



DCNC FORUM

Volume 2, Issue 1

Diagnostic Center, Northern California

- Special points of interest:
- Useful Assessment Reports
 - Consultation/Overview of Services/The Doctor is In.
 - Positive Environments, Network of Trainers
 - (PENT) Website

Promoting Excellence in Special Education

The Diagnostic Center, Northern California is pleased to send you the second issue of DCNC Forum. The Forum is published semi-annually, available either by mail or email to all SELPA Directors and Directors of Special Education programs in the Northern California region. We encourage you to read this and share reprints with your staff.

Most of you are familiar with our services. We continue to provide:

- Comprehensive, state-of-the-art assessment and educational planning services to assist school districts in addressing the needs of their most complex, difficult to serve special education students.
- Technical assistance and consultation in program and instructional design and delivery.
- Professional developmental opportunities for teachers, administrators, special education staff, families and service agency personnel.

We have expanded our web-based training options. If you haven't visited the AskASpecialist webpage, take a minute to do so! You'll find an incredible array of resources in the areas of Assistive Technology, Behavior, ADHD, Transition and Medical Issues.

Can We Help?

As you are preparing an application for assessment services, why not call Mary Anne Nielsen (510-794-2500) for assistance in developing your diagnostic questions? A pre-referral call often speeds up the process, ensuring that the district's questions are appropriate and all required documents are identified.

Consultation, Anyone?

Site, District or SELPA teams are invited to consult with DC specialists. Individual student consultation can be especially helpful when a diagnosis is in question, when the IEP team would like assistance planning the "next steps" of a student's program, or to understand the educational implications of a certain medical and/or mental health condition. Services are available at the Diagnostic Center or via videoconferencing. Contact Renee Dawson, Assistant Director, at 510-794-2500 for more information.

Overview of Services Available

An hour presentation is available to the northern California SELPAs and COEs to explain how to access DC services. The presentation includes a walkthrough of the referral package, discussion of eligibility, and time for questions. Contact Mary Anne Nielsen for more information.

The Doctor is In

Kay Browne, M.D., Behavioral Pediatrician is offering a unique opportunity for your staff to meet her and hear:

Tips on Monitoring Medications in the Classroom. Through the use of vignettes, participants will:

- Learn what information physicians want to know from educators
- Understand what medications can and cannot do
- Discover the status of common medications used to treat behavioral symptoms in children

Dates Available:

September 21, 2005 and March 1, 2006

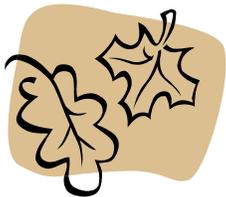
What's a Neurodevelopment Disorder and Why Should I Know About It?

Why know about Neurodevelopment Disorders? How does a child with neurodevelopment disorder impact my classroom? Participants attending this discussion will learn what is a neurodevelopment disorder and the relationship between a child who is diagnosed with this disorder and the behavioral symptomology that is observed in the classroom setting.

Dates Available:

November 2, 2005 and April 19, 2006

To register for these trainings see the 2005-2006 Training Brochure. For more information see our website at www.dcn-cde.ca.gov.



We're on the Web!
www.dcn-cde.ca.gov

Diagnostic Center, Northern California

39100 Gallaudet Drive
Fremont, CA 94538

Tel: 510-794-2500

Fax: 510-794-2513

E-mail: mnielsen@dcn-cde.ca.gov



Useful Assessment Reports

The California Diagnostic Centers conducted a two year project using focus group methodology to determine what characteristics (content and structure) make Diagnostic Center reports most useful to teachers. Focus groups were composed of teachers representing special education (SDC and RSP) and general education. Although the sample was small, the "Big Ideas" were consistent throughout the state:

- **Practicality, Do-Ability:** Teachers want practical, useful suggestions, specific with enough detail so that they can be implemented with a minimum of support.
- **Big Picture:** Teachers highly value the comprehensiveness and depth of the reports. They want information that helps them understand the student and spawns helpful action.
- **Clarity:** Teachers showed a strong preference for clear language and a distain of jargon. Visuals such as charts were useful.
- **Respect:** Teachers want to be respected professionally and included in the assessment process.
- **Need for Support:** Reports shouldn't contain recommendations that require substantial support. Recommendations should fit their world.

Picture Schedules

Picture or visual schedule systems are an easy way to provide students with consistent cues about their daily activities. They provide a structure that allows a student to anticipate what will happen next, reduces anxiety and promotes calmness between transitions. They are especially useful for students with difficulties understanding oral language and directions. Visual supports:

- provide motivation to work through a less favored activity knowing a favored activity will follow
- increase independence and self-esteem
- provide a structure for choice making
- can be used to introduce a new activity
- can be used to assist students with behavior difficulties

For more information, visit www.askaspecialist.ca.gov.

AT resources are available in Spanish

Alliance for Technology Access web site: <http://www.ataccess.org/resources/defaultes.html>

Tecnología Asistencial... Lo Que Usted Tiene Que Saber <http://www.ataccess.org/resources/fpic/whates.html>

iPodemos jugar!

<http://www.ataccess.org/resources/wcp/esdefault.html>

Let's Play! - offers over a dozen different accessible play ideas for children of all abilities in both English and Spanish. Instructions and materials required are included.

Adaptar juguetes <http://www.ataccess.org/resources/wcp/esswitches/esdefault.html>

Adapting Toys - provides steps for how to modify toys so they can be used with switches and a list of all the materials needed.

El uso de la tecnología para mejorar las primeras experiencias de aprendizaje <http://www.ataccess.org/resources/fpic/techearyes.html>

Information on how to use the computer with young children. Gives ideas of thematic activities, in conjunction with library books, etc.

Discapacidades Terminología <http://www.ataccess.org/resources/fpic/terms.pdf>

Extensive English/Spanish dictionary of medical and educational terms.

