

Celebrating Success!

2012/13 School Year

Favorite moment of the 2012/13 school year?

"Seeing a student with whom I worked with 1:1 show amazing progress in his self-monitoring. While other students were very off task he was able to focus and make the decision to not get involved, without any adult intervention. Also seeing a once chaotic classroom calm and engaged in learning."

-Teacher on Special Assignment

"Being part of the Team who helped a student who suddenly developed profoundly severe physical disabilities successfully return to the General Education program at a comprehensive public school and watching the student's peers process how he changed and actively include him."

-Psychologist

"My favorite moment of this school year is personal more than professional. I have been a special educator for almost 10 years, and I also have a 4-year-old son with Autism. This school year, he started attending a district preschool, in a Language and Learning program. Before attending, he was always terrified of other kids and would scream and run away from them. Recently, I took him to the park to play, and what a difference! Not only did he not cling to me or run from other kids, he made some friends and started playing hide and seek. I am so grateful to the work his teacher, speech therapist, and paraprofessional have done with him!!"

-Teacher on Special Assignment

"Parents expressing they felt heard and supported."

-Psychologist

"I was fortunate to have the opportunity to implement Integrated Play Groups (IPGs) at my school site this school year. IPGs--developed by Pamela Wolfberg, Ph.D. at San Francisco State University--are small playgroups of 3-5 students, where a student on the Autism Spectrum gets support to play and interact with typically-developing peers. I facilitated a 6-week IPG for a student at my site, and the social growth was incredible to witness. The student made improvements in initiations with peers, joint attention, and group focus."

-Special Education Teacher

"The RTI workshops and visiting middle schools for the Transition IEPs"

-Special Education Teacher

"Implementing Leveled Literacy interventions with struggling readers and accelerating their learning. Helping a student learn an alternative algorithm for division and seeing him have success on his bi-weekly assessment."

-Special Education Teacher

"Collaborating with teachers and mental health professionals to develop a social skills pragmatic group; building sequencing projects into the K-1 SDC classroom; students role playing conflict and then identifying two possible solutions; students applying strategies outside of the speech room (ie: catch them using fluency strategies at recess, give them high-fives, or catch them using Superflex strategies when interacting with peers); setting up scenarios for kids to use their strategies in various school environments has been very beneficial in helping with generalization of skills."

-Speech Language Pathologist

"Hearing from Parents they are happy with services that are being provided to their children and hearing them tell stories of success."

-Psychologist

"Seeing one of my students with severe autism participate in an assembly with his general education peers. He went up on stage with the performer and 12 other students to play the drum. He followed the director, played right on beat, and had a great time. We were so thrilled, we all had tears in our eyes. When one of my non verbal students who has just started using an AAC device for communication was able to participate in our group lesson by navigating his way, on his own, to have his device give voice to his thought. I just am so eager to hear more of what is going on inside of his head as he learns to use his new "voice."

-Psychologist