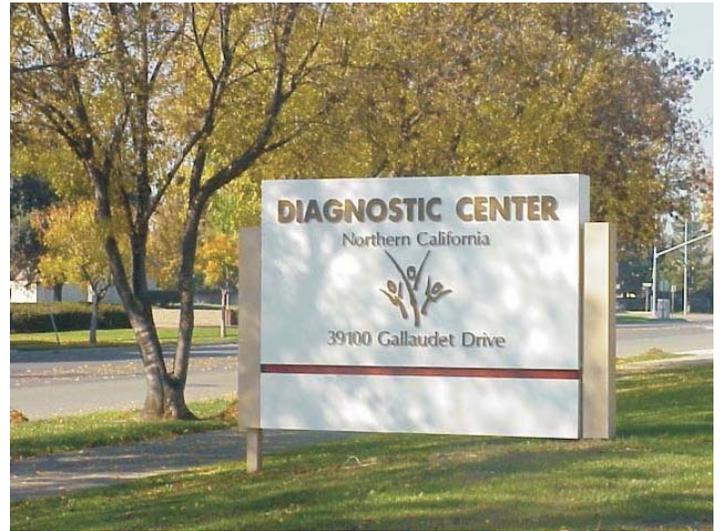




DIAGNOSTIC CENTERS



*Robin Zane, Director
Diagnostic Center, North*



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End of the Year Report 2015-2016

California Department of Education

MISSION STATEMENT

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

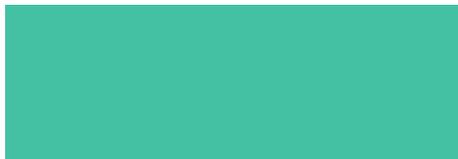
We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, County Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.



Assessment Services

“The Diagnostic Center did an excellent job providing information regarding our son’s challenges. They shared their findings in a helpful way for us to understand and implement.”

~ Parent
Central California

“Great information shared. Answered parent’s questions with a cohesive report.”

~ School Staff
Northern California

“I was impressed by the thoroughness and attentiveness of the staff in assessing my son. The assessment will help me focus my energies more appropriately in getting him what he needs.”

~ Parent
Southern California

Districts, who have directed available resources to serve a child, often have unanswered questions and request the assistance of the Diagnostic Centers. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis, functioning levels, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans to serve the child at the school site, at the Diagnostic Center, or in both school and Center settings.

Field-Based Assessments are generally conducted over a span of one-to-three days at the student’s school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Seventy four percent, (74%), of Diagnostic Center assessments were provided in the field.

Center-Based Assessments are conducted at the Diagnostic Center over a span of two-to-five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Three point four five percent, (3.45%), of Diagnostic Center assessments were conducted at the Diagnostic Center.

Combined-Location Assessments are conducted at the school and Diagnostic Center sites over a period of three-to five-days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Twenty two point eight percent, (22.8%), of Diagnostic Center assessments were Combined-Location Assessments.

Assessment Services *(cont.)*

“DCN was extremely responsive from the start of the assessment process! The team was professional, timely, objective, accommodating, knowledgeable, friendly and overall awesome!”

~ Parent
Northern California

“The assessment helped clarify some basic needs that were not being met for our student. Once we implemented the recommendations over a period of time, we saw marked improvement.”

~ School Staff
Central California

“I have a new understanding of what I need to do in order to assist my son in achieving his full potential.”

~ Parent
Southern California

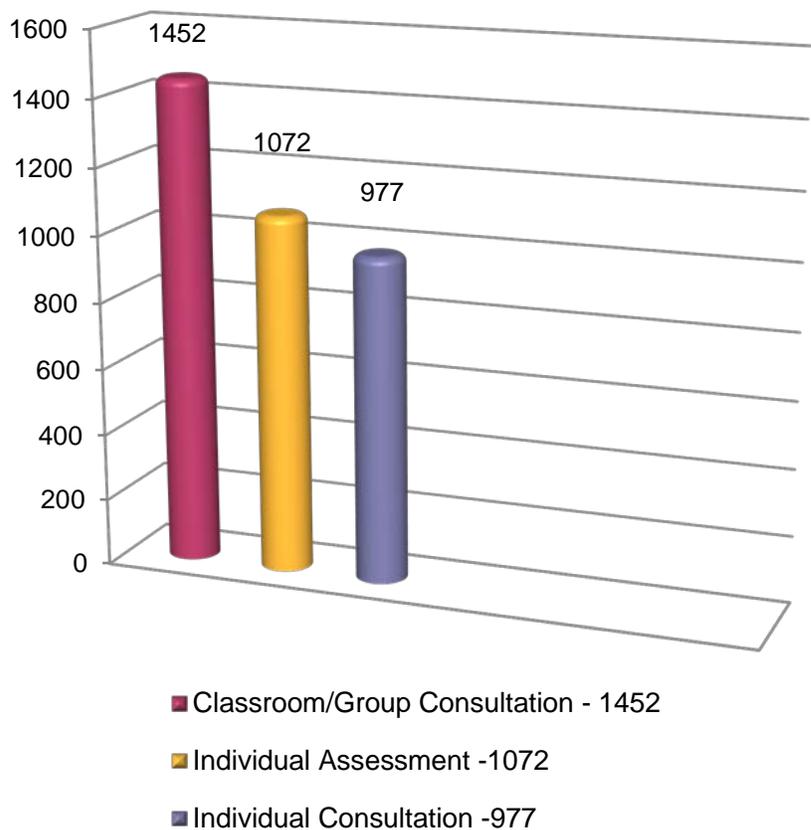
Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. During the 2015-16 academic year, 977 follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with 1,452 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Assistive Technology, and Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2015-16 school year, 3,501 students were provided services. Figure 1 illustrates the assessment services provided.

