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The Diagnostic Center, Northern California (DCN) offers Professional Learning Opportunities (trainings and Technical Assistance Projects) throughout the year. The Diagnostic Center presenters are highly skilled, experienced practitioners who offer up-to-date, research-based information and practical skills.

Professional Learning Opportunities are available in various formats:

- Prepared workshops: Hosted by SELPAs and County Offices of Education
- Technical Assistance Projects: Using principles and methods of implementation science the DCN will work with LEA administrative leadership to explore and identify the scope and focus of the project. DCN will provide hands-on coaching and technical assistance as a trainer-of-trainer model to increase the capacity of the LEA so that the new educator practices can be sustained and scaled up to improve student results long term.
- Consultation services: One to two hour sessions at the Diagnostic Center or via video conferencing.
- Video conferencing: Video conferencing is offered as an optional way for LEAs and SELPAs to access training and technical assistance. The hosting agency must have Polycom compatible equipment available.
- Web-based Learning: Selected trainings are designed to provide consultation services to professionals and training to parents by accessing the Internet. For more information see the appendix.

A **Certificate of Completion** is available to participants. This may be used to document professional development hours or applied towards the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a California Speech-Language Pathology and Audiology Board approved continuing professional development provider. In addition, attendance at the Diagnostic Center presentations can be used to meet ASHA's certification and maintenance hours.

COST:

There is no cost for our professional development service. Attempts are made to distribute trainings equally among SELPAs, County Offices of Education (COE), and school districts within the Northern California Diagnostic Center's geographic service area. SELPAs and COEs are responsible for duplication of handout materials, securing the training site, advertising the presentation, providing refreshments and similar costs.

The “window” for requesting trainings for the 2018-2019 school year will be open from Thursday, May 3, 2018 – Friday, May 11, 2018. Requests must originate from your SELPA Director or County Office of Education (COE). School districts are encouraged to contact their local SELPA or COE to request trainings, because training requests are sent from the SELPA.

Note: For the purpose of this brochure “Professional Learning Opportunities” and “trainings” will be used interchangeably.

I. After reviewing the training brochure:

Please select the trainings your SELPA would like scheduled. Below are the steps for requesting trainings. If you have any questions please contact us at DCNTrainings@dcn-cde.ca.gov.

1. You will receive a “start of scheduling” email on Thursday, May 3, 2018. If you do not receive this e-mail, please contact DCNTrainings@dcn-cde.ca.gov. Trainings are available for scheduling May 3 through May 11. The “window” for requesting trainings closes at 4:30pm, on Friday, May 11, 2018.
2. Please specify the desired date (**within our available dates for trainings**) and start time of your training. We will specify the end time, *which may include up to one hour for lunch*, if appropriate.
3. Select the desired course number.
4. Select the name of your SELPA from the drop-down menu. If you find you are not listed, please specify “OTHER” and we will contact you.
5. Specify the contact name, email, and phone number for your agency’s contact person. Please make sure this person is on-hand to respond to questions regarding your requested training during our scheduling process, and able to confirm details about this training later in the year. Use the same contact person, e-mail address, and phone number for every entry by your agency.
6. (Optional) specify an alternate date and start time for each training desired. This is in case we are unable to give you your first choice of training.
7. Click the “Submit” button at the bottom to finalize your request.
8. The screen will refresh, confirming your request(s) have been sent. By reaching the “*Your response has been recorded and received by DCN*” screen, your entry has been saved and stored in a database on the Google servers. It is secure and will not be lost.
9. You can now click on “Submit another Response” to request additional trainings, if desired.
10. Any modifications or updates to the contact person’s name, phone, and/or email for your SELPA district should be sent as a separate email to DCNTrainings@dcn-cde.ca.gov throughout the year.

II. After requesting a Professional Learning Opportunity(ies):

1. Please assign an administrator or designee to attend the workshop.
2. Secure a training site to accommodate audience size.
3. Contracts will be e-mailed in mid-May, immediately following our selection and scheduling process.
4. Please sign and return these contracts to us via e-mail to DCNTrainings@dcn-cde.ca.gov. *They are confirmation of your training dates and times.*
5. As always, please e-mail DCNTrainings@dcn-cde.ca.gov with questions or concerns.

