National Center for
Pyramid Model
INNOVATIONS

BRANDING & ACCESSIBLITY STANDARDS

Contents

Choosing the Right Logo for Every Need

1. NCPMI Initials vs. Full Signature

Logo with Initials:
For use on NCPMI branded materials (i.e. Center flyer) where full name appears prominently or in near proximity.

Logo with Full signature:
For use on other groups' publications/materials (i.e. sponsor list on a conference program) where another group's branding is dominant or where there is not other reference of the full center name.

2. Vertical vs. Horizontal

Both vertical and horizonal logo versions are equally acceptable. Choose the logo that looks best with your space needs.

3. Full Color vs. 1-Color

Whenever possible, the full-color logo should be used, except where printing methods require a 1-color logo. Such instances include: printing a 1-color logo on a t-shirt, or creating a document you plan in advance to be printing in black and white only.

4. Light vs. Dark Backgrounds

When placing logo on a dark background, use reversed logo with white letters. On NCPMI-branded materials, that dark background should be the official NCPMI dark blue (see brand colors section for color formulas).

The NCPMI logo should always have a transparent background to avoid having a white box around the logo when placed over non-white backgrounds (as example below).

Logo Sizing and Placement

1. Minimum Sizing

Logo should be sized so that all text is legible.

HORIZONTAL Minimum Height 0.4"	VERTICAL Minimum Height 0.75"

2. Clear Zone

A 'clear zone' around the logo should be maintained to avoid encroaching of other graphic elements. A good rule of thumb is to make the clearzone at least the height of the bold PMI text.

3. Maintaining Proportions and Orientation

When placing or resizing a logo, make sure to not stretch, squeeze, or tilt the logo.

NCPMI Brand Colors

1. Color Palette

When designing publications, all colors do not have to be used at the same time. **Microsoft Office:** Use RGB or Web# formulas.

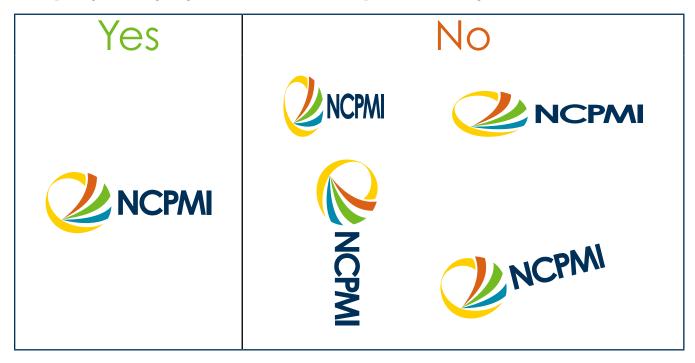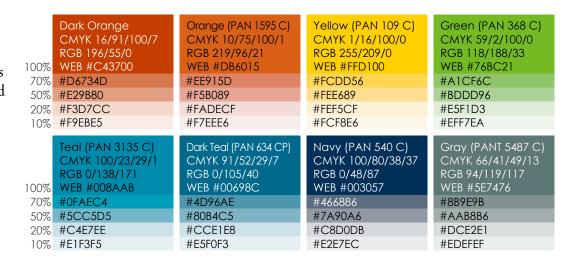|	Dark Orange CMYK 16/91/100/7 RGB 196/55/0 WEB #C43700	Orange (PAN 1595 C) CMYK 10/75/100/1 RGB 219/96/21 WEB #DB6015	Yellow (PAN 109 C) CMYK 1/16/100/0 RGB 255/209/0 WEB #FFD100	Green (PAN 368 C) CMYK 59/2/100/0 RGB 118/188/33 WEB #76BC21
100%				
70%	#D6734D	#EE915D	#FCDD56	#A1CF6C
50%	#E29B80	#F5B089	#FEE689	#BDDD96
20%	#F3D7CC	#FADECF	#FEF5CF	#E5F1D3
10%	#F9EBE5	#F7EEE6	#FCF8E6	#EFF7EA

