

FRANKIE ANN MARCILLE

(SHE/HER/HERS)

AUTHOR. EDUCATOR. ADVOCATE.

CONTACT

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PROFILE

Over the past decade, Frankie Ann has traveled the country teaching and advocating for individuals of all ages with multiple disabilities. As an author, educator, and advocate, Frankie Ann's professional philosophy is one of promoting universal accessibility and opportunity for all people in all areas of life.

SKILLS

- CREATIVE WRITING
- EDITING
- CURRICULUM DEVELOPMENT
- ACCESSIBLE EDUCATION INSTRUCTION
- ORIENTATION AND MOBILITY INSTRUCTION
- VISION REHABILITATION TEACHING
- BRAILLE LITERACY
- ASSISTIVE TECHNOLOGY TRAINING
- CRISIS PREVENTION INTERVENTION
- DIR FLOORTIME THERAPY ADVANCED CERTIFICATE
- BASTIC AMERICAN SIGN LANGUAGE

EXPERIENCE

Independent Contractor: Writer/Educator/Consultant

December 2019-Present

- Consult on client's current accessibility protocols and practices.
- Provide feedback and create action plans to help clients increase overall accessibility for their consumers.
- Review client social media channels/website to ensure it is accessible for any user and meets necessary accessibility standards.
- Attend client team meetings to give lectures and lead group discussions on accessibility.
- Develop and teach new curriculum for students with disabilities based in the Expanded Core Curriculum and accessible education philosophy.
- Adjunct Educator in the areas of Accessible Education, Arts Education, and Creative Writing.
- Writer available for opinion pieces, research-based articles/interviews, scripts, fiction and non-fiction books, poetry, etc.
- Leading and organizing Writer's Room Workshops for clients that have a collaborative team of writers working on a project.
- Script/Book editing
- Clients include:

Starbucks Inc. (July 2021-Present)

Reference: Thomas Winklebleck- US2816572@starbucks.com

Donnie Welch Poetry LLC. (June 2021-Present)

Reference: Donnie Welch- donniewelchpoetry@gmail.com

Elle Jones Casting Company LLC. (September 2020-Present)

Reference: Elle Jones- hello@ellejonescasting.com

American Printing House for the Blind (August 2020-Present)

Reference: Robbin Clark- robbinc@usdb.org

Utah School for the Blind (January 2019-Present)

Reference: Robbin Clark- robbinc@usdb.org

EDUCATION

BA: Theatre Arts

2012-2016

Western Connecticut State University
Danbury, CT

MS.Ed: Vision Rehabilitation Teaching/ Orientation and Mobility

Expected Completion 2022

CUNY-Hunter College
New York, NY

VOLUNTEER

Paths to Technology by Perkins School for the Blind

April 2020-August 2020

Contributing writer for the
"Cooking Without Looking" blog
series designed to teach adaptive
cooking skills to blind and visually
impaired readers.

Camp Abilities International Adaptive Sports Program

July 2010-Present

Volunteer staff at various locations
(Connecticut, Alaska, Utah)
providing support and instruction
for campers with vision
impairments in the following
adaptive sports: goalball, beep-
baseball, beep-kickball, five aside
soccer, archery, swimming, track
and field, dance, bocci, and more.

AWARDS

- JOHN F. KENNEDY CENTER ACT FESTIVAL MERIT AWARD (2015)
- DEPARTMENT CHAIR AWARD FOR OVERALL CONTRIBUTION TO THE DEPARTMENT OF THEATRE ARTS: WCSU (2016)

Rebecca School- Head Teacher

October 2016-December 2019

- Creating weekly lesson plans for a classroom consisting of nine students following a special education curriculum within the DIR Floortime Model.
 - Managing the day-to-day flow of the classroom, ensuring plans are carried out and executed correctly by teaching assistants and paraprofessionals.
 - Serving as a communication source between various team members (i.e., TAs, therapists).
 - Delegating tasks to teaching assistants when necessary.
 - Creating a lunch schedule for teaching assistants, ensuring they get their breaks.
 - Training new staff when necessary.
 - Working with staff to solve any possible conflicts that may arise within the staff team.
 - Responsible for orienting students to the school routine (i.e., helping with hygiene and life skills lessons such as using the restroom, conducting themselves during mealtime, structured play, etc.)
 - Leading classroom group activities (i.e., reading groups, morning meeting).
 - Responsible for learning and carrying out individual students' sensory diets.
 - Running bi-annual Parent-Teacher Conferences/ensuring that parents received information about their child's progress throughout the school year via notes in communication binders and bi-weekly emails, and bi-annual progress reports.
 - Composing bi-annual in-depth progress reports for each student based on data documented weekly by therapists and classroom staff, the student's treatment plan, and educational philosophy founded in the DIR Floortime method.
 - Work closely with therapeutic team to create and implement treatment plans following the DIR/Floortime method, considering students' sensory needs, daily living skills, academics, etc.
 - Maintaining palpable relationships with students, allowing them to feel comfortable and reaching new levels of emotional depth and communication.
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Colorado Center for the Blind- Instructor

May 2016-August 2016 (Seasonal)

- Worked to teach students independent skills for their daily life within the setting of their own home.
- Supervised certain students within their apartments 24 hours a day/7 days a week, helping them to gain confidence in areas of cleaning, cooking, laundry, and self-care.
- Created orderly, weekly lesson plans to keep class on task, organized, and to ensure the best possible learning outcome for each group of students.
- Served as a job coach for students involved in the high school "Earn and Learn" program, designed to give students an opportunity to work within the community and gain job experience.
- Became a Mentor for the "College Prep" program, sharing personal experiences with students who are looking to attend college in the coming year.
- Composed data-based student reports to give insight to the progress, struggles, and future goals for each student in the class as well as in the apartment setting.
- Organized Teacher Meetings to discuss progress of the various courses and create ideas for the betterment of the entire program moving forward.