

**Jodi Padden-Rush** has over 15 years of experience working in the public school systems. Jodi has worked as a special education teacher, inclusion facilitator, educational consultant, school psychologist and RtI coach at both the elementary and high school levels. Jodi currently works as a RtI coach at SASSED and a professional development trainer at NSSSED. Jodi has conducted numerous professional development trainings on Response to Intervention, Effective Instructional Practices, Behavioral Interventions and Accommodations and Supports for Children with Disabilities. Jodi received her B. S. in Special Education from the University of Wisconsin-Madison and then later received her Ed. S. in School Psychology from Loyola University.

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**Jessica Peters** joined SASSED after seven years of field experience as a school psychologist. She is a nationally certified school psychologist (NCSP) and graduated from the University of South Florida with an Educational Specialist degree in Curriculum and Instruction in 2001. She began her practice working for the Educational Life Skills program of the Northern Suburban Special Education District (NSSSED) where she worked closely with teams modifying interventions and communicating academic and behavioral growth based on data. From 2003 – 2005 she worked for schools within district U-46 (Elgin) as a part of school-based teams aiming to increase the use curriculum-based assessments and data-based decision making. For the past four years she has been the school psychologist for Winfield School District 34 where she continues to practice implementation of problem-solving and response to intervention as avenues for overall school improvement.

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### **Jennifer Volpe**

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**Stacey Weber** is currently a Problem Solving Coach through SASSED. Prior to her work at SASSED, Stacey was a Project Director for a grant focusing on the development and implementation of a comprehensive Three-Tier Model in high schools through Loyola University Chicago and continues her work with Loyola as a Professional Development and Technical Assistance Provider in Universal implementation of PBIS. Stacey Weber also served as the Response to Intervention Coach for North Shore School District 112 in part through the I-Aspire project. Stacey started coaching schools a part of the Northern Suburban Special Education District (NSSSED) in the implementation of a Problem Solving model while also serving as a school psychologist for an elementary and middle school four years ago. Stacey is also a trainer of direct instruction curricula such as Language for Learning and Rewards.

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**Kristen Harding** graduated from the University of Notre Dame with a Bachelor of Arts degree in Psychology and obtained her Masters of Education in School Psychology from the University of Cincinnati. For more than 10 years, Kristen has worked with middle and elementary schools in the Chicagoland area, helping to implement a problem-solving model. Specifically, as a building School Psychologist at Avoca School District in Wilmette, she initiated problem solving, and worked with district- and building-level teams to continuously evolve the framework for supporting students. As a building School Psychologist for District 204 in Naperville, she collaborated with staff to implement and evaluate three tiers of a Response to Intervention model.

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**Christine Martin** is a Regional Coordinator for I-ASPIRE North and a Problem Solving Coach for Indian Prairie CUSD 204. She has worked as a school psychologist in pre-K through high school at both the special education cooperative and district levels and has considerable experience with implementation of data based decision making and the problem solving model, including RtI. Christine received the Illinois School Psychologist Association Practitioner of the Year award in 2006.

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**Colleen Johnston** obtained her undergraduate degree in Psychology with a minor in Education at Florida State University then pursued an Educational Specialist degree in School Psychology from the University of South Florida in Tampa, Florida. For 10 years, Colleen has worked as a Problem-Solving Trainer and Coach for many districts and schools in the northern suburbs of Chicago with NSSED, Wilmette and as a private Educational Consultant. Additionally in Wilmette, Colleen practiced as a building School Psychologist and as the district's Early Reading Intervention Program Coordinator. She also has collaborated and consulted with teams and families in designing educational programming and facilitating inclusion for students and young adults with significant cognitive disabilities throughout her career. Currently, she continues to assist districts in developing district- and school-based problem-solving teams, utilizing data management systems, and preparing for the transition to a Response to Intervention model.

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**Madi Phillips, PhD., NCSP** is a Regional Coordinator for I-ASPIRE North, an OSEP and Illinois State Board of Education funded project designed to support implementation of Problem-Solving in a 3-Tier model, including RtI. She has spent the last 13 years as a school psychologist and consultant for urban, suburban, and rural school districts that included students from diverse socio-economic, racial, and ethnic backgrounds. Her focus in these districts was ensuring effective academic and behavioral programming through data-based decision making. She received her doctoral degree from the University of Oregon in school psychology.