2015-2016 Assessment Types Total Assessments = 3,501

Figure 1



Referral Trends

“I appreciate the thoroughness of the evaluation and report especially in the suggestions for interventions and activities. “

~ School Staff
Northern California

“Everyone was very nice and professional. All the tests opened our eyes as parents. I believe this information will help Sarah in school. Looking forward to the IEP meeting so we can use this information to support our daughter.”

~ Parent~
Central California

“The evaluation was so comprehensive that we truly felt we finally had a full picture of the student. The recommendations will be key to the student’s success in our program.”

~ Administrator~
Southern California

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs most challenging-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs.

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Instructional Strategies/Programming	75%
Communication	47%
Behavior	39%
Diagnosis	42%
Impact of Medical Conditions on Education	11%
Autism	39%
Conflict Resolution	14%
Mental Health	18%
Secondary Issues	16%
IEE: Independent Educational Evaluation	5%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for Local Educational Agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 11.

The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 692 surveys were returned from school staff and 220 parent surveys were returned. Their responses indicated that:

- ❖ **90%** of administrators reported positive outcomes for the students as a result of the assessment.
- ❖ **93%** of teachers and specialists reported that the assessment services were useful to the IEP Team.
- ❖ **97%** of parents reported that the Diagnostic Center responded to their concerns.
- ❖ **94 %** of parents reported that the assessment provided them

“District was able to utilize DC-North’s assessment info to help plan and understand many of the medical aspects of the student’s deficits. We found the genetic, medical info most helpful.”

~Administrator
Northern California

“All of the student’s current goals are based on the results of the assessment. He is having great success with these goals.”

~Teacher Specialist
Southern California

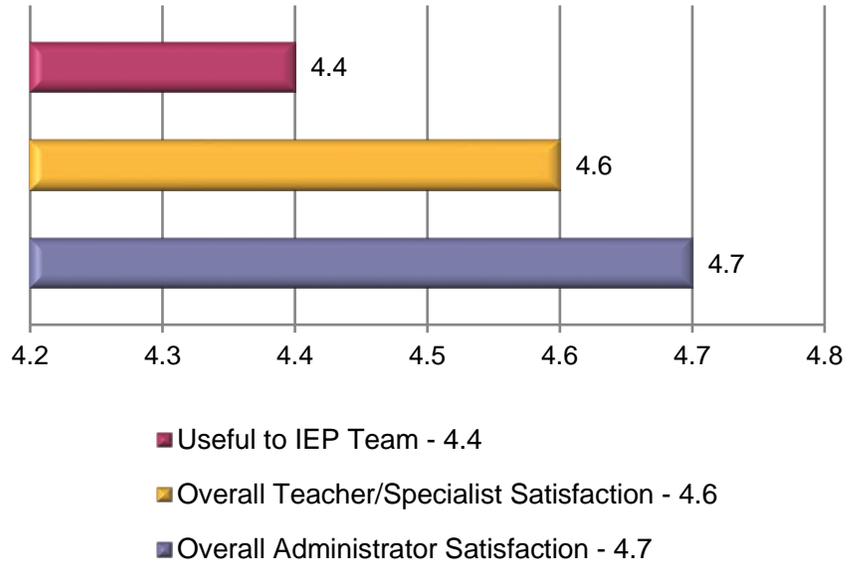
“We loved it! We hope the Diagnostic Center will continue to stay involved in our case and help us to evaluate our implementation of the AAC program”

~School Personnel
Central California

LEA Rating of Assessment Services Received

Measured on a Scale of 1-5

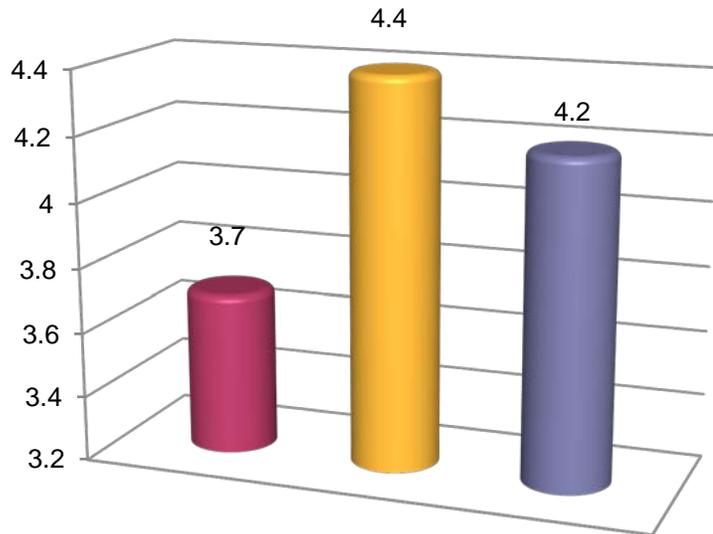
Figure 3



Parent Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 4



- Assessment Promoted Collaborative Planning Between Family and IEP Team - 3.7
- Information Assisted You With Dealing More Effectively With Your Child - 4.4
- Overall Parent Satisfaction - 4.2

Professional Development

“The information was quite useful in the development of program. The IEP team benefitted from the in-depth information and suggestions/recommendations included.”

~Administrator
Central California

“The assessment helped clarify some basic needs that were not being met for our student. Once we implemented the recommendations over a period of time, we saw marked improvement.”

~School Personnel
Central California

“As a result of the findings and related diagnosis, my student is receiving specific individualized instruction in all academic areas. He has made significant progress and is much more engaged in learning.”

~School Personnel
Southern California

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs, County Offices of Education, and Regional Coordinating Councils continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2015-16 school year; 564 presentations to 22,841 individuals were provided at local school sites, regional workshops, and state and national conferences.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. The most frequently requested topics were those dealing with:

Training Topics	Percentage
Autism Spectrum Disorders	18.9%
Instructional Strategies	32%
Assessment Issues and Strategies	15.3%
Special Education Law and Issues	3.3%
Paraeducators	6%
Language and Communication Issues	19%
Culturally Responsive Assessment and Instruction	6.3%
Behavior/Mental Health Issues	29%
Secondary Students	4.6%
Teaching Students with Moderate-to-Severe Disabilities	9%

In addition to these formal presentations, school districts, SELPAs and County Offices of Education have requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 11 to 24 describe those collaborative projects.

