

Amy Srsic, Ed.D.
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School of Education
Department of Instruction and Learning
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EDUCATION

Doctor of Education, Special Education
The George Washington University
Washington, D.C.
May 2011

Master of Arts, Special Education
New Jersey City University
Jersey City, New Jersey
August 2002

Bachelor of Science, Elementary and Special Education
Duquesne University
Pittsburgh, Pennsylvania
May 1997

PROFESSIONAL EXPERIENCE

*University of Pittsburgh
School of Education, Department of Instruction and Learning
Pittsburgh, Pennsylvania*

Clinical Assistant Professor of Instruction and Learning

- Program Coordinator –Special Education Teacher Preparation PreK-8 and 7-12/Combined Accelerated Studies in Education (Special Education)/Supervision of Special Education
- Provide student advisement on an ongoing basis and follow-up support for graduates
- Collaborate with faculty on an ongoing basis geared toward program consistency, organization, and improvement
- Update and revise program handbooks, documents, and forms
- Schedule and manage courses and student teaching placements
- Hire, support, and manage university supervisors
- Support and manage mentor teachers
- Process student portfolios and certification applications
- Coordinate and administer master's comprehensive exams
- Develop and coordinate new programs and program approval applications
- Manage graduation applications
- Provide letters of expected completion for current students as needed
- Manage recruitment of prospective students on the main campus/Pitt-Johnstown/Pitt-Greensburg
- Coordinate all sections and teach 1 section per semester (fall/spring) of special education courses required of general education, social work, library science, and vision studies graduate students
- Coordinate efforts toward program accreditation by the Pennsylvania Department of Education

Courses:

- Foundations of Special Education
- Methods and Management in Special Education
- Practicum/Student Teaching Seminar
- Student Teaching – High/Low Incidence Disabilities
- Including Students with Disabilities in Secondary Classrooms
- Literacy Assessment & Instruction for Children with Disabilities in Inclusive Settings in Secondary Classrooms
- Practicum in College Teaching
- Current Issue and Trends in Special Education

Course Development:

- Transition Processes & Special Education Procedures
- Including Students with Disabilities in Secondary Classrooms
- Literacy Assessment & Instruction for Children with Disabilities in Inclusive Settings in Secondary Classrooms
- Literacy Assessment & Instruction for Children with Disabilities in Inclusive Settings in Secondary Classrooms

Committees:

- MEd Committee - The goal of the committee is to provide ongoing oversight of the quality of the MEd programs in the department by regularly evaluating different aspects of the programs, making recommendations for improvement based on evaluation data, and overseeing/redeveloping the Research Seminar course required of all MEd students.
- Teacher Education Committee - The aim of this committee is to work toward consistency in program development and implementation in addition to ensuring that state competencies are incorporated properly across coursework and student teaching experiences.
- CASE Committee – The goal of this committee is to establish and maintain consistency within the program in an attempt to balance the experience of students in both general and special education.
- Special Education Search Committee (Spring 2013) – Service on this committee involved collaboration with other special education and School of Education faculty in order to fill a new, tenure-stream faculty position in special education.
- Technology Committee (Fall 2011-Spring 16) – This committee reviews current investments in computer labs by specifically examining the total cost of maintenance in addition to the consideration of investments in site licensing, the reexamination of current policies, and specific instructional technologies that could be used to improve programs.
- Intergroup Dialogue (IGD) Collaborative - This collaborative is working to develop Intergroup Dialogue (IGD) training for faculty in addition to the development of pilot IGD courses. This effort fits nicely into the University's increased emphasis on diversity and inclusion.
- Dissertation Committee (Emily Sobeck) - Feedback and guidance was provided on the following dissertation: The Effects of Didactic Instruction and Performance Feedback on Paraeducators' Use of Positive Behavior Support Strategies in Inclusive Settings.
- Dissertation Committee (Sarah Shue) - Feedback and guidance was provided on the following dissertation: Vocabulary Acquisition for Students with EBD: Flashcard Usage and Instructional Delivery.
- Dissertation Committee (Christopher Shute) - Feedback and guidance was provided on the following dissertation: Creating and Sustaining a Structured and Systematic Response to Academic Intervention Plans through Multi-Tiered Systems of Support (MTSS).
- Dissertation Committee (Mary Dankosky) – Assessing a School-Wide Positive Behavioral Interventions and Supports Program for Structured Improvement

*The George Washington University
Graduate School of Education and Human Development, Department of Teacher Education and Special
Education, Programs for Teaching Students with Emotional and Behavioral Disabilities Washington, D.C.*

