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William B. Ribas, Ph.D., President

Social-Emotional Learning in the Home
A Practical Guide for Integrating the Development of
Social-Emotional Skills into Your Parenting

By the authors of the block buster best seller *Social-Emotional Learning in the Classroom*.

William B. Ribas, Ph.D.

Bill is the father of two adult children, one of each. He has taught all grades from second through high school. Bill spent five years working with poverty students as a teacher and guidance counselor in rural New Hampshire. He then became a teacher and vice-principal in the Brookline Massachusetts Public Schools. He went on to become a principal, director of student services, and then assistant superintendent. In 16 years as a consultant he has worked in urban, suburban, and rural school districts in six states and Canada. He is the author of four other books, *Social Emotional Skills in the Classroom*, *Inducting and Mentoring Educators New to the District*, *Instructional Practices That Maximize Student Achievement*, and *The Educational, Legal, Political, and Social Emotional Components of Supervision and Evaluation*.

Deborah A Brady, Ph.D.

With over thirty years in public and private education, Debby Brady has had experience both as a teacher and administrator in all levels preK-12. In addition, she has three sons and a daughter born as a fraternal and identical set of twins. Deb has served as an Assistant Superintendent in two districts, a college teacher and director of a writing/learning center, a secondary reading and English teacher. In addition, Deb has served as a Director of a Learning Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State University where she taught both graduate and undergraduate courses in curriculum, reading, literacy, co-teaching, and writing. Deborah earned her doctorate at Lesley in educational studies where her research focused on the classroom and the impact of a standards-based curriculum on teaching, learning and assessment. Her special areas of interest include literacy, curriculum assessment, development, and improvement; reading and writing; instructional leadership; assessment and the use of data that improves instruction, social-emotional growth and student achievement; building the capacity of a district through collaborative work within professional learning communities to address school climate, data teams, and administrator collaboration. She is author of two books: *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* and *Social-Emotional Learning in the Classroom*.

Jane M. Hardin, M.Ed.

Jane is also the mother of three young adults. She began her career as a public school teacher in both general education and special education. During her time as a resource room teacher, her program was selected as an exemplary model by the National Council for Exceptional Children. For the 22 years, Jane was a member of the Simmons College (Boston, MA) Faculty, supervising and training undergraduate and graduate student teachers and interns. She is a board member of the Massachusetts Council for

Exceptional Children and a member of the Massachusetts Architectural Access Board. Jane is also an author of the book *Social-Emotional Learning in the Classroom*. She holds a bachelor's degree in general education and a master's degree in Special Education, with advanced training in differentiated instruction and language disabilities. Her areas of training and consultation include classroom and behavior management, students with ASD, teaching students with emotional and behavioral issues, SEL in the home, how anxiety and trauma impact the learning process, and the social and emotional needs of all students and its impact on student achievement.

Elayne Gumlaw, M.Ed.

Elayne Gumlaw has served as a teacher, principal and director of curriculum for over thirty years with teaching and administrative experience at both the elementary and secondary levels. She holds a bachelor's and master's degree in education from Westfield State University and works with the university in the capacity of supervising and training undergraduate students in the field of education. Elayne serves as a consultant and is experienced in teaching graduate courses in the areas of differentiated instruction and supervision and evaluation. In addition, she provides a variety of educational workshops for teachers, administrators, paraprofessionals and parents/guardians in districts across Massachusetts and for private organizations. Elayne has facilitated and served on parent teacher organizations and has coordinated many after school workshops and events designed in helping parents and guardians interact and work effectively with their children at home. Elayne's special areas of expertise and interest include social emotional learning, differentiating instruction and behavior management for children and adolescents. Elayne is the mother of two adult children.