Training Evaluation

“We value the partnership we have with the Diagnostic Center team. The information is always very thorough and helpful to the districts, families and students.”

~ Administrator~
Central California

“The project was packed with relevant information. I believe outcomes in student success will increase.”

~ Administrator
Southern California

“I had the opportunity to listen to the participants give their oral case study reports and it was so impressive with the depth and breadth of knowledge they had gained within this course.”

Administrator
Northern California

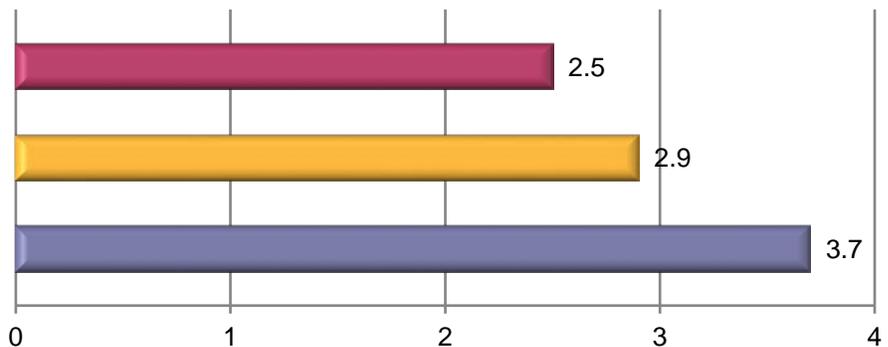
The effectiveness of the professional development services offered by the Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 564 formal presentations, 14,060 surveys were completed. Highlights from the ratings:

- ❖ The trainings received high overall ratings of 3.7.
- ❖ Participants reported a 1 point average gain in knowledge.

Participants' Rating of Training Received Services Received

Measured on a Scale of 1-4

Figure 5



- Prior to this training my knowledge level was - 2.5
- Now my level of useable knowledge is - 2.9
- Overall Training Content - 3.7

Figure 6

Average Attendees Per Session	Percentage
Other Certificated	14.5%
Teacher: Special Education	17.4%
Paraeducators	27.8%
Other	2%
Teacher: General Education	4.4%
Administrator: Special Education	2.1%
Program Specialist	2.2%
Family	1.2%
Administrator: General Education	0.5%

Technical Assistance

"The presentation during the Assessment Telephone Conference was excellently presented! In Fact, the whole team were totally outstanding in their ability to clarify the student's severe anxiety and outline the behavior therapy, mental health support, and family support that must follow to move her forward. Small step by small step to communication and independence as the transitions to high school in the fall."

~ School Personnel
Northern California

"I have noticed a marked increase in my staff's knowledge of how to collect data and how to use the data to make well-informed decisions about instruction and behavior supports."

~ School Personnel
Central California

"I am implementing the strategies we learned about immediately."

~ School Personnel!
Southern California

In addition to the formal development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone professional or the Internet (i.e., resources or referral information, to on-site demonstration teaching and the Ask a Specialist web based discussion forum). 82,421 Individuals were provided with technical assistance.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, County Offices of Education and SELPAs (reported on page 11-24), colleges and universities, (reported on pages 25 - 29), various education and service agencies and organizations, including the California Association of School Psychologists, American Speech and Language, Hearing Association, and California Autism Professional Technical Assistance and Information Network.

2015-2016 Technical and Resource Assistance

- ❖ 480 demonstration teaching sessions were provided to 6,977 school personnel.
- ❖ 18,305 individuals were provided direct resource and consultation assistance.
- ❖ Internet and On-line trainings provided to 82,421 individuals.
- ❖ Total Participants: 107,703

Comprehensive Professional Development Projects

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Many SELPAs, districts, and county offices of education request Diagnostic Center projects involving their special education programs and service delivery models that require a more intensive level of assistance. The 2015-16 projects provided in-depth content training and multiple levels of support, including 1,452 sessions of demonstration teaching and on-site consultation services to 23,375 educators, as well as multiple opportunities for formal professional development training. Each project required strong district administrative leadership and teacher support. A description of the projects begins on the following page.

Client Effectiveness Surveys were also distributed to teachers, administrators, designated service providers and paraprofessionals who engaged in Diagnostic Center Projects.

Of the 316 surveys returned, ratings were as follows: scale of 1 (low) to 4 (high).

Client Effectiveness Surveys Received

Measured on a Scale of 1-4

Average Rating	Survey Questions
3.8	The areas of concern, identified as the focus of the project, were addressed.
3.7	Practical strategies and/or interventions were provided.
3.7	I have increased my knowledge regarding types and methods of strategies to use with students.
3.7	The information provided will result in improved student outcomes.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

West Contra Costa Unified School District Kipp Bay Area Charter School (Santa Clara County)

Requested and received assistance in redesigning their programs for students with an Autism Spectrum Disorder (ASD). Staff was provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD. Assessments were also conducted for individual students. In addition, both Leadership Teams participated in a strategic planning process to sustain and scale up their project's scope and focus.

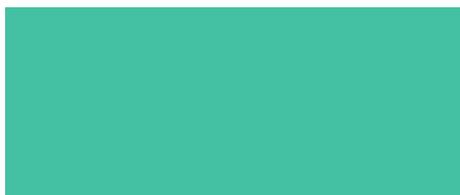
Pajaro Valley Unified School District SELPA and Monterey County SELPA

Requested and received extensive technical assistance for their selected monolingual Speech-Language Pathologists (SLPs) to gain competency and earn certification in the area of best practices in the assessment and intervention of students who are culturally and linguistically diverse. Professional development opportunities, coaching/mentoring, problem solving, support and resource assistance was provided. A sustainability plan that included the local administrative team was developed to ensure that this highly trained cadre of SLPs will be able to sustain best practice assessment and intervention guidelines and have the opportunity to mentor/train other district/county Speech-Language Pathologists.