	Teal (PAN 3135 C) CMYK 100/23/29/1 RGB 0/138/171 WEB #008AAB	Dark Teal (PAN 634 CP) CMYK 91/52/29/7 RGB 0/105/40 WEB #00698C	Navy (PAN 540 C) CMYK 100/80/38/37 RGB 0/48/87 WEB #003057	Gray (PANT 5487 C) CMYK 66/41/49/13 RGB 94/119/117 WEB #5E7476
100%				
70%	#0FAEC4	#4D96AE	#466886	#8B9E9B
50%	#5CC5D5	#80B4C5	#7A90A6	#AAB8B6
20%	#C4E7EE	#CCE1E8	#C8D0DB	#DCE2E1
10%	#E1F3F5	#E5F0F3	#E2E7EC	#EDEFEF

2. Accessibility and Color Contrast

WCAG 2.0 level AA accessibility standards require a contrast ratio of at least 4.5:1 for small/paragraph text and 3:1 for large text. WCAG 2.1 requires a contrast ratio of at least 3:1 for graphic elements. As best practice, we will adhere to 4.5:1 for all elements. Check contrast at https://webaim.org/resources/contrastchecker

3. ADA Color Combinations for Text and Graphic Elements

To guarantee WCAG 2.0 level AA compliance, no color combinations outside of the options displayed below should be used for text (small or large) or graphic elements (e.g., non-decorative figures, check marks, graphs, etc.).
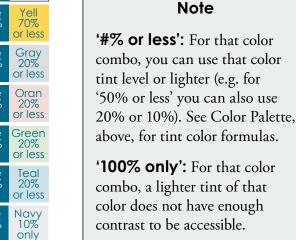
Gray 70% or less / Navy	Navy 20% or less / Navy	DkTe 50% or less / Navy	Teal 70% or less / Navy	Green 100% or less / Navy	Yell 100% or less / Navy	DkOr 50% or less / Navy	Oran 70% or less / Navy
Gray 70% or less / Black	Navy 50% or less / Black	DkTe 70% or less / Black	Teal 100% or less / Black	Green 100% or less / Black	Yell 100% or less / Black	DkOr 70% or less / Black	Oran 100% or less / Black
Gray 100% Only / White	Navy / White	DkTe 100% only / White				DkOr 100% only / White	
Gray 100% Only / Yell 20% or less		DkTe 100% only / Yell 70% or less				DkOr 100% only / Yell 20% or less	
Gray 100% Only / Green 10% or less		DkTe 100% only / Gray 20% or less				DkOr 100% only / Gray 10% only	
		DkTe 100% only / Oran 20% or less				DkOr 100% only / Oran 10% only	
		DkTe 100% only / Green 20% or less				DkOr 100% only / Green 10% only	
		DkTe 100% only / Teal 20% or less				DkOr 100% only / Teal 10% only	
		DkTe 100% only / Navy 10% only					

Note

'#% or less': For that color combo, you can use that color tint level or lighter (e.g. for '50% or less' you can also use 20% or 10%). See Color Palette, above, for tint color formulas.

'100% only': For that color combo, a lighter tint of that color does not have enough contrast to be accessible.

Typography

1. Fonts for Print Media:

- Century Gothic for headlines
- Garamond for body copy

2. Fonts for Electronic Media (web/ppt)

- Century Gothic for headlines
- Arial for body copy

3. Why Use Official NCPMI Fonts

Fonts, as with other visual elements, add a look, a "color" to your communications. These fonts have been carefully selected for easy readability (ADA accessibility) and ease of acquisition. Century Gothic, Garamond and Arial are all easily available and are preloaded on most computer systems -- an important consideration for web display.

