

PROFESSIONAL EXPERIENCE

University Teaching

Instructor and Field Supervisor

Fall 2005 – Present

Department of Curriculum and Teaching, Teachers College, Columbia University

- Responsible for planning and teaching graduate courses in the Integrated Early Childhood Program.
- Courses taught: Field Experiences in Early Childhood and Early Childhood Special Education, Student Teaching – Integrated Early Childhood Program, and Risk and Resilience in Early Development: Birth-8.

Teaching Assistant

Spring 2005

Department of Curriculum and Teaching, Teachers College, Columbia University

- Assisted in teaching Assessment of Young Children with Exceptionalities course to graduate students.
- Planned and conducted lectures on: the use of standardized assessments in early childhood special education, family involvement in child assessment, and play-based assessment.
- Co-led weekly class discussions on the practical applications of using assessments in the field.
- Supervised students in planning home visits and assessing infants, preschoolers and school-age children.
- Assisted in the development of and grading of class assignments.

Field Supervisor – Inclusive Elementary Education

Fall 2004 – Spring 2005

Department of Curriculum and Teaching, Teachers College, Columbia University

- Supervised student teachers in K-3 public school classrooms throughout New York City.

Teaching Assistant

Spring 1992 – Spring 1993

School of Industrial and Labor Relations, Cornell University

- Assisted in teaching Introduction to Statistical Reasoning course to undergraduate students.
- Planned and taught weekly classes for group of twenty students.
- Collaborated with professor and four other teaching assistants to design test questions and grade exams.
- Co-conducted 1-2 review sessions per semester for up to one hundred students.

Research Experience

Research Assistant

Fall 2005

Department of Curriculum and Teaching, Columbia University

- Conceptualized, conducted and wrote a review of literature on teacher development in early childhood special education pre-service programs.
- Organized a system for collecting and tracking data collected during a year-long research project with thirty-five participants.
- Collaborated with lead researcher to code data collected for this qualitative study.

Rita Gold Research Fellowship Recipient

Fall 2003 – Spring 2004

Department of Curriculum and Teaching, Columbia University

- Designed and implemented a semester-long study on the use of theatre improvisation as a tool for helping both children with and without special needs to advance their social-emotional and play skills.

Early Childhood Teaching

Special Education Itinerant Teacher

Fall 2003 – Summer 2007

Starting Point Services for Children, Inc., Brooklyn, New York

- Implemented Individualized Education Plan goals of children with special needs within the ongoing activities of inclusive preschool classrooms.
- Worked collaboratively with parents, classroom teachers and related service providers to create a program plan tailored to the needs and goals of each child.

Lead Preschool Teacher

Fall 2001 – Spring 2003

Rita Gold Early Childhood Center, Teachers College, Columbia University, New York, New York

- Led team of ten student workers in planning and implementing an emergent curriculum based on children's interests and needs.
- Participated in center-wide research projects.
- Planned for the integration of children with special needs throughout all aspects of classroom activity.

Special Education Preschool Teacher

Fall 2000 – Spring 2001

Special Sprouts Preschool, Brooklyn, New York

- Worked with speech therapist, occupational therapists, physical therapists and assistant teachers to implement Individual Education Plan goals for class of twelve children.
- Conducted annual assessments of all students.

Preschool Teacher

Fall 1995 – Summer 1998

University of Minnesota Child Care Center, Minneapolis, Minnesota

- Taught preschool class with a focus on creating developmentally appropriate and anti-bias curricula.
- Wrote developmental summaries and conducted parent-teacher conferences.

Assistant Teacher

Fall 1994 – Summer 1995

Students with Children, Minneapolis, Minnesota

- Assisted classroom teacher in creating and implementing developmentally appropriate activities for children 18-months to 30-months old, using a primary caregiver approach to organizing the classroom.

Related Work Experience

Social Therapist

March 2002 – August 2006

Brooklyn Social Therapy Group, Brooklyn, New York

- Social therapy is a activity-based approach to emotional development focused on the whole person in the context of his or her environment.
- Conducted weekly therapy sessions with children, adolescents, adults and families, with a focus on working with children with special needs and their families.

