

Alicia Brophy-Dick
Exceptional Children's Program Director for Sampson County Schools
abrophydick@sampson.k12.nc.us

EDUCATIONAL AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	2011	University of North Carolina at Charlotte	Special Education
M.Ed.	1998	Auburn University	Special Education
B.S.	1997	Auburn University	Speech Language Pathology & Audiology

Licenses

North Carolina Certification – Standard Professional II: Exceptional Children, K– 12,
Cross-Categorical; Exceptional Children Program Administrator
MindSet Certified Trainer

PROFESSIONAL EXPERIENCE

SAMPSON COUNTY SCHOOLS, Clinton, NC, July 1, 2019 – Present.

Exceptional Children's Program Director

- Oversee the Exceptional Children's Program for Sampson County Schools
- Serve as a liaison between schools, students with disabilities, and their parents to promote student success in the education environment
- Provide professional development to Sampson County Staff regarding the education of exceptional children
- Evaluate current educational procedures for exceptional children and modify as appropriate to ensure adherence and compliance to the Individuals with Disabilities Education Act of 2004

UNIVERSITY OF NORTH CAROLINA WILMINGTON, Department of Early Childhood, Elementary, Middle, Literacy, and Special Education, Wilmington, NC, July, 2011 – June 2019.

Assistant Professor

- Taught the following courses: EDL 641 – Applied Research, EDN 499 – Honors Project Supervision, SED 260 – Children and Adolescents with Learning Disabilities, 360 – Teaching Students with Learning Problems, SED 364 – Teaching Students with Severe Disabilities, SED 370 – Assessment Procedures for Special Education, SED 372 – Program Development, and SED 410 – Seminar in Special Education (during which I provided MindSet Certification to all interns)

UNIVERSITY OF NORTH CAROLINA CHARLOTTE, Department of Special Education and Child Development, Charlotte, NC, August, 2008 – December, 2011.

Graduate Research Assistant

- Duties included consolidating and reporting federally funded grant data to the Office of Special Education Programs; ensuring departmental course outlines and coursework were aligned with state standards; advising undergraduate students and assisting in an introductory course to 150+ undergraduate students; and developing and providing professional development.
- Taught the following courses: SPED 5175 – Instructional Planning in Special Education, SPED 5275 – Teaching Reading to Learners with Special Needs, SPED 5270 – Classroom Management, and SPED 5100 – Introduction to Students with Special Needs

CABARRUS COUNTY SCHOOLS, Concord, NC, August 13, 2007 – June 2008

Behavioral Focus Self-Contained Exceptional Children Teacher at Jay M. Robinson High School

- Served as a liaison between the school, students and their parents to promote the child's success in the special education environment in order to facilitate future success in a general education environment.

- Taught students with various emotional, behavioral and social disabilities in the areas of World Studies, English, Mathematics (Algebra), Science, and Social Skills.
- Developed academic/behavioral plans based on each student's individualized education program.
- Organized and facilitated meetings related to the academic growth of the students in my class.

MONTGOMERY COUNTY PUBLIC SCHOOLS, Maryland, June 16, 2006 – July 15, 2007

Mainstream Coordinator for the Bridge Program at Gaithersburg H. S. and Gaithersburg M.S.

- Served as a liaison between the school, students and their parents to promote the child's success in the general education environment.
- Organized and attended meetings related to the academic growth of the students within the program.
- Developed detailed presentations to present during staff development meetings to peers.
- Evaluated current educational systems and made recommendations.
- Developed academic and behavioral educational plans based on individuals' needs.
- Worked with colleagues providing support within the classroom environment and consultation regarding the implementation of techniques for classroom management.

Special Educator and Grade Level Case Manager for the Bridge Program at Gaithersburg Middle School in Gaithersburg, Maryland, June 30, 2003 – June 15, 2006

- Taught students with various social and emotional disabilities (Autism, Asperger's Syndrome, Tourette's Syndrome, and Attention Deficit Hyperactivity Disorder) in the areas of World Studies (grades 6 – 8,) English (8th) and Social Skills (grades 6 – 8.)
- Developed academic/behavioral plans based on each student's individualized education program.
- Assessed students using a variety of educational assessment instruments; provided a written and oral report of their academic ability level.
- Created appropriate educational programs based on assessment information.