III. Once your training dates are confirmed via contract please:

1. Collect sign-ups of the attendees, including remote participants, for this training. Consider distributing e-mails, flyers, and other outreach activities to advertise.
2. Check that hosting agency has access to compatible equipment for any scheduled videoconferences or broadcasting to other sites.
3. Check if your hosting agency can provide for audio-visual needs.

IV. Three weeks prior to the training DCN will confirm these details, and also:

1. If your scheduled training is a video training or webinar, we will send a checklist, inform the trainer and set up a “practice” contact time with our IT staff and yours, prior to the actual training.
2. If the training is *live* but will be broadcast to other sites please state this when re-confirming the training.
3. After we confirm at the three-week mark, DCN will send you handout packets. Please duplicate the handout packets for all participants prior to the training date.
4. Please remember to request a sign language interpreter at least 2 weeks in advance if one is needed.

V. During the training:

1. Greet and register participants.
2. Have your on-site administrator available to deal with any unexpected issues that may arise.

VI. After the trainings are completed:

1. Distribute, collect, and give to the presenter (or send via e-mail) DCN evaluation surveys.
2. Distribute Certification of Completion at the end of workshop.

Note: While it is not required, providing lunch on-site for full day workshops is greatly appreciated. It ensures a timely resumption of the training after the lunch break.

We strongly recommend that the sponsoring agency ensures that parents, general education staff and other agencies (such as Regional Center, Mental Health) are also invited.

PLEASE FORWARD THESE PAGES TO PARTICIPATING SCHOOL DISTRICTS



Exciting New Professional Learning Opportunities

Assessment

- **AS020:** Is It ADHD, ASD or Something Else?
- **AS021:** Presenting the Difficult News: Your Child has an Intellectual Disability

Instruction

- **IN009:** Literacy Instruction in the Age of MTSS
- **IN010:** CA Dyslexia Guidelines – Next Steps
- **IN011:** How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs

Mental Health

- **MH007:** ERMHS Assessment: Examining Your Social-Emotional Data
- **MH008:** The Impact of Trauma at School: Better Understanding, Recognition, Assessment and Support for Students with Trauma-Related Challenges

AS020: Is it ADHD, ASD or Something Else?

Presenter: Mirit Friedland, M.A., School Psychologist

A large, stylized, purple and white graphic that says "NEW!" in a bold, slanted font with a drop shadow effect.

Intended Audience:

- School Psychologists
- Speech-Language Pathologists
 - ✧ Both disciplines should have at least two years of experience assessing for autism eligibility; should have working knowledge of autism, other health impairment and other special education eligibility.

Instructional Time: 3 hours

Type: In-Person or Remote

Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) are often confused and incorrectly identified due to challenges in emotional regulation and social interaction. These and other characteristics are often present in students with ADHD and ASD, in addition to other students with emotional regulation, language and learning challenges. This training will expand your ability to differentiate between different classes of disorders. Participants should have basic understanding and experience with assessment of autism eligibility and familiarity with the Autism Diagnostic Observation Schedule (ADOS-2).

Participants Will:

- Develop differential diagnosis skills
- Analyze and integrate assessment data
- Review and discuss case studies and video examples

AS021: Presenting the Difficult News: Your Child has an Intellectual Disability

Presenter: Mirit Friedland, M.A., School Psychologist

Intended Audience:

- School Psychologists

Instructional Time: 3 hours

Type: In-Person



One of the toughest jobs school psychologists are responsible for is delivering the difficult news to parents that their child has an Intellectual Disability. This training will focus on best practices for assessing for an Intellectual Disability and communicating with parents through this difficult process.

Participants Will:

- Review best practices for assessment of Intellectual Disability
- Be coached through ways to prepare parents for delivery of the news and sample scripts of how to deliver the news
- Be presented with sample write-ups and report findings

BH009: For Teachers – Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- Teachers – Special Education and General Education supporting students with special needs

Instructional Time: 5 hours

Type: In-Person

This training will discuss how to identify, understand and intervene with individual student problem behaviors. Through examples and case studies the steps of creating effective behavior interventions will be outlined and discussed. Participants are asked to come to the training with specific cases in mind to share with the group. Evidence-based behavior intervention strategies will be covered that address moderate to severe problem behaviors within the classroom setting.

