

BRITTANY KAPLAN

EDUCATION

Gallaudet University, Washington, DC May 2020 – May 2021
MA in Deaf Education Studies
Capstone Project: Supporting Language Deprived Deaf Students in the Elementary Classroom (a teacher's guide)

University of Pennsylvania, College of Arts and Sciences, Philadelphia, PA August 2014 – May 2018
Bachelor of Arts in Psychology with minor in American Sign Language and Deaf Studies

RESEARCH

Petitto Brain and Language Center for Neuroimaging (BL2) August 2018 – May 2019
Gallaudet University, PhD Student in the Educational Neuroscience Program
Advisor: Dr. Laura-Ann Petitto

- Adapted techniques for integrating thermal scanning, fNIRS, and eye tracking systems to evaluate infants' interest in a signing avatar and robot system as a potential method of sign language exposure
- Developed participant recruiting procedures and participant data collection and evaluation procedures for the current National Science Foundation Robot AVATAR thermal-Enhanced learning tool (NSF RAVE) project
- Analyzed data from previous research studies to evaluate ASL linguistic form production to improve understanding of linguistic forms infants imitate when viewing a signing avatar

Dr. Delphine Dahan's Lab, Philadelphia, PA September 2017 – May 2018
University of Pennsylvania, Research Assistant

- Led a team of three research assistants to run 40+ participants in experimental sociolinguistic tasks and to code collected data
- Developed a logical system to define hedging phrases in cooperative problem-solving tasks and coded recorded interactions for examples of hedging behaviors in adults' interpersonal interactions

Dr. Liad Mudrik's Lab, Tel Aviv, Israel June 2017 – August 2017
Tel Aviv University, Research Assistant

- Collected data from published studies to perform a meta-analysis on the technique of breaking Continuous Flash Suppression (bCFS) to inform use in cognitive psychology studies
- Analyzed data, presented findings, and led lab-wide discussion on methods for upcoming experiments

Dr. Diane Chambless' Lab, Philadelphia, PA October 2016 – December 2017
University of Pennsylvania, Research Assistant

- Coded videos to assess interpersonal functioning of people with anxiety disorders (specifically for fear/tension and sadness) as part of the Penn Anxiety Program's Family Relationships and Anxiety Disorders Study
- Collaborated with a team of graduate students and coders to improve upon current coding systems to promote inter-rater reliability and better address research questions

Independent Empirical Research Study, Philadelphia, PA August 2017 – December 2017
Chambless Lab, University of Pennsylvania

- Developed research questions, hypotheses and data inclusion criteria to investigate the emotional responses of anxiety patients in interpersonal couple interactions
- Conducted statistical analysis using SPSS, Excel, and G*Power to interpret study findings and communicate conclusions in a full-lab presentation and manuscript

WORK EXPERIENCE

City Year Philadelphia, Philadelphia, PA
Team Leader, Senior AmeriCorps Member

July 2020 – June 2021

City Year is an AmeriCorps partner organization that works directly with students in high-need communities on building academic and social-emotional skills in order to increase graduation rates.

- Selected to lead a team of ten AmeriCorps members at Kensington High School, a low-income public high school of 550 students
- Designed and lead virtual initiatives including lunch spaces, academics-focused social media campaigns, and writing contests to support students' intellectual curiosity and literacy growth
- Developed and manage a new virtual afterschool program to provide academic support, engage students in unique ways online, and promote connection to the school community to improve attendance
- Collect and analyze students' academic, attendance, and behavioral performance data to monitor progress toward goals, and design interventions to improve outcomes
- Coordinate bi-weekly check-ins with 11 teachers to ensure that they are receiving sufficient support from AmeriCorps members and resolve any complications that arise

City Year Philadelphia, Philadelphia, PA
AmeriCorps Member

August 2019 – June 2020

- Served 1500+ hours at Kensington High School, focused on improving academic performance, motivating better student behavior, and driving engagement by creating a more welcoming school climate
- Analyzed student academic performance to identify strengths and weaknesses in intervention approaches
- Designed and executed lesson plans for 15 “focus list students” to improve their grades and foundational skills, including implementing literacy strategies (*Words Their Way* and *Repeated Reading Protocol*)
- Founded and led a weekly afterschool American Sign Language club to introduce students to Deaf culture and ASL

Pennsylvania School for the Deaf, Philadelphia, PA
Teacher's Aide, Early Childhood Center Intern

January 2018 – August 2018

- Provided individual and group academic support in language and math to students in kindergarten, early intervention, and preschool classes
- Supported classroom management and execution of teacher lesson plans to create a safe, exciting, and fun classroom
- Conducted scholarly research on language acquisition and deprivation as it relates to cognitive and academic development in deaf and hard of hearing children and communicated findings in writing and ASL presentation with teachers and school administrators to offer diverse approaches to foster language development among students

ACTIVITIES & COMMUNITY INVOLVEMENT

Pennsylvania School for the Deaf, Philadelphia, PA
Development Office Volunteer

January 2018 – August 2018

- Organized and staffed community and fundraising events, including a campus-wide day of service
- Managed a group of national interpreting conference attendees, university students, and Deaf community members through service projects

Penn In Hand, Philadelphia, PA
Board Member, American Sign Language and Deaf Studies Organization

August 2014 – May 2018

- Planned events to facilitate learning between Penn students and the local Deaf community
- Mentored beginner ASL students in initial Deaf community interactions

INTERESTS

Language acquisition and deprivation in d/Deaf children, impact of socioeconomic status on language development, bilingual education, curriculum development, innovative language pedagogy, ASL