Research Associate/University Supervisor

July 2006 – June 2011

- University supervisor of full-time, special education Master's level students
- Provided bi-weekly, videoed observations and constructive feedback to students
- Directed weekly seminars to cover relevant topics and ensure continued support
- Advised students according to academic needs
- Assisted and supported cooperating teachers and administrators on an ongoing basis
- Managed tuition funding
- Assisted with and managed program recruitment and admissions efforts
- Managed Blackboard archive of program resources
- Trained in the use of Praxis III Teacher Performance Assessments

Adjunct Professor

August 2006 – June 2011

Courses taught:

- Behavior Management Practicum: Adolescents with Emotional and Behavioral Disabilities, Fall 2006, 2007, 2008, 2009, 2010
- Teaching Adolescents with Emotional and Behavioral Disabilities, Spring 2007, 2008
- Teaching Internship in Transition Special Education, Spring 2009, 2010, 2011
- Affective Development and Behavior Management, Summer 2007, Spring 2009
- Analysis of Teaching, Summer 2010

*Northern Virginia Juvenile Detention Home (NVJDH)
Alexandria, Virginia*

Special Education Teacher/Coordinator and Post-Dispositional Transition Teacher

August 2003 – June 2006

- Amended and monitored implementation of IEPs for all special education students
- Coordinated related services and annual IEP meetings as necessary
- Consulted with teachers regarding students' accommodations and modifications
- Conducted pull-out and/or in-class sessions for students in accordance to IEP specifications
- Served as a liaison between school program and Post-Dispositional Treatment Program (Post-D)
- Worked with Post-D students varying in academic ability in the areas of social/life skills, career awareness, work readiness, vocational assessment, and GED preparation
- Developed Post-D transition plans and managed each student's transition back to home school or designated placement

*Charles Barrett Elementary School
Alexandria City Public Schools
Alexandria, Virginia*

Primary L.A.B. Teacher (Learning Academics and Behavior)

August 2002 – June 2003

- Teacher of students grades K-3 with emotional disturbance and behavioral challenges
- Responsible for academic instruction and implementation of multiple behavioral modification programs
- Developed and implemented Individual Education Programs according to students' individual needs

*New Jersey City University
Graduate School of Education
Jersey City, New Jersey*

Graduate Assistant

August 2001 – July 2002

- Assisted in general office duties for the Graduate School of Education
- Assisted in compiling and organizing the Master Course List for each semester
- Aided in organizing and finalizing graduation clearance for each semester
- Proctored final examinations for undergraduate classes as needed

*Forest Glen High School
Bloomfield Public Schools
Bloomfield, New Jersey*

Special Education/Social Studies Teacher

April 1998 – June 2001

- Taught grades 9 –12 social studies in a public, special education high school
- Courses taught: U.S. History I/II, World History, World Geography
- Provided individualized programming for students with emotional, behavioral, and learning challenges
- Communicated daily with parents regarding student progress, both academic and behavioral
- Senior Class Advisor - responsible for individualized program development, transition planning, and coordination of all senior class activities and trips

*Western Psychiatric Institute and Clinic
University of Pittsburgh Medical Center
Pittsburgh, Pennsylvania*

Substitute/Student Teacher

January 1997 – March 1998

- Provided individualized educational treatment for children with emotional/behavioral disorders, K-12
- Served as liaison with area schools to ensure appropriate educational placement following a student's discharge
- Consulted with regular and special education teachers and multidisciplinary team members within a hospital setting

CONFERENCE PRESENTATIONS

Rice, E.H., Hoppin, K., Ihrig, K., Whitlow, D., Brown, M.H., Kelly-Massoud, A., & Srsic, A. (2019). *Raising Girls with Emotional and Behavioral Disabilities: Perceptions of Sixteen Caregivers*. Poster presented at the Council for Exceptional Children's Annual Convention and Expo, Indianapolis, IN.

