

## 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

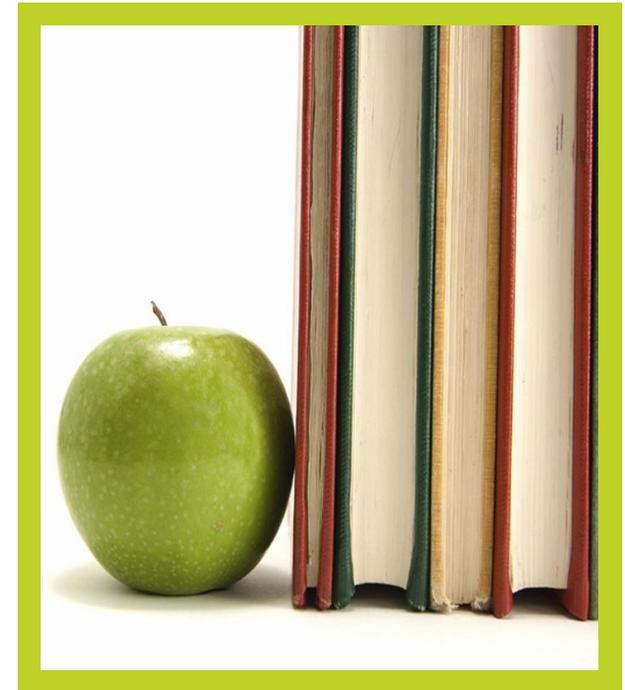
- Consult & Review Records
- Navigate the Education Process
- Coach for Positive Behavior Supports
- Tutoring

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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