Martinez Unified School District Monterey County SELPA

Requested and received assistance to address their disproportionality of African American Students made eligible for special education and to learn about the Diagnostic Center, Northern California's protocol for assessing African American students for consideration of eligibility in special education. *The Best Practice Guidelines for the Assessment of African American Students* (The MATRIX) is a system designed to guide school professionals in assessing the cognitive and language and communication strengths and weaknesses (if any) of African American students. The intent of this guideline is to help school psychologists and speech-language pathologists comply with the Larry P. mandate when assessing African American students for eligibility for special education. The school psychologists and speech-language pathologists participated in professional development and hands on coaching and technical assistance to learn how to use this Best Practice Guidelines pilot. Also covered was Patterns of Strengths and Weaknesses (PSW). Also, a sustainability plan that included the local administrative team was developed to ensure that this highly trained cadre of school psychologists and SLPs will be

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

able to sustain best practice assessment and intervention guidelines and have the opportunity to mentor/train other district/county colleagues.

Monterey County SELPA

Solano County SELPA

Received extensive training for their selected Speech-Language Pathologists to gain competency and earn certification in the area of Alternative and Augmentative Communication (AAC) assessment and service delivery. A sustainability plan that included the local administrative team was developed to ensure that this highly trained cadre of SLPs will be able to sustain best practice assessment and intervention guidelines and have the opportunity to mentor/train other district/county Speech-Language Pathologists.

Butte County SELPA

Chico Unified School District

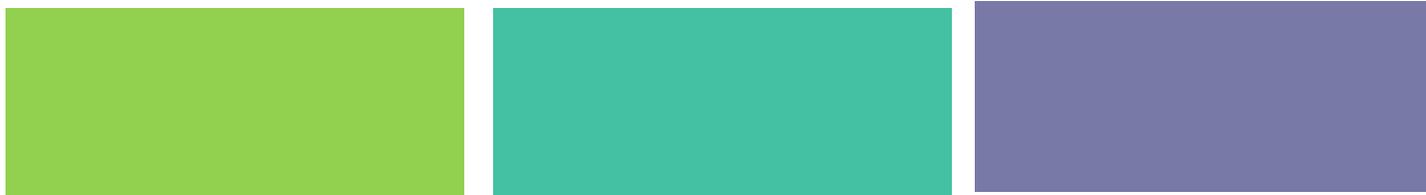
Requested and were provided professional development and on-site technical assistance to increase their knowledge and implementation of best practices in their CEC (Counseling Enriched Classes)/ED program (classes for students made eligible for special education under the category Emotional Disturbance). The focus of this technical assistance project was to support one selected teacher who is serving students with an eligibility of ED so he can provide an effective best practices education for those students. The second focus was to support the Chico USD and Butte County SELPA Special Education Leadership Team in their development of a guideline document that describes best practices and expectations for the Chico USD ED Program educators (e.g., teachers, therapists, administrators, etc.)

Sonoma County SELPA/Windsor High School

Fremont Unified School District/Irvington High School

Requested and was provided with professional development and hands on coaching and technical assistance about best practices in Transition Assessment and program development. Project outcomes included the development and implementation of student led IEP/ITPs and a transition guidance document with best practice resources. A sustainability plan that included the local administrative team was also developed to ensure that this highly trained cadre of educators will be able to sustain best

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

practice transition assessment and program guidelines as well as have the opportunity to mentor/train other district/county educators who serve secondary students.

CAPTAIN Website Hosted by the Diagnostic Center Northern California

www.captain.ca.gov, serves CAPTAIN (California Autism Professional Technical Assistance and Information Network), the statewide resource for California educators and families. CAPTAIN is an interagency organization committed to disseminating evidence-based information and resources for families and educators who work with students with an ASD and is in response to the Superintendent of Public Instruction Autism Advisory Committee and the California Legislative Blue Ribbon Commission on ASD recommendations.

Ask A Specialist Website Hosted by the Diagnostic Center Northern California:

www.askaspecialist.com, provides individuals with resource and technical assistance and offers visitors the opportunity to ask questions of special education experts in the areas of Autism Spectrum Disorders, Behavior, Assistive Technology/AAC, Attention Deficit Disorder (AD/HD), Mental Health Issues, School-Related Medical Issues, Transition/Secondary Issues and Culturally Responsive Assessment.

Diagnostic Center, Northern California Website:

www.dcn-cde.ca.gov, provides on-line/web-based trainings and resources such as the opportunity to learn about Best Practices in the Assessment of African American Students, Transition, Autism, AAC, Alternative Assessment/PSW, etc.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Atascadero Unified School District

Requested a project involving three schools: two elementary and one middle school. The staff participated in a project that focused on the utilization of active engagement, universal design and direct instruction to increase reading skills and ultimately build competency with State Standards. This project included a series of three large group staff trainings and additional professional development opportunities via PLC meetings, technology and/or videoconferencing. The goal was to provide input to staff which models and/or enhances evidence based practice. Other components included monthly emails to participating members with video modeling and helpful hints as well as on site visits to observe in each classroom using a “Walk Through” format with the purpose of providing direct, immediate feedback for teachers participating in the project.

Kern County Consortium Special Education Local Plan Area (SELPA)

Requested a project involving trainings, in-class observations, consultation, technical assistance and group/individual assessments in the area of autism. A cadre of general education teachers, special education teachers and paraprofessionals participated in a rigorous series of trainings presented by Diagnostic Center Central staff and Kern County Office SELPA staff. This project resulted in a SELPA Certificate of Completion in Autism Spectrum Disorders, Evidence-Based Practices.