Century Gothic Pro Family
Regular, *Italic*
Bold, *Bold Italic*

Adobe Garamond Pro Family
Regular, *Italic*
Semibold, *Semibold Italic*
Bold, *Bold Italic*

Arial Family
Narrow, *Narrow Italic,*
Narrow Bold, *Narrow Bold Italic*
Regular, *Italic*
Bold, *Bold Italic*
Black

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4. Sizing

Font sizes vary from one style to another, which impacts legibility. This is especially important for documents that may be used printed, where the reader cannot adjust the font size or zoom in with a device. Fig. 1 shows the minimum font sizes of body text for each font style to maintain accessibilty.

fig. 1

Font	Minimum
Adobe Garamond Pro, Regular	12pt
Century Gothic Pro, Regular	10.5pt
Arial, Regular	11pt

5. Modifying Type

The size of type, as well as the space around it can impact legibility. Sometimes font widths, the horizontal space between letters (kerning/tracking), or the space between lines (leading) might be reduced—such as to make text fit to a column or page. All modification options (fig. 2) should be used sparingly to stay an close the the accessible standard as possible and avoid negatively impacting legibility. The more modifications you use, the more legibility is reduced (see fig 3 example).

fig. 2

Option	Setting (inDesign)
Font width	Preferred 100%. No less than -95%
Kerning	Always set to 'Optical' (InDesign)
Tracking	Preferred 0. -10 ok. Min -20
Leading	Preferred 'Auto'. No more than 0.5pt leading reduction from the Auto number

fig. 3

Preferred Width: 100%, Track: 0, Lead: Auto 14.5	OK Width: 95%, Track: -10, Lead: 14	Not Accessible Width: 87%, Track: -25, Lead: 12
The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.	The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.	The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.

6. Typography: Other Considerations

In order to maintain the consistency of text materials, please follow these general rules:

- Do not use more than two fonts in your design project.
- Use decorative fonts sparingly. Avoid ornate fonts that are harder to read.

Writing Style

Because NCPMI publishes a variety of resources—from research white papers to family articles to marketing materials—in order to maintain consistency across all resources, we use the American Psychological Association (APA) style guide 7th edition, for all writing (https://apastyle.apa.org).

1. Authorship

When submitting a new product, include the authors in the order of effort made towards the product. The leadership team will determine when authors will be listed and how they will be placed on the product. Authors, if included, are listed in order of their relative contribution to the product. In general, we will not list authors for fact sheets, handouts, or forms.

2. Style and Conventions

- **References**—Refer to https://apastyle.apa.org/style-grammar-guidelines/references/examples
- **Bias-free language**—When referring to individuals whose identified pronouns are not known or when the gender of a generic or hypothetical person is irrelevant within the context, use the singular "they" to avoid making assumptions about an individual's gender. Use the forms "they," "them," "theirs," and so forth (APA Manual p. 131-149).
- **Commas**—Use a serial comma (also called an Oxford comma, Harvard comma, or series comma) between elements in a series of three or more items. Remember to include a comma before the "and" of the final item on a list. (e.g., "trees, leaves, and rocks" not "trees, leaves and rocks").
- **Quotation marks**—punctuation of a statement that is a quote goes inside the quotation marks. Use double quotation marks versus single.
- **Sentences**—Only one space between sentences.

- **Bulleted lists—**
  - **If items are sentences:** Capitalize first word, period at the end of each item.
  - **If items are NOT complete sentences:** Lowercase first word (except for proper nouns).
    There are two punctuation options:
    1. Use no punctuation after the bulleted items (including the final one); better when the items are shorter and simpler.
    2. Insert punctuation (e.g., semi-colon after each bullet) after the bulleted items (with "; and" after the next to last one and period after the final bullet).

3. Common Errors to Check

- **e.g., and i.e.,** —Make sure the punctuation is correct.
- **Avoid use of etc.**—Aim to complete the sentence properly.
- **Avoid the use of and/or**—"And/or" often has the same logical value as "or".
- **Do not use he/she**—See bias free language above.
- **Missing articles**—Make sure to include them (e.g., the Pyramid Model).
- **Overuse of "may"**—Many times "might" is more accurate.

