

Elizabeth Hooper, MA

Educational Consultant



Elizabeth Hooper brings over a decade of work focused on meeting the needs of students with disabilities and their families. Elizabeth Hooper has a Bachelor's Degree in General Education and a Master's Degree in Special Education. She is certified to teach Special Education

in Illinois and California, as well as English as a Second Language. As a Special Education Teacher, Ms. Hooper has taught students in a variety of settings including: job sites, self-contained classrooms, and inclusion programs. She has been schools' Behavior Intervention Case Manager to address challenging behaviors.

Elizabeth Hooper has, and continues to, work closely with a student's educational team to address individual needs, interests, and abilities. She works diligently to listen, respect, and respond to the wishes and concerns of a student and his/her family. Her goal is to empower families and students to understand education policies and procedures to advocate for beneficial learning opportunities.

Services

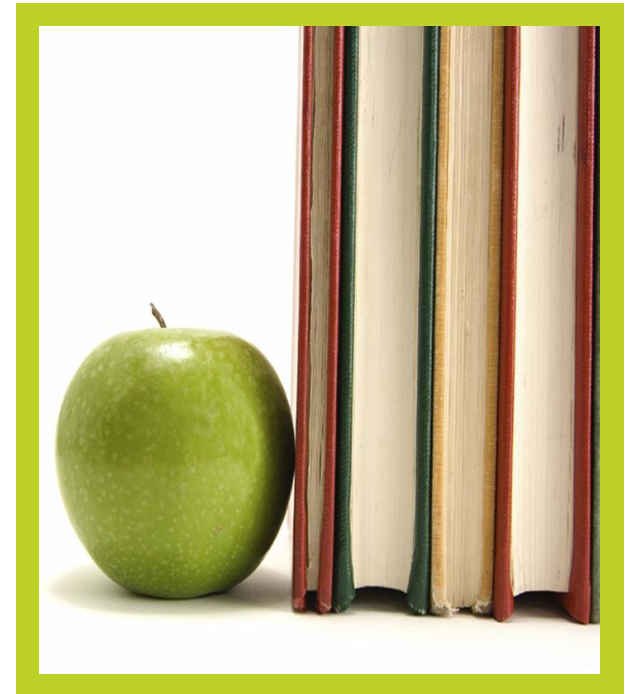
- Consult & Review Records
- Navigate the Education Process
- Coach for Positive Behavior Supports
- Tutoring

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*With high expectations,
collaboration and
individualized support,
every student can achieve.*

Consult and Review Records

- Free one hour consultation to discuss a family's priorities and concerns.
- Review all available: reports, Individualized Education Plans, and student files.
- Interview school staff, family members, and student.
- Thorough observations across settings are made to better understand student's preferences, strengths, challenges, and current skill levels.
- Careful alignment with a family and student's long and short term goals.

Navigate the Education Process

- Utilize team members' areas of expertise to develop comprehensive education plans to meet the unique needs of each student.
- Address a student's functional, academic, social, and behavioral skills.
- Empower a family to know their rights and advocate that schools comply with federal, state, and local regulations.
- Regular communication between a family and school staff to proactively address issues, share information, and apply consistent strategies across all environments.
- Clarify and follow up on agreements made between home and school.

"Ms. Hooper is attuned to the individual needs of students."

—M.L.
Parent

Coach for Positive Behavior Supports

- Analyze the contexts of difficult behaviors to help understand the reason(s) behind a student's behavior.
- Process and plan to provide the necessary supports to promote more suitable replacement behaviors.
- Help create positive reinforcement system to encourage a student to maintain and expand positive behaviors.

Tutoring

- Curriculum and instructional strategies grounded in current, research-based best teaching practices.
- Collaborate with a student's educational team to identify and implement effective teaching techniques.
- Conduct regular evaluations to assess the impact of interventions and adjust programming.
- Utilize individual student's strengths and preferences to infuse instruction with: high interest activities, preferred materials, and regular positive feedback.
- Regular reports and ongoing communication to inform a family of student progress.

Important Laws

Individuals with Disabilities Education Improvement Act of 2004
Entitles students with disabilities to a Free Appropriate Public Education in their Least Restrictive Environment. Strengthens the role of family in a student's education.

No Child Left Behind Act of 2001
Mandates that schools provide scientifically-based education from highly qualified teachers to improve learning outcomes for all students. (Currently under revision in Congress.)

Family Educational Rights and Privacy Act of 1974
Gives parents and students over age 18 the right to inspect and review educational records, to amend errors or inaccuracies, and to consent to disclosure of records.

Section 504 of the Rehabilitation Act of 1973
Civil rights statute designed to eliminate discrimination on the basis of education for any program receiving federal funding. Facilitates linkages with the Department of Rehabilitation.

"Elizabeth has a sense of purpose that is driven by a value system placing collaboration, accountability, and community at the forefront of each interaction."

—E.E.
Special Education Administrator