



# SpEd Parent Support Meeting

March 6, 2024  
12:30 PM

**SpEd = Special Education**



# HELLO!

- Kevin Huang – School Psychologist
- Jenna Hall – Specialized Academic Instructional (SAI) Teacher
- Lindsey Bell – Adapted Physical Education (APE) Teacher
- Heather Taylor – Speech and Language Pathologist (SLP)
- Monica Hyland – Principal
- Cecilia Zcarias – Preschool Autism Teacher
- Claudia Escobosa – Occupational Therapist (OT)
- Joann Perez – 2nd-4th Autism Teacher
- Maria Hesse – 1st Grade Autism Teacher
- Jennifer Marin – 4th-6th Autism Teacher
- Lani Davies – Assistant Principal



# HELLO!

- Julia Ruiz: Multi-Tiered System of Support Behavior Counselor (MTSS-B)
- Erika Furnari: Multi-Tiered System of Support Academic Teacher (MTSS-A)



# Related Services



## Speech and Language

### Speech

Pronunciation, Voice,  
Stuttering, AAC

### Language

Vocabulary, Grammar,  
Social Skills

## Occupational Therapy

Fine Motor  
Visual Motor  
Visual Perceptual  
Sensory Processing  
Self-Help

## Adapted PE

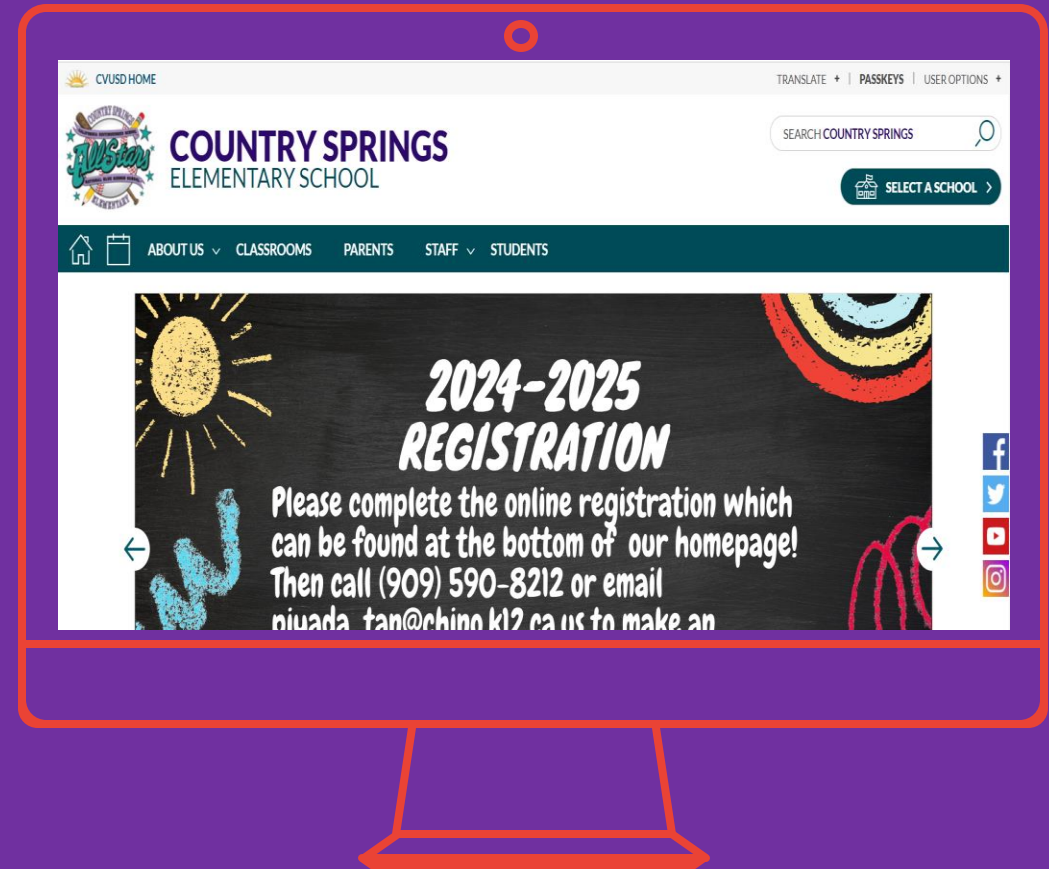
Gross motor skills such as  
throwing, catching, running  
jumping and introduction to  
fitness