Participants Will:

- Increase understanding of functions of behavior
- Be provided with specific explanations of how to implement behavior strategies
- Create an action plan for how to begin intervening with difficult student behavior

BH010: A Series: Completing a Functional Behavior Assessment to Determine Effective Interventions for Problem Behavior

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- School Psychologists
- Behavior Specialists

Instructional Time: 3 sessions – 3 hours each. Series Total: 9 hours

Type: Mixed media: In person/online

This is a three-part series of trainings presented in short sessions. These sessions will be presented over a period of several months, allowing the participants to practice and apply the knowledge gained during each session. The sessions are:

- **Session 1: Data Collection for Analysis** – Tools and methods will be introduced that allow for effective, time-efficient and appropriate data collection of problem behaviors that occur within the educational setting. **(In-person or web-ex 3 hours)**
- **Session 2: Determining the Function** – Using collected data to determine a hypothesis for why problem behavior is occurring. The session will discuss how to analyze data to determine the function, especially when there are multiple contributing factors impacting the behavior. **(In-person or web-ex 3 hours)**
- **Session 3: Designing Function Driven Replacement Behaviors and Putting It All Together** – How to use the information gathered through a functional assessment to lead to effective identification of appropriate replacement behaviors. This considers both writing a replacement behavior and selecting appropriate interventions. This training will also review recommendations for writing the actual FBA report. **(In-person or web-ex 3 hours)**

Participants Will:

- Increase skill in completing a Functional Behavior Assessment that leads to effective identification of replacement behavior and appropriate intervention.

EL001: Assessment of English Language Learners: An Overview

Presenter: Liz Arenas, M.S., CCC-SLP-L, Speech-Language Pathologist

Intended Audience:

- Speech-Language Pathologists

Instructional Time: 3 hours

Type: In Person

This training is intended to provide participants with a guided look at the Diagnostic Center-Northern California's best practice guidelines for the assessment of culturally and linguistically diverse students. The framework was developed to address the disproportionate number of English Language Learners being over- and under-identified for speech-language services.

Participants Will:

- Become familiar with guidelines for designing and conducting an unbiased and best practices language and communication assessment
- Receive copies of the forms used at the center to help guide them in future assessments
- Become familiar with resources for additional support and information

EL002: English Language Learners with SLI: A Guide to Intervention

Presenter: Liz Arenas, M.S., CCC-SLP-L, Speech-Language Pathologist

Intended Audience:

- Speech-Language Pathologists

Instructional Time: 3 hours

Type: In Person

This training will review the second language acquisition process. Participants will become familiar with the State Standards for English Language Learners and points that are important to consider when planning intervention. Participants will explore resources and materials to implement in therapy sessions for English Language Learners with Speech Language Impairment.

Participants Will:

- Become familiar with California State Standards
- Become familiar with the second language acquisition process
- Review evidence based strategies and materials to conduct effective, successful, and appropriate therapy when the student's language(s) are not shared by the SLP

IN009: Literacy Instruction in the Age of MTSS**Presenter:** Daniel Silberstein, M.Ed., Education Specialist**NEW!****Intended Audience:**

- Teachers – Special Education: including RSP, SDC and Reading Specialists

Instructional Time: 3 hours**Type:** In-Person

How do we plan effective reading programs for our students who struggle despite intervention? When a student makes limited or no progress in programs that others have succeeded with, teams often don't know where to turn. Learn strategies, techniques and/or curricula that are available to meet the range of student needs.

Participants Will:

- Review the process of learning to read for the typically developing student
- Investigate assessment options – formal and informal assessments and screening tools
- Learn instructional strategies that address different components of literacy acquisition
- Review how Multi-Tier Systems of Supports (MTSS) can support literacy instruction
- Review how the Universal Design for Learning (UDL) framework can support literacy instruction

IN010: CA Dyslexia Guidelines - Next Steps

Presenter: Daniel Silberstein, M.Ed., Education Specialist

Intended Audience:

- Special Education teachers
- Reading Specialists
- General Education teachers
- Administrators
- School Psychologists
- Speech-Language Pathologists

Instructional Time: 3 hours

Type: In-Person

Now that California's dyslexia guidelines have been released, what's next? California legislation (AB1369, fall 2015) clarified how California educators will handle the reading disability called dyslexia. AB1369 changed California's eligibility criteria for Specific Learning Disability (SLD) to include "phonological processing" in the description of basic psychological processes considered. This workshop will discuss how to understand the guidelines, assess for dyslexia, and plan academic interventions for students with phonological processing difficulties.

