

Dawn Tuason

OBJECTIVE

Dedicated, licensed early childhood special educator, specializing in early intervention with experience working with diverse families and children with disabilities through an infant mental health lens. Equity focused, flexible and a team-oriented provider, willing to engage in continuing education, in hopes of implementing best practice and supporting families through their individualized service plan in home, school, and community-based environments.

EDUCATION

Spring 2015

University of Washington, Seattle, WA

- Master's in Education in Early Childhood Special Education
- Completed required course work for Board Certified Behavioral Analyst (BCBA)

Spring 2013

University of Washington, Seattle, WA

- Bachelors degree in Early Childhood Education and Family Studies
- Minor in Global Health

Certifications:

Spring 2021- present

Promoting First Relationships (PFR) certified

- Promoting First Relationships is a University of Washington program that supports and nurtures the awareness, confidence, and fostering of caregiver-child relationships. Certified providers facilitate a 10-week program with interested families through the use of video recording, weekly reflective practice, and caregiver discussion on social emotional development. Identify underlying caregiver and child social emotional needs, and implement positive and effective strategies for caregiver-child connection.

Winter 2020- present

Washington Association for Infant Mental Health (WA-IMH) Infant Family Specialist, Endorsed (II)

- Endorsed as a level two infant family specialist. Proven competency in the infant-family field and commitment to practicing and promoting an infant mental health perspective.

2016-present

- Certified in Cardiopulmonary Resuscitation (CPR)

2015-present

- Washington State Teaching Certificate (Endorsement in Early Childhood Special Education)

Collegiate Recognition:

Fall 2015-Spring 2016

University of Washington Bonderman Fellowship

- Traveled by fellowship for independent travel, circumnavigating the world for eight months. Adapted to, engaged in, and collaborated with new cultures and communities, while increasing cultural sensitivity and independence. Navigated frequent transitions, proven flexibility with unexpected delays and experiences, independently organized various itineraries, and managed significant financial budget with accuracy and frugality.

TEACHING EXPERIENCE

Fall 2018- present

Special education early interventionist at Kindering

- Evaluate children who are suspected to have developmental delays. Collaborate with families and educational and therapeutic providers to create Individualized Family Service Plans for children and families. Implement said plan within natural environments, homes, and classrooms to provide holistic support, care from a trauma informed lens and culturally responsive framework. Supervises teacher assistant within a classroom of caregivers and children who qualify for direct therapeutic services. Facilitates weekly infant caregiver classes, and is responsible for inclusive cooperative classes, under Part C services, as well as manages a caseload of children and families for regular weekly home visits.

Summer 2016- Fall 2017

Lead Special Education Teacher at Birth to Three Developmental Center

- Taught playgroup as the lead teacher, within an early intervention program. Developed and executed Individualized Family Service Plans while participating actively in collaboration with multidisciplinary team members. Used best practice to create positive behavior supports and measure progress data within the classroom and natural home environment as a home visitor to ensure success amongst all children and families.

Fall 2014-Spring 2015

Assistant Preschool Teacher at University of Washing Experimental Education Unit

- Assisted in the instruction of preschool students in an inclusive environment including typically developing children and children with special needs. Supported lead teacher in daily operations and planning. Aligned and executed teaching practice with Creative Curriculum, Common Core Standards, Washington State Early Learning Guidelines, and Right Response training.

Fall 2013 – Spring 2014

Assistant Kindergarten Teacher at University of Washington Experimental Education Unit

- Assisted in the instruction of kindergarten students in an inclusive environment including both children with special needs and typically developing children. Supported lead teacher in daily operations, planning, modification and implementation of early childhood curriculum.

Spring 2010- Winter 2013

Class lecturer, mentor, and steering committee member at the University of Washington Dream Project

- Facilitated weekly lecture and assisted in developing curriculum for over 500 undergraduates within the Dream Project program. Oversaw day-to-day logistics of program retention. Successfully completed major planning of a two day college application completion workshop event catering to over 1300 high school students and over 500 mentors while managing eight committees of various planning stages within a financial budget.

COMMUNITY EXPERIENCE

Fall 2012- Spring 2014

Student volunteer at Hearing Speech and Deafness Center

- Partnered with parents and young children ages six months to ten years of age with hearing impairment or deafness to support the use of American Sign Language and English through literacy, art, music, and social engagement.

Fall 2011-Spring 2012

Assistant student teacher at a Head Start Program

- Assisted lead teacher with classroom projects and supported general classroom instruction for four and five year olds in an inclusive setting.

Summer 2014

Transcription and coding research at the University of Washington, College of Education

- Transcribed videos and used *InqScribe* to create a coding system for a Doctoral student in the College of Education; research looked into mathematical language used by early childhood educators and professionals and findings and effects on mathematics and learning in young children.

Spring 2012

Researched inclusive classrooms at the University of Washington, College of Education

- Conducted and presented literature review on inclusive classrooms and affects of inclusion on typically developing children at the UW Undergraduate Symposium Presentation.

Fall 2011- Spring 2012

Edge Coach at Highline Big Picture High School, partnering with the Edge Foundation

- Collaborated with high school students in partnership with their teachers at school to support students with diagnosis or suspicion of ADHD. Conducted accountability check ins to support students in their individual capstone projects.

Fall 2011- Spring 2012

Participant in The Neah Bay Pilot Project; UW Pipeline Project Alternative Spring Break

- Established partnerships with the fifth grade elementary students of Neah Bay, WA over the course of one year, in creation of a documentary celebrating their Native American history and present day cultural stories of the Makah Tribe

Spring 2011

Student Coordinator for University of Washington Pipeline Project Alternative Spring Break

- Assisted in coordinating the Spring break trip through the Mary Gates Leadership Scholarship, taking college students to rural and urban areas of WA to elementary schools for a literacy arts projects

Spring 2010

College student participant for University of Washington Pipeline Project Alternative Spring Break

- Traveled to Forks, WA to work with students on creating books based on their life stories and empowering them to learn and read

Fall 2007- Fall 2011

Tutor and mentor in Math and Reading curriculum at Kumon Math and Reading Center

- Graded homework and tutored in math and reading curriculum as part of an academic enrichment program for preschool to high school students

Winter 2010 – Spring 2010

Teacher Assistant and Summer Intern for the University of Washington Upward Bound program

- Assisted in student curriculum and course coordination for high school students from low-income first generation backgrounds