Kern CAPTAIN Cadre (Bakersfield City School District, Kern High School District, Kern County Consortium Special Education Local Plan Area (SELPA), and Kern County Office of Education)

This project was an outcome and extension of the CAPTAIN Cadre initiative. CAPTAIN is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the State of California. The focus of this project was to continue to provide a system of support for CAPTAIN Cadre members from the Kern County region to develop and provide trainings, support, consultation, coaching, and technical assistance to implement EBPs to educators in their region and to ensure fidelity of implementation with a forum for collegial communication and support.

Rosedale

Union School District participated in a project designed to promote the use of evidence-based

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

assistive technology strategies for preschool students with special needs. Utilizing a transdisciplinary team approach, specific trainings in the area of Assistive Technology and Augmentative Communication, classroom design, consultation, collaboration and coaching were developed. Specific Evidence-based practices and strategies were emphasized to support: communication, functional activities, play/recreation/leisure activities, video modeling and talking story PowerPoints

Fresno Unified School District

Requested a project designed to partner typically developing peers and children with autism spectrum disorder (ASD) with the goal of enhancing social skill development. The project consisted of consultation, collaboration, coaching and specific trainings to:

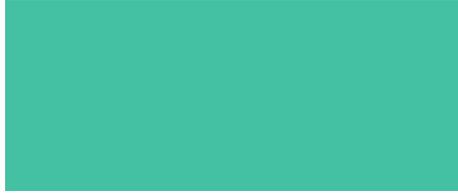
- Expand understanding and acceptance
- Guide the ability of peers to make “connections” and model social interactions
- Facilitate interactions in structured activities
- Monitor “carry-over” in the natural settings
- Assess impact on social goals
- Prompting and Reinforcement
- Aided Language Stimulation for students who utilized augmentative communication systems

This project included students identified with special needs (ASD and other related disorders/Non-verbal), typically developing peers, teachers (special education and general education), speech language pathologists, school psychologists, occupational therapists, para-professionals and parents

San Joaquin County CAPTAIN Cadre

This project was an outcome and extension of the CAPTAIN initiative. CAPTAIN is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California. The focus of this project was to provide a system of support for CAPTAIN Cadre members from the San Joaquin County SELPA region to develop and provide trainings, support, consultation, coaching, and technical assistance to implement EBPs to educators in their region and ensure fidelity of implementation with a forum for collegial communication and support.

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DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Central Valley CAPTAIN Cadre

This project was an outcome and extension of the CAPTAIN Summit. The focus of this project was to provide a system of support for CAPTAIN Cadre members from the central valley region including the SELPAs from Fresno, Kings, Madera, Tulare and Merced Counties to develop and provide trainings, support, consultation, coaching, and technical assistance to implement EBPs to educators in their region, and ensure fidelity of implementation with a forum for collegial communication and support.

San Luis Obispo SELPA

Requested a project which focused on building their Assistive Technology team by expanding their capacity in the area of AT/AAC assessments, programs, and interventions. A series of formal and informal trainings was provided for education staff and families, with on-site support. Technical assistance was provided to facilitate the development of a county “Assistive Technology and Program Design Team.” Collaborative efforts were focused on developing guidelines for assessment and appropriate recommendations.

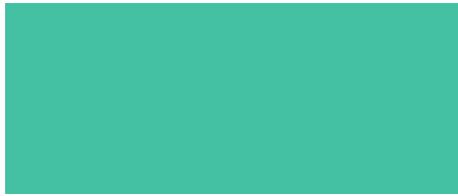
San Joaquin County SELPA

Requested a project focusing on building an Assistive Technology Team that would increase their capacity to administer countywide assessments in AT/AAC and make recommendations for program interventions. A series of formal and informal trainings was provided for education staff and families, with on-site support. Technical assistance was provided to facilitate the development of county Assistive Technology and Program Design Team.” Collaborative efforts were focused on developing guidelines for assessment and appropriate recommendations.

San Luis Coastal School District

Requested a project to focus on daily living skills, communication, and assistive technology with medically fragile students. A series of formal informal trainings were held with staff and families. On-site, student specific consultations were provided. The DCC staff provided collaborative input and recommendations to San Luis Coastal Unified staff.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Fresno Unified School District requested an Augmentative and Alternative Communication (AAC) Certification Project

This project included a cadre of speech-language pathologists and special education service providers who attended a series of 7 full-day rigorous trainings, with additional coursework and assignments. In-class support and technical assistance was provided with regard to interventions, assessments and report writing. Participants who attended all of the classes and completed assignments at a satisfactory level were given a certificate of successful coursework completion.

The Diagnostic Center provided a one-week AAC Summer Academy

(Assistive Augmentative Communication) that was attended by 15 students who use electronic communication devices. A strong support group of volunteers consisting of 15 non-disabled peers and 15 language coaches were instrumental in the success of the Academy. Our volunteers traveled from throughout DCC's region and included educators from San Luis Obispo County, Fresno County, San Joaquin County, as well as Madera. The project focused on improving the quality, variety and frequency of communicative intents of students ranging from preschool through secondary levels. The students engaged in a variety of academic, social, and problem-solving activities including puzzles and games. Thematic instruction was utilized, and the theme focused on "Reptiles." Parents and educators were invited to participate, observe, ask questions, and receive guidance. The project involved direct student instruction, modeling of AAC device programming, consultation, technical assistance and individual student assessment reports. Teachers and parents were invited to participate and observe. Short informal trainings were held for educators at the end of each day to debrief, garner input, and plan the next day's events. The culminating activity involved a visit from *The Reptile Man* who brought several actual reptiles of all sizes and shapes to show the students. Individual assessments/progress reports were generated for each special education student attending and provided to both the parents and districts.

Madera County Office of Education/SELPA requested an Assistive Technology Certification Project

This project included a cadre of teachers, speech language pathologists, and administrators who attended a series of 7 full-day rigorous trainings. In-class support was provided between trainings,

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

and completion of assignments between trainings was required from the participants. Consultation and technical assistance with assessment and report writing was also provided. Participants who attended all classes and completed the assignments at a satisfactory level were given a certificate of successful coursework completion.

