



BE YOU, BE MPE

SEPAC 2022



Special Education Parent
Advisory Council



Special Education Department at MPE

Special Education Teachers:

Michelle Polo

Sarah Robey

Director of Special Services K-5:

Jennifer Zeoli

School Psychologist: Nicole DiStefano

Behaviorist: Laura Fabrizio

Occupational Therapist: Bridget Vasto

Speech Therapist: Maria Gonnella



In the Resource Room ...

Small-group setting creates a learning environment with focused, individualized attention. It enables your child to have more opportunities for increased class participation and increase in self-confidence

- Replacement for the general education classroom subject
- Cover the same content but at a different pace
- Use different strategies and materials based on students needs
- Homework is given by resource room teacher for the subject being replaced
- Homework is differentiated based on the individual student's need



Communication

- Parent/teacher communication is imperative for the students academic success
- Email - please allow up to 24 hours for a response
- Set up a conference at any time if you need more time than an email or phone conversation
- Parent/Teacher Conferences - special education teacher will join the classroom teachers conference time you have scheduled



In-Class Support (ICS)

- Collaboratively work with general education teacher
- Modify general education curriculum if necessary for individual students
- Pull small groups (teach, review or reteach concepts if needed)
- Please email general education and special education teacher with parent questions or concerns



Reading Resource

- DRA2 Assessments - assessed 2-3 times a year
- Guided Reading
 - Reading together with peers, have immediate book talks with peers and teacher, learn from peers
- Independent Reading
 - Conference with students 1-1, take running record to help individualized reading instruction
- Targeted Reading Skills
 - Predicting, questioning, connecting, inferring, summarizing, main idea, fluency

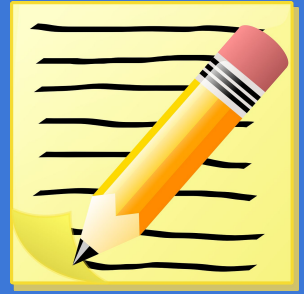


Reading - Homework

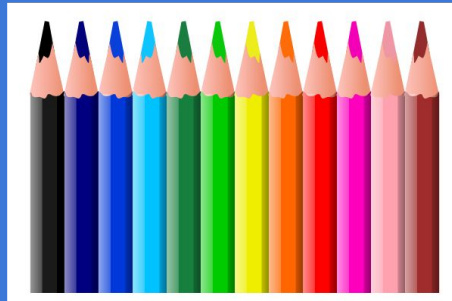


- Students can choose how they want to complete their reading throughout the week
 - read independently
 - read to someone
 - listen to reading
 - alternate pages with someone
- Students must read for a minimum of 5 days a week, 20 - 30 minutes at a time
- 5th grade 20 - 30 minutes per day including Saturday and Sunday

Writing Resource

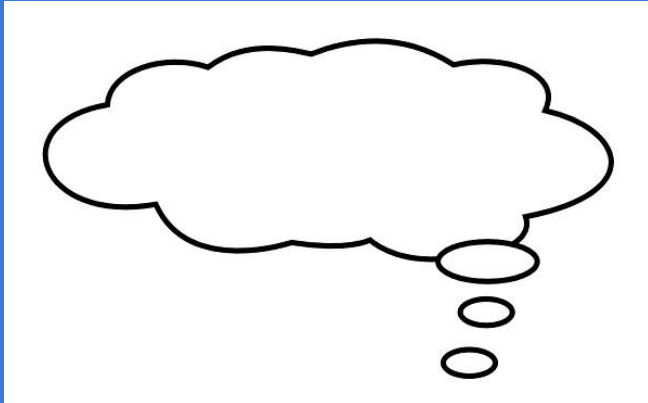



- Being a Writer Program
- Use of graphic organizers and other planning strategies to help students organize their thoughts for the writing process
- Modeling of skills
- 1-1 conferencing with students frequently to provide feedback on how they can improve their writing



Math Resource

- Math In Focus (Grades 2-4) and My Math (Grade 5) with supplemental material from our curriculum
- Math Discourse/Math Talk
- Math Groups





What is school based occupational therapy?