Participants Will:

- Learn what is included in California's definition of dyslexia
- Considerations and tools for assessing dyslexia
- Current research and considerations for assessing English language learners for dyslexia
- How to plan and create academic interventions for students with phonological processing difficulties



IN011: How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- Special education teachers teaching SDC classes
- Special education administrators
- Staff supporting instruction within the SDC classroom setting

Instructional Time: 5 hours

Type: In-Person



The design and implementation of instruction is the primary role of an effective teacher, who can impact student learning and success in the classroom. However, designing instruction that is effective and relevant for all students, when student ability and academic skills can vary widely can be difficult! This workshop will present strategies for identifying how to group students for small group instruction, the important elements of direct instruction for all students, ideas for curriculum design, and tips for management and implementation of a well-designed educational day.

Participants Will:

- Learn the critical elements of effective direct instruction for students at varying levels of support
- Practice highly effective strategies for engaging all students in learning
- Understand how to create and manage staff, students, and instruction
- Create a plan for next steps in improving their classroom instruction practices

MH005: Creating a Safe and Supportive Learning Environment: Universal Tier-One Classroom Supports for the Mental Wellness of All Students

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- Special Education Teachers serving students with emotional, behavioral, and mental health needs
- General Education Teachers serving students with emotional, behavioral, and mental health needs

Instructional Time: 3 hours

Type: In-Person

Supporting the mental health needs of students in the classroom is becoming an increasingly important component of providing comprehensive education. This training will describe specific environmental supports that increase students' ability to access learning in the classroom by designing a safe and supportive environment. Curriculum development and instruction in social-emotional learning will also be discussed as a critical piece of instruction for all students.

- ✧ *NOTE: It is recommended that this training be scheduled on the same day as MH006 – Methods of Implementing Targeted, Tier-Two Supports for Students Struggling with Mental Health Challenges in the Classroom*

Participants Will:

- Learn how mental health issues present in the learning environment
- Explore how to integrate environmental mental health/social emotional supports and practices into classroom instruction
- Work with colleagues to select specific strategies that they can implement in their classrooms

MH006: Methods of Implementing Targeted, Tier-Two Supports for Students Struggling with Mental Health Challenges in the Classroom

Presenter: Tara Zomouse, M. Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- Special Education Teachers serving students with emotional, behavioral and mental health needs
- General Education Teachers serving students with emotional, behavioral and mental health needs

Instructional Time: 3 hours

Type: In-Person

Students who struggle with specific mental health/social-emotional needs in the classroom may require an increased, targeted level of support. This training will describe specific mental health conditions and how they present in the classroom through an educator's lens. Participants will discuss how to recognize academic and behavioral symptoms that may be related to mental health concerns and how to provide appropriate supports to increase their success in the classroom. Interventions that can be implemented by teachers and support staff at the Tier-Two level of supports will be reviewed.

- ✧ *NOTE: It is recommended that this training be scheduled on the same day as MH005 – Creating a Safe and Supportive Learning Environment: Universal Tier-One Classroom Supports for the Mental Wellness of all Students*

Participants Will:

- Learn how mental health issues present in the learning environment
- Explore how to match educational and behavioral supports and accommodations to student needs when considering mental health concerns
- Work with colleagues to select specific strategies that they can implement in their classrooms

MH007: ERMHS Assessment: Examining Your Social-Emotional Data

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist

Intended Audience:

- School Psychologists
- School Counselors
- Teachers (Counseling Enriched Classrooms)

Instructional Time: 3 hours

Type: In-Person



Educationally Related Mental Health Services (ERMHS) are provided when a student has significant social-emotional and behavioral needs that impede his/her/their ability to benefit from the academic curriculum. In order to gain a better understanding of a student’s level of mental health functioning, and the degree to which it is impairing learning, we need to conduct an assessment that examines social, emotional, and behavioral capacities. This training will review common means of assessing and exploring a student’s mental health using projective storytelling cards, drawings, checklists, and other assessment measures. An in-depth analysis of how to use emotional themes and drawing interpretations to guide decisions and recommendations will be provided. By the end of the presentation, participants will feel more comfortable completing ERMHS assessments and have new tools to gather data and explain results.

