

Sonali G. Saindane



Education:

May 2004 Masters of Science (M.S.) in Educational Psychology
Georgia State University, Atlanta, Georgia

May 2000 Bachelor of Business (B.B.A.) in Risk Management and Insurance
Georgia State University, Atlanta, Georgia

Certification and Training:

2010 30 hour Orton-Gillingham Teacher Training
2009 Teaching Certification for Early Childhood Education
2006 Teaching Certification in Behavior Learning Disabilities

Professional Experience:

2015 – 2019 **Cliff Valley School, Atlanta, Georgia**

Teacher Assistant

- Assisted lead teacher with daily instruction and classroom management for elementary students
- Provided small-group and one-on-one academic support in reading, writing, and math
- Reinforced lesson concepts and helped students stay engaged and on task
- Prepared instructional materials and supported classroom organization and activities

2014 – 2015 **Oakhurst Elementary School, Decatur, Georgia**

Part Time Teacher

- Part time teacher for first, second, and third grade students with individualized educational plans (IEPs)

- Provided direct instructions in mathematics, writing, reading, and word study and small group instructions during inclusion settings
- Implemented individual behavior plans
- Conducted functional behavior assessments (FBA)

2009 – 2011 Clairemont Elementary School, Decatur, Georgia

Second Grade General Education Teacher

- Implemented second grade curriculum, including expeditionary learning (EL) model
- Provided flexible groupings and differentiated instructions in reading, word study and math to address varying levels and learning styles in the classroom
- Reading and writing interventions included *Words Their Way* and *Orton-Gillingham*
- Assessed student reading progress using DIBELS and running records
- Mentored student and support teachers

2008 – 2009 Clairemont Elementary School, Decatur, Georgia

Special Education Teacher

- Special education teacher for students with Emotional Behavior Disturbance (EBD)
- Implemented 1st, 2nd and 3rd grade curriculum
- Developed Individualized Educational Plans (IEPs)
- Conducted functional behavior assessments (FBA)
- Developed positive behavior support strategies to reduce problem behaviors and increase on-task behaviors
- Mentored student and support teachers

2006 – 2008 P.S. 64 Robert Simon School, New York, New York

Special Education Teacher

- Taught a first grade collaborative team teaching (CTT) class containing at-risk students with learning disabilities, AD/HD, and language impairment during the first year. Taught a self-contained class for student with learning disabilities during the second year.

- Implemented *Teacher's College* reading and writing and *Everyday Math* curricula
- Conducted daily guided reading groups and reading interventions (Wilson Foundations and Orton-Gillingham) to support differentiated instructions in reading fluency/comprehension
- Developed Individualized Educational Plans (IEPs)
- Assessed student reading progress using running records and formal evaluation tools including ECLAS and DIBELS
- Mentored NYU *America Reads* student, graduate student teacher, and support teachers

2004 – 2006 **Winnona Park Elementary and Oakhurst Elementary Schools, Decatur, Georgia**

Inclusion and Resource Teacher

- Served students with varying disabilities including autism spectrum disorders, reactive attachment disorder, mild/moderate mental retardation, Down syndrome, fetal alcohol syndrome, and AD/HD in kindergarten and first grade
- Provided small group instructions during inclusion settings, and direct instructions during pull-out in reading, writing, and math
- Provided individualized instructions for students using applied behavior analysis (ABA) to support emerging language, academic readiness, and adaptive skills
- Developed positive behavior support strategies to reduce problem behaviors and increase on-task and pro-social behavior including developing social stories and comic strip conversations for students with Asperger syndrome
- Developed Individualized Educational Plans (IEPs)
- Conducted functional behavior assessments (FBA)
- Collaborated with general education teachers to implement and support accommodations, modifications, and assistive technology
- Provided training to paraprofessionals (general and special education) for individualized instructions, behavior management, and data collection

2003 – 2004 **May South Institute, Marietta, Georgia**

Behavior Specialist for home-based early intervention programs

- Served preschool students with high- and low-functioning autism in their homes, teaching academic readiness, adaptive, and social skills using ABA

- Developed social stories, trained parents in the use of social stories, discrete trial teaching, and other positive behavior strategies
- Administered the Assessment of Basic Language and Learning Skills (ABLLS), evaluating the emergence of language and developmental skills, collected antecedent-behavior-consequence (ABC) data, and conducted functional behavior assessments

2003 – 2004 Georgia State University, Atlanta, Georgia

Graduate Research Assistant

- Conducted quantitative data analysis for a sign study project evaluating emergence of symbolic thought and its relation to language and cognition
- Helped develop, administer, and implement an adaptation of the Carolina Picture Vocabulary Test, and administered the Peabody Picture Vocabulary Test to more than 100 preschoolers in three different preschools

2001 – 2003 Fulton County Schools, Fulton County, Georgia

Applied Behavior Analysis Therapist

- Served preschool students with low-functioning autism at school and in their homes, teaching academic readiness, language, adaptive, and social skills using ABA and discrete trial teaching
- Collaborated with special education teachers to develop IEP goals and behavior intervention strategies to address maladaptive behaviors

Research Experience:

- TD Tolar, AR Lederberg, **S Gokhale**, and M Tomasello. The development of the ability to recognize the meaning of iconic signs. *J. Deaf Stud. Deaf Educ.*, March 1, 2008; 13(2): 225-40.
- Poster Presentation: Society for Research in Child Development. The Role of Language and Gesture Type in the Developmental Progression of 2.5 to 5 Year-Olds. *April 2005*.

Community Involvement:

- Chair, DeKalb County Animal Services and Enforcement (DASE) Advisory Board (2012 – Current)
- Volunteer, DeKalb County Animal Shelter (2012 – Current)
- Volunteer, Trap-Neuter-Return (TNR) of community cats (2014 – Current)