- In schools, occupational therapists help children to perform school-related activities to fulfill their academic role

- Some examples of what OT works on include:

- Motor skills for Writing, Art and Math

- Visual spatial skills for reading maps/diagrams in Social studies or Science

- Gross motor skills for participation in Gym and recess

- Keyboarding for children who struggle to produce written work within the classroom

- Self-care skills for lunch and clothing management

- Sensory strategies for children who struggle to remain on their seat or focus within the classroom

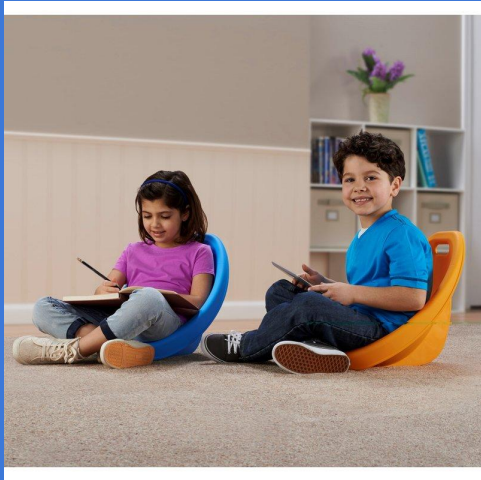
Treatment formats

- Consultation
- Integrated services
- Direct service
 - Individual or group



Movement in the classroom

The MPE PTA, the district, and classroom teachers have generously provided funding for the school to purchase equipment for all children that need to move within the classroom during learning activities





Special Education Parent Advisory Committee Representatives

SEPAC representatives from MPE are:

- 1) Mrs. Saft
- 2) Mrs. Platnick

See website for their contact information.



Thank
You



The Child Study Team at MPE

The New Jersey Department of Education requires that the Child Study Team include a certified school psychologist, a learning disabilities teacher-consultant, and a certified school social worker.

The team's primary function is to evaluate and design appropriate programs for students who are experiencing learning, health and/or behavioral difficulties.

The Child Study Team at MPE consists of Kelly Carey, School Social Worker, Eileen Saladino - LDTC and Nicole DiStefano- School Psychologist.



Role of the Case Manager

- A case manager is a member of the Child Study Team whose role is to oversee the implementation of the student's IEP.
- The case manager coordinates the development, monitoring, and evaluation of the effectiveness of the IEP.
- The case manager also facilitates communication between home and school and shall coordinate the annual review and reevaluation process.
- Mrs. DiStefano will act as case manager for all MPE special education students
- For questions regarding classwork, homework, quizzes/tests, it is best to reach out to your child's teacher first.
- For any IEP-related questions or concerns regarding your child please contact Mrs. DiStefano.
- My email address is: ndistefano@livingston.org or call me at x2937

What does a Behaviorist do?

I work with students who have been referred in order to modify behavior in the classroom and in social situations. I use positive behavior supports and other strategies to foster independence, choice making, social skills and BEYOND :)





Special Education Programs at MPE

Continuum of Support:

No Additional Support Needed (in the Gen. Ed. class)	Support from Instructional Aide (in the Gen. Ed. class)	Support from Special Education Teacher (in the Gen. Ed. class)	Support within a Smaller Setting (NOT in the Gen. Ed. Class)
General Education Class	Supplementary Aids and Services (SAS)	In-Class Support (ICS)	Resource/ Replacement class



Speech/Language Therapy

Who should be referred?

Students who are having difficulties with the skills listed below and if those skills are impacting their educational performance should be referred for a speech/language screening/evaluation:

Articulation Disorder (producing speech sounds)

- Saying one sound for another (wabbit for rabbit)
- Omitting a sound in a word (i-cream for ice cream)
- Distorting a sound (thee for see)



Speech/Language Therapy

Who should be referred?

Fluency/Stuttering Disorder (Interruptions in flow or rhythm)

- Can include hesitations, repetitions, or prolongations
- Can affect sounds, syllables, words, or phrases

Language Disorder

- Slow development of vocabulary, concepts or grammar
- Inability to use different communication styles for different situations
- Poor building blocks of understanding/expressing ideas (answering, asking questions), learning, reading and abstract reasoning skills (inferencing, non literal language)
- Auditory processing (following direction, attending to key information, memory, sound discrimination)



Speech/Language Therapy

Delivery of Services

- Direct therapy (either individual or group)
- Integrated services
- Collaboration and consultation with the classroom teachers, instructional assistants, parents and members of the Child Study Team.

Questions, Comments, Concerns...

Please feel free to contact us at anytime! We are all on the same team!!

Thank you all for coming! :)