Participants Will:

- Learn how to comprehensively analyze data gathered from social-emotional testing measures
- Understand which social-emotional tests to administer based on presenting questions or concerns
- Learn additional interpretation techniques to support the assessment process
- Review cases and testing data to apply learned skills in the moment
- Gain an increased awareness of emotional functioning in order to help guide teams towards appropriate goals and interventions

MH008: The Impact of Trauma at School: Better Understanding, Recognition, Assessment and Support for Students with Trauma-Related Challenges



Presenters: Kristin N. Moore, Psy.D., Clinical Psychologist
or Marji Stivers, Ph.D., Clinical Psychologist

Intended Audience:

- School Psychologists
- General Education and Special Education Teachers, especially those who serve some students with emotional/behavioral problems
- School-Based Mental Health Professionals

Instructional Time: 3 hours

Type: In-person

According to the most recent data published in 2016 by the National Survey of Children’s Health, an estimated 38 percent of children in every state have experienced at least one Adverse Childhood Experience (ACE). Individuals working in schools are becoming increasingly aware that many students are struggling with the psychological aftermath of exposure to trauma. By default, schools have become the frontline defense. They are tasked with recognizing students who have trauma-related symptoms and supporting them in overcoming their distress in order to promote academic learning and healthy social and emotional development. This training will provide information about the impact of trauma on students’ capacities to benefit from their educational programs, the signs and symptoms to look for when screening students for trauma-related problems, and assessment tips to help determine the extent to which a particular student’s difficulties in school are likely related to traumatic experiences. A brief overview of evidence-based strategies to address trauma through school-based mental health services will also be included along with resources to assist in service planning.

Participants Will:

- Develop increased understanding of the scope of this problem. Statistics and anecdotal case descriptions will help demonstrate the range of traumatic experiences and reactions in students.

- Understand the ways that trauma-related mental health problems can limit students' abilities to access the academic curriculum and benefit from experiences that promote social and emotional development in school.
- Learn to screen for possible trauma-related problems and recognize some major signs and symptoms consistent with trauma which may be observed in students at school.
- Learn assessment practices to improve identification of students whose trauma-related symptoms decrease their capacities to benefit from school.
- Learn about evidence-based practices for addressing trauma through school-based mental health interventions.

PR006: For Paraeducators: Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Intended Audience:

- Paraeducators who support students with behavior needs in all educational environments

Instructional Time: 3 hours

Type: In-Person

This training will increase paraeducators' understanding of why students engage in problem behavior. Strategies for intervention with problem behavior will be discussed. They will brainstorm how to intervene with behaviors as support staff in the classroom. Video examples will be shared and participants will brainstorm appropriate interventions. Evidence-based behavior intervention strategies will be covered that match the cause of behaviors to effective strategies across all ages and severities of behavior.

Participants Will:

- Increase understanding of why students engage in undesired behaviors
- Be provided with specific explanations of how to implement behavior strategies
- Leave with more ideas and strategies on how to support problem behaviors

ASSESSMENT

- *AS020: Is It ADHD, ASD or Something Else?
- *AS021: Presenting the Difficult News: Your Child has an Intellectual Disability

BEHAVIOR

- BH009: For Teachers — Behavior Supports in the Classroom: How to Implement Effective Reinforcement
- BH010: A Series: Completing a Functional Behavior Assessment to Determine Effective Interventions for Problem Behavior

ENGLISH LANGUAGE LEARNERS

- EL001: Assessment of English Language Learners: An Overview
- EL002: English Language Learners with SLI: A Guide to Intervention

INSTRUCTION

- *IN009: Literacy Instruction in the Age of MTSS
- *IN010: CA Dyslexia Guidelines — Next Steps
- *IN011: How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs

MENTAL HEALTH

- MH005: Creating a Safe and Supporting Learning Environment: Universal Tier-one Classroom Supports for the Mental Wellness of All Students
- MH006: Methods of Implementing Targeted, Tier-two Supports for Students Struggling with Mental Health Challenges in the Classroom

MENTAL HEALTH (continued)

