Research to Practice Special Interest Group.
- Barton, E. E. (2016, February). *An overview of the preschool inclusion toolbox*. Webinar presentation for Paul H. Brookes Publishing.
- Barton, E. E. (2015, December). *Issues related to teaching play to young children*. Keynote presentation for the Georgia Association for Positive Behavior Support Annual Conference. Atlanta, GA.
- Barton, E. E. (2015, December). *Family coaching: Universal practices for infants and toddlers*. Featured presentation for the Georgia Association for Positive Behavior Support Annual Conference. Atlanta, GA.
- Barton, E. E. (2015, July). Institute Faculty. Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Reichow, B. & Barton, E. E. (2014, October). *Risk of Bias Assessment for Single Case Research Design*. A J. David Sexton Endowment Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Barton, E. E. (2014, September). Classroom-based and Parent-focused interventions for promoting social emotional competence in young children. Front Porch Series, *National Center on Quality Teaching and Learning*.
- Barton, E. E. (June, 2014). Institute Faculty. Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Barton, E. E. & Smith, B. J. (2015, May). *Challenges and Solutions to Preschool Inclusion?* Presentation at the National Inclusion Institute. Chapel Hill, NC.
- Barton, E. E. (2014, May) *Let's Pretend: Teaching and supporting pretend play with young children in inclusive classrooms*. Presentation at the National Inclusion Institute. Chapel Hill, NC.
- Barton, E. E. (2013, June). Institute Faculty, Institute for Education Sciences Summer Research Training: Single Case Research Design. Madison, WI.
- Barton, E. E. (2013, June). *Teaching pretend play to children with disabilities*. Invited presenter, A. J. Papanikou Center for Developmental Disabilities, University of Connecticut Health Center.
- Barton, E. E. (2012, February). *Universal practices to promote social emotional competence in infants and toddlers*. Celebrating Connections Conference. Charleston, WV.
- Barton, E. E. (2011, October). *Teaching play to young children with disabilities*. Keynote

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- address for the Idaho Division for Early Childhood Fall Conference. Boise, ID.
- Barton, E. E. (2011, July). *Evidence-based practices with young children with autism*. National Association for School Psychologists Summer Conference. Atlantic City, NJ.
- Barton, E. E. & Washbourne, P. (2010, June). *Can we cure autism?* Invited presentation for the Oregon Museum of Science and Industry, Science Pub series. Eugene, OR.
- Barton, E. E. & Phelps, R. (2010, May). *Children with autism and challenging behaviors: A collaborative, functional approach to supporting families*. Invited presentation for the University of Oregon Center for Excellence in Developmental Disabilities. Eugene, OR.
- Barton, E. E. (2010, January). *What is Applied Behavior Analysis?* Invited Presentation, Oregon Commission on Autism Spectrum Disorder. Salem, OR.
- Barton, E. E. (2009, December). *Finding, applying, interviewing, negotiating, and surviving the first year of academic positions in Special Education*. Invited presentation, Vanderbilt University Early Childhood Special Education Leadership Training Seminar.
- Wolery, M., Barton, E. E., & Reichow, B. (2009, October). *Issues in Analysis and Quantitative Synthesis of Single Subject Data*. The J. David Sexton Endowment Presentation for the Division for Early Childhood Conference. Albuquerque, NM.

Conference Presentations

- Barton, E. E., & MacNish, A. (2022, October). *Program-wide Approach to Early Intervention Using the Pyramid Model*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Chicago, IL.
- Barton, E. E., & MacNish, A. (2022, October). *Pyramid Model Practices in Early Intervention*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Chicago, IL
- Barton, E. E., Winchester, C., & Walters, S. (2022, October). *Bridging Family Support During Transitions When Behavior is Challenging*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Chicago, IL
- Sweeney, E., Todt, M., Winchester, C., Locchetta, B., Webb, B., & Barton, E. E. (2022, February). *The use of FBSApp and telehealth coaching to support families of children with challenging behavior*. Poster Presentation at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.
- Locchetta, B.M., Lloyd, B.P., & Barton, E.E. (2022, February). *Exploring the effects of teacher training on teacher-child interactions using sequential analysis*. Poster Presentation at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA
- Todt, M. J., Velez, M., Barton, E. E., & Winchester, C. (2022, February). *Effects of FBS-App and caregiver coaching via telehealth on caregiver and child behavior in home settings*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Winchester, C., Barton, E. E., Scott, S. M., & Velez, M. S. (2022, February). *Examining our standards of inter-observer agreement in single-case research*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Artman-Meeker, K., Hemmeter, M. L., Fettig, A., & Barton, E. E. (2020, February). *Implementing the Pyramid Model across settings: What, where, and how*. Panel presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.

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- Ledford, J., Pustejovsky, J., & Barton, E. E. (2020, February). *Roadblocks and pitfalls of single case synthesis: Are we building better science?* Panel presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Taylor, A., Barton, E. E., Hemmeter, M. L., & Little, T. (2020, February). *Coaching coaches to fidelity*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Barton, E. E., Locchetta, B., Pokorski, E. A., Winchester, C., & Velez, M. (2020, February). *The effects of performance-based feedback on early childhood teachers' generalized and maintained use of recommended practices and outcomes for children*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Hemmeter, M. L., Vatland, C., Barton, E., & Fox, L. (2020, February). *Facilitating systems change for PBS and Pyramid Model in early childhood programs*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Winchester, C., Barton, E. E., & Trimlett, G. (2020, February). *Using antecedent exercise to reduce young children's challenging behaviors*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Pokorski, E., Barton, E. E., Martinez, A. P., Willard, K., & Lloyd, B. (2020, February). *Functional communication training with lag reinforcement: A systematic replication*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Barton, E. E., Wright, J., & Locchetta, B. (2020, February). *Increasing play complexity in young children with disabilities*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Velez, M., Barton, E. E., Wright, J., & Yoder, P. (2020, February). *Systematic prompting of peer-related social behaviors during small group instruction*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Bancroft, J., & Barton, E. E. (2020, February). *Using the system of least prompts and paired verbalization to teach pretend play to children with ASD*. Poster presentation at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Barton, E. E., Pokorski, E., Velez, M., Fettig, A. F., Meadan, H., & Hacker, R. (2019, October). *Development and testing of the FBSApp*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Hemmeter, M. L., Taylor, A., Horth, K., & Barton, E. E. (2019, October). *Coaching with coaches to coach with fidelity*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Barton, E. E., Nemec, A., & Fox, L. (2019, October). *Program-wide implementation of pyramid model practices in Part C programs*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Martinez, A. P., & Barton, E. E. (2019, October). *Effects of training and feedback on promoting social interactions by preservice teachers*. Poster presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Velez, M., Pokorski, E., Barton, E. E., Bancroft, J. C., Reichow, B. R., Snyder, P., & The DEC Recommended Practices Evidence Syntheses Group. (2019, October). *Evidence Synthesis of DEC Recommended Practice: Instruction 13*. Poster presentation at the Council for

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- Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Winchester, C., Barton, E. E., & Trimlett, G. (2019, October). *Using antecedent exercise to reduce young children's challenging behaviors*. Poster presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Barton, E. E., Fettig, A. F., Meadan, H., Pokorski, E., Velez, M., Greeny, K., Chung, M. Y., & Hacker, R. (2019, May). *Supporting parents in reducing children's challenging behaviors: A randomized controlled trial of the FBSApp*. Poster presentation at the ABAI 45th Annual Convention.
- Pokorski, E., & Barton, E. E. (2019, May). *The development and validation of an ethics measure for punishment-based interventions*. Poster presentation at the ABAI 45th Annual Convention.
- Velez, M., Barton, E. E., Yoder, P., & Wright, J. (2019, May). *Systematic prompting of peer-related social behaviors during small group instruction*. Poster presentation at the ABAI 45th Annual Convention.
- Murray, R. E., & Barton, E. E. (2019, May). *A systematic review of professional development practices to increase pediatric ASD screenings*. Poster presentation at the International Society for Autism Research. Montreal, Canada.
- Barton, E. E. & Nemeck, A. C. (2019, May). *Fidelity tools that support the implementation of the Pyramid Model in Early Intervention*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. & Nemeck, A. C. (2019, May). *Implementing the Pyramid Model with Families in Early Intervention*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Fettig, A., & Meadan, H. (2019, May). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Milam, M., Hemmeter, M. L., & Barton, E. E. (2019). *Evaluating the fidelity and efficacy of stay-play-talk for preschoolers*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Gomez, L. & Barton, E. E. (2019, March). *Examining the relation between performance feedback and teachers' use of play expansions*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Eames, E. J., & Barton, E. E. (2019, March). *The effects of play materials on play complexity of preschool children*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Winchester, C. R., Barton, E. E., & Trimlett, G. (2019, March). *Antecedent exercise as an intervention for young children with challenging behaviors*. Poster presented at the annual Women in Behavior Analysis conference. Nashville, TN.
- Borgmeier, C., Heineman, M., Spaulding, S., & Barton, E. E. (2019, February). *Using technology to train and implement function-based support*. Panel presented at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Pokorski, E., & Barton, E. E. (2019, February). *The development and validation of an Ethics measure for punishment-based interventions*. Poster presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.

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- Pokorski, E., & Barton, E. E. (2019, February). *Group contingencies in preschool settings: Research and application of an effective intervention*. Paper presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Vatland, C., Fox, L., Hemmeter, M. L., & Barton, E. E. (2019, February). *Unpacking and measuring program-level supports for Pyramid Model in early childhood education*. Paper presentation at the 16th International Conference on Positive Behavior Support, Washington D.C.
- Barton, E. E., Fettig, A., & Meadan, H. (2019, January). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the Conference for the Division for Autism and Developmental Disabilities of the Council for Exceptional Children, Maui, HI.
- Barton, E. E., Pokorski, E. A., & Velez, M. (2018, October). *Developing effective performance feedback systems in early childhood*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Zimmerman, K., Ledford, J. R., & Barton, E. E. (2018, October). *Comparing non-evidence and evidence-based Interventions for young children in early childhood settings*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Joseph, J., Barton, E. E., Steed, E., Smith, B. J., & Vinh, M. (2018, October). *Implementing high quality early childhood inclusion: Indicators of success*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.
- Barton, E. E., Fettig, A., & Meadan, H. (2018, April). *Development and testing of the FBSApp*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Milam, M., Hemmeter, M. L., & Barton, E. E. (2018, April). *Evaluating the fidelity and efficacy of stay-play-talk for preschoolers*. Poster presented at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., & Steed, E. (2018, April). *Screening and assessment of social emotional competence in young children*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Fettig, A., & Barton, E. E. (2018, March). *Family coaching to address challenging behaviors at home*. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Hemmeter, M. L., Barton, E. E., Fox, L., & Vatland, C. (2018, March). *The Pyramid Model goes program-wide in child care*. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Fettig, A., & Meadan, H. (2018, March). *Testing the efficacy of the FBSApp for improving parent and child outcomes*. Poster presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Fettig, A., & Meadan, H. (2018, March). *The development of a measure to evaluate program-wide implementation of pyramid model supports*. Poster presented at the Association for Positive Behavior Support Conference. San Diego, CA.
- Barton, E. E., Pokorski, E. A., & Velez, M. (2018, March). *Increasing play complexity in young children: Issues in measurement and generalization*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.

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- Velez, M., Barton, E. E., & Pokorski, E. A. (2018, March). *Delivering performance-based feedback to early childhood professionals: Procedural variations, generalization, and covert observations*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Ledford, J. R., Barton, E. E., & Zimmerman, K. (2018, March). *Synthesis of single case studies: Overarching issues and conclusions in systematic reviews of early childhood research*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Heidlage, J., Cunningham, J., Kaiser, A., Trivette, C., Roberts, M., Barton, E. E., & Frey, J. (2018, March). *The effects of parent-implemented language interventions on child linguistic outcomes: A meta-analysis*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Pokorski, E. A., Barton, E. E., & Ledford, J. (2018, March). *Assessing the differential effects of known and mystery rewards in a preschool-based group contingency*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., Pokorski, E. A., Ledford, J. R., Johnson, E., Taylor, A., & Winters, H. (2017, October). A comparison of antecedent activities for increasing engagement during a small group activity in a child with ASD. In E. R. Harbin (Chair), *Comparing non-evidence based and evidence-based intervention in educational settings for young children with and without disabilities*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Murray, R. & Barton, E. E., Waters, C., Gossett, S., & Francis, R. (2017, October). Teaching a child with autism to engage in object play. In E. E. Barton (Chair), *Systematic instruction of play and social behaviors*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Pokorski, E., Barton, E. E., Sweeney, E. M., Velez, M., Gossett, S., Qui, J., & O'Flaherty, C. (2017, October). Teaching board game play to young children. In E. E. Barton (Chair), *Systematic instruction of play and social behaviors*. Symposium presented at the 20th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Barton, E. E., Pokorski, E. A., Velez, M., Steed, E., & Joseph, J. (2017, October). *Teaching young children: A focus on play*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Berman, K., Doan, K., Kavulic, C., Barton, E. E., & Kremer, A. (2017, October). *Do you want your state leaders to improve early childhood inclusion policies?* Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Reichow, B., Boyd, B., & Barton, E. E. (2017, October). *Early intensive behavioral intervention for young children with ASD: A Cochrane Review*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Hemmeter, M. L., Fox, L., Barton, E. E., Taylor, A., & Horth, K. (2017, October). *Supporting program-wide implementation of the pyramid model in community child care*. Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Velez, M., Pokorski, E., Barton, E., Snyder, P., Reichow, B., Evidence Synthesis Group. (2017, October). *Evidence synthesis of DEC Recommended Practice: Instruction 13*. Poster presentation for the Division for Early Childhood International Annual Conference. Portland, OR.

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- Pokorski, E., & Barton, E. (2017, October). *Comparative effects of mystery versus known rewards within a preschool group contingency*. Poster presentation for the Division for Early Childhood International Annual Conference. Portland, OR.
- Barton, E. E., Pokorski, E. A., Velez, M., & Rigor, M. (2017, May). Delivering performance-based feedback to early childhood professionals: procedural variations and generalization. In K. Ayers (Chair), *Teachers benefit from teaching too*. Symposium presented at the Applied Behavior Analysis International Convention, Denver, CO.
- Barton, E. E., Meadan, H. M., & Fettig, A. (2017, May). Evaluating visual analysis and Non-overlap indices using the literature on parent implemented interventions. In K. Wolfe (Chair), *Issues in the Visual Analysis of Single Case Data*. Symposium presented at the Applied Behavior Analysis International Convention, Denver, CO.
- Pokorski, E. A., Barton, E. E., Ledford, J. R., Taylor, A., Johnson, E., & Winters, H. (2017, May). *A comparison of antecedent activities for increasing engagement during a small group activity in a child with autism spectrum disorder*. Poster presented at the Applied Behavior Analysis International Convention, Denver, CO.
- Houchins-Juarez N. J., Morgan, A. C., Lambert, J. M., Matthews, M. P., Wiggins, S. S., Randall, K. P., Rogers, N. R., & Barton, E. E. (2017, May). Evaluating the generality of therapeutic gains via telehealth. In J. Pollard (Chair) and S. Hall (Discussant). *Emerging practices in assessment and treatment of disruptive behavior: Novel applications of telehealth and exploratory data analysis*. Symposium presented at the 43rd annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Barton, E. E. & Smith, B. J. (2017, April). *Solutions and Strategies to Support Access to Natural and Inclusive Environments for All Children*. DEC Spotlight Session at the Council for Exceptional Children Convention. Boston, MA.
- Barton, E. E. & Steed, E. (2017, April). *Screening and assessment of social emotional competence in young children*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Fettig, A., Barton, E. E. & Urbano, A. (2017, April). *Coaching and supporting families to address challenging behaviors using the pyramid model*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Pokorski, E., & Velez, M. (2017, March). *The use of technology to deliver performance-based feedback in early childhood settings*. Presentation for the Women in Behavior Analysis Conference, Nashville, TN.
- Barton, E. E., Rigor, M., Pokorski, E., Sweeney, E., Gossett, S., & Qiu, J. (2016, October). The use of technology to deliver performance-based feedback in early childhood settings. In E. E. Barton (Chair), *Programming for generalization: This should be easier than it is*. Symposium presented at the 19th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Barton, E. E., King, S. A., LaPaglia, M., & Meindl, J. N. (2016, October). In J. Fox (Chair) and J. Lambert (Discussant), *A debate: Behavior analysts should use only evidence-based interventions and practices*. Panel presented at the 19th annual meeting of the Tennessee Association for Behavior Analysis, Nashville, TN.
- Kavulic, C., Barton, E. E., & Wheatley, E. C. (2016, October). *Seizing opportunities in the federal child care law to improve inclusion*. Division for Early Childhood Annual Conference. Louisville, KY.
- Barton, E. E., Steed, E. A., & Strain, P. S. (2016, June). *Stepping back in time: A historical*

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- analysis of research conducted on instructional approaches included in the DEC Recommended Practices.* Paper presented at the International Society on Early Intervention Conference. Stockholm, Sweden.
- Smith, B. J., & Barton, E. E. (2016, June). *Preschool inclusion: Challenged and solutions for overcoming them.* Paper presented at the International Society on Early Intervention Conference. Stockholm, Sweden.
- Barton, E. E. (2016, April) *Family coaching to promote social emotional development.* Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E., Ledford, J. R., Zimmerman, K. (2016, February). *Conducting research on research: Suggestions for improving single case design studies.* Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Odom, S., Barton, E. E., & Reichow, B. (2016, February). *Statistical analysis of single case design research in early intervention: The next generation.* Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Lifter, K., Wong, C., Barton, E. E., & Mason, E. (2014, February). *Measuring and teaching play: Current issues in research and practice.* Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., Meadan, H., Fettig, A., & Pokorski, E. (2016, February). *Evaluating and comparing visual analysis procedures to non-overlap indices.* Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Hardy, J., Grifenhagen, J., Barton, E. E., Gilson, M., & Hemmeter, M. L. (2016, February). *Characteristics of embedded instruction: Lessons learned from past research and guidelines for the future.* Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Fettig, A., Barton, E. E., Sone-MacDonald, A. (2016, February). *Assessing generalization on functional assessment-based strategies in addressing children's challenging behaviors.* Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Schnitz, A., Hemmeter, M. L., & Barton, E. E. (2016, February). *Evaluation of the Positive Solutions for Families intervention.* Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Artman-Meeker, K., Fettig, A., Barton, E. E., Penney, A., & Songtian, Z. (2015, October). *Applying an evidence-based coaching framework to the Early Childhood Professional Development literature.* Poster presentation for the Division for Early Childhood Conference. Atlanta, GA.
- Barton, E. E., Stiff, L. A., Mauldin, E., & Choi, G. (2015, October). *Teaching children with to engage in sequences of pretend play.* Poster presentation for the Division for Early Childhood Conference. Atlanta, GA.
- Barton, E. E. & Smith, B. J. (2015, April). *Challenges and Solutions to Preschool Inclusion?* Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. (2015, April) *Family coaching to promote social emotional development.* Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E. E. (2015, April) *Family coaching: Tools for your Toolbox.* Presentation at the

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- National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Barton, E.E., Juarez, A.P., Lambert, J.M., Lloyd, B. P., Ledford J.R., & Zimmerman, K.N., (2015, April). *A debate: The ethics of baseline*. Panel discussion presented at the April meeting of the Vanderbilt Association for Behavior Analysis, Nashville, TN.
- Barton, E. E. & Reichow, B. R. (2014, October). *Sensory-based Interventions: Do they work?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Barton, E. E. & Smith, B. J. (2014, October). *Challenges and Solutions to Preschool Inclusion?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Fettig, A., Artman-Meeker, K., & Barton, E. E. (2014, October). *Evidence-based Coaching: What works for you?* Presentation for the Division for Early Childhood Conference. St Louis, MO.
- Fettig, A., Barton, E. E., Artman-Meeker, K. (2014, June). *Coaching in the classroom and beyond: Lessons learned from coaching professionals and families*. Presentation at the National Association for Young Children: Professional Development Institute. Minneapolis, MN.
- Barton, E. E. (2014, April) *Family Coaching: Train the Trainer*. Presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.
- Lifter, K., Barton, E. E., & Mason, E. (2014, February). *Play: The fork in the road for understanding and using it*. Panel session at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Reichow, B. R. & Barton, E. E., (2014, February). *Risk of Bias assessment tool for single subject research design*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Schnitz, A., Fettig, A., & Barton, E. E. (2014, February). *Parent-implemented function-based interventions for children with disabilities*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., Steed, E. A., & Payne, C. (2014, February). *Classroom based and family focused social emotional curricula*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Reichow, B. R. (2013, October). *Sensory interventions for young children with disabilities*. Poster presentation at the Division for Early Childhood Conference. San Francisco, CA.
- Fettig, A., & Barton, E. E. (2013, October). *Parent-implemented function-based interventions for children with disabilities*. Poster presentation at the Division for Early Childhood Conference. San Francisco, CA.
- Barton, E. E. & Woodcock, R. (2013, March). *Bringing the Pyramid Home*. Presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.
- Barton, E. E. (2013, March). *Teaching pretend play to children with disabilities*. Paper presented at the Rocky Mountain Early Childhood Conference. Denver, CO.
- Barton, E. E., & Fox, L. (2013, February). *A family coaching approach to implementation of the pyramid model*. Paper presented at the Northwest Positive Behavior Support Conference. Eugene, OR.
- Barton, E. E., & Reichow, B. R. (2013, January). *Sensory-based interventions for children with autism: A review of the literature*. Poster presented at the Association for Behavior Analysis International Autism Conference. Portland, OR.
- Barton, E. E., & Fox, L. (2012, October). *Family coaching in early intervention*. Paper presented

