

Consultant	Biography
Beach, John	<p>John Beach is co-director of Bridges Associates, Inc, a private non-profit organization which he co-founded in 1989 and which serves individuals with learning differences. At Bridges he provides psychoeducational evaluations and consultations on a contractual basis with public schools and by referral from independent schools regarding children who struggle to learn. Over the past thirty years as a public school special educator and school psychologist, learning consultant to a hospital based clinic, headmaster of a private school for adolescents with special needs, and currently at Bridges, he has implemented FAPE in a variety of settings and provided expert testimony in due process proceedings for both parents and schools. He is licensed in Massachusetts as a school psychologist, educational psychologist and director of special education, teaches courses in special education at Curry College, and serves on the Board of Trustees of the Cotting School in Lexington, MA and on the Learning Disabilities Advisory Council to the Massachusetts Rehabilitation Commission.</p>
Bruce, Susan	<p>Susan Bruce is an Associate Professor of Special Education at Boston College. She directs the Masters Degree Program in Severe Disabilities with an optional specialization in deafblindness. She previously coordinated the Masters Degree Program in Visual Impairment at Michigan State University. Susan has more than 25 years experience teaching and consulting in schools and adult settings that serve individuals with severe and multiple disabilities (including deafness and visual impairment). Her expertise is particularly strong in the areas of assessment and communication intervention. Susan was certified to teach general education (K-8), and students with intellectual disabilities, visual impairment, and deafblindness. She has worked with families and educational professionals in Massachusetts, Michigan, Maine, New Hampshire, and Missouri to establish individually appropriate programming for children and young adults in placements along the continuum including partial and full inclusion settings.</p>
Carra, Lois	<p>Lois Carra, Ph.D. has been working professionally with special needs children, adolescents and young adults for many years. She has experience both as an educator and a Neuropsychologist. Therefore she has extensive knowledge of instruction, curriculum and assessment. As a teacher with a master's degree in special education, she worked with children who had language-based learning disabilities. Later, after earning her doctoral degree, she</p>

	<p>directed a school for students with learning and social/emotional disabilities. Most recently, before entering private practice, Dr. Carra worked for fourteen years as a member of a multidisciplinary team at Tufts-New England Medical Center. In that capacity she conducted cognitive, neuropsychological and social/emotional evaluations with students who had a variety of needs including learning disabilities, intellectual disabilities, attention/executive function disorders, emotional/behavioral difficulties and autistic spectrum disorders. As part of her work she has observed over 250 students in their school programs to assess whether their needs were being met. She has consulted with a large number of families over the years and with several school systems as well.</p>
Crowley, Rosanne	<p>Rosanne Crowley is a retired Director of Student Services and Special Education in the Chatham and Plymouth school districts. She has worked for 37 years in special education as a teacher of students 3 to 22 years of age, an administrator, diagnostician, inclusion specialist and program developer in both public and private schools and state institutions. She has served as a Mentor Teacher at Lesley University. In an effort to provide appropriate services, she has also consulted privately with families, students and teachers. She is the mother of a son with learning disabilities. She has extensive knowledge of curriculum, assessment, IEP development and accommodations for students with Language and Learning Disabilities, Moderate to Severe Intellectual Disabilities, Autism Spectrum Disorders and Attention Deficit Disorders. She has developed and supervised school –to- work programs for high school students with disabilities while working with outside agencies to create transition services.</p>
Govendo, Barbara	<p>Barbara Govendo is an Associate Professor of Special Education at Lesley University and is Coordinator for the Brookline-Lesley Collaborative Internship Program. As such, she visits inclusive and special education settings weekly, supervising M.Ed. students. Dr. Govendo has more than 30 years of experience teaching, supervising, designing programs and teaching educators in both general and special education. She has served as a consultant for parents, public school systems and private schools on issues regarding classroom and program placement, reading programs and effective instruction, learning and teaching strategies and adaptations for academic subjects. Certified to teach students with moderate disabilities, Dr. Govendo has extensive knowledge of testing and accommodations for students with Learning Disabilities, Non-verbal Learning Disabilities, Dyslexia and ADHD. She is a skilled observer and interviewer</p>