4. Hyphenation, Capitalization, Punctuation

In general, follow the hyphenation shown in the Merriam-Webster.com Dictionary and the APA Dictionary of Psychology to determine how to spell and hyphenate words in APA Style papers.

- **Pyramid Model**—always capitalized; first instance of use should use the full name with parenthesis, Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children (Pyramid Model).
- **Teaching Pyramid Observation Tool (TPOT™) for Preschool Classrooms**—trademark symbol on first use.
- **Teaching Pyramid Infant–Toddler Observation Scale (TPITOS™)**—trademark symbol on first use.
- **social-emotional**—hyphenated unless using "social and emotional"
- **Prevent-Teach-Reinforce for Young Children (PTR-YC)**—hyphens between PTR when written out and between R and Y in initials.
- **child care**—two words
- **health care**—two words refers to provider actions; one word when referring to "healthcare system".
- **preschool**—no hyphen
- **pre-K, prekindergarten**
- **PhD, EdD, MS**—no periods
- **program-wide**—hyphen
- **statewide**—no hyphen

5. Linking to Resources and other Hyperlinks

The primary form our resource distribution for NCPMI is digital. In order to maintain and clean appearance and ease of reading, hyperlinks in digital documents (pdf, Word, PPT, etc.) should be displayed as a hyperlinked words—the URL should NOT be written out. The hyperlinked word(s) should be descriptive, such as the name of the resource. Never say 'click here' as this is not descriptive of what the link is and users today already know to click in hyperlinks.

- **YES:** For more information, refer to the **Pyramid Model Guide**.
- **NO:** To see the Pyramid Model Guide, **click here**.
- **NO:** Click here to see the **Pyramid Model Guide**.
- **NO:** For more information, refer the Pyramid Model Guide (**https://challengingbehavior.cbcs.usf.edu/doc/PMguide.pdf**)

If written out URLs are necessary (e.g., resource is for print distributiomn) hyperlink word and include URL as a footnote).

CONTENT CREATORS: Noting URLs in manuscripts

When noting that a hyperlink is needed, highlight the hyperlinked text and provide the URL in the comments.

Funding Statement: NCPMI 2 Grant

1. Content

The following text is to appear on all publications developed and disseminated by NCPMI:

National Center for Pyramid Model Innovations | ChallengingBehavior.org

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2. Placement

In guides/publications with a cover page and inside cover/TOC page, the inside cover is the prefered location. Otherwise, it can be placed on the cover or last page of the resource, as layout permits. Statement minimum font size is 9pt.

3. Funder Logos

The NCPMI funding statement is always accompanied by the 'IDEAs that Work' and USF logos, as well as any other partner logos as needed. These logos should be placed to the left of the funding statement. With equal horizontal spacing between the logos and statement.

Translations: Spanish

See article from the American Translators Association, *Style Guide for Spanish Writing*.

1. Spanish Capitalization

For titles of stories, creative works, and articles written in magazines or newspapers, slogans, etc. sentence case and italics are used. Spanish rules apply to English text written in a Spanish document.

Sample: The new course, *Positive Solutions for Families*, has a lot of useful information.

- **YES:** El nuevo curso, *Soluciones positivas para familias*, tiene mucha información útil.
- **NO:** El nuevo curso, Soluciones Positivas para Familias, tiene mucha información útil.
- **NO:** El nuevo curso, *Soluciones Positivas para Familias*, tiene mucha información útil.

2. Language and Style

- **Adult audience (e.g., guides for parents, practitioners)**—use the formal 'usted' style. It is used with people you are meeting for the first time, is more professional and respectful. Use as simple a vocabulary as possible to accommodate persons of various education levels.
- **Child audience (e.g., scripted stories)**—Target age group is birth to 5 years. Parents/teachers reading to young children. Use the informal 'tu' language. It notes a familiar relationship (e.g., friends, family).
- Avoid any words that might imply that the child or their behavior is a problem. Never use the words like 'problematico' (problematic) in translating concepts of challenging behavior.

