



Since 1995, System 1-2-3 has been a leader of professional development and in-setting support facilitation. We partner with educational and human service organizations to build capacity for developing social and emotional competence in children and helping them learn to behave in safe and responsible ways. The table below includes our current menu of professional development topics for large group workshops, small group facilitation, and personalized in-setting support.

For Implementers (teachers, childcare providers)	For Supporters (supervisors, itinerants)	For Both
The Opportunity Based Classroom	Supporting the Opportunity Based Classroom	Pyramid Building
Friends and Frustrations	Supporting Friends and Frustrations	Working Relationships
The ABC's of Behavior Change	Supporting the ABC's of Behavior Change	The SEStimate Estimate
Family Engagement in Behavior Support	Supporting Family Engagement	The What and Why of Behavior Challenges
Teaching with Smart Cookies I and II	Capacity Building I and II	The How and Why of Behavior Change
Reinforce with Enthusiasm, Redirect with Neutrality	Family Based Coaching	The When and Why of Revising Approaches
The SEStimate Estimate	The SEStimate Estimate Planning Graph	The Who and Why of Recognizing Progress

### Current Projects

System 1-2-3 projects are customized to the needs and resources of our partners. Our current projects are described below.

**Pittsburgh Public Schools Early Childhood Division** – Pyramid Building with Early Childhood Classrooms, Coaches and Community Partners and Family Engagement with Family Support Specialists

**Pittsburgh Public Schools Early Intervention Division** – Functional Assessment, Positive Behavior Support, Progress Monitoring and Safekeeping Actions for children served in a variety of settings

**Westmoreland Intermediate Unit** – Pyramid Building and Pyramid Building Leader Series with Early Intervention Itinerants and Community Partners (OCDEL Results Grant)

**Westmoreland County Behavioral Health Division** – Birth to Three Early Intervention Coaching Project for Social and Emotional Development (OCDEL Evidence Based Grant)

**Southwest Regional Key** – Provision of PQAS professional development opportunities through the Southwest Region

**Intermediate Unit 1 Early Intervention Preschool Program** – Pyramid Building for early intervention classrooms as well as itinerant service providers

**DePaul School for Speech and Hearing** – Pyramid Building for classrooms, Functional Assessment and Positive Behavior Support

**accessAbilities, Inc.** – Birth to Three Early Intervention Family Engagement in Behavior Support

**Seton Hill Child Services, Inc. Head Start** – Pyramid Building for Early Childhood Classrooms

**Tiny Tots Child Development Center** – The Behavior Change Series

**Penn Pals Child Care Center** – The Behavior Change Series

## **Current Research**

Dr. Chad Malcom from Baldwin-Wallace University leads research efforts associated with System 1-2-3 programs. His current work includes:

Malcolm, C. & Richason, D. (in press). To Teach or to Model: That is the Question When It Comes to Social-Emotional Skills Instruction. *Young Children*.

Malcolm, C. (2016). A better way to build social and emotional skills in early childhood education - Pyramid Building: It's not just for the Egyptians! *The Edvocate*.

Malcolm, C. (submitted). Social Emotional Skills in Preschool Children: Reliability Study for SEStimate Checklist.

## **To learn more about how we can partner with your organization, contact:**

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