Special Education Resource Teacher and On-Site Coordinator for the Collaborative Action Process at Maryvale Elementary School in Rockville, Maryland, January 1999 – June 30, 2003

- Worked with students in reading, spelling, language arts, mathematics, and social skills.
- Developed educational plans based on each student's individualized education program.
- Assessed students using a variety of assessment instruments; provided a written and oral report of their academic ability level and created an appropriate educational program based on this assessment.
- Worked with colleagues providing support within the classroom environment and consultation regarding the implementation of techniques for classroom management.
- Created behavioral contracts and modifications catered to a student's specific needs.

BENDER JEWISH COMMUNITY CENTER OF GREATER WASHINGTON, Rockville, Maryland, September 2000 – May 30, 2007.

Behavioral Support Specialist for the Shema V'Ezer Program and Head Inclusion Camp Counselor

- Worked with students with various learning, emotional and/or neurological impairments.
- Created, implemented, and modified behavioral strategies within a classroom environment.
- Collaborated with colleagues, senior administrators and the public, to ensure success of the program.
- Developed activities, supervised counselors, and facilitated off-site field trips.

SERVICE

Region 4 Representative on the Executive Board, Professional Educators of North Carolina, 2020 – Present.

Parliamentarian, North Carolina Division on Autism and Developmental Disabilities, 2018 – Present.

Leadership roles as Membership Chair, Immediate Past-President, President, President-Elect and

Conference Committee Chair, and Vice-President, North Carolina Council for Exceptional Children, 2015 – Present.

Secretary, American Indian Caucus, Council for Exceptional Children, 2013 – 2018.

Faculty Board Member, Academic Honor Board, University of North Carolina
Wilmington, 2011 – 2018.

Membership Committee of Division of Culturally and Linguistically Diverse Learners, Council for Exceptional Children, 2010 – 2017.

Member of the Diversity Committee, Watson College of Education, University of North Carolina
Wilmington, 2011 – Present.

Departmental Representative for the Special Education Cooperative Planning Consortium, North Carolina
Department of Public Instruction, 2011 – 2017.

Guest Reviewer, *Focus on Autism and Other Developmental Disabilities*, 2014 – Present.

Guest Reviewer, *The Journal of Special Education*, 2010 – Present.

Guest Reviewer, *Behavioral Disorders*, 2009 – Present.

Volunteer, Exceptional Children's Assistance Center of North Carolina, 2009 – 2013.

Volunteer, Youth Group, Williamson's Chapel UMC in Mooresville, NC, 2010 – 2011.

SELECTED PRESENTATIONS AND PUBLICATIONS

- Brophy-Dick, A. (2020, June 23). *Working toward creating meaningful instruction*. Beginner Teacher Leader Symposium. UNCP, Pembroke, NC (Virtual).
- Brophy-Dick, A. (2020, April 25). *Creating standards-based individualized programs*. Spring Mini-Conference. North Carolina Division on Autism and Developmental Disabilities, Raleigh, NC (Virtual).
- Whitley, K., Goodnight, C., & Brophy-Dick, A. (November, 2019) Effects of response cards on 4th grade students' participation and disruptive behavior during language arts lessons in an inclusive elementary classroom. *Journal of Behavioral Education, Available Online*.
- Walker, A. R., & Brophy-Dick, A. (2019). Developing culturally responsive transition plans using the Indicator 13 checklist. *Journal of the American Academy of Special Education Professionals, Spring/Summer*, 15-32.
- McKeithan, G. K., Parker, D. R., & Brophy-Dick, A. (2019, January 24). *Strategies to establish positive and productive relationships with parents of preschool children with autism spectrum disorder*. Presentation at the annual meeting of the North Carolina Council for Exceptional Children (NCCEC), Wilmington, NC.
- Brophy-Dick, A. (2018, January). *Establishing and maintaining a safe environment*. Half-day Pre-Conference session presented at the annual meeting of the North Carolina Council for Exceptional Children (NCCEC), Winston-Salem, NC.
- Brophy, A. (2015, October 16). *Encouraging collaboration and engagement with parents*. Professional Learning Day – iTEACH: Transform, Engage, Advocate, Challenge, Hope. UNCW.
- Brophy, A. & Schnorr, C. (2015, April). *Involving parents of elementary students in social skill instruction to facilitate generalization*. Presentation at the annual meeting of the Council for Exceptional Children (CEC), San Diego, CA.
- Brophy, A. (2015, February 27). *Tips for managing your classroom (without driving yourself crazy!)*. Beginning Teacher Professional Development Day. UNCW, Wilmington, NC.
- Kourea, L., Brophy, A., Bunch-Crump, K., Lo, Y.-y, & Correa, V. (2015). School-family partnerships for culturally and linguistically diverse students with disabilities within the schoolwide positive behavior interventions and supports system in the United States. *CAISE Review*, 3, 30-48.