3. Translating with Equity in Mind

- **Gender Equity**—It is NCPMI's goal to promoting gender equity both in our practices as well as our language. We acknowledge that what equity in language looks like is an ever-evolving picture and that there is no one "right" way to honor gender equity in gendered languages. For the sake of consistency, however, NCPMI has decided to use the following:
  - **Gendered inclusive nouns**—For any word that is not referring to a specific individual whose gender has been specified, 'e' or 'o/a/e' should be used (e.g., latino/a/e, maestro/a/e, Latine, elle), depending on which makes more sense in context.
  - We avoid using 'x' as it forces an anglicized pronunciation.
- **Racial Equity**—translators should be mindful of how terms are perceived in the context of race and use terminology that avoids outdated or potentially offensive language.
  - Black people/community/families/children—personas/comunidad/familias/niños de raza negra
  - African Americans—Afroamericanos
  - ** **NEVER use 'los negros' or communidades/familias 'negras'****

4. Spanish Funding Statement: NCPMI 2 Grant

Centro Nacional para Innovaciones del Modelo Pirámide | ChallengingBehavior.org

5. Glossary of Terms

- **Challenging behavior**—comportamiento desafiante
- **Challenging situations**—situaciones desafiantes
- **Child care providers**—proveedores de cuidado infantil
- **Children**—niños y niñas. (Include both genders when referring to a mixed group of both boys and girls. Children should never be referred to as students [estudiantes] as they are not school age.)
- **Collaborative partnerships**—asociaciones colaborativas
- **Developmental understanding**—el desarrollo del entendimiento
- **Effective teaching practices**—prácticas de enseñanza efectivas
- **Effective workforce**—personal efectivo
- **Embedded instruction**—instrucción integrada
- **Evidence-based practice**—práctica basada en la evidencia
- **Family child care homes**—hogares de cuidado infantil familiar
- **Family child care providers**—proveedores de cuidado infantil familiar
- **Family Routine Guide**—Guía de rutinas familiares
- **Feeling Wheel**—Rueda de los sentimientos
- **Focused observation**—observaciones enfocadas
- **Friendship skills**—habilidades de amistad
- **High-quality supportive environments**—ambientes de apoyo de alta calidad
- **Intensive intervention**—intervención intensiva
- **National Center for Pyramid Model Innovations (NCPMI)**—Centro Nacional para Innovaciones del Modelo Pirámide (NCPMI, por sus siglas en inglés)
- **Naturalistic instructional practices**—prácticas de instrucción naturales
- **Nurturing and responsive relationships**—relaciones enriquecedoras y receptivas
- **Peer-mediated strategies**—estrategias de mediación entre pares

- **Positive feedback and encouragement**—comentarios positivos y motivación
- **Positive Solutions for Families (PSF)**—Soluciones positivas para familias (PSF, por sus siglas en inglés)
- **Practice-based coaching (PBC)**—Coaching basado en la práctica (PBC, por sus siglas en inglés)
- **Practitioner Coach**—coach de personal
- **Program Implementation Coach**—coach de implementación de programas
- **Pyramid Model**—Modelo pirámide
- **The Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children (Pyramid Model)**—El modelo pirámide para promover la competencia socioemocional en bebés y niños pequeños (Modelo Pirámide)
- **Reflection and feedback**—reflexiones y comentarios
- **Reinforcer inventory**—inventario de reforzadores
- **Relaxation thermometer**—termómetro de relajación
- **Schedules and routines**—agendas y rutinas
- **Self-regulation skills**—habilidades de autorregulación
- **Shared goals and action planning**—metas compartidas y planes de acción
- **Social-emotional development**—desarrollo social y emocional
- **Social-emotional skills**—habilidades sociales y emocionales
- **Solution Kit**—kit de soluciones
- **Targeted social-emotional supports**—apoyos sociales y emocionales dirigidos
- **Turtle technique**—la técnica de la tortuga