

Colin Daniel Maslan

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Irvine, CA 92604

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Objective: To support the educational development and mental health of at-risk youth.

Experience

Glendale Unified School District

Master's in Social Work Intern

Glendale, CA

September 2019 - Current

I provide 1:1 school-based mental health services for students in kindergarten- 12th grade.

- Utilize evidence-based interventions to address diverse client needs
- Co-facilitate a highschool group focused on helping students identify emotions and implement effective coping strategies
- Continued participation in professional development trainings including: cognitive behavioral therapy (CBT), play therapy, expressive art therapy, mindfulness, eye movement desensitization and reprocessing (EMDR) therapy, self-harm reduction, suicide prevention, dual diagnosis treatment, overdose prevention, and serving the LGBTQAI+ community

Sand Hill School at the Children's Health Council

Lower School Special Education Teacher

Palo Alto, CA

October 2017 - Current

I taught 5th-grade students with language-based learning differences, ADHD, and school-based anxiety. I also lead Sand Hill's Riding for Focus program in partnership with the Specialized Foundation, Central Michigan University, and Stanford University. Riding for Focus is a cycling program aimed at helping students with learning differences such as ADHD achieve academic, health, and social success.

- Provided intensive small group encoding and decoding instruction as a certified Wilson Dyslexia Practitioner
- Created personalized plans that met students' individual learning needs
- Scaffolded lessons to help students receive age appropriate lessons when their reading, writing, or math abilities were not at grade level due to diagnosed learning differences
- Collaborated with a team of professionals at the Children's Health Council to connect Sand Hill students to additional services including psychotherapy, speech and occupational therapy
- Launched Sand Hill School's Riding for Focus program

Spurwink Services

Chelsea, ME

October 2016 - June 2017

Long-Term Substitute Special Education Teacher

I provided clients with individualized academic and behavioral instruction in accordance with their IEPs and Individual Service Plans (ISP). I also provided direct supervision to classroom Educational Technicians, ensuring that staff interventions were client focused, trauma informed, and developmentally appropriate.

- Provided a structured and consistent classroom environment leading to a reduction of client incidents requiring Therapeutic Crisis Intervention (TCI) approved restraints
- Co-facilitated additional TCI training for newly hired dual-role *Educational Technician III/ School Based Behavioral Health Professionals*
- Led classroom supervision and debriefings as a reflective practice focused on ensuring that all staff interventions are developmentally focused, family involved, relationship based, competence centered, and trauma informed
- Worked with clinicians in developing and updating client treatment and crisis plans
- Completed performance evaluations for Educational Technicians which were objective, client-focused, and inclusive of detailed performance improvement plans
- Supported a client in his transition from Spurwink residential and day treatment care to a therapeutic foster home and new school

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Spurwink Services

Chelsea, ME

March 2015 - June 2017

Educational Technician III/ School Based Behavioral Health Professional

I used evidence-based practices and co-regulation techniques to support the educational development and mental health of my clients.

- Reduced my one-to-one client's self-injurious and violent behavior for his successful transition from the elementary/middle school to a less restrictive high school environment by developing and implementing co-regulation and coping strategies
- Provided accurate and insightful observations that led to more effective Individual Service Plans and Individualized Crisis and Behavior Management Plans
- Established safety in violent situations by controlling environmental factors, reducing the likelihood of improvised weapons, and using Therapeutic Crisis Intervention (TCI)-approved restraints when needed
- Established restorative justice plans in collaboration with client clinicians
- Created and delivered individual and group academic programming in social studies and social skills
- Led peer performance changes by delivering private, objective, and client-focused feedback
- Promoted to classroom teacher

Education

University of Southern California

Los Angeles, CA

Expected May 2021

Master's in Social Work

GPA 3.8

University of Maine at Farmington

Farmington, ME

January 2017 - May 2017

SED 507 Curriculum and Instructional Programming for Students with Disabilities

University of Arizona

Tucson, AZ

Class of 2011

BA, Sociology & Criminal Justice

Last Term GPA 4.0

Cumulative GPA 3.4

Emergency Medical Technician (EMT)

GPA 4.0

August 14, 2012

National Registry of Emergency Medical Technicians Certified

Registry No. E3036540

Skills

Behavioral Health

School Based Behavioral Health Professional (SB-BHP)

Therapeutic Crisis Intervention (TCI)

Children and Residential Experiences (CARE)

Trained in protocol for administering client medication

Maine Suicide Prevention Program, *Suicide Prevention Awareness Session*, Maine Center for Disease Control and Prevention, DHHS

Medical

Trained in overdose prevention and Narcan administration

February 2020

American Heart Association CPR/ AED

March 2015 - Current

National Registry of Emergency Medical Technicians Certified

Expired March 2015