Combining skills together  
working toward games and  
activities



# Country Springs Website

<https://www.chino.k12.ca.us/countrysprings>





# District Website

<https://www.chino.k12.ca.us/Page/1033>





# District Parents as Partners Advisory Committee (DPPAC)

DPPAC serves to provide ongoing collaboration between educators and parents/guardians who have a student with an IEP and is currently enrolled in the District.

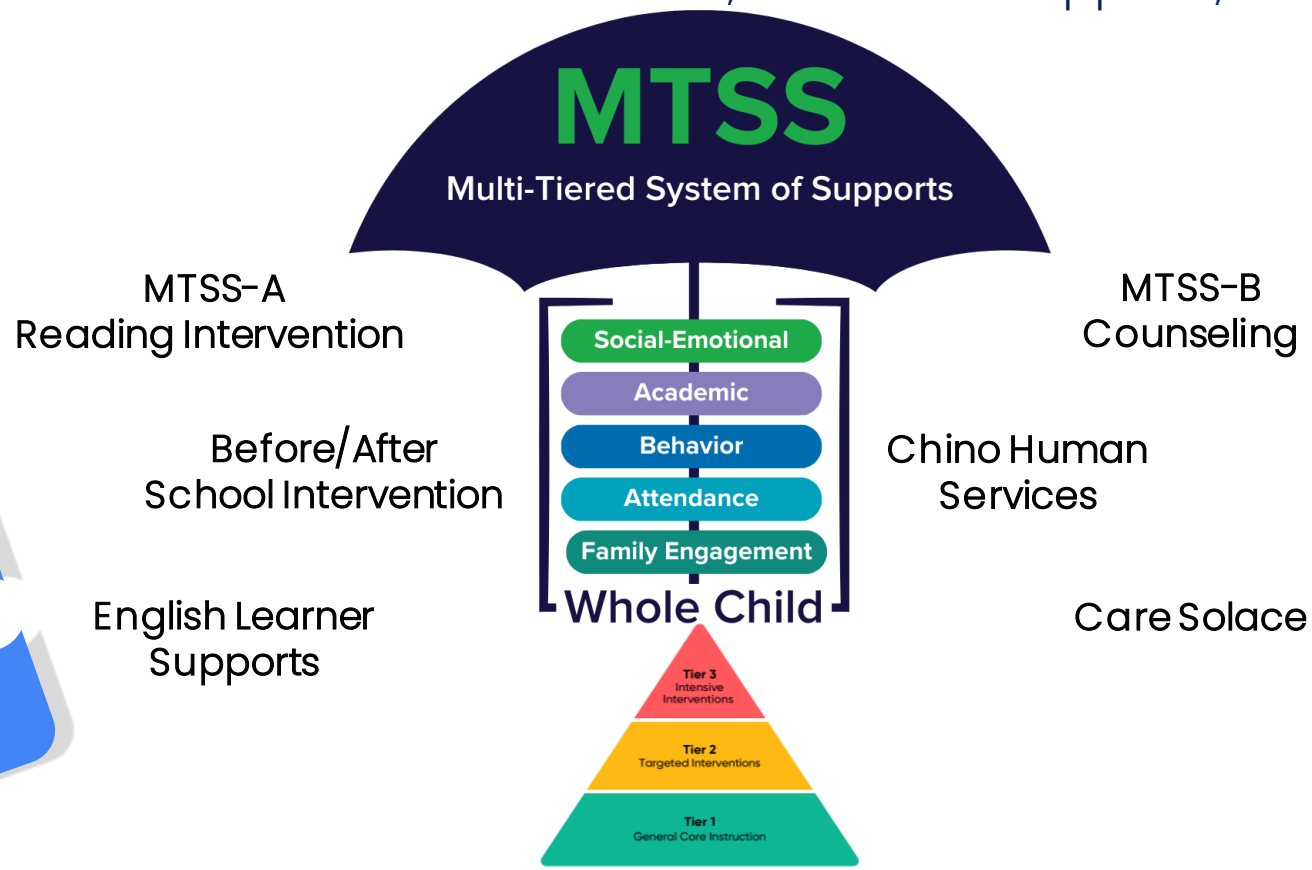
Parent Representatives:  
Tiffany Schusler & Regina Henry





