

Seth Irwin Ringold

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Education

M.Ed., University of Pittsburgh

Major: General Special Education – Applied Behavior Analysis

August 2009

B.S., Kent State University

Major: Special Education/Intervention Specialist – Mild/Moderate Disabilities

May 2005

Certifications

PA Level II Certificate

Special Education, N-12

Board Certified Behavior Analyst

BACB 1-11-8460

Trainings

- Certified Training in Crisis Intervention by the Crisis Consultant Group, LLC
- Trained in and led workshops in Kurzweil 3000 and Keys2Work
- American Red Cross Certified and Trained in Adult CPR, AED, and First Aid
- PaTTAN and PDE trained on IDEIA, transition, IEP writing, inclusion, and autism

Professional Experience

Director of Transition Services

School Districts in Five Western PA Counties

PA Connecting Communities

August 2013-Present

Designs individualized transition programs based on IEP information and transition team feedback. Develop programming and services aligned with post-secondary support programs (Office of Long-Term Living, Office of Developmental Programs, and Bureau of Autism Services)

- Created comprehensive curriculum for life skills, social skills, and vocational skill
- Utilize curriculum to aid in IEP development and related services
- Present transition programming to districts for in-service trainings
- Act as agency's Board Certified Behavior Analyst and behavioral consultant for school districts
- Implement vocational evaluations and community-based work assessments for IEP development
- Write grants to support all current services and develop new programming
- Function as educational advocate for students enrolled in multiple school settings
- Lead after school social skills and life skills courses within the community, and provide social programming for youth with disabilities

Inclusion Learning Support Teacher

Grades 9-12

City Charter High School, Pittsburgh, PA

June 2005-August 2013

Taught all core academic subjects, career readiness, research, and electives to 20 students per year, with a focus on transition. Promoted to Journeyman Teacher (December 2009) based on merit evaluation and portfolio.

Responsibilities and accomplishments include:

- Modified all curricula as per each student's Individualized Education Program (IEP)
- Served as member of compliance monitoring committee to ensure all special education documents meet state standards
- Functioned as a Board Certified Behavior Analyst supervisor and practitioner as outlined by BACB
- Trained and supervised preservice teachers in the field of special education; including regulations, policy, and best practices
- Created IEPs, ERs, ITPs, Behavior Plans, 504 Plans, and Graduation Plans for students
- Created lessons outside of the curricula to assist students having deficits in certain life skills (e.g., basic computer skills, social interactions, task management, and interview strategies)
- Developed longitudinal plans to track student development in academics via informal testing, time sampling, and checklists
- Collaborated with regular educators on curricula and developed standards for academic coursework
- Created transition partnerships with post-high school placements and agencies (e.g. OVR, Goodwill)
- School liaison for PSSA-M, SAT, and ACT (2010), and consultant for same (2011)

In addition to core academic responsibilities, created, and directed an annual drama production (2005-2012) involving 70+ students school-wide, 12% of whom have an IEP, including teaching an afterschool introduction to theater course, training student directors and stage crew, and creating partnerships with local theater companies.

- Supervised co-workers who functioned as assistant directors and production managers
- Developed partnerships with local businesses to ensure program success; including funding, donations, and advertising
- Created and managed a yearly budget and stipend program with administration, accounting, and human resources

Autistic Support/Resource Room Student Teacher

Grades 6-8

Stanton Middle School, Kent, OH

January 2005-May 2005

Taught functional academics, including communications (literature and language) and math, as well as life skills and pre-vocational skills, including:

- Prepared individualized lessons based on IEP goals and monitoring progress via data collection
- Created and monitored functional token economy for positive behavioral support
- Assisted with assessment of all students using both standard and alternative tests
- Collaborated with regular educators to facilitate inclusion for students from resource room
- Implemented sensory integration techniques to support behavioral and learning goals
- Participated in IEP meetings and educational planning for students with mild to moderate disabilities
- Served as assistant director for two school-wide drama performances

Other Experiences

Private tutor for student with ADHD

Sep. 2009-June 2010

Director, East End Cooperative Ministries City Teen Project

summers 2002 and 2003

Tutor for Academic Sports Youth Development Institute, Kent, OH

Jan 2003-Dec 2003

Presentations

Ringold, S. I. *The Inclusion of Self-Monitoring Checklists: A Research Synthesis on Their Sole Application or Part of a Self-Monitoring Package*. Poster presented at the Ninth Annual ERE Conference, Kent, Ohio, April 2012.

Ringold, S. I. *Descriptive Video Interviews and Their Impact on the Instruction of Special Education*. Poster presented at the International Division for Early Childhood Annual Conference, Minneapolis, Minnesota, October 2012.

Ringold, S. I. *Descriptive Video Interviews and Their Impact on the Instruction of Special Education*. Guest lecturer at Walsh University, North Canton, Ohio, May, 2014

Ringold, S. I. *Practical Use of Behavior Analysis*. Guest lecturer at Walsh University, North Canton, Ohio, May, 2014

Webb, J., Unal, N. U., Ringold, S. I., Wiley, A. *What Does Research Tell Us About Poverty? A Special Education Perspective*. Session presented at the International Council for Exceptional Children Annual Conference, Philadelphia, Pennsylvania, April, 2014.

Ringold, S. I., *A Whole Person Approach to Transition Services – Planning for Independence*. Session presented at the International Division on Career Development and Transition, Cleveland, Ohio, November, 2014.

Awards and Organizations

- College of Education Leadership Award
- Council for Exceptional Children: Division of Career Development and Transition; Division on Autism and Developmental Disabilities; Division for Learning Disabilities; and Teacher Education Division (Member)

Skills and Areas of Interest

Theatre, Performance magic, Juggling, Creative Writing, Cooking