Autism Forum

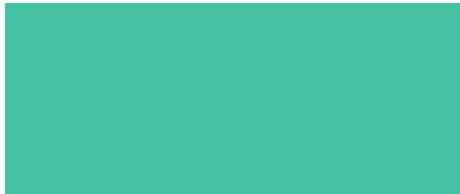
The Diagnostic Center, Central initiated and developed the Autism Forum to promote networking and sharing among local area educators and families within a construct of staff development and enhanced parent/district collaborations. The Autism Forum resulted in a full day workshop on emotional and behavioral disorders in students with autism. This forum included a presentation of ‘Hot Topics’ and ‘New Research or Developments’ through a collaboration with the Central Valley CAPTAIN Regional Group.

Central Unified School District requested Literacy Project: This project stemmed from contacts by the principal and RSP teacher regarding needed refinements to their Response to Intervention tiers and literacy interventions for Harvest Elementary Students in general. This included enhancing assessment and instruction for Special Education students within each tier. The project was developed with reading specialists at the school and involving all staff and students in the third, fourth and fifth grades. RSP and SDC students in other grades were included in the project as well. The Diagnostic Center collaborated with Harvest Elementary in adding screenings to their already existing reading data and DCC will be continuing to provide support next school year.

Visalia Unified School District requested a project to focus on **Building Social Skills in Individuals with Autism Spectrum Disorders and Other Related Disabilities**

This multi-year project included technical assistance, consultation, collaboration, coaching, observations, trainings, and demonstration teaching in the context of existing social skills groups at four school sites. School psychologists and speech language pathologists partnered and participated in this project. The support and collaborative efforts focused on the use of evidence-based practices for social skills training, goal setting, and data collection.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Whittier City School District

This Consultation/Project was a joint effort undertaken between Whittier City School District and the Diagnostic Center of Southern California. The purpose of this project was to provide training and consultation to school staff regarding autism and evidence-based practices, through professional development and coaching/consultation. Targeted evidence-based practices for this project included Reinforcement, Visual Supports, Structured Work Systems, Video Modeling, and Reading Intervention.

Azusa Unified School District

This Consultation/Project was a joint effort undertaken between Azusa Unified School District and the Diagnostic Center of Southern California. The purpose of this project was to provide training and consultation to school staff regarding preschool students with mild-moderate disabilities and evidence-based practices, through professional development and coaching/consultation. Targeted evidence-based practices for this project included Reinforcement, Visual Supports, Work Systems, Video Modeling, and Play (to enhance social and communication skills).

San Marino USD

This project provided support to special education teachers and district administrative staff regarding students with severe handicaps at the middle school and high school level. The consultation-based project provided assistance for classroom behavior management and developmentally appropriate curricular programming.

West Covina Unified School District

This consultation project provided in-depth training, lessons and activities in the area of transition planning to teachers and support staff.

Santa Barbara SELPA

Santa Barbara SELPA together with the Diagnostic Center of Southern California worked collaboratively to pilot a program that introduced “best practices” leading to effective transition planning for high school students. Specific areas that were addressed included:

- Transition Instruction and Training

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

- Developing self-awareness regarding choices for high school planning, work experience, and successful transition into adult living and employment
- Support staff in addressing compliance issues related to legal mandates for transition and support efforts to satisfy Indicator 13 requirements

Districts included in this partnership were:

- Lompoc Unified School District
- Santa Maria Joint Union High School District
- Santa Inez Valley Union High School District
- Santa Barbara Unified School District

Chaffey Joint union High School District

This project was a joint effort undertaken between the school district and the Diagnostic Center of Southern California. This project provided students with lessons that were designed to increase student's ability to plan for life after school through self-awareness and self-determination. The key objective of this program was to motivate students to make realistic-informed choices for high school planning, work experience, and successful transition into adult living and employment.

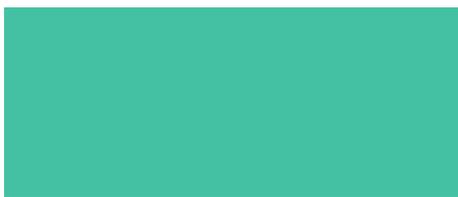
Fontana Unified School District

The focus of this joint venture was intended to facilitate the development of transition goals that would support positive post-secondary outcomes. Additionally the activities and program components implemented helped to support the educators' efforts to comply with State Performance Plan - Indicator 13.

Anaheim Elementary School District

The purpose of the project was to support Anaheim Elementary School District in their efforts to decrease their over-identification of students with speech-and-language impairments (SLI) and increase their under-identification of students with specific learning disabilities (SLD) by improving the collaboration between school psychologists and speech-and-language pathologists (SLP) during the psychoeducational assessment process. The project consisted of two professional development trainings on best practices in psychoeducational assessment, identification of the key differences between 2nd language acquisition, SLD and SLI, as well as case consultations with school psychologist/SLP dyads, which provided the context to apply recommended practices.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Chino Valley Unified School District

Using the Transition Project guidelines, students participated in lessons tied to career awareness, learning preferences, strengths, self-advocacy and determination. The guidelines provided an introduction to activities designed to comply with current best practice models to support successful preparation for positive post-secondary outcomes.

Escondido Union Elementary School District

The purpose of the project was to support Escondido Union School District in their efforts to decrease their over-identification of students with speech-and-language impairments (SLI) and increase their under-identification of students with specific learning disabilities (SLD) by improving the collaboration between school psychologists and speech-and-language pathologists (SLP) during the psychoeducational assessment process. The project consisted of two professional development trainings on best practices in psychoeducational assessment, identification of the key differences between 2nd language acquisition, SLD and SLI, as well as case consultations with school psychologist/SLP dyads, which provided the context to apply recommended practices.

Paramount Unified School District

A professional development project was undertaken with Paramount Unified School District. The purpose of the project was to train their 13 school psychologists to utilize the Patterns of Strengths and Weaknesses (PSW) model in the determination of a specific learning disability (SLD). The project consisted of two half day trainings and case consultations.