- *MH007:** ERMHS Assessment: Examining Your Social-Emotional Data
- *MH008:** The Impact of Trauma at School: Better Understanding, Recognition, Assessment and Support for Students with Trauma-Related Challenges

PARAEDUCATORS

- PR006:** For Paraeducators — Behavior Supports in the Classroom: How to Implement Effective Reinforcement

*** Indicates new training**

Consultation Services

School District or SELPA teams are invited to consult with Diagnostic Center Specialists. Individual student consultation is especially helpful when a diagnosis is in question, when the IEP team would like assistance with "next steps" in planning individual student programs, or when there is a need to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available. These services are available at the Diagnostic Center or via videoconferencing.

Videoconferencing

To meet the demand for services, we offer videoconferencing as an optional way for LEAs and SELPAs to access training and technical assistance. Many school districts, County Offices of Education and Community Colleges have videoconferencing equipment available. The hosting agency must have Polycom compatible equipment available. Typical videoconferences are no more than 3 hours in length. The LEA is responsible for assigning a local technology person to coordinate with the Diagnostic Center staff. Possible uses for videoconferencing include:

- Case conferencing between Diagnostic Center staff and LEA to assist with individual student cases
- Follow-up services for students who have been previously assessed by the Diagnostic Center
- Mini-trainings on curriculum topics specific to LEA needs

Technical Assistance implementation projects are individually designed to meet specific LEA or SELPA needs. Projects are designed to provide in-depth content training and multiple levels of follow-up support including hands-on coaching and technical assistance with on-site collaboration. These projects include multiple service days that may be interspersed over a period of weeks, months or a year. Short term are also available. Plans to ensure sustainability are also developed.

Current project topics include:

- **Transition:** Development of best practices in Transition in the areas of transition assessment, transition goal writing, student-lead IEPs, etc. The school team will learn about evidence based resources to strengthen the career decision-making and career-planning skills of their middle and high school students
- **Autism Spectrum Disorders:** Development of best practice school programs that implement evidence-based practices for students with ASD
- **Selective Mutism:** Course to increase the capacity of a school team (e.g., SLP, general and special education teachers, school psychologist, therapist, etc.) to support students with Selective Mutism
- **Intellectual Disabilities:** Development of best practice school programs for students with Intellectual and Developmental Disabilities
- **Alternative and Augmentative Communication:** AAC Certification course for Speech-Language Pathologists
- **PSW:** Building the capacity of a school district or SELPA of the school psychologists to learn an integrated method for determining patterns of processing strengths and weaknesses in determining the presence or absence of a Specific Learning Disability (SLD)
- **Selective Mutism:** Course to increase the capacity of a school team (e.g., SLP, general and special education teachers, school psychologist, therapist, etc.) to support students with Selective Mutism

Diagnostic Center staff will work with the LEA/SELPA to identify the project components, which often include:

- In-depth content training (full, half-day, or 1-1½ hour sessions) followed by multiple levels of consultation
- Planning sessions with teachers and administrative support teams
- On-site consultation and technical assistance sessions with teachers and administrative support teams

The following general requirements apply to each of the Comprehensive Professional Development topics:

- Evidence of administrative support for the project must be provided
- Participants must be part of district, SELPA or County Office of Education team
- All participants must commit to fully participate in the training project and agree to "homework" and attempting recommendations/strategies between sessions

Due to our staff time commitment for these projects, they will be available on a limited basis. In many cases we begin the planning process with the local district or school site in the "semester" prior to the implementation time.

Request for Comprehensive Professional Development Project should be made to the Diagnostic Center Assistant Director, Ann England at 510-794-2500; aengland@dcn-cde.ca.gov.

Webinars

In an effort to utilize technology and provide time for more collaborative learning, the DCN is offering the following training series in a mixed based format including web-based:

- **BH010: A Series: Completing a Functional Behavior Assessment to Determine Effective Interventions for Problem Behavior**

Webinars will be broadcast via Web Ex, allowing participants to participate from their own computer/device.

Live Webinar Procedures

One week prior to the live webinar, a link to the webinar will be sent to the district's coordinator, who will forward the link to participants. This link will include instructions for the participant. Please make sure computers or devices are ready to play the webinar on the day of the training. If needed, the coordinator will also receive any additional handouts for the participants (such as a copy of the PowerPoint slides) to be mailed out to participants before the webinar.