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**Julie Bay** received her B.S. degree in Special Education at the University of Illinois – Champaign/Urbana and her M.A. degree in Teaching at Aurora University. Julie has extensive experience in teaching and behavior analysis. She began her career as a vocational instructor in DeKalb for three years, connecting with governmental agencies and community employers. Julie is beginning her 24<sup>th</sup> year at SASSED with ten years as a classroom teacher and thirteen years as an Instructional and Behavior Analyst on the Instructional Support Team. Julie’s last thirteen years of responsibilities have included individual referrals and professional presentations relating to behavior, autism, verbal behavior, community instruction, reading and research-based instruction.

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**Tina Cerney** has been working in the field of Special Education for 21+ years. She holds a Bachelors Degree in Elementary & Special Education and a Masters Degree in Leadership & Administration. Tina began her career in Oak Lawn-Hometown District 123 in a Self-Contained Behavior Disorder Program and carried this experience with her to a new role within the same district an Inclusion Facilitator. She has worked in Indian Prairie Community Unit District 204 as a Learning Disability Specialist, Reading Specialist, and Student Services Coordinator. Tina has also worked in the private sector as a Tutor and Family Advocate. Following completion of her Master’s Degree, Tina took a position as an Inclusion Facilitator in Woodridge School District #68 and an Educational Consultant for SASSED. She is currently a Behavior Management Specialist as a member of SASSED’s IST team and a RtI External Shadow Coach.

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**Hiedi Santucci** is a member of the Instructional Support Team as a Behavioral and Instructional Analyst within the SASSED organization. She previously was a School Psychologist within Center Cass School District 66 for seven years. Hiedi’s journey into the RTI model began in 2000 when she studied at Loyola University under the guidance of Dr. David Prasse and his knowledge in the flexible service delivery of special education. This knowledge base allowed her to initiate the RTI process four years ago within the district. She held the responsibilities of lead district coach, internal coach and data systems analyst. Her experience as a district coach can provide internal coaches and building teams with knowledge and familiarity in the obstacles that come with implementing the RTI model. She has also conducted numerous hours of trainings in the RTI model at the district level. It is a natural transition for her to work as an external coach to scale up the implementation of RTI across school districts.

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**Lynne Mennel** has always worked in the corporate world starting in the office environment and taking a career change in the mid-80’s to Telecommunications where she continued for the next 15+ years. After

several job related relocations with her husband, Lynne & her family landed in the Chicago area causing her to make another career change. She received her Illinois paraprofessional certificate, and landed a job as a Job Coach for Plainfield Consolidated Community School District #202, her first time working with Special Education students, and she loved it! After two years, Lynne was caught in a "reduction in force," which ultimately brought her to interview with Barb Truels and Deb Tyrrell at SASSED and the rest is history. Five years later, she works for Nan Diamond, Asst. Director of Programs & Services and Jennifer Volpe, Professional Development/RtI Liaison. Lynne is responsible for organizing SASSED's annual Orientation Day, Christmas Party, Picnic and Spring Institute, the bi-monthly Administrator meetings and all of the Professional Development workshops not related to RtI, as well as any special projects required of her. On a personal note, Lynne has four children and two grandchildren with another on the way. Her husband is currently a community and recreation therapy driver for our SASSED MultiNeeds program. Lynne walks every day, after work, with her beloved pet Labrador, Beauty.

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**Susan Newhard** joined the SASSED team in August of 2008 to assist Jennifer Volpe, as secretary on the RtI side of Professional Development. What started out as a part time job has grown into a full time position this year. In addition to assisting Jennifer, Susan now supports an RtI coaching staff consisting of 3 SASSED employees and 3 contractors that assist us in this effort. Susan's working career has spanned over 35 years in which she has done everything from being a Flight Attendant (stewardesses when she flew) to a long career in Telecommunications. During that career she worked for various vendors where she provided design assistance and programming expertise as well as working with the local telephone providers placing orders for facilities. She also worked as a Telecommunications Analyst for an outside consulting firm as well as an in house consultant at her last position. As real life issues arose making it necessary to scale back working hours and commuting time, Susan began a new career as an Executive Administrator in a suburban clinic specializing in treatment of children with Autism and a new passion was born. Finally an employment opportunity led her to SASSED. Every day she is not only able to feed that passion but is able to learn about new and exciting teaching strategies in the educational community that pertains not only to special needs students, but for all students. It doesn't get much better than that.

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