

Special Education



YI HWANG ACADEMY
of **LANGUAGE EXCELLENCE**

Our Purpose

“Inclusive education is not a privilege. It is a fundamental human right.” – Ban Ki-moon



Our Team



Jenny Bae

- Special Education Teacher
- Fluent in Korean
- Visual support/design expert



Yvonne Madison

- Special Education Teacher
- ABA trained
- Clinical and school-based experience



Sabina Abjani

- ASHA certified Speech-Language Pathologist
- Over 15 years as a school SLP

About me...

- I have 20 years of classroom experience, 17 of those years were spent in special education across settings and content areas.
- My teaching background is extremely diverse. I've led and taught in elementary, middle and high schools, public and state charters, gifted and high-risk student populations.
- I believe in child-centered solutions that meet your child's unique needs and help them meet their potential.
- I'm a passionate service-oriented advocate for accessibility and inclusion.
- I have experience in curriculum and assessment design.

The Big Picture: The Four C's

Collaboration

Special Education is a team effort. Students benefit most when there's trust and teamwork between staff, administration and families.

Compliance

Special Education at YHALE is subject to federal laws that protect your child's educational interests.

Competence

Training will be given to admin, special education staff and general education staff on subjects relevant to special education.

Creativity

I encourage creative solutions and differentiated instruction for students that help them meet their best potential.

We're on the same team of experts!!

You are the expert on your child. I am the expert on special education. Your child's homeroom teacher is the content expert. Your child's special education teacher is the expert on making the content accessible. We at YHALE trust you know the ins and outs of your child's abilities and needs. Please trust us to know and share how these needs present and change, and can be best met in our school setting.



Your Child's IEP: A Brief Overview

The Cover Page

Contact Info

Make sure to notify special education staff of any changes in contact info: phone, email and address

Medical Info

Always share any medications your child is prescribed as well as the dosage amounts. Make sure staff is notified of changes as needed.

Present Levels

Evaluation Results:

Psychoeducational, Speech,
Behavior Questionnaires

School-based History

MAP tests, discipline
referrals

Parent Feedback:

Interviews, Developmental
History

Teacher Feedback:

Classroom Observations,
Work samples, Informal
and formal assessments

GOALS

- Goals should be needs-based and rooted in growth from your student's present levels.
- Quality over Quantity: Focus on a few goals at a time to target areas and optimize results.
- Progress is monitored and shared according to your child's IEP
- Goals will guide your student's speech or small group instruction



Special Factors

Special factors as defined by IDEA:

- behavior
- limited English proficiency,
- blindness or visual impairment,
- communication needs/deafness, and
- assistive technology.



These factors and their impact must be considered in the development, review and revision of your child's IEP. If your child's behavior is decided to have an impact on their education, a behavior intervention plan will be developed.

Accommodations/Supports

“I think it helps little children feel good about who they are when adults put value on the many things children CAN do.”

-Fred Rogers

Classroom Accommodations

How instruction is provided

Provide access to grade level standards

How students are expected to respond

Examples: audiobooks, chunking, scaffolding, manipulatives, extra time

Testing Accommodations

Presentation: large print, Braille, audio(text-to-speech), human reader

Setting: special seating, small group, seating without distractions

Response: typed, handwritten, scribe, write in test booklet

Scheduling: extended time, extended test days, breaks

Which service model is best for your child?

Consider:

- What support does my child need?
- Who is best to give that support?
- What classroom factors work/don't work for my child?
- LRE (Least Restrictive Environment)



POP QUIZ:
**What is the Least
Restrictive
Environment?**



SE Service Models

CONSULTATIVE/COLLAB/CO-TAUGHT

Your child receives service from the special education teacher and general education teacher in the regular education classroom at varying levels.

SUPPORT

Your child receives service from the special education paraprofessional in the regular education classroom.

SMALL GROUP

Your child receives direct service from the special education teacher in the special education classroom.

SELF-CONTAINED

Your child receives direct service in a special education classroom with other special education students.



1-to-1 Paras Dream vs. Reality

Pros

- *close proximity
- *constant supervision/assistance

Cons

- *othering/stigmatization
- *Loss of control
- *may foster unnecessary dependence
- *interference with socialization/peer interaction

Let's Stay in Touch.

- IEP Reviews (at least annually)
- Goal Progress Reports (every 9 weeks)
- teacher check-ins
- emails as needed
- phone calls as needed
- Class Dojo



Question and Answer...

