

Anna Winneker, Ph.D.

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Education:

- Ph.D. in Curriculum and Instruction with a concentration in Special Education, University of South Florida, 2010
- M.Ed. in Special Education with concentrations in Learning Disabilities and Behavior Disorders, University of North Carolina at Charlotte, 1999
- B.S. in Human Development with a concentration in Child Development, University of Rhode Island, 1995

Professional Associations:

- Council for Exceptional Children – Division of Early Childhood
- Association of Positive Behavior Supports

Course Taught:**University of South Florida**

- Foundations of Special Education
- Integrating Exceptional Children in the General Education Classroom (Elementary setting)
- Integrating Exceptional Children in the General Education Classroom (Secondary setting)
- Perspective of Learning Disabilities/Behavior Disorders
- Clinical Teaching
- Intellectual Disabilities and Assistive Technology
- Positive Behavior Support
- Measurement and Assessment

Mercy College

- Assessment of Students with Disabilities
- Classroom management and students with disabilities

Research Supports

Program-Wide Positive Behavior Support at University of South Florida, Principal Investigator, Children's Board of Hillsborough County, 10/1/2018- current

Award by year:

2018- \$598,761

2019- \$681, 809

2020-\$745, 166

2021-\$745, 166

Professional Experience:

Research Assistant Professor, University of South Florida (1/18 to present)

Project Director

Program-wide Positive Behavior Support Project at the University of South Florida

- Project Director of a grant-funded program with a budget of \$745,114. Secured funding for six years to support 9 staff
- Supervise 7 staff to provide training and technical assistance to 27 community and family childcare sites in implementing Program-wide Positive Behavior Support to improve outcomes for children birth to 5
- Develop training and technical assistance materials for project sites and community-based programs
- Monitor implementation and use data to differentiate supports to sites to ensure fidelity to the Pyramid model

Office of Early Learning Pyramid Model Development Grant

- Provide training and technical assistance to Early Learning Coalitions to create a system of support to community child care programs and family child care centers to implement the Pyramid Model Framework
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Human Services Practitioner, University of South Florida (8/10 to 12/17)

- Provided technical assistance to school districts implementing Positive Behavior Support, including early childhood settings.
- Developed and delivered training to teachers and district staff, focusing on Tier 1 and Tier 2 supports.
- Provided support to teachers on the implementation of the Pyramid Model in early childhood settings.
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Instructor, University of South Florida (5/08 to present)

- Instructed undergraduate and graduate courses in Early Childhood Special Education, including online, face-to-face, and blended formats.
- Developed syllabi and instructional materials tailored to student needs.

Graduate Research Assistant, University of South Florida (1/07 to 8/10)

- Supervised graduate students and pre-service teachers during field placements.

- Developed online modules in areas such as Assistive Technology and Differentiated Instruction.

Selected Publications:

Winneker, A., Binder, D. & Fox, L. (2022). Reflection and Feedback. In P. Snyder, M.L. Hemmeter & Fox, L. (Eds.) *Essentials of Practice-Based Coaching*. (pp. 127-142) Baltimore : Brookes Publishing.

Sandomierski, T., Martinez, S., Webster, R., Winneker, A. & Minch, D. (2022) From “quick fix” to lasting commitment: Using root cause analysis to address disproportionate discipline outcomes, *Preventing School Failure: Alternative Education for Children and Youth*, 66:1, 1-13, DOI: [10.1080/1045988X.2021.1937025](https://doi.org/10.1080/1045988X.2021.1937025)

Winneker, A., & Fox, L. (April 2020). PBIS in Early Childhood Classrooms on School Campuses. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.

Winneker, A. & Martinez, S. (2014). PBS and the Law. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.) Hoboken, New Jersey: Wiley

McHatton, P., Bradshaw, W. & Winneker, A. (2013). Introduction to working with diverse families through performance: Using ethnodrama as an instructional tool. *Action in Teacher Education*, 35, 33-38.

Conference/Paper Presentations:

Clarke, M. "Shelley", Winneker, A., Association of Positive Behavior Support. (2024). It's Not Luck, It's Collaboration! Tier 3 Home and School Interventions for Young Children. Paper presented at The 21st International Conference on Positive Behavior Support, Chicago, IL.

Fox, L., Winneker, A., Binder, D., University of South Florida. (2024). Early Childhood is Key! Unlocking Implementation of PBIS in PreK Settings. Paper presented at The 21st International Conference on Positive Behavior Support, Chicago, IL.

Fox, L., Binder, D., Winneker, A., von der Embse, M., & Verguila, M. (2023) . Take Action to Eliminate Exclusionary Discipline. Paper presented at the Division of Early Childhood Conference, Minneapolis, Minnesota.