Instructions:

1. Prior to the webinar participants should check with their technology specialist/department to make sure they are able to access the webinar
2. Participants will need headphones to interact with the DCN trainer
3. 15 minutes before webinar participants should log in using the link sent out by the DCN trainer
4. During the webinar the participants will need to provide the DCN trainer with their email address
5. After the webinar the trainer will send out evaluations to participants via email
6. When participants return the evaluations to the DCN trainer, a certificate of attendance will be emailed back

Benefits of a Live Webinar:

- Can be viewed from any location
- No location constraints – NO travel
- Reach a broader audience – the link can be shared with anyone in the district
- Content can go from your computer to your classroom
- Possible to record and review at a later date



Liz Arenas, M.A. CCC-SLP-L, Speech-Language Pathologist

Elizabeth has been working in the field of speech-language pathology for over 20 years. She is bilingual in English and Spanish. She has worked in private clinics, home settings, and schools (public, private, and charter). Elizabeth has enjoyed working with children who present with varying special needs, such as autism, emotional/behavioral disorders, cognitive deficits, and learning disabilities. Her experience has allowed her the opportunity to collaborate and consult with teachers, therapists, and families while conducting assessments, creating intervention plans, and implementing services in inclusion and resource settings. Elizabeth has also served as a member of the California Speech-Language Hearing Association Diversity Committee and currently a member of the AB2785 Work Group.



Mirit Friedland, M.A., School Psychologist

Mirit Friedland has almost 20 years of experience as a school psychologist in California. This is her 11th year at the Diagnostic Center. She worked as a school psychologist in a large urban school district in Southern California where she was a team member of the preschool assessment team. She was also a site school psychologist for several elementary and middle school campuses, where she chaired Student Study Teams, counseled students, and monitored student's reading progress. Her specialties and professional interests include Autism Spectrum Disorder, ADHD, and differential diagnosis. Mirit also worked as a research assistant at UC San Francisco Department of Psychiatry and as a clinician for a popular reading intervention program. Mirit speaks Hebrew, some Spanish and French. She is a mother of a very engaging and happy 5 year old.



Kristin Moore, Psy.D., Clinical Psychologist

Kristin Moore received her doctorate degree in clinical psychology from John F. Kennedy University. Her specialty is in the area of child and adolescent psychology, and she has provided mental health and psychodiagnostic assessment services to children, adolescents, and their families in California community mental health clinics and hospitals for over a decade. Her interests include trauma, mood disorders, and bilingual and projective assessment.



Marji Stivers, Ph.D., Clinical Psychologist

Margaret is a social and developmental psychologist as well as a licensed clinical psychologist who trained at Reed College, the University of Kansas, the University of Miami, and the University of South Florida. She has developed and directed mental health, residential, and nonpublic school programs for children and adolescents and has taught psychology courses at four major universities. Her experience includes over 40 years of consultation and collaboration with educational programs throughout the country, including schools in urban and rural areas, migrant camps, and on Indian reservations.



Daniel Silberstein, M.Ed., Education Specialist

Daniel Silberstein is an Educational Specialist with the Diagnostic Center of Northern California. He has a Master's in Education and has worked in the field of special education for over 12 years as an SDC teacher and Reading Interventionist. He served as Director of Oakland Unified School District's Reading Clinic, overseeing the program which provides direct reading support to elementary through high-school-aged students in both a clinical and classroom setting. Daniel is enthusiastic about sharing his strategies for reading intervention with teachers throughout Northern California.



Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist

Tara is Board Certified Behavior Analyst (BCBA) and a Nationally Certified Educational Diagnostician (NCED). She holds a moderate/severe teaching credential and a Master's degree in Special Education Curriculum and Instruction. Tara was a classroom teacher for 5 years and has worked at the Diagnostic Center for the past 7 years. She sits on the Student Mental Health Policy Workgroup for the state of California and is a leader of the Positive Environment Network of Trainers (PENT). She has expertise in working with students with emotional and behavioral needs of all ages and is inspired to be able to support increasing the expertise of educational personnel working with students with all kinds of special needs so that social emotional and academic learning occurs for every student in every classroom.

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