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- at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Barton, E. E., & Reichow, B. R. (2012, July). *Sensory-based interventions for children with autism: A review of the literature*. Poster presented at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Reichow, B. R., Schertz, H., & Barton, E. E. (2012, July). *Everything you wanted to know about systematic reviews but were afraid to ask*. Paper presented at the Division for Early Childhood Annual Conference. Minneapolis, MN.
- Barton, E. E., & Fox, L. (2012, July). *Family coaching in early intervention*. Paper presented at the Office of Special Education Program, U.S. Department of Education, Project Directors Meeting. Washington, D.C.
- Reichow, B. R., Maggin, D., & Barton, E. E. (2012, May). *Investigation of publication bias in systematic reviews of single subject experimental designs*. Paper presented at the Campbell Collaboration Colloquium. Copenhagen, Denmark.
- Barton, E. E. (2012, April). *Teaching pretend play to children with autism*: Invited presenter, Autism Strand, Council for Exceptional Children Convention. Denver, CO.
- Barton, E. E. (2012, March) *Family Coaching: Train the Trainer*. Presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.
- Barton, E. E. & Lifter, K. (2012, February). *Play: The fork in the road for understanding and using it*. Panel session at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Reichow, B. R., Barton, E. E., Boyd, B., Hume, K. (2012, February). *Systematic review of EIBI for Children with Autism*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E. & Moore, H. (2012, February) *Language and Play Everyday*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Reichow, B. R., Barton, E. E., Boyd, B., Hume, K. (2012, February). *Systematic review of EIBI for Children with Autism*. Poster presented at the Applied Behavior Analysis International Autism Conference. Philadelphia, PA.
- Barton, E. E. & Moore, H. (2011, November) *Language and Play Everyday*. Paper presented at the Division for Early Childhood 2011 Conference. National Harbor, MD.
- Barton, E. E. (2011, November) *Rationale and strategies for teaching pretend play*. Paper presented at the Division for Early Childhood 2011 Conference. National Harbor, MD.
- Barton, E. E., Clifford, J., & Macy, M. (2011, November) *SEAM: Social Emotional Assessment Evaluation Measure*. Paper presented at the Division for Early Childhood Conference. National Harbor, MD.
- Barton, E. E., Pribble, L., Chen, C. (2011, November) *Use of email performance feedback to increase teachers' use of recommended practices*. Poster presented at the Division for Early Childhood Conference. National Harbor, MD.
- Moore, H. W., Johnson, J., & Barton, E. E. (2011, November) *Language and Play Everyday*. Paper presented at the American Speech-Language-Hearing Association 2011 Conference. San Diego, CA.
- Drey, B., & Barton, E. E. (2011, November) *Strategies for supporting multilingual learners with autism*. Paper presented at the Colorado Teachers of English to Speakers of Other Languages. Denver, CO.
- Barton, E. E. (2011, March). *Social Emotional Assessment Evaluation Measure: Targeted Skills and Instruction*. Presentation at the National Training Institute on Challenging Behavior.

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Clearwater, FL.

- Barton, E. E. (2011, March). *Rationale, goals, and strategies for teaching pretend play to young children with special needs*. Paper presented at the Association for Positive Behavior Support Conference. Denver, CO.
- Barton, E. E. (2011, March). *Use of email performance feedback to increase teachers' use of positive behavior support strategies*. Poster presented at the Association for Positive Behavior Support Conference. Denver, CO.
- Barton, E. E. (2011, January). *Teaching pretend play to young children with autism and developmental disorders*. Poster presented at the Association for Applied Behavior Analysis Autism Conference: New tools for translating science to practice. Washington D.C.
- Barton, E. E., Macy, M., & Squires, J. (2010, October). *Social Emotional Assessment Evaluation Measure*. Paper presented at the Division for Early Childhood conference. Kansas City, MO.
- Barton, E. E., & Moore, H. W. (2010, October). *Language and play every day: An interdisciplinary training model*. Poster presented at the Division for Early Childhood conference. Kansas City, MO.
- Blasco, P. B., Barton, E. E., & Falco, R. A. (2010, October). *Are we preparing professionals to include all young children with disabilities in inclusive settings? What happened and how did we get here?* Poster presented at the Division for Early Childhood conference. Kansas City, MO.
- McWilliam, R. A., Casey, A., Bryant, D., Barton, E. E., & Artman, K. (2010, June). *The Efficacy and Feasibility of Implementing Technology-Based Feedback Interventions to Improve Teachers' Classroom Performance*. Symposium presented at the Head Start's 10th National Research Conference, Washington, DC.
- Barton, E. E. (2010, April). *A program wide model of professional development for teaching play to young children with autism*. Poster presented at the Council for Exceptional Children 2010 Convention, Nashville, TN.
- Barton, E. E. & Pavilanis, R. L. (2010, February). *Contextualized coaching as a model of professional development for teaching complex skills for pre-service teachers*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Moore, H. W. & Barton, E. E. (2010, February). *Language and Play Everyday: An interdisciplinary approach to parent and pre-service training*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Blasco, P. B., Barton, E. E., & Falco, R. A. (2010, February). *Are we preparing professionals to include all young children with disabilities in inclusive settings? What happened and how did we get here?* Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Clifford, J., Waddell, M., Squires, J., Barton, E. E., & Macy, M. (2010, February). *Project SEAM: Preventing behavior disorders and improving social-emotional competence in infants and toddlers with disabilities*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E. (2010, March). *Rationale, goals, and strategies for promoting play with pretense as a goal for young children with autism*. Featured Presentation, Conference for the Association of Positive Behavior Support. St. Louis, MO.

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- Barton, E., E., Casey, A. M., Artman, K., & Kinder, K. (2009, October). *Playing around with feedback: Research and experiences with proving performance feedback*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Macy, M., & Barton, E. E. (2009, October). *Social emotional assessment and measurement: An activity based approach*. Paper presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Wolery, M., & Barton, E. E. (2009, October). *Goals and strategies for promoting play in young children with disabilities*. Paper presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Chen, C., & Barton, E. E. (2009, October). *Family Involvement in Using Positive Behavior Support for Young Children with Autism*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Levi, S., Chen, C., & Barton, E. E. (2009, October). *Evaluation of E-mail Performance Feedback on the Verbal Behaviors of Preschool Teachers*. Poster presented at the Division for Early Childhood Conference. Albuquerque, NM.
- Barton, E. E., Reichow, B., Busick, M., & Wolery, M. (2009, August). *Comparison of Overlap Methods for Quantitatively Synthesizing Single Subject Data*. Applied Behavior Analysis 5th International Conference. Oslo, Norway.
- Kinder, K., Barton, E., E., Casey, A. M., & Artman, K. (2009, June). *Playing around with feedback: Research and experiences with proving performance feedback*. National Association for the Education of Young Children: Professional Development Institute. Charlotte, NC.
- Barton, E. E., & Funk, M. K. (2009, June). *The Ages and Stages Questionnaire: Social Emotional*. Presentation for the Early Intervention Council, Eugene, OR.
- Macy, M. M., & Barton, E. E. (2009, April). *Activity Based Intervention: Research to practice*. Paper presented at the Council for Exceptional Children 2008 Convention. Seattle, WA.
- McDermott, W., & Barton, E. E. (2009, April). *An application of the linked systems approach to autism in early intervention*. Poster presented at the Council for Exceptional Children 2008 Convention. Seattle, WA.
- Levi, S., Carter, D., Van Norman, R.K., Barton, E. E. (March, 2009). *Supporting Positive Preschools: Some Lessons Learned in Program-Wide Implementation*. Oregon Positive Behavior Support Network, 7th Annual Statewide Conference. Eugene, OR.
- Barton, E. E. (2008, October). *Training teachers to use the system of least prompts to increase play skills*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Wolery, M., & Barton, E. E. (2008, October). *Goals and strategies for promoting play in young children with disabilities*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Macy, M., Clifford, J., & Barton, E. E. (2008, October). *Social emotional assessment and measurement: An activity-based approach*. Talk presented at the Division for Early Childhood Conference. Minneapolis, MN.
- Wolery, M., Busick, M., Reichow, B., & Barton, E. E. (2008, February). *Quantitative synthesis of single subject research*. Paper presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Wolery, M. (2008, February). *Measuring the generalization of pretend play in children with disabilities*. Poster presented at the Conference on Research Innovations in

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- Early Intervention. San Diego, CA.
- Wolery, M., Barton, E. E., & Gast, A. H. (2007, February). *Using prompting to promote adaptive functioning*. Presentation for the Annual Meeting for the Tennessee Association for Behavioral Analysis. Nashville, TN.
- Barton, E. E., Reichow, B., & Wolery, M. (2007, June). *Effects of weighted vest on attention and engagement of young children with autism*. Poster presented at the International Meeting for Autism Research. Sacramento, CA.
- Reichow, B., & Barton, E. E., Volkmar, F. R., & Cicchetti, D. V. (2007, June). *The status of research on interventions for young children with autism spectrum disorders*. Poster presented at the International Meeting for Autism Research. Sacramento, CA.
- Barton E. E., Reichow, B., & Tapp, J. (2006, March). *Description of the methods using INTMAN to code child and teacher behaviors simultaneously*. Poster presented at the Gatlinburg Conference on Mental Retardation and Developmental Disabilities Research. Annapolis, MD.
- Reichow, B., & Barton, E. E., & Wolery, M. (2006, February). *The use of carpet squares and duration manipulation during circle time for children with autism*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Barton, E. E., & Wolery, M. (2005, May). *Efficacy of verbatim and frequency feedback for increasing verbal behaviors of pre-service teachers*. Poster presented at the Vanderbilt University Graduate Student Research Day. Nashville, TN.
- Barton, E., E. (2004, June). *Play interventions for children with autism*. Paper presented at the Lee University Autism Symposium. Cleveland, TN.

Select Seminars, Webinars, and Workshops

- Barton, E. E. (2020, November). *Embedding structured teaching in inclusive settings*. Workshop hosted by IL STARNET. Springfield, IL.
- Barton, E. E. (2020, September). *Embedding structured teaching in inclusive settings*. Workshop hosted by IL STARNET. Springfield, IL.
- Barton, E. E. (2019, October). *Embedding structured teaching in inclusive settings*. Workshop hosted by IL STARNET. Springfield, IL.
- Steed, E., & Barton, E. E. (2018, November). *Social emotional screening of young children*. Webinar hosted by Early Childhood Investigations.
- Barton, E. E. (2018, September). *Embedding structured teaching in inclusive settings*. Workshop hosted by IL STARNET and Early CHOICES. Alsip, IL.
- Smith, B. J., Cate, D., & Barton, E. E. (2018, July). *Supporting High Quality Preschool Inclusion*. Virginia Preschool Inclusion Community of Learning Summer Institute.
- Barton, E. E. (2017, March). *Implementing the pyramid model with families in homes: Train the trainers*. Atlanta, GA.
- Barton, E. E. (2017, February). *Implementing the pyramid model with families in homes*. Atlanta, GA.
- Kavulic, C., Barton, E. E., & Hiessenbuttle, H. (2016, June). *Identifying and supporting young children with disabilities*. Webinar for the Promise Zones: Early Childhood Peer Learning & Action Network.
- Barton, E. E. (2016, March, May). *Implementing the pyramid model with families in homes*. Atlanta, GA.
- Barton, E. E. (2015, July). *Overlap Measures in Single Case Research*. Mini-conference on

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- Single Case Research Design, Vanderbilt University, Nashville, TN.
- Barton, E. E. (2015, July). *Risk of Bias in Single Case Research*. Mini-conference on Single Case Research Design, Vanderbilt University, Nashville, TN.
- Barton, E. E. (2015, June). *Implementing the pyramid model with families in homes*. Charlottesville, VA.
- Barton, E. E. (2014, August, October, November). *Implementing the pyramid model with families in homes*. Presentation for the Chancellor's Leadership Academy, University of Illinois at Urbana-Champaign. Champaign, IL.
- Barton, E. E. (2013, June). *Implementing the pyramid model with families in homes*. Presentation for the Montana Department of Education, Early Childhood. Billings, MT.
- Barton, E. E. & Woodcock, R. (2012, October). *Implementing the pyramid model with families in homes*. Webinar for the Technical Assistance Center on Social Emotional Interventions. Denver, CO.
- Barton, E. E., Zickefoose, S., LeGrand, C., & Brown, A. (2012, August). *Implementing the pyramid model with families in homes*. Workshop for West Virginia Birth to Three. Charleston, WV.
- Barton, E. E. (2012, March). *Implementing the pyramid model with families in homes*. Workshop for Nevada Early Intervention Services. Reno, NV.
- Barton, E. E. (2011, October). *Learning through play*. Workshop for the Idaho Division for Early Childhood Fall Conference. Boise, ID.
- Barton, E. E., & Fox, L. (2011, October). *TACSEI Family Coaching Materials Webinar*. TACSEI & CSEFEL Home Visitor Trainers. Denver, CO.
- Barton, E. E. (2011, August). *Social emotional identification and intervention*. Jefferson County Preschool Directors Meeting. Wheat Ridge, CO.
- Barton, E. E., & Fox, L. (2011, June). *Family Coaching with Infant and Toddlers in Part C*. West Virginia Birth to Three. Clarksburg, WV.
- Barton, E. E., Beckel, L., & Wasser, J. B. (2011, May). *Using the Pyramid Model with Young Children*. Presentation for the Pyramid Plus Spring Training, Denver, CO.
- Barton, E. E. (2010, April.) Evidence-based practices for young children with autism. Spring training for new ASD specialists, Willamette ESD, Salem, OR.
- Barton, E. E. & Funk, K. (2009, Feb). *The Ages and Stages Questionnaire – Social Emotional*. Presentation for the Early Intervention Council. Eugene, OR.
- Barton, E. E. (2009, March). *The Ages and Stages Questionnaire – 3rd Edition*. Seminar at the Child Care Improvement Project Workshop. Portland, OR.

Funding

Funded Grants

Hemmeter, M.L. (PI), Barton, E. E. (Co-PI), Fox, L. (Co-PI)
Examining the Efficacy of Program Wide Supports for Pyramid Model Implementation (PWS-PMI): Addressing Young Children's Social-Emotional Competence and Challenging Behavior
National Center for Education Research, Institute for Education Sciences
U.S. Department of Education
\$3,800,000.00

Barton, E. E. (PI), Winchester, C. (Co-PI)
Adaptation of the Family Behavior Support app for Spanish-speaking families

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Director's Strategic Priorities Grant, Vanderbilt Kennedy Center
\$50,000

Mancilla-Martinez, J. (PI), Lloyd, B. P. (PI), **Barton, E. E.** (Co-PI), Hemmeter, M L. (Co-PI),
Barnes, M (Co-PI), & Biggs, E. E. (Co-PI)
Equitable Support for Linguistically Diverse Students with Disabilities
Office of Special Education Programs
\$1,250,000.00

Barton, E. E. (PI), MacNish, A. (Co-PI)
Using the Early Interventionist Pyramid Practices Fidelity Instrument (EIPFFI) with email
feedback to increase early interventionists
Peabody Small Research Grant
\$5,000

Barton, E. E. (PI), Ledford, J. R. (Co-PI), Lloyd, B. P. (Co-PI)
Preparing Certified Behavior Analysts to be Leaders in Special Education
Office of Special Education Programs
\$1,250,000.00

Lloyd, B. P. (PI), Ledford, J. R. (Co-PI), **Barton, E. E.** (Co-PI), Harris, V.
*Project i3: Training Certified Behavior Analysts to Provide Intensive Interdisciplinary
Intervention for School-Age Children with Disabilities and High-Intensity Needs*
Office of Special Education Programs
\$1,250,000.00

Ledford, J. R. (PI), **Barton, E. E.** (Co-PI), Lloyd, B. P. (Co-PI), Harris, V. (Co-PI)
*I-TEACHING: Interdisciplinary Teaming to increase Expectations for and Achievement of
Children with High Intensity Needs*
Office of Special Education Programs
\$1,250,000.00

Kaiser, A., Ledford, J. R. (Co-PI), **Barton, E. E.** (Co-PI), Hemmeter, M. L. (Co-PI)
*A Junior Colleague Approach for Preparing Leaders to Improve Social and Behavioral
Outcomes for Young Children with Disabilities (JCAP)*
Office of Special Education Programs, Jan 2019-Jan 2024
\$1,250,000.00

Barton, E. E. (PI)
*Developing and Testing of the Playing to Learn (PTL) Curriculum for Teaching Complex Play to
Young Children with Disabilities*
Caplan Foundation, Sept 2018-Sept 2019
\$46,900.00

Barton, E. E. (PI), Ledford, J. R. (Co-PI), Lambert, J. M. (Co-PI), Harris, V. (Co-PI)

EE Barton CV
March 2023

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EPIC: Early Childhood and Psychology Interdisciplinary Collaboration to Improve Services for Children with High-Intensity Needs

Office of Special Education Programs, U.S. Department of Education, 2018-2023
\$1,250,000.00

Romano, M. (PI), Schnurr, M., (co-PI), **Barton, E. E.** (Methodological Consultant)
The Impact of Internal Coaching on Providers' Use of Family Guided Routines Based Intervention (FGRBI) in Part C Early Intervention
National Center for Special Education Research, Institute for Education Sciences
\$213,464

Hemmeter, M. L. (P.I.), **Barton, E. E.** (co-PI)
Summative Evaluation of Sesame Street Season 74: Focus on Kindness
Sesame Workshop, August 2017-August 2018
\$114,075.00

Hemmeter, M. L. (P.I.), **Barton, E. E.** (co-PI)
Preschool Suspensions and Expulsions: Examining Issues Related to Implicit Bias and Disproportionality in TN
Seed Grant from the Office for Equity, Diversity, and Inclusion at Vanderbilt University
May 2017
\$9,551.00

Barton, E. E. (PI), Meadan, H. (Co-PI), Fetting, A. (Co-PI)
Development and Testing of the Family Behavior Support App
National Center for Special Education Research, Institute for Education Sciences
U.S. Department of Education, Aug 2016-Aug 2019
\$1,499,866.00

Barton, E. E. (PI)
Increasing the Creativity and Complexity of Block and Art Play in Young Children with Disabilities
Peabody Small Research Grant Awards, May 2015
\$10,000

Hemmeter, M. L. (PI), Fox, L. (Co-PI), **Barton, E. E.** (Co-PI)
Development of Program-wide Supports for Pyramid Model Implementation: Addressing Young Children's Social Emotional Competence and Challenging Behavior
National Center for Education Research, Institute for Education Sciences, U.S. Department of Education, 2015-2018
\$1,500,000.00

Wehby, J. (PI), Lloyd, B. P. (Co-PI), **Barton, E. E.** (Co-PI), Ledford, J. R. (Co-PI)
Training Certified Behavior Analysts with Advanced Knowledge in Special Education
Office of Special Education Programs,
U.S. Department of Education, 2014-2019

EE Barton CV
March 2023

\$930,000

Kaiser, A. (PI), **Barton, E. E.** (Co-PI), & Ledford, J. R. (Co-PI)
Preparing Early Childhood Special Educators with an Autism Specialization
Office of Special Education Programs,
U.S. Department of Education, 2014-2019

\$930,000

LaRocco, D. (PI), **Barton, E. E.** (Co-PI)
National Early Childhood Special Education Inclusion Summit.
Small Grant Competition
University of Hartford, June 2015

\$5,000.00

Barton, E. E. (PI)
Early Childhood Special Education Leadership Specialists (ECSELS)
Grant# H325D120009 awarded to University of Colorado Denver, Oct 2012
Office of Special Education Programs,
U.S. Department of Education, Oct 2012-2013

\$1,249,072.00

Barton, E. E. (PI), B. Harris (Co-PI)
University of Colorado Denver Faculty Development Awards
Evaluating Autism Diagnostic Tools for Use with Culturally and Linguistically Diverse Populations
June 2011

\$5,000

Barton, E. E. (PI), L. L. McIntyre (Co-PI)
University of Oregon College of Education Fairway Funds, Feb 2009
Early Autism Project: Reducing the Research to Practice Divide in Early Intervention
Feb 2010

\$25,000

Barton, E. E. (PI), H. B. Moore (Co-PI)
University of Oregon College of Education Baney Funds
Language and Play Everyday
Feb 2010

\$10,000

Barton, E. E. (PI)
University of Oregon College of Education Fairway Funds, Feb 2009
Project ABI Play: An examination of an activity-based approach to teaching play and other functional skills to children with autism in inclusive settings.
December 2008

\$25,000

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Barton, E. E. (PI)

University of Oregon College of Education Baney Funds, Feb 2009

An examination of a family centered PBS approach to food refusal behaviors

December 2008

\$8,000

Barton, E. E. (PI), B. R. Reichow (Co-PI)

Organization for Autism Research - Graduate Student Grant, June 2005

The Effects of Carpet Squares and Duration on the Behavior of Children with Autism During Circle Time in Inclusive Preschool Classrooms.