# Requesting Support (General Education)

- Academic & Behavior Screenings
- Share your academic/behavior concerns with your child's teacher.
  - Request for Support – link on website
- Student Team Excellence Plan: Look at data, determine supports, set/review goals



# IEP Stigma

## Myth:

You have to be in a special education classroom to have an IEP.

Supports and accommodations can be provided within the general education classroom.

## Myth:

An IEP is related to a child's IQ or intelligence level.

Students with IEPs have all levels of intelligence. It's important not to think of a disability that impacts learning as an *inability* to learn.

## Myth:

Every student with a disability or need gets an IEP.

A child's school must decide that special services are essential to the student's success. There has to be an academic need.

## Myth:

Parents have no involvement in the IEP.

Parents are an integral part of the IEP. Parents are a child's first teachers and parents are a key resource in being able to provide information to help guide educators in planning the IEP.

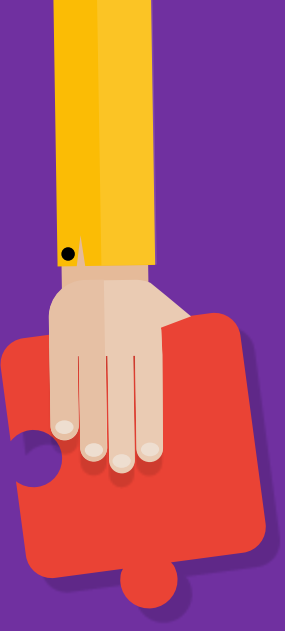
## Myth:

Students are treated differently with they are on an IEP.

Most of the students receive support within the classroom. The support is given to the whole class so no one student is singled out.



# Testing for Special Education:



Students that have a huge gap in learning and are struggling a lot academically can be tested for Special Education if the STEP team decides it is time to move forward with that process.



When students are referred for testing, they are tested by me, Jenna Hall, special education teacher and by Kevin Huang our School Psychologist.

Students are tested within 60 days of the school receiving the Assessment Plan. An IEP meeting will be held within that 60 days to go over the results and determine if the student qualifies but it is a team decision.

# Behavior Supports in SDC

- Process– behavior goal/BIP/behavior services
- What is a BIP?
- Behavioral ("social") norms– what's acceptable?

SDC = Special Day Class

BIP = Behavior Intervention Plan



# Behavior Support at Home

- Regional Center
- ABA/Speech/OT (Insurance Based)
- Consistency
  - Ex. Toileting

Reinforcement vs BRIBERY	
REINFORCEMENT	BRIBERY
Rewards are earned as an incentive for a job well done	Bribes are given in response to a challenging behavior
Creates a lasting positive change on behavior	Changes behavior in the moment but not over time
Planned ahead of time and delivered with praise	Reactive and delivered in frustration
Adult is in control - They decide when (and if) reward has been earned.	Child is in control - Negotiation is made in exchange for compliance.

ABA = Applied Behavioral Analysis  
OT = Occupational Therapy



# AT/AAC

- What is it?
- Process – IEP team decision first. The ultimate decision comes from the SpEd department

AT= Assistive Technology

AAC = Augmentative and alternative education



# Questions?







# Thank you!