Chula Vista Elementary School District

The Consultation/Project was a joint effort undertaken between the Chula Vista Elementary School District and the Diagnostic Center of Southern California. This project provided support to special education teachers, service providers, and district administrative staff. The consultation focused on classroom behavior management and developmentally appropriate curricular programming. This project included classroom observations of three special day classes at Parkview Elementary, interviews with teachers, demonstration teaching, and a training on cognitive and language development, behavioral support strategies, and curricular considerations that can be effectively implemented to address student needs.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Cajon Valley Union School District

The Diagnostic Center specialist provided a project for Cajon Valley that focused on training in the area of augmentative-alternative communication assessment for AAC specialists and/or staff who serve children with complex communication needs in their school districts. The project emphasized integration of theory with practice and provided direct experience with a sample of augmentative devices.

Monrovia School District

This project was a joint effort undertaken between Monrovia Unified School District and the Diagnostic Center, Southern California. The project provided professional development, individualized coaching and model teaching in positive behavior support, differentiated instruction and visual supports to K-1 general education and special education elementary teachers at Bradoaks Elementary.

Corona-Norco Unified School District

The purpose of this project was to help support the Program for Autistic Learner Success (PALS) in Corona-Norco Unified School District in their implementation of evidence-based practices for students with autism spectrum disorder. Diagnostic Center specialists conducted classroom and student observations, classroom environmental assessments, and consultation on curricular content, developmental learning theories, instructional materials, and behavioral support. Specialists utilized principles of implementation science as outlined by the National Implementation Research Network to disseminate information and provide training on discrete trial training, an evidence-based practice for students with autism spectrum disorder identified by the National Professional Development Center for Autism Spectrum Disorders for instructional staff at Prado View Elementary School.

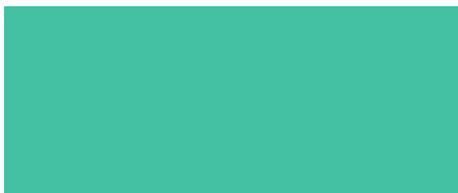
Puente Hills School District

This Project was intended to provide in-depth training in the area of augmentative-alternative communication assessment for AAC specialists and/or staff who serve children with complex communication needs in their school districts.

Glendale Unified School District

The purpose of this project was to provide training and consultation to school staff regarding autism and evidence-based practices, through professional development and coaching/consultation.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Diagnostic Center specialists conducted classroom and student observations, environmental assessments, and training and consultation on the history and research of evidence-based practices for students with autism spectrum disorder. Diagnostic Center specialists and Glendale teacher specialists collaborated to identify evidence-based practices that could be used to promote task engagement and completion, communication, and positive behavior. Glendale Unified classroom teachers and teacher specialists also received supplemental training, support, and guidance with implementation of evidence-based practices, coaching techniques and strategies, and use of goal attainment scaling as outlined by the National Professional Development Center for Autism Spectrum Disorders.

Los Nietos School District

The project provided professional development and coaching/consultation to staff who work with students with emotional needs. The project incorporated trainings in current best practices for working with these students, including techniques for embedding best practices into the classroom setting. Additional assistance was also provided in the form of observations and individualized consultations to teachers to help them incorporate their new learning so that it aligned with best practices.

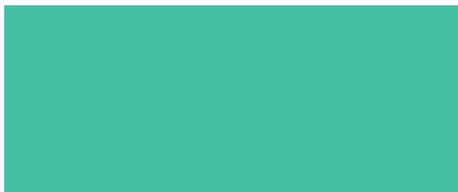
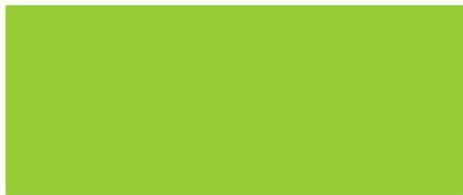
Simi Valley Unified School District

The project provided professional development and coaching/consultation to staff who work with students with significant emotional needs. The project followed two middle school teachers, providing them, their support staff and administrators with trainings in mental health best practices for classroom management and developing supports and strategies for students.

Ventura County Office of Education

This was a multi-phased project, starting with trainings and feedback coaching/consultation for staff who work with students with significant emotional needs. The project followed four high school teachers, providing them, their support staff and administrators with trainings in mental health best practices in improving student functioning and emotional regulation.

Comprehensive Professional Development Projects



Diagnostic Center, SOUTHERN California

PENT

DCS completed its 13th year of directing and supporting the Positive Environments, Network of Trainers (PENT). Diagnostic Center, Southern California continued to respond to email and phone requests for consultation on behavior support, discipline and related topics through the Positive Environments, Network of Trainers (PENT) list serve. The PENT website www.pent.ca.gov continued to be updated with new resources for training materials to support staff and students in effective response to problem behavior and development of individual, class wide and school wide behavior support.

The PENT Cadre, 312 SELPA Director nominated trainers and consultants on behavior met in the annual PENT Forums. The forums focused on implementation science. Cadre increased their understanding of barriers to effective implementation and how to address them. They also acquired skills in motivational interviewing. The forum also provided networking opportunities as well as opportunities to broaden their knowledge of evidence based practices for students with behavioral needs.

