

AMIE AMARO

A passion for education!

Central Falls, RI 02863

amieamaro4@gmail.com

401-497-7121

I am an enthusiastic and dedicated para-professional/interventionist/specialist/support/ assistant/educator with a strong passion, high level of commitment and a desire to educate students of all abilities. Facilitating all students to develop their individual learning styles using both innovative and traditional methods of teaching are strengths of mine. I combine challenge and fun to create a stimulating learning environment. I've learned to be extremely creative; I use my artistic abilities to engage children in social skill development, varied assessment techniques, and a way to communicate with students and their families. I like to think of myself as an individual with an extensive "tool box", I love to adapt to the student and their individual needs. I have a broad range of training in behavioral & social emotional irregularities; this is a strong suit of mine. I have the patience, passion and desire to instill the love of learning into all of the students I work with.

Authorized to work in the US for any employer



WORK EXPERIENCE

Behavioral & Academic Interventionist

Blackstone Valley Prep Mayoral Academy - Lincoln, RI

August 2018 to June 2020

Position: classroom management- primarily de-escalation techniques in a responsive classroom approach for middle school classrooms in grades 6 & 7. Academic monitoring, differentiation, and support. Responsible for pulling small groups of scholars for individualized instruction or assessments- this includes trimester CTA's, mid-tri CTA's, STAR testing, RICAS, and any/all curriculum developed assessments.

Lunch bunch for social skills curriculum, after school academic support club for students recommended to join for additional support and time to catch up in a smaller setting, monitor behavior plans, follow 504 plans and attend the meetings for updates, re-evals or changes necessary, follow IEP plans and attend meeting in regards to updates, changes and evaluations presented to the team, follow ELL plans and ensure the scholars are accessing the curriculum to their needs. Constant contact with families (daily) through email, phone calls and messaging programs to ensure success for the students and families throughout the network.

Attended several family engagement events- a very active employee often times organizing, supporting and planning events for our scholars and families.

Part of the Gay Straight Alliance: GSA & School Climate Task Force to combat bullying in the middle schools in our Network.

Trained and certified in CPI- crisis prevention intervention for behavioral intervention utilized for both hands on & off de-escalation.

Worked closely with teachers and special educators to create alternate class work, lessons and modalities to ensure all scholars are being held to the same standard of rigor while meeting them where they are for ultimate success.

Attending common planning time for each content, whole grade and special education team weekly to ensure I was up to date on curriculum, expectations and upcoming events/units.

Teacher Assistant

Meeting Street School - Providence, RI

September 2014 to July 2018

Current senior paraprofessional in the middle school program, working with a specialized group of students with varying diagnosis. Current school wide Safety Care Instructor: able to teach and certify any member of our agency in the deescalation process and restraint process for behavioral modification. Previously the lead assistant in the Bridge Classroom, which is a specially designed classroom for students (grade 1st-6th) with varied diagnosis (autism, Retts, mild MR, cognitive delays, etc.), these diagnoses impaired the students' ability to successfully transition into an inclusion setting. The Bridge classroom was designed to give these particular students the "tools" necessary to transition into inclusion settings. My role was and continues to be part of a specific team of therapists, a behavior therapist, the classroom teacher, TA's, and the Special Education director to design the plans for a successful schooling experience. These plans included the intensive behavioral support, academic goals, and medical needs for each individual. In the Bridge room it was considered a reverse inclusion process, and the students' with severe social/emotional irregularities and behavioral episodes benefit from this slow inclusion process immensely. Currently our programs are fully inclusive and the Bridge classroom has shut down (all of the students have "bridged" into inclusion). I design and facilitate lesson plans, follow specific behavior goals and implement new and revised goals as needed. IEP goals and differentiation per student were additional responsibilities of mine throughout the course of the day. Assisting in "specials" (art, music, gym, swim, and library), following the lead of the teacher to implement the specific requirements of each student. I also have the responsibility of being one of the select training staff, its process/procedures and development of the incoming TA's.

