**Education**

October 2019 Ed.D. Intellectual Disability/Autism,

Teachers College, Columbia University, New York, NY

February 2013 M.A. Intellectual Disability/Autism

Teachers College, Columbia University, New York, NY

May 2011 B.A. Educational Studies, Sociology and Anthropology

Colgate University, Hamilton, NY

Cum Laude Graduate

June 2007 The Hotchkiss School

Lakeville, CT

Cum Laude Graduate

**Professional Experience**

Jan. 2021 – *Student Teacher Supervisor, Fairfield University, Fairfield, CT*

Present Supervise and observe masters-level students in their special education and general education student teaching placements.

Work closely with both students and cooperating teachers to develop and assess curriculum, lessons, and content in public, non-public, and private schools, grades K-6.

Oct. 2020 – *Professional Development Facilitator, Teachers College, Columbia*

present *University, New York, NY*

Worked with colleagues in the Intellectual Disabilities/Autism and Science department to create and implement a year-long professional development program for NYCDOE high school teachers. This six-session professional development series was broken into three topics focusing on adapting instruction to address the instructional needs of all learners, differentiating tasks and learning experiences to give all students access to the content, and translating a student’s academic and developmental needs in their Individualized Education Plan into an actionable instruction plan.

Sept. 2019 - *Adjunct Assistant Professor, Teachers College, Columbia University, New* present  *York, NY*

Teach graduate courses in Introduction to Special Education,

Applications of Technology in Special Education, Assessment and Evaluation of Exceptional Learners

Sept. 2019 – *Post Doctoral Research Associate, Teachers College, Columbia*

present *University, New York, NY*

 Participate in various research projects such as Community Based

Participatory Research examining the transition from preschool special education to school age special education as well as lab research that examines parent stress among parents of children with ASD and emotion regulation.

Sept. 2017 - *Student Teacher Supervisor, Teachers College, Columbia University, New*

present *York, NY*

 Supervise and observe masters-level students in their special education and general education student teaching placements.

Work closely with both students and cooperating teachers to develop and assess curriculum, lessons, and content in public, non-public, and private schools, grades K-8.

January 2015*Private Tutor, Self-Employed, New York, NY*

– present Tutor typically developing students and students with disabilities in reading, writing, math, and social studies.Work with students ages pre-kindergarten through 9th grade.Individualize lessons for each student’s needs.

Sept. 2018 - *Teacher Mentor, Teachers College, Columbia University, New York, NY*

May 2019 Provide support, induction, and continued professional development to

new teachers. The purpose of the project was to help Teachers College graduates improve their practice in ongoing ways, specifically with regard to their classroom assessment practices while at the same time collecting data about their needs.

July 2017 – *Research Assistant, Teachers College, Columbia University*

May 2019 Support doctoral advisor with research projects on emotion

regulation, emotion co-regulation, and parent stress among parents of

children with ASD.

August 2018 - *Instructor, Teachers College, Columbia University, New York, NY*

Dec. 2018 Taught a graduate course intended to provide preservice and in-service special education teachers with basic information on assistive and instruction technology appropriate for use with infants, children, and youths who require special education and related services.

Feb. 2015 - *Learning Specialist, P.S./I.S. 276, New York, NY*

Sept. 2017Learning Specialist in 3rd grade (2015) and 1st grade (Sept. 2015 to Aug. 2017).

Co-taught with the general education teacher. Collaboratively planned unit plans and lesson plans. Responsible for all special education paperwork, interventions, and meetings.

July 2014 - *Head Teacher, Hawthorne Country Day School, New York, NY*

February 2015 Applied behavior analysis school for children on the autism spectrum.

Head teacher in a self-contained, 6:1:2 classroom. Developed and implemented academic programs across various domains. Designed individualized and group behavior-change procedures based on ABA methodologies. Analyzed and interpreted data to ensure effective learning and progress.

Sept. 2013 - *Head Teacher, Association to Benefit Children, New York, NY*

June 2014 Head start and early head start center for disadvantaged children.

Head teacher in an integrated Pre-K classroom (18:1:2; 7:1:1)

with a team of 4 teachers and managed volunteers. Wrote and implemented unit plans, lesson plans, and behavior management plans while ensuring all lesson plans were differentiated and individualized to fit the learning needs of all students. Recorded and monitored student progress using Teaching Strategies Gold. Wrote annual and quarterly IEP reports; attended annual IEP meetings. Completed behavioral and developmental screenings (BASC, Brigance).

July 2012 - *Disabilities Program Coordinator, Association to Benefit Children, New*

August 2013 *York, NY*

 Head start and early head start center for disadvantaged children.