Interagency Collaboration

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The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech-language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees, and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- ❖ Alliant International University, San Francisco & San Diego Campuses
- ❖ California State University, East Bay
- ❖ California State University, San Francisco
- ❖ California State University, Sacramento
- ❖ California State University, San Diego
- ❖ California State University, San Jose
- ❖ California State University, Fresno
- ❖ Fresno Pacific University
- ❖ Stanford University School of Medicine
- ❖ University of California, Berkeley
- ❖ University of California, Davis
- ❖ University of California, San Francisco Medical School
- ❖ University of North Carolina, Charlotte
- ❖ University of the Pacific
- ❖ University of Southern California
- ❖ University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have served on Departmental Advisory Committees and work groups, interagency task forces, and consulted on various state projects. A sampling of Diagnostic Center participation includes the following:

- ❖ ACSA ASD Goals Workgroup

Interagency Collaboration *(cont.)*

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- ❖ ACSA – Every Child Counts Symposium
- ❖ Adapted Physical Education Guidelines Committee
- ❖ Advisory Commission on Special Education
- ❖ Alameda County Public Health Department-
Developmental Disabilities Council
- ❖ American Foundation for the Blind
- ❖ American Speech Language hearing Association (ASHA)
S.T.E.P. (Student to Empowered Professional Mentoring
Program)
- ❖ ASHA Convention Committee
- ❖ ASHA Council for Clinical Certification
- ❖ ASHA Minority Student Leadership Program
- ❖ ASHA Special Interest Group 12 (AT/AAC)
- ❖ Association of California School Administrators
- ❖ Association of California School Administrators ACSA –
Autism Goals and Objectives Task Force
- ❖ Autism Society of America (ASA)
- ❖ Augmentative and Alternative Communication and
Assistive Technology Network
- ❖ Blind Babies Foundation, California School for the Blind
- ❖ Buddy Systems Therapeutic Horseback Riding
- ❖ CAHPERD
- ❖ California Association of African-American
Superintendents and Administrators
- ❖ California Association of Resource Specialists – Local
Chapter CARS+
- ❖ California Association of School Psychologists (CASP)
- ❖ California Autism Professional Training and Information
Network (CAPTAIN)
- ❖ California Children Services
- ❖ California Department of Developmental Services(DDS)
- ❖ California Department of Education CalSTAT
- ❖ California Interagency Autism Planning Group

Interagency Collaboration *(cont.)*

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- ❖ California Department of Education Disabilities Advisory Committee (CDE-DAC)
- ❖ California Department of Education: Dyslexia Workgroup
- ❖ California Department of Education State Performance Plan Technical Assistance Project (SPP-TAP)
- ❖ California Department of Education: Student Mental Health Policy Workgroup
- ❖ California School Employees Association (California Paraeducators' Conference)
- ❖ California Speech Language and Hearing Association (CSHA)
- ❖ California Speech Language and Hearing Association (CSHA) – Night at the Ballgame
- ❖ California State Employees Association (CSEA)
- ❖ California State University Fresno – School Psychologist Advisory Committee
- ❖ California Transition Alliance
- ❖ California State University Fresno – Speech Language Pathology
- ❖ California State – Special Education Advisory Committee
- ❖ Center for Excellence in Developmental Disabilities (CEDD) USC/UCLA
- ❖ Central Valley Regional Center (CVRC)
- ❖ Central Valley Regional CAPTAIN Cadre
- ❖ Central Valley Community Autism Partnership – Autism Forum
- ❖ Central Valley Family Resource Centers
- ❖ Center for Excellence in Developmental Disabilities (CEDD) UC Davis MIND Institute; USC; UCLA
- ❖ Central California Chapter – Autism Society of America
- ❖ CSUEB-Concord Educational Therapy Program
- ❖ Center for Excellence in Developmental Disabilities (CEDD) MIND Institute
- ❖ Central Valley Family Resource Centers

Interagency Collaboration *(cont.)*

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- ❖ Central Valley Children's Services Network
- ❖ Children and Adults with AD/HD (CHAAD)
- ❖ Children's Hospital, Central California- Assistive Technology and Augmentative/Alternative Communication
- ❖ Closing the Gap
- ❖ Clovis Unified SELPA Community Advisory Committee
- ❖ Exceptional Children's Unlimited- Transition SOAR
- ❖ Exceptional Parents Unlimited-Adult Transition Advisory Committee
- ❖ Families for Effective Autism Treatment (FEAT)
- ❖ Family Resource Centers Network of California (e.g., Parents Helping Parents)
- ❖ Fresno County Office of Education: Migrant Education
- ❖ Fresno Early Childhood Coalition
- ❖ Fresno Interagency Focus on Unity
- ❖ Fresno State Alumni Association
- ❖ Improving Special Education Services (ISES) Committee
- ❖ Kern Assistive Technology Center
- ❖ Kern CAPTAIN Cadre
- ❖ National Association of Speech, Hearing, and Audiologists
- ❖ National Association of School Psychologists (NASP)
- ❖ National Certification of Educational Diagnosticians
- ❖ National College Association of Teacher Education Accreditation
- ❖ National Community of Practice – Transition
- ❖ National Professional Development Center on Autism Spectrum Disorders (NPDC)
- ❖ National Secondary Transition Technical Assistance Center
- ❖ OSEP
- ❖ Partners in Sustainable Learning

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- ❖ Positive Environments, Network of Trainers (PENT)
- ❖ Regional Centers of California
- ❖ Regional Coordinating Councils
- ❖ Resources for Independence, Central Valley (Formerly Center for Independent Living-Fresno)
- ❖ San Joaquin SELPA Community Advisory Committee
- ❖ San Joaquin SELPA CAPTAIN Cadre
- ❖ San Mateo County Speech-Language Hearing Association (SMCSLHA)
- ❖ Santa Clara Speech-Language Hearing Association
- ❖ Selma Unified School District: Community Advisory Committee
- ❖ SELPA Behavior Committee
- ❖ Silent Sleigh
- ❖ Southern California Autism Training Collaborative
- ❖ Southern California K-12 Assistive Technology Network
- ❖ Special Education Administrators of County Offices (SEACO) - Aligning the Foundations/Standards in the Core Areas – Preschool Work Group
- ❖ Special Education Local Plan Area State Association (SELPA)
- ❖ State Council on Adapted Physical Education
- ❖ Tri-County Regional Center
- ❖ Tulare County Women, Infants, and Children (WIC)
- ❖ Tulare County Office of Education-Impact Program
- ❖ WestED Center for Prevention and Early Intervention



Diagnostic Centers
California Department of Education
Special Services and Support Branch
State Special Schools and Services Division
