# Stephanie A. Neri

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**Professional Profile**

Self-motivated special education teaching professional with relevant years of classroom experience and education. Detail–oriented individual who exemplifies professionalism, and an ability to manage multiple projects and tasks at any given moment. Demonstrated history of successful student education and behavior development, while providing high-quality guidance to parents and staff members as well as effective team collaboration. Highlighted leadership qualities and the ability to work with students from varying backgrounds with varying challenges, while implementing team values and improving classroom effectiveness. Driven partner eager for professional growth and responsibility.

**Professional Experience**

**Pennfield Middle School (Hatfield, PA)** *2010 – Present*

*Autistic Support Teacher – Grades 7th,8th, and 9th*

* Formulate and implement appropriate IEP goals while employing effective assessment techniques to record progress and develop data-driven prediction of instruction success
* Produce creative and effective student accommodations, focusing on the integration of significant 1:1 time
* Communicate effectively with speech/occupational/physical therapists on student progress, including areas of strength / weakness as well as behavioral and emotional considerations
* Develop and leverage supportive relationships with parents to promote the creation of a 24/7 learning environment, including the organization and involvement in class trips to foster vocational skills

**Warren G. Harding Middle School (Philadelphia, PA)** *2004 – 2008, 2009 – 2010*

*Autistic Support Teacher – Grades 6th, 7th, and 8th*

* Formulate and implement appropriate IEP goals while employing effective assessment techniques to record progress and develop data-driven prediction of instruction success
* Produce creative and effective student accommodations, focusing on the integration of significant 1:1 time
* Communicate effectively with speech/occupational/physical therapists on student progress, including areas of strength / weakness as well as behavioral and emotional considerations
* Develop and leverage supportive relationships with parents to promote the creation of a 24/7 learning environment, including the organization and involvement in class trips to foster vocational skills

**Warren G. Harding Middle School (Philadelphia, PA)** *2008 – 2009*

*Learning Support Teacher – Grade 6th*

* Implemented differentiated instruction while creating and applying Positive Behavior Support Plans to provide accommodations for students on varying academic levels
* Fostered the development of parent/teacher relationships to promote further at-home learning strategies
* Employed a wide variety of instructional and assessment strategies

**John B. Kelly Elementary School (Philadelphia, PA)** *Summer 2009*

*Extended School Year Autistic Support Teacher – Grades 1st through 3rd*

* Collaborated efficiently with parents, therapeutic support staff, behavioral specialists, and other support personnel in the complex instructional efforts
* Employed instruction from IEP goals while collecting and analyzing data to assess progress
* Created and followed Positive Behavior Support Plans while delegating important tasks to classroom aides

**Easter Seals (Philadelphia, PA)** *Summer 2007*

*Substitute Teacher – Early Intervention Teacher*

* Planned and worked with students with multiple disabilities
* Provided hands-on supervision to teacher’s assistant during student activities and teaching sessions

**Ambler YMCA (Ambler, PA)** *Summers 2004 – 2005*

*Director – Camp Outlook – Grades 1st through 8th*

* Developed curriculum for autistic pilot program while supervising the implementation of camp activities and overseeing the proper placement of children within program activities
* Hired, trained, and monitored support staff to ensure proper adherence to teaching techniques
* Managed camp budget, including trip expenditures, to ensure successful cost-benefit relationship
* Communicated effectively with parents and other interested parties regarding student behavior/progress

**General Nash Elementary School (Harleysville, PA)** *2003*

*Student Teacher – Grade 3rd*

* Utilized a complex variety of instructional and assessment strategies while effectively implementing behavior-change interventions at both the individual and student level
* Developed and integrated media and other technological aides to improve classroom experience
* Facilitated and fostered constructive communication with parents and other interested parties
* Created an effective and constructive “curriculum writing project”

**Grover Washington Middle School (Philadelphia, PA)** *2004*

*Student Teacher – Special Education, Grades 7th and 8th*

* Implemented interventions from each of the four theory families while developing unique behavior management plans tailored to each student
* Produced assessment strategies while providing accommodations for each special need student within classroom to maximize learning experience

**Education**

**Arcadia University (Philadelphia, PA)** *Pending 2017*

M.Ed. – Applied Behavior Analysis

**University of Louisville (Louisville, KY)** *June 2010*

M.Ed. – Special Education (Major – Special Education / Autism) – GPA 3.7

**La Salle University (Philadelphia, PA)** *June 2004*

B.A. – Elementary and Special Education – GPA 3.3 (Student Teaching GPA – 4.0)

**Certifications**

Pennsylvania Instructional II – Elementary Education (K-6)

Pennsylvania Instructional II – Physically and Mentally Handicapped (K-12)

Pennsylvania Instructional II – Middle School English (7-9)

**Practicum and Related Experiences**

Observed and taught lessons to twenty adults with Down Syndrome • Taught constructivist math lessons to twenty first grade students in La Salle’s after school program • Educated fifteen kindergarten students on reading during La Salle’s after school program • Worked with and taught lessons to thirty third grade students • Assisted in teaching lessons to students with moderate and severe disabilities

**Honors and Activies**

La Salle University Track/Cross Country Team • Autism Society of America – National (Present Member) • Most Outstanding New Teacher • First Team All-Catholic Cross Country • Best Buddies Program • Cross Country Captain at Cardinal Dougherty • Dean’s List Scholar • Autism Society of America – Greater Philadelphia (Present Member) • National Honors Society • Pennsylvania Education Association (Present Member) • Special Olympics Volunteer • Student Council