- Behavioral/special education Classroom Training
 - Safety Care restraint trained (restraints occur daily with some students)
 - Sensory diets, feeding plans, devices used to aid in eating independently or with minimal assistance, self help skills such as bathroom plans, dressing & life skills
 - Augmentative communication devices: Dynavox Tobii, iPad, switch devices, varied eye gaze programs, Proloquo2go speech program
 - Sign Language instruction weekly within the classroom setting and certification through PD
 - Lifts & transfers (standers, wheelchairs, mobility devices, AFO's and other body braces/jackets)
 - Boardmaker picture symbol program - designed scheduling picture boards, first/then boards for transition, and behavioral expectation binders for travel in and around the school
 - Follow strict Occupational therapy goals, Physical therapy goals and Speech goals for students throughout the day
 - 20+ hours yearly of PD/continuing education
 - Responsive Classroom approach, Words Their Way, Handwriting Without Tears, FOSS Science kits, EngageNY math curriculum, Common Core

School Age Coordinator

Westbay Children's Center - Warwick, RI

April 2006 to 2014

Coordinate a functioning classroom setting for a fully inclusive group of 1st-6th grade students for our part time before and after school program. Develop full time holiday, vacation & summer program lesson plans including but not limited to social/emotional skill development, enrichment curriculum that shadows our city wide curriculum, field trips, meaningful 2-way daily family communication, social skill group meeting, tutoring services, assessment work, IEP development, and I work as an educational advocate for each individual within the program.

- Kindergarten Assistant: Assist the classroom teacher in all aspects of classroom functions. This includes curriculum planning, implanting plans and activities, supervision of children, classroom management, and in the absence of the teacher I do assume full responsibility of the classroom function. Conduct meaningful family communication daily & assessment work.
- Therapeutic Intervention Support Specialist: Kids Connect program working with social/emotional and behavioral diagnosis with the least restrictive model, in children in both the early childhood and elementary education setting. Developing behavioral management plans, safety protocols, and maintaining a positive goal driven incentive plan for the individual child. With the children I work to develop cool down methods, sensory integration, safe space training, OT goals, and other behavior modification responsibilities.

Group lead

Post Rd - Warwick, RI
September 2004 to April 2006

for children in the elementary education setting. This is an after school & summer enriched program where I facilitated in tutoring services, various art projects, field trip coordination, social skill development, group game organizer and daily family communication.



EDUCATION

Bachelors in Elementary Education & Special Education (*did not complete) in Education - Elementary level & Special education

Rhode Island College - Providence, RI
2006 to 2011

Associates in Arts for General Studies

Community College of Rhode Island
2004 to 2006

Early Childhood Certification in Early Childhood education

CCRI - Warwick, RI



SKILLS

- Organizational skills (10+ years)
- Problem solving (10+ years)
- teaching (10+ years)
- training (10+ years)
- Tobii dynavox (3 years)
- Proloquo speech tool (iPad) (5 years)
- Safety care Restraint certified (4 years)
- Inclusion (8 years)
- Lesson Planning (10+ years)
- Boardmaker Tool (4 years)
- Sensory Diets (6 years)
- Safety Care Specialist (3 years)
- Behavior Management
- Special Education
- Autism Experience
- Classroom Management
- American Sign Language
- Childcare
- Early Childhood Education
- Experience with Children
- Experience Working With Students
- Special Needs

- Toddler Care
- Swimming
- Classroom Experience
- Time Management
- Data Collection
- Tutoring
- Applied Behavior Analysis
- Math



ASSESSMENTS

Basic Computer Skills: PC — Familiar

July 2020

Performing basic computer operations, navigating a Windows OS, and troubleshooting common computer problems.

Full results: [Familiar](#)

Early Childhood Development — Expert

July 2020

Knowledge of the development of children ages 0-3 and of ways to foster that development.

Full results: [Expert](#)

Elementary School Classroom Management — Expert

July 2020

Managing behavior in elementary school classrooms.

Full results: [Expert](#)

Customer Focus & Orientation — Highly Proficient

July 2020

Responding to customer situations with sensitivity.

Full results: [Highly Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.



ADDITIONAL INFORMATION

Skills

- Organizational skills - Communication skills - Artistic qualities
- Classroom management - Teaching - Computer proficiencies (internet, email, word, excel)
- Problem solving - Assessment training - Extensive training & professional development
- Interpersonal skills - Motivational skills - Behavior management skills