\$2000.00

Select Unfunded Grants

Wahman, C. (PI), **Barton, E. E. (Co-PI)**

Using a Multi-Component Intervention to Teach Behavioral Expectations in Preschool

National Center for Special Education Research, Institute for Education Sciences

U.S. Department of Education

\$1,400,000.00

Coogle, C. (PI), **Barton, E. E. (Co-PI)**, Ottley, J. (Co-PI)

Embedded learning module application (ELO-Mapp) to enhance social-communicative outcomes of children with autism spectrum disorder

National Center for Special Education Research, Institute for Education Sciences

U.S. Department of Education

\$1,400,000.00

Scored 2.2 Not funded

Lifter, K. (PI), Barton, E. E. (co-PI)

Development of an Innovative Curriculum of Play Activities for Teachers of Young Children

Caplan Foundation

\$60,000.00

Ledford, J. R. (PI), **Barton, E. E. (Co-PI)**

MATCHES: Development of a Manualized Approach for Teaching Children in Early Childhood Settings

National Center for Special Education Research, Institute for Education Sciences

\$1,400,000.00

Reichow, B. R. (PI), **Barton, E. E. (Co-PI)**

Impact of Professional Development on Early Intervention Specialists' Instructional Delivery of a Virtual Parent Skills Training Program for Parents of Infant and Toddlers with Disabilities

National Center for Special Education Research, Institute for Education Sciences

\$1,400,000.00

Watson, L. (PI), Rezka, S. (Co-PI), Steinbrenner, J. (Co-PI), **Barton, E. E. (Site PI)**

EE Barton CV
March 2023

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ASAP Intensity Replication Study: Improving Outcomes for Preschoolers with Autism
National Center for Special Education Research, Institute for Education Sciences
VU subcontract: **\$1,100,000.00**

Barton, E. E. (PI), Dickinson, D. (Co-PI), Swan, R. (Co-PI)
Closing the Word Gap Through Pediatrician – Preschool Collaboration (2015)
Trans-Institutional Programs Initiative Proposal
Vanderbilt University
Invited to submit full proposal, not funded

University Teaching Experience

Vanderbilt University

Courses Taught:

- Single Case Research Design
- Screening and Assessment for Young Children
- Advanced Classroom Management (Early Childhood)
- Characteristics of Children with Severe and Multiple Disabilities
- ECSE Student Teaching and Practicum Seminars

Advising:

Current Master Students: Emma Skiba, Lauren Schulte, Caroline Baum, Megan Williams, Madeline Marchetti, Baylee Webb

Masters Students Graduated with Thesis: Gounah Choi, Evelyn Mauldin, Monica Rigor, Lillian Stiff, Stephanie Gossett, Erin Sweeney, Jia Qiu, Ethan Lin, Cecelia O’Flaherty, Rebecca Murray, Rachel Francis, Maddisen Domingo, Lauren Gomez, Emily Eames, Ana Paula Martinez, Claire Winchester, Mollie Todt, Kelly Willard, Gabrielle Trimlett, Yuxin Tang, Gabriella Robinson (Child Studies)

Masters Students Thesis Second Reader: Run Chang, Carrie Glover

Current Doctoral Students (chair): Marina Velez, Jennifer Bancroft, Claire Winchester, Brandy Locchetta, Mollie Todt, Erin Sweeney

Current Doctoral Students program and dissertation committees: Amy Lynn Harbison

Doctoral Students graduated and dissertation committees (year of graduation): Matt Busick (2015), Micheal Sandbank (2015), Alana Schnitz (co-chair, 2016), Elizabeth Biggs (2017), Samantha Golden (2017), Molly Gilson (2018), Kathleen Zimmerman (2018), Elizabeth Fuller (2018), Jennifer Cunningham (2018), Anne Sinclair (2019), Jodi Heidlage (2019), John Wright (2019, chair), Carlie Rhoads (2019), Elizabeth Pokorski (2019, chair), Amy Lynn Harbison (2019)

University of Colorado Denver

Courses Taught:

- Early Intervention Strategies (online and on campus)
- Screening and Assessment of Young Children (online and on campus)
- Social and Cognitive Development and Disorders / Social Competence and Classroom Supports
- Seminar: Current Topics and Research in Early Childhood
- Seminar: Single Case Research Design in Education

Advising:

EE Barton CV
March 2023

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Masters Students advised (2010-2013): 32

Masters Thesis completed: Anne Hungerford, Beret Kroeger

Doctoral Students program and dissertation committees: Alissa Rausch

University of Oregon

Courses Taught:

- Assessment in Early Childhood Special Education/Early Intervention
- Curriculum in Early Childhood Education
- Family-guided Early Intervention
- Field Experience Seminar: Home Behavioral Supports for Families
- Foundations in Early Childhood Special Education/Early Intervention
- Practicum Experience/Seminar: Language and Play Every Day: Parent Training for Late Talking Toddlers
- Practicum Seminar: Parent Training in Early Intervention
- Seminar: Autism in Early Intervention
- Seminar: Communication Interventions in Early Intervention
- Seminar: Current Trends in Early Intervention

Advising:

Masters Students advised (2007-2010): 25

Masters Thesis completed: Dana Cohen

Doctoral Students program and dissertation committees: Prasong Saihong

Editorial Experience

Editor

02/2022 – present

Associate Editor, *Research and Practice for Persons with Severe Disabilities*

09/2021 – present

Associate Editor, *Remedial and Special Education*

10/2016 – present

Editor-in-Chief, *Topics in Early Childhood Special Education*

07/2014 – present

Associate Editor, *Journal of Early Intervention*

Editorial Boards

02/2020 – present

Remedial and Special Education

01/2018 – present

Behavior Disorders

09/2014 – present

Journal of Autism and Developmental Disorders

06/2014 – present

Infants and Young Children

09/2011 – present

Young Exceptional Children

07/2010 – present

Topics in Early Childhood Special Education

11/2010 – 06/2014

Co-Editor, *Focus on Research* Newsletter for the Division for Research of the Council for Exceptional Children (CEC-DR)

10/2009 – present

Journal of Early Intervention

Ad Hoc Reviewer

EE Barton CV
 March 2023

Behavior Analysis in Practice
Behavior Modification
Children and Youth Services
Child: Care, Health, & Development
 Corwin Press
Early Childhood Research Quarterly
Education and Treatment of Children
European Journal of Special Needs Education
Evidence-based Communication Assessment and Intervention
Exceptional Children
Focus on Autism and Developmental Disabilities
 Paul H. Brookes Publishing
Journal of Applied Behavior Analysis
Journal of Communication Disorders
Journal of Special Education
Journal of Teacher Education
Neuropsychological Rehabilitation
Remedial and Special Education
School Psychology Review

Service

National

July 2020 – present	Co-Chair DEC Recommended Practices Committee
July 2019	AERA Convention Proposal Reviewer: Division K: Teacher Learning and Professional Development SIG-Family, School, Community Partnerships
July 2019 – present	DEC Recommended Practices Committee
Dec 2018, May 2019	DEC EI/ECSE Standards Think Tank
July 2018 – present	DEC EI/ECSE Standards Development Workgroup
July 2017 – present	Chair, Funding and Development Council, Division for Early Childhood of the Council for Exceptional Children
July 2013 – July 2017	President (2015-2016), Executive Board, Division for Early Childhood of the Council for Exceptional Children
2012 – 2016	Planning Committee (Committee Chair, 2014), Conference on Research Innovation in Early Intervention (CRIEI)
2013	DEC – Recommended Practices Commission, Instructional Practices Workgroup
2012	National Professional Development Center on ASD Single Subject Research Design Article Reviewer
2011	Co-Director, DEC Research Special Interest Group DEC Workgroup <i>Position Paper on Prevention of Social, Emotional, Physical, and Cognitive Disabilities and the Promotion of Health, Safety, and Well-Being</i>

EE Barton CV
March 2023

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2010-2012 DEC Chair of the Research and Evaluation Strand for the 2010 Annual Conference
2007 – 2017 Proposal Reviewer for the CEC Annual Convention and Expo

State

2012 – 2013 Colorado Autism State Leaders Work Group
2011 – 2013 Pyramid Plus State Policy Team – Professional Development workgroup
2009 – 2010 Oregon Commission on Autism Spectrum Disorders, Educational Endorsement and Competency-based Assessment Subcommittee
2009 – 2010 Vice President, Oregon Division for Early Childhood
2008 – 2010 Oregon Early Childhood Inclusion Collaborative, Professional Development Committee

Vanderbilt University

2020 – 2021 Co-Chair, Peabody College Early Childhood Center Planning Committee
2019 – 2020 Chair, ABA Practice Faculty Search Committee
2019 – 2021 Special Education Strategic Planning Committee
2019 – 2021 Peabody representative, Graduate Faculty Council
2018 – 2022 Vanderbilt University Press Editorial Committee
2018 – present Department of Special Education, Faculty Tenure and Promotion Committee
2018 – 2021 Chair, Peabody Curriculum Committee
2018 – 2022 Poster Judge, Vanderbilt Postdoctoral Association
2018 – 2020 Severe Program Tenure Track Faculty Search Committee
2017 – present Practicum and Student Teaching Site Coordinator, Early Childhood Special Education Program
2017 – 2018 Secretary, Peabody Faculty Council
2017 – present Special Education Department Representative, Peabody Faculty Council
2016 – 2017 ABA Program Tenure Track Faculty Search Committee
2016 – 2017 Vanderbilt Kennedy Center Lecture Series Committee
2013 – present Department of Special Education Teacher Preparation Committee

University of Colorado Denver

2013 Coordinator, School of Education and Human Development (SEHD) Behavior Analyst Board Certification Program
2012 Search Committee Early Childhood Education Program Faculty Position
2012 Buell Early Childhood Leadership Program Design Team
2011 – 2013 SEHD Committees
Leadership Committee
Doctoral Studies Committee
Practicum Coordinator

EE Barton CV
March 2023

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University of Oregon
2007 – 2009

College of Education Consortium for the Improvement of
Professional Development
Student Services and Supports Committee
Library Committee
Co-Director, Diversity Work Group
Special Education Doctoral Committee

Professional Organization Membership

- Council for Exceptional Children
 - Division for Early Childhood
 - Division for Research
 - Teacher Education Division
 - Council for Children with Behavior Disorders
 - Division for Autism and Developmental Disabilities
 - Division for Research
- Applied Behavior Analysis (ABA) International
- National Association for the Education of Young Children

Ashley Nemec MacNish, M. A.

Educational Consultant
Department of Special Education
Peabody College
Vanderbilt University

Education:

Montclair State University- Montclair, NJ

Graduated: December 2013

Major: Masters in Teaching K-6/Teacher of Students with Disabilities

Graduate Assistant Position: Ben Samuels Children's Center

Gettysburg College- Gettysburg, PA

Graduated: May 2006

Majors: B.A. in Political Science and Spanish

Awards: Cum Laude; Dean's List; Dean's Commendation List; Pi Sigma Alpha Political Science Honors Society

Professional Experience:

Consultant

Pyramid Model Consortium- Missoula, MT

March 2021-Present

- Provide technical assistance and training to states implementing the Pyramid Model in their Part C systems.
- Co-create an online adaptation of the National Center for Pyramid Model Innovations Part C Practices training.

Educational Consultant

Vanderbilt University-Nashville, TN

March 2018-Present

- Provide targeted and intensive technical assistance to states implementing the Pyramid Model in their Part C systems.
- Support the collection of program data to inform technical assistance provided to program implementation and practitioner coaches.
- Assist with the planning and production of the *Unpacking Coaching* webinars to support coaches who help practitioners implement Pyramid Model practices.
- Create materials to support families, practitioners and coaches using Pyramid Model practices.
- Provide training in Practice-Based Coaching (PBC) and Pyramid Model practices in Part C to practitioners and program leadership teams.
- Create a practitioner fidelity tool for using Pyramid Model practices in Part C settings.

- Collect TPOT, CLASS and TPITOS data to inform programs and practitioners working with children 0-5 on their use of Pyramid Model practices with fidelity.

Grant Analyst

Tennessee State Department of Education- Nashville, TN

January 2019- April 2019

- Review Voluntary PreK (VPK) applications for the state of Tennessee
- Provide specific feedback to VPK programs to ensure they are implementing early childhood practices and procedures with fidelity including, but not limited to: recruitment, professional development, coaching and feedback, data-decision making, Pyramid Model practices, inclusion practices, goal setting, curriculum implementation and collaborative teaming.

Outreach Teacher: Susan Gray School

Vanderbilt University- Nashville, TN

August 2016-March 2018

- Coach families and educators of children 0-3 with developmental delays using routines-based early intervention methods.
- Use Assessment, Evaluation, Programming System (AEPS) to assess and track progress of children on caseload.
- Track student progress and data using AEPSi and Tennessee Early Intervention Data System (TEIDS).
- Collaborate with families and professionals in the development of the Individualized Family Service Plan (IFSP)
- Organize and implement parent and staff trainings on challenging behavior and child development

Developmental Interventionist: Jeffrey Dworkin Early Intervention Program

Montclair State University- Montclair, NJ

June 2014-July 2016

- Foster relationships with parents of infants and toddlers with developmental delays.
- Use the Hawaii Early Learning Profile (HELP) and anecdotal data to keep a record of developmental milestones and progress made by each client.
- Coach parents in relationship-based and ABA strategies to create daily routines and play-based routines in order to encourage language and foster the cognitive development of each child.

Special Education Teacher (PreK-Grade 2 Self-Contained setting): Shaler Academy

Ridgefield School District- Ridgefield, NJ

December 2013- August 2016

- Manage staff and students on a daily basis: following routines and collecting data both incidentally, through center-based activities and through discrete trialing.
- Apply information obtained through data collection to write progress reports and IEP goals for school year.

- Coach teaching assistants on the use of various research-based teaching strategies and relationship-based approaches, including applied behavioral analysis to individualize student learning using Eden's CognitiveAssessment and ReThink Autism.

Special Education Teacher Assistant: Ben Samuels Children's Center

Montclair State University- Little Falls, NJ

September 2011- August 2013

- One-on-one aide to a five-year-old boy with autism in an inclusive preschool classroom that incorporates the DIR model, Pyramid Model, and strategies from SCERTS and RDI.
- Support the child study team by addressing student's speech and language, occupational therapy, physical therapy and relationship goals in the classroom and writing anecdotal notes related to the goals.
- Support the general education teacher by developing and enacting strategies to assist the student during daily classroom activities.

Behavior Consultant

The Friendship Circle- Englewood, NJ

August 2013-August 2014

- Train staff in behavior intervention techniques to support children with disabilities ages 3-12 in the community setting.
- Facilitate age appropriate language, social emotional, play and sensory skills.
- Implement behavior intervention strategies to assist campers' self-regulatory needs.

Teacher Assistant

Morris-Union Jointure Commission- New Providence, NJ

June 2009- August 2011

- Assist the teacher in enacting ABA student programs in education, behavior and vocation.
- Guide students in day to day activities such as transportation, meals and elective courses.
- Collect data and graph the progress of each individual student.

Professional Development, Activities and Affiliations

- Team TN- The Tennessee Pyramid Model State Leadership Team Jan. 2023-Present
- National Training Institute 2018-2022
- DEC Conference 2018-2023
- International Conference on Positive Behavior Support 2021
- NAEYC Conference 2019
- CLASS conference 2019
- ZERO to THREE Member 2017
- Childcare Aware of America Member 2017
- National Association of Special Education Teachers 2016-Present
- ZERO to THREE Conference 2017
- TRIAD behavior training with Vanderbilt University 2016-2017
- Building Best Practice Conference 2017

- Fifth Annual Todd Ouida Children's Foundation Conference 2016: Attuning to the Mind, Body and Spirit of Infants, Children and Their Families
- International ICDL Floortime Conference 2015
- Pyramid Model Training- Montclair State University 2012
- Autism and Neuroplasticity- Montclair State University 2012

Certifications:

- Volunteer Advocacy Project (VAP)
- Early Intervention Credential (TN)
- DIR Floortime Basic Certificate Level 1

Recent Presentations, Workshops, Webinars:

- Kinder, K. & MacNish, A. (2023, August) *Addressing Challenging Behavior*. Invited presentation for the Acorn School Summer Staff Workshop, Vanderbilt University, Nashville, TN.
- Lynn, T. & MacNish, A. (2023, June) *Introduction to the TPITOS*. Invited presentation for the Metro Action Commission Head Start Summer PD Event, Nashville, TN.
- Vorhaus, B., & MacNish, A. (2022, January) *Supporting Social and Emotional Learning and Development*. Office of Head Start Disability Service Coordinator Institute. Virtual event.
- Escorcía, J., Ramirez, R., & MacNish, A. (2021, October) *Helping Families Support Their Child's Emotional and Behavioral Self-Regulation*. Webinar hosted by the National Center on Early Childhood Development, Teaching and Learning.
- Vorhaus, B., MacNish, A., & Hemmeter, M.L. (2021, August) *"Moving Forward: Helping Programs Build Strong Social Emotional Foundations Birth to 5 Part 1 & 2: It is ALL about Responsive Relationships!"* Office of Head Start Summer TTA Professional Development Meeting. Virtual event.
- McLeod, R., & MacNish, A. (2021, March) *Supporting Social Emotional Learning Through Practice-Based Coaching*. R9 Coaching Network - Innovative practices for virtual coaching. Virtual event.
- Escorcía, J., Nemeč, A.C., & Binder, D. (2020, March) *Coaching Using Culturally Responsive Practices*. Webinar hosted by the National Center on Early Childhood Development, Teaching and Learning.
- Nemeč, A.C. (2020, February) *Social Emotional Development in Infants and Toddlers*. Invited presentation for Nashville State Community College, Nashville, TN.
- Hopper, R., Nemeč, A.C., & Escorcía, J. (2020, February) *Intentional Professional Development for Home Visitors*. Office of Head Start Training and Technical Assistance Professional Development Meeting. Washington, D.C
- Barton, E.E. & Nemeč, A.C. (2019, December) *Program-Wide Implementation of Pyramid Model Practices in Part C Programs*. Webinar for the National Center for Pyramid Model Innovations. Nashville, TN.