	and has a clear understanding of classroom environments, inclusive and differentiated instruction practices, and the collaborative educational process.
LeTourneau, Kathrine	Dr. Kathrine LeTourneau has worked in public and higher education for over 30 years, the majority in special education. As a former speech pathologist, teacher, director of special education, assistant superintendent for curriculum/instruction, and superintendent, her knowledge base on teaching and learning is extensive and comprehensive. Trained and highly experienced in evaluating teaching and learning and in interpreting assessments, she has designed teacher and program evaluation systems and student observation methods for use in school districts. While Director of Special Education she worked closely with parents and teachers designing successful model programs to better serve students with disabilities. She has given numerous presentations and trainings to teachers and parents on subjects such as IEP development, eligibility guidelines, and parent/school partnerships. Dr. LeTourneau is skilled in mediation and collaborative problem solving. She continues to advocate on behalf of children with special needs and provides consultation services to parents and school districts, as well as public agencies.
Reed, Margaret	Margaret Reed has experienced the special education process as parent, teacher and school administrator in both public schools and collaborative settings. A retired PPS Director, Dr. Reed is currently an associate professor in the graduate department of Fitchburg State where she specializes in special education law, collaboration, and instructional research. Her more than 40 years in special education give her extensive experience with Team procedures and a working knowledge of successful student program indicators. A trainer for the Massachusetts Department of Elementary and Secondary Education, Dr. Reed works with public, private, and charter school districts as well as human service agencies and parent groups on special education implementation focusing on parent due-process rights, FAPE, LRE, and IEP construction. She has acted on behalf of both school districts and parents and has extensive knowledge of assessment and programmatic requirements for students challenged with LD, ASD, ED/BD, and multiple disabilities.
Scanlon, David	David Scanlon, Ph.D. is an Associate Professor of Special Education in the Lynch School of Education at Boston College. He is a former high school special education teacher and community college instructor for students with disabilities. In those roles he has taught students with a variety of mild/moderate

	<p>disabilities. His responsibilities included participating in assessing students, developing team IEPs and serving as the students' primary special education instructor. As a professor, Scanlon studies and teaches about effective special education practices -including policy and instructional interventions- for students with mild/moderate disabilities. His areas of expertise are learning disabilities and instruction for students at the upper elementary through secondary levels and transition.</p>
<p>Schultz, Jerry</p>	<p>Jerome (Jerry) Schultz, Ph.D. is a clinical neuropsychologist who has for more than 30 years specialized in the diagnosis and treatment of children and adolescents with a variety of learning, behavioral and emotional challenges, including LD, ADHD, NVLD and Asperger Syndrome. A former middle school special education teacher, Dr. Schultz has been on the special education faculty at Wright State University, Boston College and Lesley University. He has been the director of several university or hospital-based diagnostic and treatment clinics, and is on the faculty of Harvard Medical School in the Department of Child Psychiatry. He serves on the Professional Advisory Boards of the Learning Disability Association of America and of a website called InsideADHD.com, and on the Editorial Advisory Board of the journal, <i>Academic Psychiatry</i>. Dr. Schultz has written extensively and trained teachers about a variety of topics, including the impact of stress on learning and behavior. He is an internationally respected speaker and consultant, and enjoys a reputation among children and parents as a "Learning Detective."</p>
<p>Seery, Stephen</p>	<p>A retired Director of Special Services in the Easton Public Schools, Stephen Seery provides consultant services to school districts and mentors administrators and special needs teachers. Clients serviced have included school districts, parents, and institutions of higher education. As Special Education Administrator for 29 years, he has utilized his social work and adjustment counseling skills to objectively resolve challenging issues and develop new programs, ultimately charting a course for student successes. In collaboration with the Institute for Community Inclusion, he was a participant in the Natural Supports Project and also regional representative of the Massachusetts Administrators for Special Education. Supervisors described his leadership skills with "exceptional knowledge of special education, deliberate and analytical style, openness, integrity, and high moral standards". A tireless advocate for students with disabilities within and outside school districts, one parent stated "you came with an open mind and an ability to hear and understand our son's issues".</p>