- Led short-term multi-family therapy groups designed to promote the social-emotional development of all family members.
- Collaborated closely with supervisor and other staff to develop the most effective and creative approach to working with each individual, family and group.

PUBLICATIONS

Under Review

O'Neill, B. (under review). Improvisational play interventions: Fostering social-emotional development in inclusive preschool classrooms. Submitted for review to *Young Exceptional Children*.

Works in Progress

O'Neill, B. & Lobman, C. "I don't need no help": Improvisation and the collective creation of the zone of proximal development (ZPD). Will be submitted for review to *Early Childhood Education Journal*.

CONFERENCE PRESENTATIONS

O'Neill, B. & Cassell-Bankler, F. (October, 2007). Promoting children's social and play skills through improv-based 'play groups'. Paper presented at the Performing the World Conference. Tarrytown, New York.

O'Neill, B., Martinez, J., & Lundquist, M. (October, 2006). Creating unscripted performances between teachers and students in New York City schools. Paper presented at the City College of New York New Educator Conference. New York, New York.

Lobman, C., O'Neill, B., Lundquist, M., & Martinez, J. (April, 2006). Improvising with(in) the system: An interactive panel with four inner-city teachers. Annual Meeting of the American Educational Research Association. San Francisco, California.

Lobman, C., Lundquist, M., O'Neill, B., Cyrus, H. & Martinez, J. (May, 2005). Teaching for development: A panel of classroom teachers and teacher educators. Paper presented at Vygotsky at Work and Play in Educational, Therapeutic and Organizational Settings Conference. New York, New York.

O'Neill, B. & Lundquist, M. (May, 2005). A new approach to inclusion: Special education with a focus on the group. Paper presented at Vygotsky at Work and Play in Educational, Therapeutic and Organizational Settings Conference. New York, New York.

O'Neill, B. & Martinez, R. (April, 2004). Portfolios: A tool for documenting children's development. National Association for the Education of Young Children Conference. New York, New York.

O'Neill, B. (October, 1999). It's elementary: Working with lesbian, gay, bisexual and transgender parents in special education. New York State Federation of Chapters of the Council for Exceptional Children Conference. Uniondale, New York.

O'Neill, B. (October, 1998). Families: An inclusive curriculum. Minnesota Association for the Education of Young Children Conference. Minneapolis, Minnesota.

O'Neill, B. (March, 1998). Serving all families: An anti-bias approach to working with lesbian and gay-headed families. Dakota County Family Child Care Conference. Hastings, Minnesota.

O'Neill, B. (October, 1997). Working effectively with diverse families. Minnesota Association for the Education of Young Children Conference. Minneapolis, Minnesota.

PROFESSIONAL TEACHER TRAINING AND WORKSHOPS

Mentor Fall 2006 – Present
Developing Teachers Fellowship Program, East Side Institute, New York, New York

- Conduct on-site observations in K-6 classrooms and mentor teachers who are working to advance their use of performance and team-building in their teaching.

Guest Speaker October 2006
Integrated Curriculum Course, Department of Curriculum and Teaching, Teachers College, Columbia University, New York, New York

- Developed and implemented presentation on the value of play and on the use of improvisation as a tool that can help teachers to develop a more playful classroom practice.

Workshop Leader October 2004, April 2005
East Side Institute, New York, New York

- Co-created and implemented in-service training for teachers interested in exploring performance and improvisation as tools for learning and development.

Consultant and Workshop Leader October 1997 – June 1998
Self-Employed, Minneapolis, Minnesota

- Provided advisement and workshops to preschools and child care centers in the greater Minneapolis area who sought assistance in working more effectively with lesbian, gay, bisexual and transgender parents.
- Conducted staff trainings, assisted in creating a more inclusive curriculum, and provided consultation on revising forms, brochures and materials.

LANGUAGES

Proficient in Spanish
Completed Introductory American Sign Language (ASL) Course

PROFESSIONAL MEMBERSHIPS

American Association for the Child's Right to Play	2007 – Present
American Educational Research Association	2005 – Present
Association for Childhood Education International	2007 – Present
Council for Exceptional Children	1995 – Present
National Association for the Education of Young Children	1994 – Present