- Nemec, A.C. & Barton, E.E.** (2019, August-September) *Using Practice-Based Coaching to Implement Pyramid Model Practices in Part C Programs*. National Center for Pyramid Model Innovations Intensive TA. Nashville, TN.
- Barton, E.E. & Nemec, A.C.** (2019, June) *Pyramid Model Practices in Part C*. National Center for Pyramid Model Innovations Intensive TA. Reno, NV
- Escorcía, J. & Nemec, A.C.** (2018, November) *Implementing Practice-Based Coaching in Home-Based Programs*. Office of Head Start Region VII Leadership Institute. Kansas City, MO.
- Nemec, A.C.** (2018, October). *Finding your Purpose: Opportunities in Early Childhood Education*. Invited presentation for Nashville State Community College, Nashville, TN.
- Basler, S. & Nemec, A.C.** (2018, September). *Home-Based Coaching Considerations*. Webinar hosted by the National Center on Early Childhood Development, Teaching and Learning.
- Greening, V., Nemec, A.C., & Escorcía, J.** (2018, August) *TLC Facilitator Training of Trainers for Home-Based Settings*. Workshop training at the Office of Head Start Training and Technical Assistance Summer Meeting, Alexandria, VA.
- Nemec, A.C.** (2017, October). *Addressing Challenging Behavior in Young Children: A Susan Gray/TRIAD Collaboration*. Invited presentation for Nashville State Community College, Nashville, TN.
- Nemec, A.C.** (2017, November). *Addressing Challenging Behavior in Young Children: A Susan Gray/TRIAD Collaboration*. Invited presentation for Nashville State Community College, Nashville, TN.
- Nemec, A.C.** (2017, October). *Addressing Challenging Behavior in Young Children: A Susan Gray/TRIAD Collaboration*. Invited presentation for Susan Gray School Staff Workshop, Vanderbilt University, Nashville, TN.
- Nemec, A.C. & Vogel, A.** (2017, July). *Addressing Challenging Behavior in Young Children: A Susan Gray/TRIAD Collaboration*. Invited presentation for Susan Gray School parent workshop, Adventure Science Center, Nashville, TN.
- Nemec, A.C.** (2014, March). *Using Visuals to Prevent Challenging Behavior in the Classroom*. Invited presentation for Montclair State University, Montclair, NJ.

Conference Presentations

- MacNish, A.,** Lee, J. Barton, E.E., & Locketta, B. (2023, November) *I Have My Pyramid Model Roadmap for my EI Program: Now What?* Council for Exceptional Children's Division of Early Childhood International Conference, Minneapolis, MN.
- Thurnau, T. & **MacNish, A.** (2023, September) *Understanding Infant and Toddler Behavior.* Tennessee Association for Children's Early Education Conference Murfreesboro, TN.
- Thurnau, T. & **MacNish, A.** (2023, September) *Building Social & Emotional Skills for Infants and Toddlers: Pyramid Model 101.* Tennessee Association for Children's Early Education Pre-Conference Murfreesboro, TN.
- MacNish, A.** (2023, May) *ToddlerTalk: Supporting Language and Communication.* Presentation at the Tennessee Family Child Care Network Annual State Conference, Murfreesboro, TN.
- Bailey, A., Donnell, K., Kennerson, D., Landis C., **MacNish A.**, Mullens, L., Newkirk, T., Rudenauer, H., & Unaite, D. (2023, April) *The Pyramid Model in Part C: State Implementation Approaches.* Presentation at the National Training Institute on Challenging Behavior, Tampa, FL.
- Adams, L., Barton, E.E., Donnell, K., Landis, C., **MacNish, A.**, Rudenauer, H., Unaite, D., & Wolf, A. (2023, April) *Reflections from the Field: Implementing Pyramid Model in Part C Programs.* Presentation at the National Training Institute on Challenging Behavior, Tampa, FL.
- Harrington, J. & **MacNish, A.** (2023, April) *What About Us? Practice-Based Coaching with Part C Early Interventionists.* Presentation at the National Training Institute on Challenging Behavior, Tampa, FL.
- MacNish, A.** & Barton, E.E. (2022, April) *Program-Wide Implementation of Pyramid Model Practices in Part C Programs.* Presentation at the National Training Institute on Challenging Behavior, Tampa, FL.
- MacNish, A.,** & Barton, E.E. (2021, September) *Write that Down! Using Journaling to Guide Reflection in Family Coaching.* Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Virtual.
- Barton, E.E., **MacNish, A.**, Fettig, A., & Harbin, S. (2021, March). *PBIS-EI: Promoting Social Emotional Competence and Addressing Challenging Behaviors in Infants and Toddlers.* Presentation at the 18th International Conference on Positive Behavior Support, Virtual.
- MacNish, A.,** & Barton, E.E. (2021, January) *Using Practice-Based Coaching with Early Interventionists.* Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Virtual.

Barton, E.E. & Nemeć, A.C. (2020, April) *Program-Wide Implementation of Pyramid Model Practices in Part C Programs*. Presentation at the National Training Institute on Challenging Behavior, St. Petersburg, FL

Barton, E.E., Fox, L., & Nemeć, A.C. (2019, October) *Program-Wide Implementation of Pyramid Model Practices in Part C Programs*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.

Barton, E.E. & Nemeć, A.C. (2019, May) *Implementing the Pyramid Model with Families: Practitioner Fidelity Tool*. Presentation at the National Training Institute on Challenging Behavior, St. Petersburg, FL

Barton, E.E. & Nemeć, A.C. (2019, May) *Implementing the Pyramid Model in Part C/ Early Intervention*. Presentation at the National Training Institute on Challenging Behavior, St. Petersburg, FL

McLeod, R., Hemmeter, M.L., Basler, S. & Nemeć, A.C. (2018, October) *Practice-Based Coaching in a Group*. Poster presented at the Council for Exceptional Children's Division of Early Childhood International Conference, Orlando, FL.

CONTRACTOR NAME

Key Personnel

Name	Job Title	Salary	% Paid from this Contract	Amount Paid from this Contract
Rob Corso	Executive Director	\$120,000	0	0
Erin Barton	Pyramid Model Consortium, Part C Lead	\$80,000	10%	\$8,000
Ashley Macnish	Pyramid Model Consortium, Part C Co0Lead	\$37,400	10%	\$3740

AKC
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STATE OF NEW HAMPSHIRE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF LONG TERM SUPPORTS AND SERVICES

Lori A. Weaver
Commissioner

Melissa A. Hardy
Director

105 PLEASANT STREET, CONCORD, NH 03301
603-271-5034 1-800-852-3345 Ext. 5034
Fax: 603-271-5166 TDD Access: 1-800-735-2964 www.dhhs.nh.gov

February 22, 2024

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Health and Human Services, Division of Long Term Supports and Services, to enter into a **Sole Source** contract with Pyramid Model Consortium (VC# 274159), Missoula, MT, in the amount of \$75,000 to provide Pyramid Model Implementation training and technical assistance to three (3) Family Centered Early Supports and Services programs, and to develop processes and structures to support long-term sustainable and statewide implementation of the Pyramid Model framework, with the option to renew for up to three (3) additional years, effective upon Governor and Council approval through December 31, 2026. 100% Federal Funds.

Funds are available in the following account for State Fiscal Years 2024 and 2025, and are anticipated to be available in State Fiscal Year 2026 and 2027, upon the availability and continued appropriation of funds in the future operating budget, with the authority to adjust budget line items within the price limitation and encumbrances between state fiscal years through the Budget Office, if needed and justified.

05-95-93-930510-3674 HEALTH AND SOCIAL SERVICES, HEALTH AND HUMAN SVCS DEPT, HHS, DLTSS-DEVELOPMENTAL SVCS, BUR-FAMILY CENTERED SERVICES, INFANT-TODDLER PROGRAM PT-C

State Fiscal Year	Class / Account	Class Title	Job Number	Total Amount
2024	102-500731	Contracts for Opr Svc	93053674	\$12,500
2025	102-500731	Contracts for Opr Svc	93053674	\$25,000
2026	102-500731	Contracts for Opr Svc	93053674	\$25,000
2027	102-500731	Contracts for Opr Svc	93053674	\$12,500
			Total	\$75,000

EXPLANATION

This request is **Sole Source** because there are no known viable alternatives to the services provided by the Contractor. For more than 20 years, the Contractor has supported social and emotional development in early childhood classrooms and environments to empower children, birth to five (5) years of age, to succeed in school and life through evidence-based research, distinctive innovative techniques and global reach. The Pyramid Model is a unique

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
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positive behavioral early intervention and support framework that uses systems-thinking and implementation science to promote evidence-based practices. The Contractor is the only authorized contractor able to perform the services. These unique services will include the development of processes and structures for successful implementation of the Pyramid Model framework in three (3) Family Centered Early Supports and Services (FCESS) programs located in Conway, Keene and Manchester. Although three programs are identified for this project, they serve towns in Coos, Carrol, Upper Grafton, Cheshire and Hillsborough Counties.

The purpose of this request is for the Contractor to assist New Hampshire's FCESS program in building capacity for state-wide implementation of the Pyramid Model. The Contractor will provide training and technical assistance to local programs and develop an expansion and sustainability plan for eventual statewide implementation. Working with the Contractor, programs will use evidence-based practices and develop the infrastructure to support the implementation of the Pyramid Model framework that will result in achieving the following goals:

- Reducing challenging behaviors and increasing social skills in young children;
- Increasing capacity of professionals and families to support young children's social and emotional development;
- Implementing interventions to prevent and address challenging behaviors, enhance healthy attachment relationships; and
- Sustaining implementation of the Pyramid Model with a plan to expand to additional FCESS programs.

The Pyramid Model framework and Family Centered Early Supports and Services both emphasize collaboration among early intervention team members and families with a focus on building the capacity of professionals and families to support young children's social and emotional development, implement interventions to prevent and address challenging behaviors, and enhance healthy attachment relationships.

Approximately 768 children and their families will be served in State Fiscal Years 2024, 2025, 2026 and 2027, for a total of 3,072 children and their families served.

Although New Hampshire has implemented the Pyramid Model in other early childhood programs, it has been limited to classroom-based settings. FCESS is a home visiting program and to provide the Model through this method, additions to the framework were needed. The Contractor developed adaptations to address the unique challenges of implementing the Model in a home setting. Through this agreement, the Contractor will assist programs with implementing this specialized Model.

The Department will monitor contracted services on a yearly basis to ensure critical elements within the Pyramid Model Early Intervention (Part C) Benchmarks of Quality such as family engagement, building staff capacity, and providing interventions to children with persistent challenging behaviors are either in place or have been met.

As referenced in Exhibit A, Revisions to Standard Agreement Provisions, of the attached agreement, the parties have the option to extend the agreement for up three (3) additional years, contingent upon satisfactory delivery of services, available funding, agreement of the parties and Governor and Council approval.

Should the Governor and Council not authorize this request, the three (3) Family Centered Early Supports and Services programs will not have the resources and opportunities to enhance their skillset to assist families in promoting children's social emotional skills. These families will not have the opportunity to enhance their skills to form close and supportive relationships with

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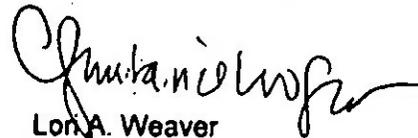
their children, especially when faced with challenging behaviors, possibly leading to unhealthy attachment relationships. Without these services, these children and families may not be able to develop the life skills needed for healthy attachment and development, and healthy family relationships.

Area served: Coos, Carrol, Upper Grafton, Cheshire and Hillsborough counties.

Source of Federal Funds: Assistance Listing Number 81.181, FAIN # H181A230127.

In the event that the Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Lori A. Weaver
Commissioner

Subject: SS-2024-DLTSS-05-PYRAM-01 Pyramid Model Implementation in Family Centered Early Supports and Services

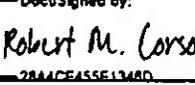
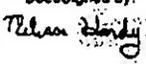
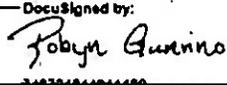
Notice: This agreement and all of its attachments shall become public upon submission to Governor and Executive Council for approval. Any information that is private, confidential or proprietary must be clearly identified to the agency and agreed to in writing prior to signing the contract.

AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name New Hampshire Department of Health and Human Services		1.2 State Agency Address 129 Pleasant Street Concord, NH 03301-3857	
1.3 Contractor Name Pyramid Model Consortium		1.4 Contractor Address 400 W. Broadway St., Suite 101-507 Missoula, MT, 59802	
1.5 Contractor Phone Number 217-390-0403	1.6 Account Unit and Class 05-95-93-930510-3674	1.7 Completion Date December 31, 2026	1.8 Price Limitation \$75,000
1.9 Contracting Officer for State Agency Robert W. Moore, Director		1.10 State Agency Telephone Number (603) 271-9631	
1.11 Contractor Signature <small>DocuSigned by:</small>  Date: 2/22/2024		1.12 Name and Title of Contractor Signatory Robert M. Corso Executive Director	
1.13 State Agency Signature <small>DocuSigned by:</small>  Date: 2/22/2024		1.14 Name and Title of State Agency Signatory Melissa Hardy Director, DLTSS	
1.15 Approval by the N.H. Department of Administration, Division of Personnel (if applicable) By: _____ Director, On: _____			
1.16 Approval by the Attorney General (Form, Substance and Execution) (if applicable) <small>DocuSigned by:</small> By:  Robyn Guarino On: 2/22/2024			
1.17 Approval by the Governor and Executive Council (if applicable) G&C Item number: _____ G&C Meeting Date: _____			

2. SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT B which is incorporated herein by reference ("Services").

3. EFFECTIVE DATE/COMPLETION OF SERVICES.

3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, if applicable, this Agreement, and all obligations of the parties hereunder, shall become effective on the date the Governor and Executive Council approve this Agreement, unless no such approval is required, in which case the Agreement shall become effective on the date the Agreement is signed by the State Agency as shown in block 1.13 ("Effective Date").

3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed.

3.3 Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT.

Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds. In no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds by any state or federal legislative or executive action that reduces, eliminates or otherwise modifies the appropriation or availability of funding for this Agreement and the Scope for Services provided in EXHIBIT B, in whole or in part, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to reduce or terminate the Services under this Agreement immediately upon giving the Contractor notice of such reduction or termination. The State shall not be required to transfer funds from any other account or source to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/PAYMENT.

5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT C which is incorporated herein by reference.

5.2 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8. The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance

hereof, and shall be the only and the complete compensation to the Contractor for the Services.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.

5.4 The State's liability under this Agreement shall be limited to monetary damages not to exceed the total fees paid. The Contractor agrees that it has an adequate remedy at law for any breach of this Agreement by the State and hereby waives any right to specific performance or other equitable remedies against the State.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/EQUAL EMPLOYMENT OPPORTUNITY.

6.1 In connection with the performance of the Services, the Contractor shall comply with all applicable statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal employment opportunity laws and the Governor's order on Respect and Civility in the Workplace, Executive order 2020-01. In addition, if this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all federal executive orders, rules, regulations and statutes, and with any rules, regulations and guidelines as the State or the United States issue to implement these regulations. The Contractor shall also comply with all applicable intellectual property laws.

6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of age, sex, sexual orientation, race, color, marital status, physical or mental disability, religious creed, national origin, gender identity, or gender expression, and will take affirmative action to prevent such discrimination, unless exempt by state or federal law. The Contractor shall ensure any subcontractors comply with these nondiscrimination requirements.

6.3 No payments or transfers of value by Contractor or its representatives in connection with this Agreement have or shall be made which have the purpose or effect of public or commercial bribery, or acceptance of or acquiescence in extortion, kickbacks, or other unlawful or improper means of obtaining business.

6.4 The Contractor agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with this Agreement and all rules, regulations and orders pertaining to the covenants, terms and conditions of this Agreement.

7. PERSONNEL.

7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.

7.2 The Contracting Officer specified in block 1.9, or any successor, shall be the State's point of contact pertaining to this Agreement.

8. EVENT OF DEFAULT/REMEDIES.

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default"):

- 8.1.1 failure to perform the Services satisfactorily or on schedule;
- 8.1.2 failure to submit any report required hereunder; and/or
- 8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) calendar days from the date of the notice; and if the Event of Default is not timely cured, terminate this Agreement, effective two (2) calendar days after giving the Contractor notice of termination;

8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;

8.2.3 give the Contractor a written notice specifying the Event of Default and set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or

8.2.4 give the Contractor a written notice specifying the Event of Default, treat the Agreement as breached, terminate the Agreement and pursue any of its remedies at law or in equity, or both.

9. TERMINATION.

9.1 Notwithstanding paragraph 8, the State may, at its sole discretion, terminate the Agreement for any reason, in whole or in part, by thirty (30) calendar days written notice to the Contractor that the State is exercising its option to terminate the Agreement.

9.2 In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall, at the State's discretion, deliver to the Contracting Officer, not later than fifteen (15) calendar days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. In addition, at the State's discretion, the Contractor shall, within fifteen (15) calendar days of notice of early termination, develop and submit to the State a transition plan for Services under the Agreement.

10. PROPERTY OWNERSHIP/DISCLOSURE.

10.1 As used in this Agreement, the word "Property" shall mean all data, information and things developed or obtained during the performance of, or acquired or developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulae, surveys, maps, charts, sound recordings, video recordings, pictorial reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, letters, memoranda, papers, and documents, all whether finished or unfinished.

10.2 All data and any Property which has been received from the State, or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

10.3 Disclosure of data, information and other records shall be governed by N.H. RSA chapter 91-A and/or other applicable law. Disclosure requires prior written approval of the State.

11. **CONTRACTOR'S RELATION TO THE STATE.** In the performance of this Agreement the Contractor is in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, workers' compensation or other emoluments provided by the State to its employees.

12. ASSIGNMENT/DELEGATION/SUBCONTRACTS.

12.1 Contractor shall provide the State written notice at least fifteen (15) calendar days before any proposed assignment, delegation, or other transfer of any interest in this Agreement. No such assignment, delegation, or other transfer shall be effective without the written consent of the State.

12.2 For purposes of paragraph 12, a Change of Control shall constitute assignment. "Change of Control" means (a) merger, consolidation, or a transaction or series of related transactions in which a third party, together with its affiliates, becomes the direct or indirect owner of fifty percent (50%) or more of the voting shares or similar equity interests, or combined voting power of the Contractor, or (b) the sale of all or substantially all of the assets of the Contractor.

12.3 None of the Services shall be subcontracted by the Contractor without prior written notice and consent of the State.

12.4 The State is entitled to copies of all subcontracts and assignment agreements and shall not be bound by any provisions contained in a subcontract or an assignment agreement to which it is not a party.

13. **INDEMNIFICATION.** The Contractor shall indemnify, defend, and hold harmless the State, its officers, and employees from and against all actions, claims, damages, demands, judgments, fines, liabilities, losses, and other expenses, including, without limitation, reasonable attorneys' fees, arising out of or relating to this Agreement directly or indirectly arising from death, personal injury, property damage, intellectual property infringement, or other claims asserted against the State, its officers, or employees caused by the acts or omissions of negligence, reckless or willful misconduct, or fraud by the Contractor, its employees, agents, or subcontractors. The State shall not be liable for any costs incurred by the Contractor arising under this paragraph 13. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the State's sovereign immunity, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

14. INSURANCE.

14.1 The Contractor shall, at its sole expense, obtain and continuously maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

14.1.1 commercial general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate or excess; and

14.1.2 special cause of loss coverage form covering all Property subject to subparagraph 10.2 herein, in an amount not less than 80% of the whole replacement value of the Property.

14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or any successor, a certificate(s) of insurance for all insurance required under this Agreement. At the request of the Contracting Officer, or any successor, the Contractor shall provide certificate(s) of insurance for all renewal(s) of insurance required under this Agreement. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference.

15. WORKERS' COMPENSATION.

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A ("*Workers' Compensation*").

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. The Contractor shall furnish the Contracting Officer identified in block 1.9, or any successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, or any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of the Services under this Agreement.

16. **WAIVER OF BREACH.** A State's failure to enforce its rights with respect to any single or continuing breach of this Agreement shall not act as a waiver of the right of the State to later enforce any such rights or to enforce any other or any subsequent breach.

17. **NOTICE.** Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of mailing by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

18. **AMENDMENT.** This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire unless no such approval is required under the circumstances pursuant to State law, rule or policy.

19. CHOICE OF LAW AND FORUM.

19.1 This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of New Hampshire except where the Federal supremacy clause requires otherwise. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party.

19.2 Any actions arising out of this Agreement, including the breach or alleged breach thereof, may not be submitted to binding arbitration, but must, instead, be brought and maintained in the Merrimack County Superior Court of New Hampshire which shall have exclusive jurisdiction thereof.

20. **CONFLICTING TERMS.** In the event of a conflict between the terms of this P-37 form (as modified in EXHIBIT A) and any other portion of this Agreement including any attachments thereto, the terms of the P-37 (as modified in EXHIBIT A) shall control.

21. **THIRD PARTIES.** This Agreement is being entered into for the sole benefit of the parties hereto, and nothing herein, express or implied, is intended to or will confer any legal or equitable right, benefit, or remedy of any nature upon any other person.

22. **HEADINGS.** The headings throughout the Agreement are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

23. **SPECIAL PROVISIONS.** Additional or modifying provisions set forth in the attached EXHIBIT A are incorporated herein by reference.