<p>Taft-Farrell, Rhonda</p>	<p>Dr. Rhonda Taft-Farrell has been an educator for 39 years. Her professional experience includes direct service, administration and consultation in regular and special education environments in the public and private sector. She has worked in urban and suburban settings. Dr. Taft-Farrell had been an elementary teacher, and school counselor. Her administrative background includes 27 years as an Administrator of Pupil Services and Special Education for the Danvers, Framingham and Somerville School Departments. She has worked with children ages 3-22 across all disability categories. Dr. Taft-Farrell holds an undergraduate degree in Spanish and Elementary Education from Russell Sage College. Her Masters of Education in Emotional Disturbance and Learning Disorders and Doctorate of Education in Special Education and Counseling Psychology were earned at Boston University. Currently, she is Head of the Willow Hill School which is an independent, approved special education school for adolescents with Learning Disabilities, Non-Verbal Learning Disabilities and Asperger's Syndrome.</p>
<p>Toto, Sam</p>	<p>Sam Toto currently is an independent consultant in private practice and offers collaborative problem solving to both parents and schools/agencies. He serves as an advocate for children with all disabilities and their parent/guardian especially around FAPE, educational programming and services; he advises schools on students and creates, builds and sustains programs. Having held a national position in education and worked with underperforming schools in inner cities, he counseled schools in 21 States and DC around individual students and program development. He taught graduate students in regular education, special education, counseling and school psychology. He has been an administrator of special education, chairperson in special education, assistant principal, and counselor and holds degrees from Providence College, Tufts University, a doctorate from Boston University, and was a research fellow at the Harvard Medical School. He maintains a license as an educational psychologist, is nationally certified, and has licensures in seven areas of education from the Commonwealth.</p>
<p>Trueblood, Diane</p>	<p>Diane Trueblood holds a Bachelor of Science in Elementary Education from Boston University and a Master of Education in Special Education from Lesley College. She is certified as a Special Needs Teacher K-12 and as an Administrator of Special Education. With twenty-one years of experience in the field of special education, Diane has worked as both a teacher and administrator at the elementary, middle, and high school levels.</p>

	<p>Diane has taught in inclusion settings and sub-separate settings within public school districts, as well as in private and alternative placements. As an administrator she has served in public school and alternative settings, overseen out-of-district placements, and has now begun working with charter schools. For many years Diane has chaired Team Meetings where she has directed programmatic decision-making. Diane is uniquely qualified to bring her expertise to both urban and suburban venues, having worked as a teacher and administrator in both.</p>
<p>Weinberg, Norma</p>	<p>Norma P. Weinberg is an enthusiastic special education practitioner with a focus on speech and language therapy. She has over 20 years of teaching experience and is able to communicate and work well with people of all ages. Norma has taught on a college level (Lecturer, Generic Special Education), has a Certificate of Clinical Competence and is a Life Member of the American Speech Language and Hearing Association. She is licensed in the Commonwealth of Massachusetts as a Speech and Language Pathologist and a Special Needs Educator. She works well with classroom teachers, parents and individuals challenged in any degree with communication skills. Norma has a Master's degree from Emerson College in Boston. While there, she focused on understanding the social interactions surrounding Stuttering problems. She has also taught Reading and worked in Early Childhood Intervention. Norma has continued her education studying Health Communications at Tufts Medical School and Advanced Studies in Management at Radcliffe College. Her hobby is gardening with herbs. She is an author and speaker on the benefits of plants and plant remedies.</p>