Winneker, A., Fox, L., Binder, D., von der Embse, M., & Verguila, M. (2023). Early Childhood MTSS Data Tools: Assessing Implementation and Intervention. Paper presented at the Division of Early Childhood Conference, Minneapolis, Minnesota.

Fox, L., Winneker, A., & Binder, D. (2023). Early Childhood is Key! Unlocking Implementation of PBIS in PreK settings. In 20th Annual International Conference on Positive Behavior Support. Jacksonville, FL.

Clarke, M., & Winneker, A. (2023). Unlocking Successful Tier 3 Supports for Young Children: Collaboration is the Key! In 20th Annual International Conference on Positive Behavior Support. Jacksonville, FL.

von der Embse, M., Fox, L., Perez Binder, D., & Winneker, A. (2023). PBIS in Preschool: Practices for Promoting Social, Emotional, and Behavioral Outcomes. In 20th Annual International Conference on Positive Behavior Support. Jacksonville, FL.

Winneker, A., & Sizemore, E. (2023). Pyramid Model goes to Family Childcare Homes. Invited session presented at the 19th National Training Institute on Effective Practices: Addressing Challenging Behavior. Tampa, FL.

Fox, L., & Winneker, A. (2022) Applying equity mindset to implementation of PBIS in preschool: Strategies and resources. Paper presented at the National PBIS Leadership Conference, Chicago, IL.

Winneker, A., & von der Embse, M. (2022). Giving your program a strong foundation: Florida Pyramid Model implementation and program success. Paper presented at the One Goal Conference, Tampa, FL

Ferro, J., & Winneker, A. (2022). Starting early with equity. Paper presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.

Winneker, A. & von der Embse, M. (2021) Starting Early With Equity: Anti-Bias Education and Group Coaching. Division of Early Childhood of the Council for Exceptional Children.

Winneker, A. & Fox, L. Early Childhood and PBIS: Making it Work (2021). Positive Behavior Interventions and Support Implementers Forum. Chicago, IL.

Winneker, A., Veguilla, M. & Ferro, J. (2021). Addressing equity early: Data Tools for Early Childhood and Preschool Programs. 18th Annual International Conference on Positive Behavior Supports.

Winneker, A., Dickens, K. Spino, M., Jezek, J. & Cook, J. (2020). PBIS in Early Childhood: A District & State Example. National PBIS Leadership Forum. Chicago, IL.

Ferro, J., Winneker, A. & Binder, D. (March 2019). Early Childhood Symposium, Conference on Positive Behavior Support. Washington, D.C

Winneker, A. & Clarke, S. (March 2019). Supporting Young Children with Challenging Behavior. Early Childhood Council Conference. Tampa, FL.

Winneker, A. (June 2019). Using trauma-informed practices and positive behavior supports. Hillsborough County Early Childhood Educators Professional Development Day. Tampa, FL

Winneker, A. & Delgado-Herrera, R. (2019). Making it Work: PBIS and Early Childhood. National PBIS Leadership Forum. Chicago, IL.

Winneker, A. (2019). Bringing PBIS to Preschool. PBIS and Early Childhood. National PBIS Leadership Forum. Chicago, IL.

Winneker, A. (2019). Early Childhood and PBIS: Roundtable Discussion and Questions. National PBIS Leadership Forum. Chicago, IL.

Martinez, S., Winneker, A. & Minch, D. (March, 2018). Taking a walk through the classroom coaching guide. Invited workshop at the 16th International Conference on Positive Behavior Support. San Diego, CA.

Martinez, S., Minch, D., Sandomierski, T. Winneker, A. & Webster, R. (March, 2018) Involving All: Stakeholder Input as the Key to Problem Solving Disproportionate Discipline. Presented APBS 16th Annual International Conference on Positive Behavior Supports. San Diego, CA.

Winneker, A., Martinez, S. & Veguilla, M. (April 2018) Is Disproportionate Discipline an Issue for your Program? How do you know? What are you going to do about it? Invited session 15th National Training Institute on Effective Practices: Addressing Challenging Behavior. St. Petersburg, FL.

Winneker, A. (June 2018). What are our choices? Preventing and Responding to Challenging Behavior. Texas Behavior Support State Conference. Houston, TX.

Trainings and Workshops:

- Developmentally Appropriate Practices in Early Childhood
- Supporting challenging behavior in young children
- Teaching Pyramid Observation Tool reliability training
- Aligning Early Childhood Classroom with School-wide PBIS
- Practice-Based Coaching
- Embedded Instruction
- Individualizing support for children with disabilities
- Integrating Restorative Practices with Positive Behavior Support
- Equity in Discipline: Using Root Cause Analysis
- Using Classroom Coaching Guide to Support Classroom Systems
- Coaching and Problem-Solving at the district, school and classroom level