24. **FURTHER ASSURANCES.** The Contractor, along with its agents and affiliates, shall, at its own cost and expense, execute any additional documents and take such further actions as may be reasonably required to carry out the provisions of this Agreement and give effect to the transactions contemplated hereby.

25. **SEVERABILITY.** In the event any of the provisions of this Agreement are held by a court of competent jurisdiction to be contrary to any state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

26. **ENTIRE AGREEMENT.** This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire agreement and understanding between the parties, and supersedes all prior agreements and understandings with respect to the subject matter hereof.

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT A

Revisions to Standard Agreement Provisions

1. Revisions to Form P-37, General Provisions

1.1. Paragraph 3, Effective Date/Completion of Services, is amended by adding subparagraph 3.3 as follows:

3.3. The parties may extend the Agreement for up to three (3) additional years from the Completion Date, contingent upon satisfactory delivery of services, available funding, agreement of the parties, and approval of the Governor and Executive Council.

1.2. Paragraph 12, Assignment/Delegation/Subcontracts, is amended by adding subparagraph 12.5 as follows:

12.5. Subcontractors are subject to the same contractual conditions as the Contractor and the Contractor is responsible to ensure subcontractor compliance with those conditions. The Contractor shall have written agreements with all subcontractors, specifying the work to be performed, and if applicable, a Business Associate Agreement in accordance with the Health Insurance Portability and Accountability Act. Written agreements shall specify how corrective action shall be managed. The Contractor shall manage the subcontractor's performance on an ongoing basis and take corrective action as necessary. The Contractor shall annually provide the State with a list of all subcontractors provided for under this Agreement and notify the State of any inadequate subcontractor performance.

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RML

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

Scope of Services

1. Statement of Work

1.1. The Contractor must provide sustainable program-wide Pyramid Model Implementation training and technical assistance to practitioners within three (3) Family Centered Early Supports and Services (FCESS) programs that provide support to families within their home or where a child spends time, to help their child grow and develop, and develop processes and structures to support long-term sustainable and statewide implementation of the Pyramid Model framework. The three (3) Family Centered Early Supports and Services programs include:

1.1.1. Northern Human Services Family Centered Early Supports and Services, Conway, NH.

1.1.2. Monadnock Developmental Services: MDS Birth to Three Partnering with Families, Keene, NH.

1.1.3. Easterseals Family Centered Early Supports and Services, Manchester, NH.

1.2. For the purposes of this Agreement, all references to business hours mean Monday through Friday, excluding state and federal holidays, from 8:00 AM to 5:00 PM Eastern Standard Time.

Program-Wide Pyramid Model Implementation

1.3. The Contractor must provide program-wide Pyramid Model Implementation training and technical assistance to the three (3) Family Centered Early Supports and Services programs identified in Section 1.1., which includes:

1.3.1. The framework for promoting social-emotional competence in infants and young children, designed to provide universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them;

1.3.2. Guidance for early childhood special education personnel, early intervention (EI) personnel, early educators, families, and other professionals;

1.3.3. Program-wide implementation of the model which is a systemic effort within a program for Pyramid Model implementation fidelity to ensure programs are implementing evidence-based practices and developing infrastructure to support the durable implementation of those practices, to:

1.3.3.1. Reduce child challenging behavior.

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RMC

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

- 1.3.3.2. Increase children's social skills.
- 1.3.3.3. Increase satisfaction of program staff and families.
- 1.3.3.4. Increase parent and child engagement.
- 1.3.3.5. Increase provider and parent competence and confidence in the support of children.
- 1.3.3.6. Increase family coaching to help families understand and promote their child's social and emotional development.
- 1.3.3.7. Increase healthy attachment relationships.
- 1.3.3.8. Sustain implementation of the Pyramid Model.
- 1.3.4. The Contractor must ensure a Leadership Team guides the implementation process and develops the supports and infrastructure needed to ensure that implementation of the model is building family confidence, knowledge, and skills to support their child's development and family goals through family coaching.
- 1.3.5. The Contractor must ensure the Leadership Team for each FCESS program as identified in subsection 1.1., consists of, at minimum:
 - 1.3.5.1. One (1) administrator.
 - 1.3.5.2. A Part C Early Interventionist.
 - 1.3.5.3. Parent.
 - 1.3.5.4. A practitioner coach.
 - 1.3.5.5. Other Leadership Team members may include:
 - 1.3.5.5.1. Related-service specialists.
 - 1.3.5.5.2. Other program personnel.
- 1.3.6. The Contractor must ensure the Leadership Team includes representation from critical stakeholders, partners and resources.
- 1.3.7. Training and technical assistance (TTA) is a term that refers to various learning opportunities and assistance that support the Contractor and professional staff in delivering quality services and achieving their goals.

Training and Technical Assistance

- 1.4. The Contractor must provide the following in-person and/or virtual, ongoing Training and Technical Assistance (TTA) and TTA evaluation results to ensure

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

practitioners meet Pyramid Model fidelity. TTA must include, but is not limited to:

- 1.4.1. Planning and design meetings.
- 1.4.2. Program coach training sessions.
- 1.4.3. Program wide training sessions.
- 1.4.4. Practitioner training.
- 1.4.5. Practitioner practice base coach training.
- 1.4.6. Data coordinator consultations.
- 1.4.7. Behavior specialist training.
- 1.4.8. Regular phone calls with program coaches.
- 1.4.9. Program coach calls with practitioner coaches.
- 1.4.10. Monthly coaching calls with program practitioner coaches.
- 1.5. The Contractor must provide:
 - 1.5.1. Three (3) FCESS Program Coach training sessions.
 - 1.5.2. Three (3) Staff Leadership trainings.
 - 1.5.3. One (1) FCESS Practitioner Practice Base Coach meeting for Team Leaders.
 - 1.5.4. Two (2) function-based supports training for behavior specialists.
 - 1.5.5. The Contractor must collect training evaluation results as part of reporting requirements (see Section 1.10. Reporting).
- 1.6. The Contractor must work with the Department to ensure and develop sustainability of the Pyramid Model framework within FCESS programs by assisting the Department to implement the Pyramid Model framework statewide (hereafter referred to as "scaling-up") which must include, but is not limited to:
 - 1.6.1. Adhering to the Work Plan in Section 1.7.
 - 1.6.2. Using the "Train the trainer" model for data collection, program coach, and practitioner coaching.
 - 1.6.3. Implementation plan.
 - 1.6.4. Comprehension plan for implementation regarding scaling-up to include additional FCESS programs.
 - 1.6.5. Identifying three (3) additional FCESS programs not identified in

**New Hampshire Department of Health and Human Services
 Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

Section 1.1, in year two (2) of the Work Plan (hereafter referred to as "three (3) additional FCESS programs") to support scaling-up.

- 1.6.6: Conducting one (1) informational session for the three (3) additional FCESS programs.
- 1.6.7. The Contractor must conduct a "kick-off" meeting with the Department within ten (10) calendar days of the contract effective date to strategize contract implementation and deliverables and performance measures.

Work Plan

- 1.7. The Contractor must complete the Scope of Work in accordance with the Department approved Work Plan identified below.

Work Plan – Year One (1) State Fiscal Year (SFY) 2024 March 2024 – June 30, 2024		
Activities	Frequency	Description
Provide general consultation regarding the Pyramid Model in accordance with the Section 1. Statement of Work.	A minimum of two (2) days.	In accordance with the Statement of Work, the Contractor must provide consultation regarding the application of the Pyramid Model framework, which must be conducted virtually via a web-based video conferencing software.
Facilitate technical assistance calls to develop a specific implementation plan.	A minimum of two (2) days.	The Contractor must facilitate meetings via web-based video conferencing to develop an implementation plan specific to FCESS programs, including the identification of program coaches and local sites for initial implementation and a comprehensive plan for sustaining and scaling up (implementing statewide). The Contractor must develop processes and structures for sustained implementation of the Pyramid Model framework across programs within New Hampshire, which must be conducted virtually via a web-based video conferencing software.

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<p>Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years of age.</p>	<p>A minimum of two (2) days.</p>	<p>The Contractor must collaborate with the Department to guide the implementation process, develop supports and infrastructure and conduct training and technical assistance to use the Pyramid Model within the designated FCESS programs identified in Section 1.1. This must include planning Leadership Team composition, data collection, practitioner coaching and training, behavior support processes and staff-buy-in for each center, which must be conducted virtually via a web-based video conferencing software.</p>
<p>Provide regional program coach training sessions.</p>	<p>A minimum of one (1) day.</p>	<p>The Contractor must conduct a program coach training with identified program coaches for three (3) FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually via a web-based training module unless the Department requests in person trainings.</p>
<p>Work Plan – Year Two (2) SFY 2025 July 1, 2024 – June 30, 2025</p>		
<p>Provide program-wide Leadership Team training.</p>	<p>A minimum of two (2) days.</p>	<p>The Contractor must conduct a Leadership Team training with program coaches and Leadership Teams from the three (3) FCESS programs. This training must include completing the Early Intervention (Part C) Benchmarks of Quality and a comprehensive implementation plan for each program, which must be conducted virtually via a web-based training module unless in person.</p>

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		training is requested by the Department. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice training opportunities to providers.	A minimum of two (2) days.	The Contractor must conduct a Pyramid Model EI practices training with all three (3) FCESS staff, Leadership Teams and program coaches. The Contractor must use large and small group discussions, activities, videos and case studies to describe the practices related to Pyramid Model implementation within EI. The Contractor must provide an overview of the practitioner fidelity tool, the Early Intervention Pyramid Practices Fidelity Instrument (EIPPI), which must be conducted virtually via a web-based training module unless in-person trainings are requested by the Department. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice base coach training.	A minimum of two (2) days.	The Contractor must conduct Practice-based Coaching in EI training with identified practitioner coaches from the three (3) identified FCESS programs. The Contractor must describe how to use practice-based coaching with EI practitioners and guide practitioners coaches in planning coaching. The Contractor

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		must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide data coordinator consultation.	A minimum of one (1) day.	The Contractor must conduct data coordinator training with data coordinators from within the three (3) identified FCESS Programs. This must include identifying the tools and data collection systems needed to monitor outcomes. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide behavioral specialist training.	A minimum of one (1) day.	The Contractor must conduct behavior support specialist training with behavior support specialist from within three (3) FCESS programs. This must include using the Prevent-Teach-Reinforce for Families manualized system and a mobile application designed to support families with young children with challenging behaviors. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a

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		"train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty- four (24) hours.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA the Contractor must provide ongoing coaching and support related to collecting data, making data-informed decisions, and monitoring all relevant outcomes with the three (3) FCESS programs.
Assist the Department in implementing the Model statewide.	A minimum of sixteen (16) hours.	Through meetings, virtual via a web-based video conferencing software, and ongoing TTA; the Contractor must support the Department in sustained implementation of the Pyramid Model within the state including scaling-up three (3) additional FCESS programs and program coaches.
Work Plan – Year Three (3): SFY 2026 July 1, 2025 – June 30, 2026		
Provide regional program coach training sessions.	A minimum of one (1) day.	The Contractor must conduct a program coach training with a minimum of three (3) program coaches for the three (3) additional FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually via a web-based training

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		module unless in-person trainings are requested by the Department.
Provide program-wide leadership team training.	A minimum of two (2) days.	The Contractor must conduct a Leadership Team training with the three (3) additional FCESS programs. This training must include completing the Early Intervention (Part C) Benchmarks of Quality, and a comprehensive implementation plan for each program. The training must be conducted virtually via a web-based training module unless requested in-person by the Department. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice training opportunities to providers.	A minimum of two (2) days.	The Contractor must conduct a Pyramid Model EI Practices training with all FCESS staff, Leadership Teams, and program coaches. The Contractor must use large and small group discussions, activities, videos, and case studies to describe the practices related to Pyramid Model implementation within EI. The Contractor must provide an overview of the practitioner fidelity tool, the EIPPF. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice base coach training.	A minimum of two (2) days.	The Contractor must conduct Practice-based Coaching in EI training with identified practitioner coaches from all FCESS programs.

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		<p>Contractor will describe how to use practice-based coaching with EI practitioners and guide practitioners coaches in planning coaching. The Contractor will work with the Department to determine how to provide training, virtual via a web-based training module or in person, and identify all individuals who should attend. The Contractor will use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.</p>
<p>Provide data coordinator consultation.</p>	<p>A minimum of one (1) day.</p>	<p>The Contractor must conduct data coordinator training with data coordinators from within each identified local program. This must include identifying the tools and data collection systems needed to monitor outcomes. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.</p>
<p>Provide behavioral specialist training.</p>	<p>A minimum of one (1) day.</p>	<p>The Contractor must conduct behavior support specialist training with behavior support specialist from within each identified local program. This must include using the Prevent-Teach-Reinforce for Families manualized system and a mobile application designed to support families with young children with challenging behaviors. The PMC must work with the Department to determine how to provide training, virtual via a web-based training module or in-person,</p>

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		and identify all individuals who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twenty-four (24) hours.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
Provide ongoing assistance in making data-informed decisions and to monitor outcomes.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA, the Contractor must provide ongoing coaching and support related to collecting data, making data-informed decisions, and monitoring all relevant outcomes.
Assist the Department in implementing the Model statewide.	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA, the Contractor must support the Department in sustained implementation of the Pyramid Model including scaling up to additional FCESS programs.
Work Plan – Year Four (4) SFY 2027 July 1, 2026 – Dec 31, 2026		
Activities	Frequency / Cost	Description
Host phone calls/virtual meetings with program and practitioner coaches.	A minimum of twelve (12) hours.	The Contractor must conduct regular monthly meetings, virtual via a web-based video conferencing software, with program coaches and practitioner coaches to support ongoing implementation at the program level and with practitioners.
Provide ongoing assistance in making data-	A minimum of eight (8) hours.	Through meetings, virtual via a web-based video conferencing software, and TTA, the Contractor must provide

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<p>informed decisions and to monitor outcomes.</p>		<p>ongoing coaching and support related to collecting data, making data-informed decisions, and monitoring all relevant outcomes. These must be focused on sustained implementation of the Pyramid Model.</p>
<p>Guide the Department through the implementation process and develop supports and infrastructure needed to use the Pyramid Model within services for children birth through two (2) years.</p>	<p>A minimum of one and half days (1.5) days.</p>	<p>The Contractor must collaborate with the Department to guide the sustainability and scale-up of the Pyramid Model across the State, virtually via a web-based video conferencing software.</p>
<p>Provide regional program coach training sessions using train the trainer model.</p>	<p>A minimum of one (1) day.</p>	<p>The Contractor must assist with a program coach training with identified program coaches all the FCESS programs. The Contractor must train the program coaches to support the implementation of all critical elements of the Pyramid Model. This must be conducted virtually, via a web-based training modules.</p>
<p>Provide program-wide leadership team training.</p>	<p>A minimum of one (1) day.</p>	<p>The Contractor must assist with the Leadership Team training with program coaches and Leadership Teams. This training must include completing the Early Intervention (Part C) Benchmarks of Quality and a comprehensive implementation plan for each program. This must be conducted virtually, via a web-based training module, unless in-person training is requested by the Department. The Contractor must use a "train the trainer" format to support</p>

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		sustainability and scale-up of the Pyramid Model framework statewide.
Provide practice training opportunities to providers.	A minimum of one (1) day.	The Contractor must assist with the Pyramid Model EI Practices training with all staff, Leadership Teams, and program coaches from the identified local Early Intervention and Education Program contracted Child Development Centers. The Contractor must use large and small group discussions, activities, videos and case studies to describe the practices related to Pyramid Model implementation within EI. The Contractor also must provide an overview of the practitioner fidelity tool, the EIPPF. This must be conducted virtually unless in-person trainings are requested by the Department. The Contractor must work with the Department to determine how to provide training, virtual via a web-based training module or in-person, and identify everyone who should attend. The Contractor must use a "train the trainer" format to support sustainability and scale-up of the Pyramid Model framework statewide.

Pyramid Model Early Intervention (Part C) Benchmarks of Quality Components

1.8. The Contractor must ensure the implementation of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality Components be implemented in accordance with the table below and the Performance Measures as identified in Section 1.10.3.

Critical Elements	Implementation Components	Not in Place	Partially in Place	In Place
Leadership Team:	1. The Leadership Team has broad representation that includes at a minimum an			

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1 - 6	<p>administrator, a Part C Early Interventionist (hereafter: practitioner), parent, and a practitioner coach. Other team members might include related-service specialists, and other program personnel. The team includes representation from critical stakeholders, partners, and resources.</p>			
	<p>2. The Leadership Team has administrator support. An administrator (a) attends meetings and trainings, (b) connects the team with other resources and initiatives, (c) is active in problem-solving to facilitate parents' and caregivers' competence in supporting their child's social emotional competence, (d) is visibly supportive of the implementation of the Pyramid Model and (e) ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of the Pyramid Model.</p>			
	<p>3. The Leadership Team has regular meetings. Team meetings are scheduled at least once per month for a minimum of one (1) hour. Team member attendance is consistent. Team establishes meeting ground rules, agendas, and other logistics for effective team meetings.</p>			

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	<p>4. The Leadership Team has established a clear mission and purpose related to program-wide, high-fidelity implementation of the Pyramid Model practices. The team purpose or mission statement is written and accessible to all families and practitioners.</p>			
	<p>5. The Leadership Team's effort to improve the implementation of Pyramid Model is visible in supervision guidance, materials, and procedures. Team members communicate clearly the purpose of the Leadership Team.</p>			
	<p>6. The Leadership Team develops implementation goals for each of the indicators across the critical elements and uses data to guide the development of an Action Plan. The team reviews the Action Plan and updates their progress at each meeting. The steps of the Action Plan are identified to ensure achievement of implementation and sustainability goals.</p>			
<p>Staff Readiness and Buy-In: 7 - 9</p>	<p>7. The Leadership Team provides practitioners with information on the importance of social emotional competence and the Pyramid Model, which facilitates practitioners' awareness of the need for program-wide implementation of the Pyramid Model.</p>			

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	<p>8. The Leadership Team develops and implements a process to establish practitioners' buy-in and commit to focus on program-wide implementation. Practitioners are supportive of the need for program-wide implementation of the Pyramid Model.</p>			
	<p>9. The Leadership Team develops and uses a process to ensure all practitioners are aware of and regularly review the implementation goals. Practitioner input and feedback are obtained throughout the implementation process.</p>			
<p>Family Engagement: 10 - 13</p>	<p>10. The FCESS program solicits family input as part of the planning process. Families are informed of the program-wide goals for supporting child social emotional competence and are asked to provide feedback on implementation and mechanisms for promoting family involvement and engagement.</p>			
	<p>11. The FCESS program uses multiple mechanisms to share the program's implementation goals with families including narrative documents, parent handbook, and individual discussions to ensure that families are informed of the implementation goals and plans.</p>			
	<p>12. The FCESS program ensures practitioners receive support (e.g., training and coaching) in</p>			<p>os RAC</p>

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	identifying family priorities, resources, and concerns and coaching families guided by their priorities, resources, and concerns.			
	13. The FCESS program ensures practitioners have access to a resource list for referrals to additional supports to assist families and caregivers with risk factors, family or personal challenges, and home environment issues.			
Building Staff Capacity: 14 - 18	14. The FCESS program develops and implements a plan for providing ongoing professional development and practice-based coaching on the use of Pyramid Model, culturally responsive practices and evidence-based family coaching practices.			
	15. Practitioner coaches are identified and trained in practice-based coaching.			
	16. Practitioner coaches use practitioners' reflections on needed support, implementation fidelity checklists, home visit observations, and interviews to identify implementation goals collaboratively with practitioners.			
	17. The FCESS program develops and implements a process for training new practitioner coaches and practitioners.			
	18. The FCESS program provides professional development and coaching for practitioners with guidance on supporting children and families who have complex			

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	needs.			
Providing Interventions to Children with Persistent Challenging Behavior: 19 - 23	19. The FCESS program provides professional development and coaching for practitioners focused on supporting parents and caregivers in responding to children's challenging behavior appropriately using Pyramid Model practices.			
	20. The FCESS program identifies an individual or individuals with behavioral expertise who must guide staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans (for children who have severe, persistent challenging behavior).			
	21. FCESS program policies and procedures support the use of functional behavior assessments (FBA) and the development of written behavior support plans for children who have severe, persistent challenging behavior.			
	22. The FCESS program ensures practitioner coaches or behavior experts coach practitioners in implementing FBAs with families in homes (or caregivers in centers) for children in need of behavior support plans.			
	23. The FCESS program ensures practitioner coaches guide practitioners in using effective family coaching practices to			

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	support caregiver implementation of the behavior support plan with fidelity.			
Monitoring Implementation and Outcomes: 24 - 30	24. The Leadership Team collects data, summarizes data with visual displays, and reviews data on a regular basis.			
	25. The FCESS program develops and implements a process for training practitioners to conduct regular social emotional screenings (and practitioners have access to a strong social emotional screening tool) to identify children with social emotional needs.			
	26. The FCESS program measures implementation fidelity (practice checklists) of the use of effective coaching practices by practitioner coaches and the use of effective family coaching and Pyramid Model practices by practitioners.			
	27. The FCESS program uses practitioner coach and practitioner fidelity data to make decisions about professional development and coaching support.			
	28. The FCESS program monitors the family's use of effective practices or specific intervention plans developed with practitioners that promote child social emotional competence.			
	29. The FCESS program monitors child social emotional competence. The FCESS program trains practitioners in administering a curriculum-based			

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	assessment that includes a social emotional domain to identify targeted interventions and to make decisions about intervention, and instructional support.			
	30. The FCESS program summarizes and shares program- level data with families.			