Organized and maintained IEPs, IFSPs; maintained student records; coordinated and oversaw all early intervention and CPSE referrals; scheduled meetings with prospective students and parents; gave tours; attended administrative and mental health meetings; regularly observed and taught within the classrooms.

**Research**

Shamash, E.G. & **Hinman, J.A.** (2021). Assessing caregiver stress and coping at time of Autism

Spectrum Disorder Diagnosis. *Early Childhood Education Journal,*

<https://doi.org/10.1007/s10643-020-01145-2>

**Hinman, J.A.** (2019). Individual Differences in Parent Psychosocial Factors, Child

Characteristics, and Parent Behavior Regulation Strategies for Children with ASD.

Doctoral Dissertation, Teachers College, Columbia University, New York, NY.

Jahromi, L.B., Bravo, D.Y., Umaña-Taylor, A.J., Updegraff, K.A., & **Hinman,**

**J.A.** (under review).Adolescent mothers’ beliefs and practices concerning their children’s kindergarten readiness.

Shamash, E.G. & **Hinman, J.A.** (under review). We’re all on the same page: The use of

technology applications to effectively communicate with families of students with disabilities.

Jahromi, L.B., Rooney, M.E., **Hinman, J.A.,** & Rodriguez, S. (in preparation). Community

based participatory research project: Factors linked to kindergarten transition engagement

among high-risk families with and without children with developmental disabilities.

Jahromi, L. B., **Hinman, J.A.,** & SooHoo, A. (in preparation).  Parenting stress and parent behavior among parents of children with ASD.

Mazin, A.L. & **Hinman, J.A.** (in preparation). Ready to learn: An exploration of teacher

expectations and academic readiness in early childhood education.

Mazin, A.L. & **Hinman, J.A.** (in preparation). The impact of educator expectations in early

childhood, elementary, and high school classrooms.

**Presentations**

March 2021 *22nd International CEC Conference*

Poster Presentation: The Impact of Educator Expectations in Early Childhood,

Elementary, and High School Classrooms

Co-presenter with Dr. Amanda Mazin

January 2020 *21st International CEC-DADD Conference on Autism, Intellectual Disability, and*

*Developmental Disabilities,* Sarasota, FL

Lecture Presentation: Ready to learn: Are the expectations for kindergartners with

ASD different?

Co-presenter with Dr. Amanda Mazin

**Volunteer Experience**

September 2013 *Member, Fifth Avenue Presbyterian Church* New York, NY

- Present Mission Partner Committee Member

Co-Coordinated Christmas dinner for the homeless for Christmas 2014, 2015, 2016, 2017, 2018.

Volunteer with various church organizations such as the homeless shelter, family ministries, young adult ministries, and overall outreach ministries.

September 2011 *New York Cares, New York, NY*

– Present Volunteer with various groups throughout the greater Manhattan area.

Work with seniors, adults and children with disabilities, animal shelters, and children doing various projects.

**Trainings**

Aug. 2020, *Teachers College, Columbia University, New York, NY*

March 2019 Intersections: Supervisor Anti-Harassment & Title IX (EDU-US)

October 2017 *New York State Office of Children and Family Services*

Mandated Reporter Training: Identifying and Reporting Child Abuse and Maltreatment

October 2017 *Infection Control Training at Continuing Education Online*

Principles of Infection Control for Childcare Professionals

March 2014            *Adelphi University, Garden City, NY*

Bilingual ESL Training for the Inclusive Classroom

June 2013            *Administration for Children’s Services, New York, NY*

Medication Administration Training

January 2013            *Teachstone, Inc., New York, NY*

CLASS Observation Training

October 2012            *Resources for Children with Special Needs, New York, NY*

Working with Families of Children with Special Needs

April 2012            *Teachers College, Columbia University, New York, NY*

Autism Diagnostic Observation Schedule

**Professional Association**

Gamma Sigma Alpha National Honor Society, Member

**Awards, Fellowships**

2015 – 2019 Blackman Fellow, Endowed Tuition Fund, Teachers College, Columbia University

Janna Spark Endowed Scholarship, Teachers College, Columbia University

TC General Scholarship, Teachers College, Columbia University

Irwin Goldstein Scholarship, Teachers College, Columbia University

Joan Amron Scholarship, Teachers College, Columbia University

1. Stern/B. Scheib Award, Teachers College, Columbia University

Elsie Todd Klassen Scholarship, Teachers College, Columbia University

* 1. Dean’s Award for Academic Excellence, Colgate University

**References Available Upon Request**