Rice, E.H., Hoppin, K., Ihrig, K., Srsic, A., Whitlow, D., Brown, M.H., & Kelly-Massoud, A. (2018). *The Failure of Schools to Meet the Needs of Girls with EBD: Perceptions and Recommendations*. Paper presented at The 41st Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Rice, E.H., Hoppin, K., Srsic, A., Brown, M.H., Ihrig, K., & Kelly-Massoud, A. (2017). *Voices of Caregivers: Stories of Girls with EBD*. Paper presented at The 40th Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Rice, E.H. & Srsic, A. (2015). *Academic Achievement Over Time: Comparing Students with EBD, LD, and ID*. Paper presented at the Council for Exceptional Children's Annual Convention and Expo, San Diego, CA.
- Rice, E.H. & Srsic, A. (2014). *Strategies to Identify and Serve Girls with Emotional and Behavioral Disabilities*. Paper presented at the Council for Exceptional Children's Annual Convention and Expo, Philadelphia, PA.
- Yen, C., Rice, E.H., Srsic, A., & Wernsing, K. (2013). *Academic Achievement and Students with Emotional Disturbance (ED): Is Ethnicity a Predictor Over Time?* Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Srsic, A. & Rice, E.H. (2013). *Meeting the Relational Needs of Girls with EBD: Advice for Teachers*. Paper presented at the Council for Exceptional Children's Annual Convention and Expo, San Antonio, TX.
- Rice, E.H., Srsic, A., & Wernsing, K. (2012). *Ethnicity and Academic Achievement for Students with EBD*. Paper presented at The 36th Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Srsic, A. & Rice, E.H. (2012). *Voices of Girls with EBD: Fostering Positive Relational Growth*. Paper presented at The 36th Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Srsic, A. & Rice, E.H. (2012). *The Experience of Girls with Emotional and Behavioral Disorders in a Gender-Responsive Support Group*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.
- Srsic, A. & Rice, E.H. (2012). *The Voices of Girls in Special Education: Perceptions of Self in a Girls' Support Circle*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.
- Srsic, A. (2012). *Understanding the Experience of Adolescent Girls with EBD in a Gender-Responsive Support Group*. Paper presented at the Council for Exceptional Children's Annual Convention and Expo, Denver, CO.
- Srsic, A. & Rice, E.H. (2011). *Understanding the Experience of Girls with EBD in a Gender-Responsive Support Group*. Paper presented at The 35th Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Srsic, A. (2011). *The Use of Gender-Responsive Programming to Support Girls with Emotional and Behavioral Disorders*. Paper presented at the 9th Biennial International Conference on Children and Youth with Behavioral Disorders, New Orleans, LA.
- Srsic, A. & Rice, E.H. (2011). *The Use of Gender-Responsive Programming to Support Girls with Emotional and Behavioral Disabilities*. Poster session presented at the Council for Exceptional Children's Annual Convention and Expo, National Harbor, MD.
- Srsic, A. & Rice, E.H. (2010). *The Use of Gender-Responsive Programming to Support Girls with Emotional and Behavioral Disabilities*. Paper presented at Paper presented at The 34th Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Rice, E.H., Merves, E., Brown, M.H., & Srsic, A. (2008). *Lessons learned from an exploratory study of a school-based girls' group for students with emotional and behavioral disabilities*. Paper presented at The International Adolescent Conference XIV, Minneapolis, MN.

Rice, E.H., Merves, E., & Srsic, A. (2008). *Exploring the effects of participation in a weekly school girls' club*. Paper presented at The 32nd Annual Teacher Educators for Children with Behavioral Disorders Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ

PUBLICATIONS

Srsic, A. & Rice, E.H. (2012). Understanding the experience of girls with EBD in a gender-responsive support group. *Education and Treatment of Children, 35* (4), 623-646.

Rice, E.H., Taymans, J., Brown, M.H., & Srsic, A. (2012). Girls with emotional and behavioral disabilities: A call for action. *Report on Emotional & Behavioral Disorders in Youth, 12*(4), 93-97.

Rice, E.H., Merves, E., & Srsic, A. (2008). Perceptions of gender differences in the expression of emotional and behavioral disabilities. *Education and Treatment of Children, 31*(4), 549-565.

GRANTS

Lemons, C.J., Conway, S., Srsic, A., Kostewicz, D.E., & Lyon, S. (2012-2016). Restructuring and Improving Special Education (RISE). Office of Special Education Projects, U.S. Department of Education. (\$1,494,765). Co-Principal Investigator.

SERVICE AND AWARDS

Article Editor – SAGE Publications – The Relationships Between Knowledge of Literacy Instruction and Classroom Management Orientation of Teachers of Students with Emotional Disorders – Spring 2015 – Present

Faculty Advisor - Council for Exceptional Children – University of Pittsburgh Student Chapter – Spring 2013 – Present

Peer Reviewer – Education and Treatment of Children – Spring 2013 and 2014

Council of Graduate Students in Education Extra Mile Award – Spring 2013

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children
Council for Children with Behavior Disorders
Teacher Educators

American Educational Research Association, Qualitative Research SIG

American Educational Research Association, Special Education SIG