1.9. The Contractor must participate in meetings with the Department on a monthly basis, or as otherwise requested by the Department.

1.10. Reporting

1.10.1. The Contractor must submit monthly reports to the Department by the 15th of the month to ensure compliance with the contract, including the work plan, and practitioners are developing the skills necessary to implement the Pyramid Model to fidelity, which must include:

- 1.10.1.1. Name of FCESS program.
- 1.10.1.2. Consultations, meetings, TTA, phone calls and coaching calls provided to each practitioner and program.
- 1.10.1.3. A summary of percentage of FCESS practitioners trained by FCESS program.
- 1.10.1.4. A combined summary of percentage of all FCESS practitioners trained in all three (3) FCESS programs.

1.10.2. Monthly Reports must include, but are not limited to:

- 1.10.2.1. Pyramid Model Early Intervention (Part C) Benchmarks of Quality for each identified FCESS program.
- 1.10.2.2. Program Coaching Logs for each identified FCESS program.
- 1.10.2.3. Practitioner Coaching Logs.
- 1.10.2.4. Summary of evaluation results.
- 1.10.2.5. Early Interventionist Pyramid Practices Fidelity Instrument.
- 1.10.2.6. Planning and design meetings.
- 1.10.2.7. Program coach training sessions.

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- 1.10.2.8. Program wide training sessions.
- 1.10.2.9. Practitioner training.
- 1.10.2.10. Practitioner practice base coach training.
- 1.10.2.11. Data coordinator consultations.
- 1.10.2.12. Behavior specialist training.
- 1.10.2.13. Regular phone calls with program coaches.
- 1.10.2.14. Program coach calls with practitioner coaches.
- 1.10.2.15. Monthly coaching calls with program practitioner coaches.
- 1.10.2.16. The three (3) FCESS Program Coach training sessions.
- 1.10.2.17. The three (3) Staff Leadership trainings.
- 1.10.2.18. The one (1) FCESS practitioner Practice Base Coach meeting for team leaders.
- 1.10.2.19. The two (2) data tools and systems training for data coordinators.
- 1.10.2.20. The two (2) function-based supports training for behavior specialists.
- 1.10.3. The Contractor must provide key data by the 15th of the month in a format specified by the Department for the following performance measures:
 - 1.10.3.1. A minimum of fifteen (15) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. Leadership Team & building staff capacity, Staff Buy-in) are partially in place, for each FCESS program identified in Section 1.2 in accordance with the scope of work and the Department approved work plan by the end of SFY 2024.
 - 1.10.3.2. A minimum of fifty (50) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. Leadership Team building staff capacity, Staff Buy-in) are in place, for each FCESS program identified in Section 1.2., in accordance with the scope of work and the Department approved work plan by the end of SFY 2025.
 - 1.10.3.3. A minimum of fifty (50) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. family engagement) are partially in place, for each FCESS program identified in Section 1.2., in accordance with the

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scope of work and the Department approved work plan by the end of SFY 2025.

1.10.3.4. A minimum of seventy-five (75) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. Leadership Team, building staff capacity, and family engagement) are in place for each FCESS program identified in Section 1.2., accordance with the scope of work and the Department approved work plan by the end of SFY 2026.

1.10.3.5. A minimum of fifty (50) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. providing intervention to children with persistent challenging behaviors & monitoring outcomes) are partially in place, for each FCESS program identified in Section 1.2., in accordance with the scope of work and the Department approved work plan by the end of SFY 2026.

1.10.3.6. A minimum of eighty (80) percent of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality elements (i.e. Leadership Team, building staff capacity, Staff Buy-in, family engagement, and providing interventions to children with persistent challenging behaviors, and monitoring implementation outcomes) are in place for each FCESS program identified in Section 1.2., in accordance with the scope of work and the Department approved work plan by the end of SFY 2027.

1.10.4. The Contractor may be required to provide other key data and metrics to the Department in a format specified by the Department.

1.11. Background Checks

1.11.1. Prior to permitting any individual to provide services under this Agreement, the Contractor must ensure that said individual has undergone:

1.11.1.1. A criminal background check, at the Contractor's expense, and has no convictions for crimes that represent evidence of behavior that could endanger individuals served under this Agreement;

1.11.1.2. A name search of the Department's Bureau of Elderly and Adult Services (BEAS) State Registry, pursuant to RSA 161-F:49, with results indicating no evidence of behavior that could endanger individuals served under this Agreement;

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1.11.1.3. A name search of the Department's Division for Children, Youth and Families (DCYF) Central Registry pursuant to RSA 169-C:35, with results indicating no evidence of behavior that could endanger individuals served under this Agreement.

1.12. Confidential Data

1.12.1. The Contractor must meet all information security and privacy requirements as set by the Department and in accordance with the Department's Information Security Requirements Exhibit as referenced below.

1.12.2. The Contractor must ensure any individuals involved in delivering services through this Agreement contract sign an attestation agreeing to access, view, store, and discuss Confidential Data in accordance with federal and state laws and regulations and the Department's Information Security Requirements Exhibit. The Contractor must ensure said individuals have a justifiable business need to access confidential data. The Contractor must provide attestations upon Department request.

1.13. Privacy Impact Assessment

1.13.1. Upon request, the Contractor must allow and assist the Department in conducting a Privacy Impact Assessment (PIA) of its system(s)/application(s)/web portal(s)/website(s) or Department system(s)/application(s)/web portal(s)/website(s) hosted by the Contractor, if Personally Identifiable Information (PII) is collected, used, accessed, shared, or stored. To conduct the PIA the Contractor must provide the Department access to applicable systems and documentation sufficient to allow the Department to assess, at minimum, the following:

1.13.1.1. How PII is gathered and stored;

1.13.1.2. Who will have access to PII;

1.13.1.3. How PII will be used in the system;

1.13.1.4. How individual consent will be achieved and revoked; and

1.13.1.5. Privacy practices.

1.13.2. The Department may conduct follow-up PIAs in the event there are either significant process changes or new technologies impacting the

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collection, processing or storage of PII.

1.14. Contract End-of-Life Transition Services

1.14.1. General Requirements

1.14.1.1. If applicable, upon termination or expiration of the Agreement the parties agree to cooperate in good faith to effectuate a smooth secure transition of the Services from the Contractor to the Department and, if applicable, the Contractor engaged by the Department to assume the Services previously performed by the Contractor for this section the new Contractor shall be known as "Recipient". Ninety (90) days prior to the end-of the contract or unless otherwise specified by the Department, the Contractor must begin working with the Department and if applicable, the new Recipient to develop a Data Transition Plan (DTP). The Department shall provide the DTP template to the Contractor.

1.14.1.2. The Contractor must use reasonable efforts to assist the Recipient, in connection with the transition from the performance of Services by the Contractor and its End Users to the performance of such Services. This may include assistance with the secure transfer of records (electronic and hard copy), transition of historical data (electronic and hard copy), the transition of any such Service from the hardware, software, network and telecommunications equipment and internet-related information technology infrastructure ("Internal IT Systems") of Contractor to the Internal IT Systems of the Recipient and cooperation with and assistance to any third-party consultants engaged by Recipient in connection with the Transition Services.

1.14.1.3. If a system, database, hardware, software, and/or software licenses (Tools) was purchased or created to manage, track, and/or store Department Data in relationship to this contract said Tools will be inventoried and returned to the Department, along with the inventory document, once transition of Department Data is complete.

1.14.1.4. The internal planning of the Transition Services by the Contractor and its End Users shall be provided to the Department and if applicable the Recipient in a timely manner. Any such Transition Services shall be deemed to be Services for purposes of this Agreement.

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1.14.1.5. Should the data Transition extend beyond the end of the Agreement, the Contractor agrees that the Information Security Requirements, and if applicable, the Department's Business Associate Agreement terms and conditions remain in effect until the Data Transition is accepted as complete by the Department.

1.14.1.6. In the event where the Contractor has comingled Department Data and the destruction or Transition of said data is not feasible, the Department and Contractor will jointly evaluate regulatory and professional standards for retention requirements prior to destruction, refer to the terms and conditions of the Department's DHHS Information Security Requirements Exhibit.

1.14.2. Completion of Transition Services

1.14.2.1. Each service or Transition phase shall be deemed completed (and the Transition process finalized) at the end of 15 business days after the product, resulting from the Service, is delivered to the Department and/or the Recipient in accordance with the mutually agreed upon Transition plan, unless within said 15 business day term the Contractor notifies the Department of an issue requiring additional time to complete said product.

1.14.2.2. Once all parties agree the data has been migrated the Contractor will have 30 days to destroy the data per the terms and conditions of the Department's Information Security Requirements Exhibit.

1.14.3. Disagreement over Transition Services Results

1.14.3.1. In the event the Department is not satisfied with the results of the Transition Service, the Department shall notify the Contractor, in writing, stating the reason for the lack of satisfaction within 15 business days of the final product or at any time during the data Transition process. The Parties shall discuss the actions to be taken to resolve the disagreement or issue. If an agreement is not reached, at any time the Department shall be entitled to initiate actions in accordance with the Agreement.

2. Exhibits Incorporated

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**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

- 2.1. The Contractor must comply with all Exhibit D, Federal Requirements, which are attached hereto and incorporated by reference herein.
- 2.2. The Contractor must manage all confidential data related to this Agreement in accordance with the terms of Exhibit E, DHHS Information Security Requirements.
- 2.3. The Contractor must use and disclose Protected Health Information in compliance with the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) (45 CFR Parts 160 and 164) under the Health Insurance Portability and Accountability Act (HIPAA) of 1996, and in accordance with the attached Exhibit F, Business Associate Agreement, which has been executed by the parties.

3. Additional Terms

3.1. Impacts Resulting from Court Orders or Legislative Changes

- 3.1.1. The Contractor agrees that, to the extent future state or federal legislation or court orders may have an impact on the Services described herein, the State has the right to modify Service priorities and expenditure requirements under this Agreement so as to achieve compliance therewith.

3.2. Federal Civil Rights Laws Compliance: Culturally and Linguistically Appropriate Programs and Services

- 3.2.1. The Contractor must submit, within ten (10) days of the Agreement Effective Date, a detailed description of the communication access and language assistance services to be provided to ensure meaningful access to programs and/or services to individuals with limited English proficiency; individuals who are deaf or have hearing loss; individuals who are blind or have low vision; and individuals who have speech challenges.

3.3. Credits and Copyright Ownership

- 3.3.1. All documents, notices, press releases, research reports and other materials prepared during or resulting from the performance of the services of the Agreement must include the following statement, "The preparation of this (report, document etc.) was financed under an Contract with the State of New Hampshire, Department of Health and Human Services, with funds provided in part by the State of New Hampshire and/or such other funding sources as were available or required, e.g., the United States Department of Health and Human Services."

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and Services**

EXHIBIT B

- 3.3.2. All materials produced or purchased under the Agreement must have prior approval from the Department before printing, production, distribution or use.
- 3.3.3. The Department must retain copyright ownership for any and all original materials produced, including, but not limited to:
 - 3.3.3.1. Brochures.
 - 3.3.3.2. Resource directories.
 - 3.3.3.3. Protocols or guidelines.
 - 3.3.3.4. Posters.
 - 3.3.3.5. Reports.
- 3.3.4. The Contractor must not reproduce any materials produced under the Agreement without prior written approval from the Department.

4. Records

- 4.1. The Contractor must keep records that include, but are not limited to:
 - 4.1.1. Books, records, documents and other electronic or physical data evidencing and reflecting all costs and other expenses incurred by the Contractor in the performance of the Contract, and all income received or collected by the Contractor.
 - 4.1.2. All records must be maintained in accordance with accounting procedures and practices, which sufficiently and properly reflect all such costs and expenses, and which are acceptable to the Department, and to include, without limitation, all ledgers, books, records, and original evidence of costs such as purchase requisitions and orders, vouchers, requisitions for materials, inventories, valuations of in-kind contributions, labor time cards, payrolls, and other records requested or required by the Department.
- 4.2. During the term of this Agreement and the period for retention hereunder, the Department, the United States Department of Health and Human Services, and any of their designated representatives must have access to all reports and records maintained pursuant to the Agreement for purposes of audit, examination, excerpts and transcripts.
- 4.3. If, upon review of the Final Expenditure Report the Department must disallow any expenses claimed by the Contractor as costs hereunder, the Department retains the right, at its discretion, to deduct the amount of such expenses as are disallowed or to recover such sums from the Contractor.

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**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and
Services**

EXHIBIT C

Payment Terms

1. This Agreement is funded by:
 - 1.1. 100% Federal funds, Infant & Toddlers/Families Part C, as awarded on July 1, 2023, by the U.S. Department of Education, Infant, Toddlers & Families (Part C), ALN 81.181, FAIN H181A230127.
2. For the purposes of this Agreement the Department has identified:
 - 2.1. The Contractor as a Subrecipient, in accordance with 2 CFR §200.331.
 - 2.2. The Agreement as NON-R&D, in accordance with 2 CFR §200.332.
3. Payment shall be on a cost reimbursement basis for actual expenditures incurred in the fulfillment of this Agreement and shall be in accordance with the approved line items as specified in Exhibit C-1 Budget.
4. The Contractor shall submit an invoice with supporting documentation to the Department no later than the fifteenth (15th) working day of the month following the month in which the services were provided. The Contractor shall ensure each invoice:
 - 4.1. Includes the Contractor's Vendor Number issued upon registering with New Hampshire Department of Administrative Services.
 - 4.2. Is submitted in a form that is provided by or otherwise acceptable to the Department.
 - 4.3. Identifies and requests payment for allowable costs incurred in the previous month.
 - 4.4. Includes supporting documentation of allowable costs with each invoice that may include, but are not limited to, time sheets, payroll records, receipts for purchases, and proof of expenditures, as applicable.
 - 4.5. Is completed, dated and returned to the Department with the supporting documentation for allowable expenses to initiate payment.
 - 4.6. Is assigned an electronic signature, includes supporting documentation, and is emailed to BFCSInvoices@dhhs.nh.gov or mailed to:

Financial Manager
Department of Health and Human Services
129 Pleasant Street
Concord, NH 03301
5. The Department shall make payments to the Contractor within thirty (30) days of receipt of each invoice and supporting documentation for authorized expenses, subsequent to approval of the submitted invoice.

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and
Services**

EXHIBIT C

6. The final invoice and supporting documentation for authorized expenses shall be due to the Department no later than forty (40) days after the contract completion date specified in Form P-37, General Provisions Block 1.7 Completion Date.
7. Notwithstanding Paragraph 17 of the General Provisions Form P-37, changes limited to adjusting amounts within the price limitation and adjusting encumbrances between State Fiscal Years and budget class lines through the Budget Office may be made by written agreement of both parties, without obtaining approval of the Governor and Executive Council, if needed and justified.
8. Audits
 - 8.1. The Contractor must email an annual audit to dhhs.act@dhhs.nh.gov if any of the following conditions exist:
 - 8.1.1. Condition A - The Contractor expended \$750,000 or more in federal funds received as a subrecipient pursuant to 2 CFR Part 200, during the most recently completed fiscal year.
 - 8.1.2. Condition B - The Contractor is subject to audit pursuant to the requirements of NH RSA 7:28, III-b, pertaining to charitable organizations.
 - 8.1.3. Condition C - The Contractor is a public company and required by Security and Exchange Commission (SEC) regulations to submit an annual financial audit.
 - 8.2. If Condition A exists, the Contractor shall submit an annual Single Audit performed by an independent Certified Public Accountant (CPA) to dhhs.act@dhhs.nh.gov within 120 days after the close of the Contractor's fiscal year, conducted in accordance with the requirements of 2 CFR Part 200, Subpart F of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards.
 - 8.2.1. The Contractor shall submit a copy of any Single Audit findings and any associated corrective action plans. The Contractor shall submit quarterly progress reports on the status of implementation of the corrective action plan.
 - 8.3. If Condition B or Condition C exists, the Contractor shall submit an annual financial audit performed by an independent CPA within 120 days after the close of the Contractor's fiscal year.
 - 8.4. In addition to, and not in any way in limitation of obligations of the Agreement, it is understood and agreed by the Contractor that the Contractor shall be held liable for any state or federal audit exceptions

**New Hampshire Department of Health and Human Services
Pyramid Model Implementation in Family Centered Early Supports and
Services**

EXHIBIT C

and shall return to the Department all payments made under the Agreement to which exception has been taken, or which have been disallowed because of such an exception.

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Exhibit C-1 Budget

New Hampshire Department of Health and Human Services Contractor Name: <i>Pyramid Model Consortium</i> <i>Pyramid Model Implementation in Family Centered Early</i> Budget Request for: <i>Supports and Services</i> Budget Period: <i>Effective G&C approval through December 31, 2026</i> Indirect Cost Rate (if applicable): <i>9.99%</i>				
Line/Item	Program Cost - Funded by DHHS - SFY 24 Effective G&C approval through 6/30/2024	Program Cost - Funded by DHHS - SFY 25 7/1/2024 through 6/30/2025	Program Cost - Funded by DHHS - SFY 26 7/1/2025 through 6/30/2026	Program Cost - Funded by DHHS - SFY 27 7/1/2026 through 12/31/2026
1. Salary & Wages				
2. Fringe Benefits	\$0	\$0	\$0	\$0
3. Consultants	\$11,365	\$22,730	\$22,730	\$11,365
4. Equipment Indirect cost rate cannot be applied to equipment costs per 2 CFR 200.1 and Appendix IV to 2 CFR 200.	\$0	\$0	\$0	\$0
5.(a) Supplies - Educational	\$0	\$0	\$0	\$0
5.(b) Supplies - Lab	\$0	\$0	\$0	\$0
5.(c) Supplies - Pharmacy	\$0	\$0	\$0	\$0
5.(d) Supplies - Medical	\$0	\$0	\$0	\$0
6. Travel	\$0	\$0	\$0	\$0
7. Software	\$0	\$0	\$0	\$0
8. (a) Other - Marketing/Communications	\$0	\$0	\$0	\$0
8. (b) Other - Education and Training	\$0	\$0	\$0	\$0
8. (c) Other - Other (specify below)	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
<i>Other (please specify)</i>	\$0	\$0	\$0	\$0
9. Subrecipient Contracts	\$0	\$0	\$0	\$0
Total Direct Costs	\$11,365	\$22,730	\$22,730	\$11,365
Total Indirect Costs	\$1,135	\$2,270	\$2,270	\$1,135
Subtotals	\$12,500	\$25,000	\$25,000	\$12,500
			TOTAL	\$75,000

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Contractor Initial: _____
Date: 2/22/2024

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION A: CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Sections 5151-5160 of the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et seq.), and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

ALTERNATIVE I - FOR CONTRACTORS OTHER THAN INDIVIDUALS

US DEPARTMENT OF HEALTH AND HUMAN SERVICES - CONTRACTORS
US DEPARTMENT OF EDUCATION - CONTRACTORS
US DEPARTMENT OF AGRICULTURE - CONTRACTORS

This certification is required by the regulations implementing Sections 5151-5160 of the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et seq.). The January 31, 1989 regulations were amended and published as Part II of the May 25, 1990 Federal Register (pages 21681-21691), and require certification by contractors (and by inference, sub-contractors), prior to award, that they will maintain a drug-free workplace. Section 3017.630(c) of the regulation provides that a contractor (and by inference, sub-contractors) that is a State may elect to make one certification to the Department in each federal fiscal year in lieu of certificates for each Agreement during the federal fiscal year covered by the certification. The certificate set out below is a material representation of fact upon which reliance is placed when the agency awards the Agreement. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of Agreements, or government wide suspension or debarment. Contractors using this form should send it to:

Commissioner
NH Department of Health and Human Services
129 Pleasant Street
Concord, NH 03301-6505

1. The Contractor certifies that it will or will continue to provide a drug-free workplace by:
 - 1.1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Contractor's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - 1.2. Establishing an ongoing drug-free awareness program to inform employees about
 - 1.2.1. The dangers of drug abuse in the workplace;
 - 1.2.2. The Contractor's policy of maintaining a drug-free workplace;
 - 1.2.3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 1.2.4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - 1.3. Making it a requirement that each employee to be engaged in the performance of the Agreement be given a copy of the statement required by paragraph (a);
 - 1.4. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the Agreement, the employee will
 - 1.4.1. Abide by the terms of the statement; and
 - 1.4.2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

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- 1.5. Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph 1.4.2 from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every contract officer on whose contract activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected Agreement;
 - 1.6. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph 1.4.2, with respect to any employee who is so convicted
 - 1.6.1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 1.6.2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - 1.7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6.
2. The Contractor may insert in the space provided below the site(s) for the performance of work done in connection with the specific Agreement.