- Fox, K., Thompson, C., Brophy, A., & Buchanan, L. (2014, November). *Evoking meaningful task management: The hand-in-hand nature of teaching, service, and scholarship*. Presentation at the annual meeting of the National Association for Multicultural Education, Phoenix, AZ.
- Brophy, A. (2014, May). *Effects of culturally relevant, multi-media integrated social skill instruction with parent collaboration*. Presentation at the annual meeting of the Association for Behavior Analysis International (ABAI), Chicago, IL.
- Brophy, A. (2013, October 16). *Communication and de-escalation techniques to help manage student behavior*. Professional Learning Day - Learn, Lead, Create, Inspire: Advocating for Best Practices in the Classroom. UNCW, Wilmington, NC.
- Brophy, A. (2013, March). *Teaching students with special needs in the general education classroom – A practical approach*. EDN 413 Classroom Management Seminar, UNCW.
- Brophy, A. (2012, November 30). *Using positive behavior support to help students at-risk succeed academically*. Beginning Teacher Professional Development Day(1), UNCW.
- Brophy, A. (2012, October). *Inclusion—What is it? Why do we do it? How can we be successful?* Professional Learning Day - Nurturing a Culture of Inquiry. UNCW, Wilmington, NC.
- Lo, Y.-y., Mustian, A. L., Brophy, A., & White, R. B. (2011). Peer-mediated social skill instruction for African American males with or at risk for mild disabilities. *Exceptionality*, 19, 191-209.
- Brophy, A. (2011). Teaching children with emotional or behavioral disorders. In C. O'Brien & J. Beattie (Eds.), *Teaching students with special needs: A guide for future educators* (pp. 63-84). Dubuque, IA: Kendall Hunt.
- Lo, Y.-y., & Brophy, A. (2010). Listening skills. In S. Musti-Rao, *Social skills instruction: A handbook for teachers* (pp. 63-84). Singapore: Cobee Publishing House.
- Lo, Y.-y., Mustian, A. L., & Brophy, A. (2010, May). Improving social behaviors of at-risk students through peer-mediated social skill instruction. In V. Mizutowicz (Chair), *Effective school-based strategies for children with emotional and behavioral disorders*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International (ABAI), San Antonio, TX.

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development (ASCD)

Council for Exceptional Children

-Council for Children with Behavior Disorders (CCBD), Division on Autism and Developmental Disabilities (DADD), Division for Culturally and Linguistically Diverse Learners (DDEL), Division for Learning Disabilities (DLD), Division for Research (CEC-DR), Teacher Education Division (TED), and Technology and Media Division (TAM)

North Carolina Council for Exceptional Children (NCCEC)

-North Carolina Council for Children with Behavior Disorders (NCCCBD), North Carolina Division on Autism and Developmental Disabilities (NCDADD)

North Carolina Association of School Administrators

North Carolina Association of Educational Office Professionals

Professional Educators of North Carolina