Place of Performance (street address, city, county, state, zip code) (list each location)

Check if there are workplaces on file that are not identified here.

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION B: CERTIFICATION REGARDING LOBBYING

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Section 319 of Public Law 101-121, Government wide Guidance for New Restrictions on Lobbying, and Byrd Anti-Lobbying Amendment (31 U.S.C. 1352), and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

US DEPARTMENT OF HEALTH AND HUMAN SERVICES – CONTRACTORS
US DEPARTMENT OF EDUCATION - CONTRACTORS
US DEPARTMENT OF AGRICULTURE - CONTRACTORS

Programs (indicate applicable program covered):

- *Temporary Assistance to Needy Families under Title IV-A
- *Child Support Enforcement Program under Title IV-D
- *Social Services Block Grant Program under Title XX
- *Medicaid Program under Title XIX
- *Community Services Block Grant under Title VI
- *Child Care Development Block Grant under Title IV

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, continuation, renewal, amendment, or modification of any Federal contract, loan, or cooperative agreement (and by specific mention sub-contractor).
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, loan, or cooperative agreement (and by specific mention sub-contractor), the undersigned shall complete and submit Standard Form LLL, (Disclosure Form to Report Lobbying, in accordance with its instructions, see <https://omb.report/ocr/201009-0348-022/doc/20388401>
3. The undersigned shall require that the language of this certification be included in the award document for sub-awards at all tiers (including subcontracts, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION C: CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of Executive Office of the President, Executive Order 12549 and 12689 and 45 CFR Part 76 regarding Debarment, Suspension, and Other Responsibility Matters, and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this Agreement, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The certification or explanation will be considered in connection with the NH Department of Health and Human Services' (DHHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when DHHS determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, DHHS may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the DHHS agency to whom this Agreement is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549: 45 CFR Part 76. See <https://www.govinfo.gov/app/details/CFR-2004-title45-vol1/CFR-2004-title45-vol1-part76/context>.
6. The prospective primary participant agrees by submitting this Agreement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by DHHS.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided by DHHS, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or involuntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (of excluded parties) <https://www.ecfr.gov/current/title-22/chapter-V/part-513>.

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, DHHS may terminate this transaction for cause or default.

PRIMARY COVERED TRANSACTIONS

11. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
 - 11.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - 11.2. Have not within a three-year period preceding this proposal (Agreement) been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or a contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - 11.3. Are not presently indicted for otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and
 - 11.4. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
12. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal (contract).

LOWER TIER COVERED TRANSACTIONS

13. By signing and submitting this lower tier proposal (Agreement), the prospective lower tier participant, as defined in 45 CFR Part 76, certifies to the best of its knowledge and belief that it and its principals:
 - 13.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
 - 13.2. Where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal (Agreement).
14. The prospective lower tier participant further agrees by submitting this proposal (Agreement) that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION D: CERTIFICATION OF COMPLIANCE WITH FEDERAL REQUIREMENTS

The Contractor identified in Section 1.3 of the General Provisions agrees by signature of the Contractor's representative as identified in Sections 1.11 and 1.12 of the General Provisions, to execute the following certification:

The Contractor will comply, and will require any subcontractors to comply, with any applicable federal requirements, which may include but are not limited to:

1. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).
2. The Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. Section 3789d) which prohibits recipients of federal funding under this statute from discriminating, either in employment practices or in the delivery of services or benefits, on the basis of race, color, religion, national origin, and sex. The Act requires certain recipients to produce an Equal Employment Opportunity Plan;
3. The Juvenile Justice Delinquency Prevention Act of 2002 (42 U.S.C. Section 5672(b)) which adopts by reference, the civil rights obligations of the Safe Streets Act. Recipients of federal funding under this statute are prohibited from discriminating, either in employment practices or in the delivery of services or benefits, on the basis of race, color, religion, national origin, and sex. The Act includes Equal Employment Opportunity Plan requirements;
4. The Civil Rights Act of 1964 (42 U.S.C. Section 2000d, which prohibits recipients of federal financial assistance from discriminating on the basis of race, color, or national origin in any program or activity);
5. The Rehabilitation Act of 1973 (29 U.S.C. Section 794), which prohibits recipients of Federal financial assistance from discriminating on the basis of disability, in regard to employment and the delivery of services or benefits, in any program or activity;
6. The Americans with Disabilities Act of 1990 (42 U.S.C. Sections 12131-34), which prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation;
7. The Education Amendments of 1972 (20 U.S.C. Sections 1681, 1683, 1685-86), which prohibits discrimination on the basis of sex in federally assisted education programs;
8. The Age Discrimination Act of 1975 (42 U.S.C. Sections 6106-07), which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance. It does not include employment discrimination;
9. 28 C.F.R. pt. 31 (U.S. Department of Justice Regulations – OJJDP Grant Programs); 28 C.F.R. pt. 42 (U.S. Department of Justice Regulations – Nondiscrimination; Equal Employment Opportunity; Policies and Procedures); Executive Order No. 13279 (equal protection of the laws for faith-based and community organizations); Executive Order No. 13559, which provide fundamental principles and policy-making criteria for partnerships with faith-based and neighborhood organizations;
10. 28 C.F.R. pt. 38 (U.S. Department of Justice Regulations – Equal Treatment for Faith-Based Organizations); and Whistleblower protections 41 U.S.C. §4712 and The National Defense Authorization Act (NDAA) for Fiscal Year 2013 (Pub. L. 112-239, enacted January 2, 2013) the Pilot Program for Enhancement of Contract Employee Whistleblower Protections, which protects employees against reprisal for certain whistle blowing activities in connection with federal grants and contracts.
11. The Clean Air Act (42 U.S.C. 7401-7671q.) which seeks to protect human health and the environment from emissions that pollute ambient, or outdoor, air.

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Exhibit D
Federal Requirements

Contractor's Initials
Date

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27/22/2024

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

12. The Clean Water Act (33 U.S.C. 1251-1387) which establishes the basic structure for regulating discharges of pollutants into the waters of the United States and regulating quality standards for surface waters.
13. Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) (41 U.S.C. 1908) which establishes administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
14. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708) which establishes that all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5).
15. Rights to Inventions Made Under a Contract or Agreement 37 CFR § 401.2 (a) which establishes the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

The certificate set out below is a material representation of fact upon which reliance is placed when the agency awards the Agreement. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of Agreements, or government wide suspension or debarment.

In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, or sex against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, to the applicable contracting agency or division within the Department of Health and Human Services, and to the Department of Health and Human Services Office of the Ombudsman.

The Contractor identified in Section 1.3 of the General Provisions agrees by signature of the Contractor's representative as identified in Sections 1.11 and 1.12 of the General Provisions, to execute the following certification:

1. By signing and submitting this Agreement, the Contractor agrees to comply with the provisions indicated above.

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION E: CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, Part C - Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1000 per day and/or the imposition of an administrative compliance order on the responsible entity.

The Contractor identified in Section 1.3 of the General Provisions agrees, by signature of the Contractor's representative as identified in Section 1.11 and 1.12 of the General Provisions, to execute the following certification:

1. By signing and submitting this Agreement, the Contractor agrees to make reasonable efforts to comply with all applicable provisions of Public Law 103-227, Part C, known as the Pro-Children Act of 1994.

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New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

SECTION F: CERTIFICATION REGARDING THE FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA) COMPLIANCE

The Federal Funding Accountability and Transparency Act (FFATA) requires prime awardees of individual Federal grants equal to or greater than \$30,000 and awarded on or after October 1, 2010, to report on data related to executive compensation and associated first-tier sub-grants of \$30,000 or more. If the initial award is below \$30,000 but subsequent grant modifications result in a total award equal to or over \$30,000, the award is subject to the FFATA reporting requirements, as of the date of the award.

In accordance with 2 CFR Part 170 (Reporting Subaward and Executive Compensation Information), the Department of Health and Human Services (DHHS) must report the following information for any sub award or contract award subject to the FFATA reporting requirements:

1. Name of entity
2. Amount of award
3. Funding agency
4. NAICS code for contracts / CFDA program number for grants
5. Program source
6. Award title descriptive of the purpose of the funding action
7. Location of the entity
8. Principle place of performance
9. Unique Entity Identifier (SAM UEI; DUNS#)
10. Total compensation and names of the top five executives if:
 - 10.1. More than 80% of annual gross revenues are from the Federal government, and those revenues are greater than \$25M annually and
 - 10.2. Compensation information is not already available through reporting to the SEC.
Prime grant recipients must submit FFATA required data by the end of the month, plus 30 days, in which the award or award amendment is made.

The Contractor identified in Section 1.3 of the General Provisions agrees to comply with the provisions of The Federal Funding Accountability and Transparency Act, Public Law 109-282 and Public Law 110-252, and 2 CFR Part 170 (Reporting Subaward and Executive Compensation Information), and further agrees to have the Contractor's representative, as identified in Sections 1.11 and 1.12 of the General Provisions execute the following Certification:

The below named Contractor agrees to provide needed information as outlined above to the NH Department of Health and Human Services and to comply with all applicable provisions of the Federal Financial Accountability and Transparency Act.

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Exhibit D
Federal Requirements

Contractor's Initials 
Date 7/22/2024

New Hampshire Department of Health and Human Services Exhibit D – Federal Requirements

FORM A

As the Grantee identified in Section 1.3 of the General Provisions, I certify that the responses to the below listed questions are true and accurate.

1. The UEI (SAM.gov) number for your entity is: MB93SMJ263J3
2. In your business or organization's preceding completed fiscal year, did your business or organization receive (1) 80 percent or more of your annual gross revenue in U.S. federal contracts, subcontracts, loans, grants, sub-grants, and/or cooperative agreements; and (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

X NO YES

If the answer to #2 above is NO, stop here

If the answer to #2 above is YES, please answer the following:

3. Does the public have access to information about the compensation of the executives in your business or organization through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

NO YES

If the answer to #3 above is YES, stop here

If the answer to #3 above is NO, please answer the following:

4. The names and compensation of the five most highly compensated officers in your business or organization are as follows:

Name: _____ Amount: _____

Contractor Name: Pyramid Model Consortium

2/22/2024

Date: _____

DocuSigned by:

Robert M. Corso

Name: Robert M. Corso

Title: Executive Director

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Exhibit D
Federal Requirements

Contractor's Initials

Date 2/22/2024

New Hampshire Department of Health and Human Services

Exhibit E

DHHS Information Security Requirements

A. Definitions

The following terms may be reflected and have the described meaning in this document:

1. "Breach" means the loss of control, compromise, unauthorized disclosure, unauthorized acquisition, unauthorized access, or any similar term referring to situations where persons other than authorized users and for an other than authorized purpose have access or potential access to personally identifiable information, whether physical or electronic. With regard to Protected Health Information, "Breach" shall have the same meaning as the term "Breach" in section 164.402 of Title 45, Code of Federal Regulations.
2. "Computer Security Incident" shall have the same meaning "Computer Security Incident" in section two (2) of NIST Publication 800-61, Computer Security Incident Handling Guide, National Institute of Standards and Technology, U.S. Department of Commerce.
3. "Confidential Information" or "Confidential Data" means all confidential information disclosed by one party to the other such as all medical, health, financial, public assistance benefits and personal information including without limitation, Substance Abuse Treatment Records, Case Records, Protected Health Information and Personally Identifiable Information.

Confidential Information also includes any and all information owned or managed by the State of NH - created, received from or on behalf of the Department of Health and Human Services (DHHS) or accessed in the course of performing contracted services - of which collection, disclosure, protection, and disposition is governed by state or federal law or regulation. This information includes, but is not limited to Protected Health Information (PHI), Personal Information (PI), Personal Financial Information (PFI), Federal Tax Information (FTI), Social Security Numbers (SSN), Payment Card Industry (PCI), and or other sensitive and confidential information.

4. "End User" means any person or entity (e.g., contractor, contractor's employee, business associate, subcontractor, other downstream user, etc.) that receives DHHS data or derivative data in accordance with the terms of this Contract.
5. "HIPAA" means the Health Insurance Portability and Accountability Act of 1996 and the regulations promulgated thereunder.
6. "Incident" means an act that potentially violates an explicit or implied security policy, which includes attempts (either failed or successful) to gain unauthorized access to a system or its data, unwanted disruption or denial of service, the unauthorized use of a system for the processing or storage of data; and changes to system hardware, firmware, or software characteristics without the owner's knowledge, instruction, or consent. Incidents include the loss of data through theft or device misplacement, loss

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Exhibit E

DHHS Information Security Requirements

or misplacement of hardcopy documents, and misrouting of physical or electronic mail, all of which may have the potential to put the data at risk of unauthorized access, use, disclosure, modification or destruction.

7. "Open Wireless Network" means any network or segment of a network that is not designated by the State of New Hampshire's Department of Information Technology or delegate as a protected network (designed, tested, and approved, by means of the State, to transmit) will be considered an open network and not adequately secure for the transmission of unencrypted PI, PFI, PHI or confidential DHHS data.
8. "Personal Information" (or "PI") means information which can be used to distinguish or trace an individual's identity, such as their name, social security number, personal information as defined in New Hampshire RSA 359-C:19, biometric records, etc., alone, or when combined with other personal or identifying information which is linked or linkable to a specific individual, such as date and place of birth, mother's maiden name, etc.
9. "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Parts 160 and 164, promulgated under HIPAA by the United States Department of Health and Human Services.
10. "Protected Health Information" (or "PHI") has the same meaning as provided in the definition of "Protected Health Information" in the HIPAA Privacy Rule at 45 C.F.R. § 160.103.
11. "Security Rule" shall mean the Security Standards for the Protection of Electronic Protected Health Information at 45 C.F.R. Part 164, Subpart C, and amendments thereto.
12. "Unsecured Protected Health Information" means Protected Health Information that is not secured by a technology standard that renders Protected Health Information unusable, unreadable, or indecipherable to unauthorized individuals and is developed or endorsed by a standards developing organization that is accredited by the American National Standards Institute.

I. RESPONSIBILITIES OF DHHS AND THE CONTRACTOR

A. Business Use and Disclosure of Confidential Information.

1. The Contractor must not use, disclose, maintain or transmit Confidential Information except as reasonably necessary as outlined under this Contract. Further, Contractor, including but not limited to all its directors, officers, employees and agents, must not use, disclose, maintain or transmit PHI in any manner that would constitute a violation of the Privacy and Security Rule.

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DHHS Information Security Requirements

2. The Contractor must not disclose any Confidential Information in response to a request for disclosure on the basis that it is required by law, in response to a subpoena, etc., without first notifying DHHS so that DHHS has an opportunity to consent or object to the disclosure.
3. If DHHS notifies the Contractor that DHHS has agreed to be bound by additional restrictions over and above those uses or disclosures or security safeguards of PHI pursuant to the Privacy and Security Rule, the Contractor must be bound by such additional restrictions and must not disclose PHI in violation of such additional restrictions and must abide by any additional security safeguards.
4. The Contractor agrees that DHHS Data or derivative there from disclosed to an End User must only be used pursuant to the terms of this Contract.
5. The Contractor agrees DHHS Data obtained under this Contract may not be used for any other purposes that are not indicated in this Contract.
6. The Contractor agrees to grant access to the data to the authorized representatives of DHHS for the purpose of inspecting to confirm compliance with the terms of this Contract.

II. METHODS OF SECURE TRANSMISSION OF DATA

1. Application Encryption. If End User is transmitting DHHS data containing Confidential Data between applications, the Contractor attests the applications have been evaluated by an expert knowledgeable in cyber security and that said application's encryption capabilities ensure secure transmission via the internet.
2. Computer Disks and Portable Storage Devices. End User may not use computer disks or portable storage devices, such as a thumb drive, as a method of transmitting DHHS data.
3. Encrypted Email. End User may only employ email to transmit Confidential Data if email is encrypted and being sent to and being received by email addresses of persons authorized to receive such information.
4. Encrypted Web Site. If End User is employing the Web to transmit Confidential Data, the secure socket layers (SSL) must be used and the web site must be secure. SSL encrypts data transmitted via a Web site.
5. File Hosting Services, also known as File Sharing Sites. End User may not use file hosting services, such as Dropbox or Google Cloud Storage, to transmit Confidential Data.
6. Ground Mail Service. End User may only transmit Confidential Data via *certified* ground mail within the continental U.S. and when sent to a named individual.
7. Laptops and PDA. If End User is employing portable devices to transmit Confidential Data said devices must be encrypted and password-protected.

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DHHS Information Security Requirements

8. **Open Wireless Networks.** End User may not transmit Confidential Data via an open wireless network. End User must employ a virtual private network (VPN) when remotely transmitting via an open wireless network.
9. **Remote User Communication.** If End User is employing remote communication to access or transmit Confidential Data, a virtual private network (VPN) must be installed on the End User's mobile device(s) or laptop from which information will be transmitted or accessed.
10. **SSH File Transfer Protocol (SFTP),** also known as Secure File Transfer Protocol. If End User is employing an SFTP to transmit Confidential Data, End User will structure the Folder and access privileges to prevent inappropriate disclosure of information. SFTP folders and sub-folders used for transmitting Confidential Data will be coded for 24-hour auto-deletion cycle (i.e. Confidential Data will be deleted every 24 hours).
11. **Wireless Devices.** If End User is transmitting Confidential Data via wireless devices, all data must be encrypted to prevent inappropriate disclosure of information.

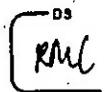
III. RETENTION AND DISPOSITION OF IDENTIFIABLE RECORDS

The Contractor will only retain the data and any derivative of the data for the duration of this Contract. After such time, the Contractor will have 30 days to destroy the data and any derivative in whatever form it may exist, unless, otherwise required by law or permitted under this Contract. To this end, the parties must:

A. Retention

1. The Contractor agrees it will not store, transfer or process data collected in connection with the services rendered under this Contract outside of the United States. This physical location requirement shall also apply in the implementation of cloud computing, cloud service or cloud storage capabilities, and includes backup data and Disaster Recovery locations.
2. The Contractor agrees to ensure proper security monitoring capabilities are in place to detect potential security events that can impact State of NH systems and/or Department confidential information for contractor provided systems.
3. The Contractor agrees to provide security awareness and education for its End Users in support of protecting Department confidential information.
4. The Contractor agrees to retain all electronic and hard copies of Confidential Data in a secure location and identified in section IV. A.2
5. The Contractor agrees Confidential Data stored in a Cloud must be in a FedRAMP/HITECH compliant solution and comply with all applicable statutes and regulations regarding the privacy and security. All servers and devices must have currently-supported and hardened operating systems, the latest anti-viral, antihacker, anti-spam, anti-spyware, and anti-malware utilities. The environment, as a whole, must have aggressive intrusion-detection and firewall protection.

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DHHS Information Security Requirements

6. The Contractor agrees to and ensures its complete cooperation with the State's Chief Information Officer in the detection of any security vulnerability of the hosting infrastructure.

B. Disposition

1. If the Contractor will maintain any Confidential Information on its systems (or its sub-contractor systems), the Contractor will maintain a documented process for securely disposing of such data upon request or contract termination; and will obtain written certification for any State of New Hampshire data destroyed by the Contractor or any subcontractors as a part of ongoing, emergency, and or disaster recovery operations. When no longer in use, electronic media containing State of New Hampshire data shall be rendered unrecoverable via a secure wipe program in accordance with industry-accepted standards for secure deletion and media sanitization, or otherwise physically destroying the media (for example, degaussing) as described in NIST Special Publication 800-88, Rev 1, Guidelines for Media Sanitization, National Institute of Standards and Technology, U. S. Department of Commerce. The Contractor will document and certify in writing at time of the data destruction, and will provide written certification to the Department upon request. The written certification will include all details necessary to demonstrate data has been properly destroyed and validated. Where applicable, regulatory and professional standards for retention requirements will be jointly evaluated by the State and Contractor prior to destruction.
2. Unless otherwise specified, within thirty (30) days of the termination of this Contract, Contractor agrees to destroy all hard copies of Confidential Data using a secure method such as shredding.
3. Unless otherwise specified, within thirty (30) days of the termination of this Contract, Contractor agrees to completely destroy all electronic Confidential Data by means of data erasure, also known as secure data wiping.

IV. PROCEDURES FOR SECURITY

- A. Contractor agrees to safeguard the DHHS Data received under this Contract, and any derivative data or files, as follows:
 1. The Contractor will maintain proper security controls to protect Department confidential information collected, processed, managed, and/or stored in the delivery of contracted services.
 2. The Contractor will maintain policies and procedures to protect Department confidential information throughout the information lifecycle, where applicable, (from creation, transformation, use, storage and secure destruction) regardless of the media used to store the data (i.e., tape, disk, paper, etc.).

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3. The Contractor will maintain appropriate authentication and access controls to contractor systems that collect, transmit, or store Department confidential information where applicable.
4. The Contractor will ensure proper security monitoring capabilities are in place to detect potential security events that can impact State of NH systems and/or Department confidential information for contractor provided systems.
5. The Contractor will provide regular security awareness and education for its End Users in support of protecting Department confidential information.
6. If the Contractor will be sub-contracting any core functions of the engagement supporting the services for State of New Hampshire, the Contractor will maintain a program of an internal process or processes that defines specific security expectations, and monitoring compliance to security requirements that at a minimum match those for the Contractor, including breach notification requirements.
7. The Contractor will work with the Department to sign and comply with all applicable State of New Hampshire and Department system access and authorization policies and procedures, systems access forms, and computer use agreements as part of obtaining and maintaining access to any Department system(s). Agreements will be completed and signed by the Contractor and any applicable sub-contractors prior to system access being authorized.
8. If the Department determines the Contractor is a Business Associate pursuant to 45 CFR 160.103, the Contractor will execute a HIPAA Business Associate Agreement (BAA) with the Department and is responsible for maintaining compliance with the agreement.
9. The Contractor will work with the Department at its request to complete a System Management Survey. The purpose of the survey is to enable the Department and Contractor to monitor for any changes in risks, threats, and vulnerabilities that may occur over the life of the Contractor engagement. The survey will be completed annually, or an alternate time frame at the Departments discretion with agreement by the Contractor, or the Department may request the survey be completed when the scope of the engagement between the Department and the Contractor changes.
10. The Contractor will not store, knowingly or unknowingly, any State of New Hampshire or Department data offshore or outside the boundaries of the United States unless prior express written consent is obtained from the Information Security Office leadership member within the Department.
11. Data Security Breach Liability. In the event of any security breach, Contractor shall make efforts to investigate the causes of the breach, promptly take measures to prevent

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DHHS Information Security Requirements

future breach and minimize any damage or loss resulting from the breach. The State shall recover from the Contractor all costs of response and recovery from

the breach, including but not limited to: credit monitoring services, mailing costs and costs associated with website and telephone call center services necessary due to the breach.

12. Contractor must comply with all applicable statutes and regulations regarding the privacy and security of Confidential Information, and must in all other respects maintain the privacy and security of PI and PHI at a level and scope that is not less than the level and scope of requirements applicable to federal agencies, including, but not limited to, provisions of the Privacy Act of 1974 (5 U.S.C. § 552a), DHHS Privacy Act Regulations (45 C.F.R. §5b), HIPAA Privacy and Security Rules (45 C.F.R. Parts 160 and 164) that govern protections for individually identifiable health information and as applicable under State law.
13. Contractor agrees to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the Confidential Data and to prevent unauthorized use or access to it. The safeguards must provide a level and scope of security that is not less than the level and scope of security requirements established by the State of New Hampshire, Department of Information Technology. Refer to Vendor Resources/Procurement at <https://www.nh.gov/doi/vendor/index.htm> for the Department of Information Technology policies, guidelines, standards, and procurement information relating to vendors.
14. Contractor agrees to maintain a documented breach notification and incident response process. The Contractor will notify the State's Privacy Officer and the State's Security Officer of any security breach immediately, at the email addresses provided in Section VI. This includes a confidential information breach, computer security incident, or suspected breach which affects or includes any State of New Hampshire systems that connect to the State of New Hampshire network.
15. Contractor must restrict access to the Confidential Data obtained under this Contract to only those authorized End Users who need such DHHS Data to perform their official duties in connection with purposes identified in this Contract.
16. The Contractor must ensure that all End Users:
 - a. comply with such safeguards as referenced in Section IV A. above, implemented to protect Confidential Information that is furnished by DHHS under this Contract from loss, theft or inadvertent disclosure.
 - b. safeguard this information at all times.
 - c. ensure that laptops and other electronic devices/media containing PHI, PI, or PFI are encrypted and password-protected.

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Exhibit E

DHHS Information Security Requirements

- d. send emails containing Confidential Information only if encrypted and being sent to and being received by email addresses of persons authorized to receive such information.
- e. limit disclosure of the Confidential Information to the extent permitted by law.
- f. Confidential Information received under this Contract and individually identifiable data derived from DHHS Data, must be stored in an area that is physically and technologically secure from access by unauthorized persons during duty hours as well as non-duty hours (e.g., door locks, card keys, biometric identifiers, etc.).
- g. only authorized End Users may transmit the Confidential Data, including any derivative files containing personally identifiable information, and in all cases, such data must be encrypted at all times when in transit, at rest, or when stored on portable media as required in section IV above.
- h. in all other instances Confidential Data must be maintained, used and disclosed using appropriate safeguards, as determined by a risk-based assessment of the circumstances involved.
- i. understand that their user credentials (user name and password) must not be shared with anyone. End Users will keep their credential information secure. This applies to credentials used to access the site directly or indirectly through a third party application.

Contractor is responsible for oversight and compliance of their End Users. DHHS reserves the right to conduct onsite inspections to monitor compliance with this Contract, including the privacy and security requirements provided in herein, HIPAA, and other applicable laws and Federal regulations until such time the Confidential Data is disposed of in accordance with this Contract.

V. LOSS REPORTING

The Contractor must notify the State's Privacy Officer and Security Officer of any Security Incidents and Breaches immediately, at the email addresses provided in Section VI.

The Contractor must further handle and report Incidents and Breaches involving PHI in accordance with the agency's documented Incident Handling and Breach Notification procedures and in accordance with 42 C.F.R. §§ 431.300 - 306. In addition to, and notwithstanding, Contractor's compliance with all applicable obligations and procedures, Contractor's procedures must also address how the Contractor will:

1. Identify Incidents;
2. Determine if personally identifiable information is involved in Incidents;
3. Report suspected or confirmed Incidents as required in this Exhibit or P-37;

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DHHS Information Security Requirements

4. Identify and convene a core response group to determine the risk level of Incidents and determine risk-based responses to Incidents; and
5. Determine whether Breach notification is required, and, if so, identify appropriate Breach notification methods, timing, source, and contents from among different options, and bear costs associated with the Breach notice as well as any mitigation measures.

Incidents and/or Breaches that implicate PI must be addressed and reported, as applicable, in accordance with NH RSA 359-C:20.

VI. PERSONS TO CONTACT

A. DHHS Privacy Officer:

DHHSPrivacyOfficer@dhhs.nh.gov B.

DHHS Security Officer:

DHHSInformationSecurityOffice@dhhs.nh.gov



New Hampshire Department of Health and Human

Exhibit F

BUSINESS ASSOCIATE AGREEMENT

The Contractor identified in Section 1.3 of the General Provisions of the Agreement (Form P-37) ("Agreement"), and any of its agents who receive use or have access to protected health information (PHI), as defined herein, shall be referred to as the "Business Associate." The State of New Hampshire, Department of Health and Human Services, "Department" shall be referred to as the "Covered Entity." The Contractor and the Department are collectively referred to as "the parties."

The parties agree, to comply with the Health Insurance Portability and Accountability Act, Public Law 104-191, the Standards for Privacy and Security of Individually Identifiable Health Information, 45 CFR Parts 160, 162, and 164 (HIPAA), provisions of the HITECH Act, Title XIII, Subtitle D, Parts 1&2 of the American Recovery and Reinvestment Act of 2009, 42 USC 17934, et sec., applicable to business associates, and as applicable, to be bound by the provisions of the Confidentiality of Substance Use Disorder Patient Records, 42 USC s. 290 dd-2, 42 CFR Part 2, (Part 2), as any of these laws and regulations may be amended from time to time.

(1) Definitions

- a. The following terms shall have the same meaning as defined in HIPAA, the HITECH Act, and Part 2, as they may be amended from time to time:
"Breach," "Designated Record Set," "Data Aggregation," "Designated Record Set," "Health Care Operations," "HITECH Act," "Individual," "Privacy Rule," "Required by law," "Security Rule," and "Secretary."
- b. Business Associate Agreement, (BAA) means the Business Associate Agreement that includes privacy and confidentiality requirements of the Business Associate working with PHI and as applicable, Part 2 record(s) on behalf of the Covered Entity under the Agreement.
- c. "Constructively Identifiable," means there is a reasonable basis to believe that the information could be used, alone or in combination with other reasonably available information, by an anticipated recipient to identify an individual who is a subject of the information.
- d. "Protected Health Information" ("PHI") as used in the Agreement and the BAA, means protected health information defined in HIPAA 45 CFR 160.103, limited to the information created, received, or used by Business Associate from or on behalf of Covered Entity, and includes any Part 2 records, if applicable, as defined below.
- e. "Part 2 record" means any patient "Record," relating to a "Patient," and "Patient Identifying Information," as defined in 42 CFR Part 2.11.
- f. "Unsecured Protected Health Information" means protected health information that is not secured by a technology standard that renders protected health information unusable, unreadable, or indecipherable to unauthorized individuals and is developed or endorsed by a standards developing organization that is accredited by the American National Standards Institute.

(2) Business Associate Use and Disclosure of Protected Health Information

- a. Business Associate shall not use, disclose, maintain, store, or transmit Protected Health Information (PHI) except as reasonably necessary to provide the services outlined under the Agreement. Further, Business Associate, including but not

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Business Associate Agreement
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**New Hampshire Department of Health and Human
Exhibit F**

- limited to all its directors, officers, employees, and agents, shall protect any PHI as required by HIPAA and 42 CFR Part 2, and not use, disclose, maintain, store, or transmit PHI in any manner that would constitute a violation of HIPAA or 42 CFR Part 2.
- b. Business Associate may use or disclose PHI, as applicable:
 - I. For the proper management and administration of the Business Associate;
 - II. As required by law, according to the terms set forth in paragraph c. and d. below;
 - III. According to the HIPAA minimum necessary standard;
 - IV. For data aggregation purposes for the health care operations of the Covered Entity; and
 - V. Data that is de-identified or aggregated and remains constructively identifiable may not be used for any purpose outside the performance of the Agreement.
 - c. To the extent Business Associate is permitted under the BAA or the Agreement to disclose PHI to any third party or subcontractor prior to making any disclosure, the Business Associate must obtain a business associate agreement or other agreement with the third party or subcontractor, that complies with HIPAA and ensures that all requirements and restrictions placed on the Business Associate as part of this BAA with the Covered Entity, are included in those business associate agreements with the third party or subcontractor.
 - d. The Business Associate shall not, disclose any PHI in response to a request or demand for disclosure, such as by a subpoena or court order, on the basis that it is required by law, without first notifying Covered Entity so that Covered Entity can determine how to best protect the PHI. If Covered Entity objects to the disclosure, the Business Associate agrees to refrain from disclosing the PHI and shall cooperate with the Covered Entity in any effort the Covered Entity undertakes to contest the request for disclosure, subpoena, or other legal process. If applicable relating to Part 2 records, the Business Associate shall resist any efforts to access part 2 records in any judicial proceeding.

(3) Obligations and Activities of Business Associate

- a. Business Associate shall implement appropriate safeguards to prevent unauthorized use or disclosure of all PHI in accordance with HIPAA Privacy Rule and Security Rule with regard to electronic PHI, and Part 2, as applicable.
- b. The Business Associate shall immediately notify the Covered Entity's Privacy Officer at the following email address, DHHSPrivacyOfficer@dhhs.nh.gov after the Business Associate has determined that any use or disclosure not provided for by its contract, including any known or suspected privacy or security incident or breach has occurred potentially exposing or compromising the PHI. This includes inadvertent or accidental uses or disclosures or breaches of unsecured protected health information.
- c. In the event of a breach, the Business Associate shall comply with the terms of this Business Associate Agreement, all applicable state and federal laws and regulations and any additional requirements of the Agreement.
- d. The Business Associate shall perform a risk assessment, based on the information available at the time it becomes aware of any known or suspected privacy or

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Exhibit F

security breach as described above and communicate the risk assessment to the Covered Entity. The risk assessment shall include, but not be limited to:

- I. The nature and extent of the protected health information involved, including the types of identifiers and the likelihood of re-identification;
 - II. The unauthorized person who accessed, used, disclosed, or received the protected health information;
 - III. Whether the protected health information was actually acquired or viewed; and
 - IV. How the risk of loss of confidentiality to the protected health information has been mitigated.
- e. The Business Associate shall complete a risk assessment report at the conclusion of its incident or breach investigation and provide the findings in a written report to the Covered Entity as soon as practicable after the conclusion of the Business Associate's investigation.
 - f. Business Associate shall make available all of its internal policies and procedures, books and records relating to the use and disclosure of PHI received from, or created or received by the Business Associate on behalf of Covered Entity to the US Secretary of Health and Human Services for purposes of determining the Business Associate's and the Covered Entity's compliance with HIPAA and the Privacy and Security Rule, and Part 2, if applicable.
 - g. Business Associate shall require all of its business associates that receive, use or have access to PHI under the BAA to agree in writing to adhere to the same restrictions and conditions on the use and disclosure of PHI contained herein.
 - h. Within ten (10) business days of receipt of a written request from Covered Entity, Business Associate shall make available during normal business hours at its offices all records, books, agreements, policies and procedures relating to the use and disclosure of PHI to the Covered Entity, for purposes of enabling Covered Entity to determine Business Associate's compliance with the terms of the BAA and the Agreement.
 - i. Within ten (10) business days of receiving a written request from Covered Entity, Business Associate shall provide access to PHI in a Designated Record Set to the Covered Entity, or as directed by Covered Entity, to an individual in order to meet the requirements under 45 CFR Section 164.524.
 - j. Within ten (10) business days of receiving a written request from Covered Entity for an amendment of PHI or a record about an individual contained in a Designated Record Set, the Business Associate shall make such PHI available to Covered Entity for amendment and incorporate any such amendment to enable Covered Entity to fulfill its obligations under 45 CFR Section 164.526.
 - k. Business Associate shall document any disclosures of PHI and information related to any disclosures as would be required for Covered Entity to respond to a request by an individual for an accounting of disclosures of PHI in accordance with 45 CFR Section 164.528.
 - l. Within ten (10) business days of receiving a written request from Covered Entity for a request for an accounting of disclosures of PHI, Business Associate shall make available to Covered Entity such information as Covered Entity may require to fulfill its obligations to provide an accounting of disclosures with respect to

Exhibit F

Contractor Initials

PHI in
RAC

Date 2/22/2024



New Hampshire Department of Health and Human

Exhibit F

accordance with 45 CFR Section 164.528.

m. In the event any individual requests access to, amendment of, or accounting of PHI directly from the Business Associate, the Business Associate shall within five (5) business days forward such request to Covered Entity. Covered Entity shall have the responsibility of responding to forwarded requests. However, if forwarding the individual's request to Covered Entity would cause Covered Entity or the Business Associate to violate HIPAA and the Privacy and Security Rule, the Business Associate shall instead respond to the individual's request as required by such law and notify Covered Entity of such response as soon as practicable.

n. Within thirty (30) business days of termination of the Agreement, for any reason, the Business Associate shall return or destroy, as specified by Covered Entity, all PHI received from or created or received by the Business Associate in connection with the Agreement, and shall not retain any copies or back-ups of such PHI in any form or platform.

VI. If return or destruction is not feasible, or the disposition of the PHI has been otherwise agreed to in the Agreement, or if retention is governed by state or federal law, Business Associate shall continue to extend the protections of the Agreement, to such PHI and limit further uses and disclosures of such PHI to those purposes that make the return or destruction infeasible for as long as the Business Associate maintains such PHI. If Covered Entity, in its sole discretion, requires that the Business Associate destroy any or all PHI, the Business Associate shall certify to Covered Entity that the PHI has been destroyed.

(4) Obligations of Covered Entity

a. Covered Entity shall post a current version of the Notice of the Privacy Practices on the Covered Entity's website:

<https://www.dhhs.nh.gov/oos/hipaa/publications.htm> in accordance with 45 CFR Section 164.520.

b. Covered Entity shall promptly notify Business Associate of any changes in, or revocation of permission provided to Covered Entity by individuals whose PHI may be used or disclosed by Business Associate under this BAA, pursuant to 45 CFR Section 164.506 or 45 CFR Section 164.508.

c. Covered entity shall promptly notify Business Associate of any restrictions on the use or disclosure of PHI that Covered Entity has agreed to in accordance with 45 CFR 164.522, to the extent that such restriction may affect Business Associate's use or disclosure of PHI.

(5) Termination of Agreement for Cause

a. In addition to the General Provisions (P-37) of the Agreement, the Covered Entity may immediately terminate the Agreement upon Covered Entity's knowledge of a material breach by Business Associate of the Business Associate Agreement. The Covered Entity may either immediately terminate the Agreement or provide an opportunity for Business Associate to cure the alleged breach within a timeframe specified by Covered Entity.

(6) Miscellaneous

a. Definitions, Laws, and Regulatory References. All laws and regulations

Exhibit F

Business Associate Agreement

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V 2.0

Contractor Initials

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Date 2/22/2024



New Hampshire Department of Health and Human

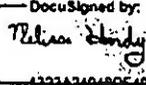
Exhibit F

herein, shall refer to those laws and regulations as amended from time to time. A reference in the Agreement, as amended to include this Business Associate Agreement, to a Section in HIPAA or 42 Part 2, means the Section as in effect or as amended.

- b. **Change in law** - Covered Entity and Business Associate agree to take such action as is necessary from time to time for the Covered Entity and/or Business Associate to comply with the changes in the requirements of HIPAA, 42 CFR Part 2 other applicable federal and state law.
- c. **Data Ownership** - The Business Associate acknowledges that it has no ownership rights with respect to the PHI provided by or created on behalf of Covered Entity.
- d. **Interpretation** - The parties agree that any ambiguity in the BAA and the Agreement shall be resolved to permit Covered Entity and the Business Associate to comply with HIPAA and 42 CFR Part 2.
- e. **Segregation** - If any term or condition of this BAA or the application thereof to any person(s) or circumstance is held invalid, such invalidity shall not affect other terms or conditions which can be given effect without the invalid term or condition; to this end the terms and conditions of this BAA are declared severable.
- f. **Survival** - Provisions in this BAA regarding the use and disclosure of PHI, return or destruction of PHI, extensions of the protections of the BAA in section (3) g. and (3) n.l., and the defense and indemnification provisions of the General Provisions (P-37) of the Agreement, shall survive the termination of the BAA.

IN WITNESS WHEREOF, the parties hereto have duly executed this Business Associate Agreement.

Department of Health and Human Services

 The State
 DocuSigned by:

 1333A24049CF48E...

 Signature of Authorized Representative
 Melissa Hardy
 melissa.A.Hardy@dhhs.nh.gov

 Name of Authorized Representative

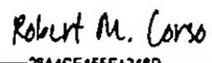
 Director, DLTSS

 Title of Authorized Representative

 2/22/2024

 Date

Pyramid Model Consortium

 Name of the Contractor
 DocuSigned by:

 38A1CE455E1348D...

 Signature of Authorized Representative
 Robert M. Corso
 rob.m.corso@gmail.com

 Name of Authorized Representative

 Executive Director

 Title of Authorized Representative

 2/22/2024

 Date

Contractor Initials

DS
RM