

California Department of Education



Diagnostic Center – Northern California

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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. For more information see page 26.
- Consultation services: One- to two-hour sessions at the Diagnostic Center or via video conferencing. For more information see page 25.
- 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. For more information see page 25.
- 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 on page 28.

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. A minimum number of participants may be required.

California Department of Education



Diagnostic Center – Northern California

The “window” for requesting trainings for the 2020-2021 school year will be open from Friday, June 12, 2020 – Monday, June 22, 2020. 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.

Due to COVID-19 considerations, all trainings specified in the 2020-2021 year will be online (video) trainings, unless specifically requested otherwise.

1. You will receive a “start of scheduling” email on Friday, June 12, 2020. If you do not receive this e-mail, please contact DCNTrainings@dcn-cde.ca.gov. Trainings are available for scheduling June 12 through June 22. The “window” for requesting trainings closes at 4:30pm, on Monday, June 22, 2020.
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) click the “Request this training in-person (subject to quarantine conditions)” checkbox to request the training in-person.
7. (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.
8. Click the “Submit” button at the bottom to finalize your request.
9. 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.
10. You can now click on “Submit another Response” to request additional trainings, if desired.

11. 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 late June or early July, 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

Instruction

- **IN013:** Understanding and supporting students with Executive Function (EF) deficits
- **IN014:** Social Communication and the SLP
- **IN015:** What's Language Got to do with it?

Mental Health

- **MH012:** Social Emotional Learning (SEL)
- **MH013:** When They Don't Show Up: Dealing with School Avoidance
- **MH014:** Projective Assessment: Diving deeper (Special offering)

AS022: ADHD: What it Is, What it Isn't, and What to Do about it

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

Intended Audience:

- School Psychologists
- General Education and Special Education Teachers, especially those working with students who are hyperactive and/or inattentive

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

Results from the National Survey of Children's Health (NSCH) from 2016 indicate that approximately 9.4% of children ages 2-17 have received a diagnosis of ADHD. This statistic suggests that 6.1 million children grapple with ADHD symptoms and the number is on the rise. This training highlights the historical implications of the current increase in this diagnosis, and offers information on how to accurately identify and assess for ADHD. This training also reviews best practice and evidence-based interventions to support students with an ADHD diagnosis in an academic setting.

Participants Will:

- Gain a better understanding of the historical implications of the current rise in ADHD diagnoses
- Learn strategies to assess for ADHD
- Learn evidence-based strategies and treatment interventions for working with students who have an ADHD diagnosis

AS023: How to interpret a psychoeducational evaluation for teachers!

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

Intended Audience:

- Teachers – General Education, Special Education: including RSP, SDC, Reading Specialists, and intervention specialists.

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

Teachers receive psychoeducational evaluations about each of their students with Individualized Education Plans (IEPs). What do all those standard scores really mean? How can the information in a psychoeducational report support teachers with planning effective academic interventions and quality educational programs?

Participants Will:

- Learn the basics of federal handicapping disability qualification for Specific Learning Disability (SLD) and Other Health Impairment (OHI).
- Learn the cognitive processing areas a psychoeducational report evaluates and how they are assessed.
- Learn the difference between a discrepancy model and the Patterns of Strengths and Weaknesses (PSW) model.
- Learn how information from a psychoeducational evaluation can focus educational strategies

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 or Video

Video Training Format: Two 90-minute sessions on different days.

This training will discuss how to identify, understand and intervene with individual student problem behaviors within the classroom. Through examples and case studies the steps of creating a classroom environment rich in positive behavior supports will be outlined and discussed. Evidence-based positive behavior intervention strategies will be covered that address how to support the vast array of problem behaviors that students may engage in, across all classroom settings.

Participants Will:

- Increase understanding of functions of behavior
- Be provided with specific explanations of how to implement positive behavior strategies within the classroom environment from the *Prevent, Teach, Reinforce* model
- Create an action plan for how to enhance classroom positive behavior supports

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 / Video

Video Training Format: Three 90-minute sessions on different days.

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 training will review examples of how to write a defensible and accessible 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

BH013: Creating an Effective Behavior Intervention Plan: Writing a plan with appropriate replacement behaviors and reinforcement systems

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

Intended Audience:

- Psychologists, Behaviorists, professionals who plan and write behavior plans

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: Two 90-minute sessions on different days.

The implementation of a Behavior Intervention Plan (BIP) is only as effective as the precision, specificity and creativeness of the written plan. This training will cover how to accurately align individualized replacement behaviors to function, select an appropriate reinforcement system, and write measurable goals to track progress. Included in this training will be practical tools for writing BIPs that are user friendly to those implementing them while also providing enough detail that consistent implementation with fidelity is more likely.

Participants Will:

- Gained an increased understanding about necessary components of a Behavior Intervention Plan
- Learn how to create aligned pathways between function of behavior and functionally equivalent replacement behaviors
- Take away key concepts in writing a comprehensive BIP
- Engage in case discussion to identify appropriate, creative, and doable reinforcement systems

IN010: CA Dyslexia Guidelines - Next Steps

Presenter: Daniel Silberstein, M.Ed.

Intended Audience:

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

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session

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. This workshop will discuss how to understand the guidelines, assess for dyslexia, and plan academic interventions for students with reading deficits.

Participants Will Learn:

- What is included in California's definition of dyslexia
- Considerations and tools for screening and assessing dyslexia
- Current research and considerations for assessing English Language Learners for dyslexia
- How to plan and implement academic interventions for students with reading deficits.

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 or Video

Video Training Format: Two 90-minute sessions on different days.

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

IN012: Universal Design for Learning (UDL) in the age of MTSS

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

Intended Audience:

- Teachers – General Education, Special Education: including RSP, SDC and Reading Specialists. Program specialists, special education leadership.

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session

In the age of Multi-Tiered System of Support (MTSS), how will teachers meet the needs of all students in their classrooms? California's Education Task Force (2015) determined that Universal Design for Learning (UDL) is the framework for improving educational outcomes for all students. Learn how Universal Design for Learning can improve outcomes and accessibility for all students.

Participants Will:

- Learn the framework of Universal Design For Learning (UDL)
- Learn the basics of UDL implementation
- Learn how teachers can develop assessment measures that incorporate components of the UDL framework
- Learn how to use technology to break down barriers to learning

IN013: Understanding and supporting students with Executive Function (EF) deficits

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

Intended Audience:

- Special Education teachers, General Education teachers, Administrators, educational specialist, para-educators.

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session



Executive function (EF) is an umbrella term for a collection of cognitive and behavioral functions such as problem solving, reasoning, planning and organization, inhibiting action or speech within context and managing attention control.

It is now commonly believed that executive functions are essential for purposeful, goal-directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. This training will help teachers understand what executive functions are and how to best support students with executive functioning deficits.

Participants Will:

- Understand the Executive Functioning domains.
- Understand how Executive Function deficits are assessed and the link between ADHD and executive functioning.
- Learn how Universal Design for Learning (UDL) strategies can support executive functioning deficits.
- Learn strategies for academic and behavioral support for students with executive functioning deficits.

IN014: Social Communication and the SLP**Presenter:** Janet Mclellan, Ph.D., M.A., CCC-SLP-L**Intended Audience:**

- Speech Language Pathologists

Instructional Time: 3 hours**Type:** In-Person or Video**Video Training Format:** Two 90-minute sessions on different days.**NEW!**

George is having a hard time making friends. In conversations, he sometimes interrupts or changes the topic abruptly. He doesn't pick up on nonverbal cues and often misinterprets his classmates' intentions or feelings. In the classroom, he struggles to follow the rules. He always seems to be in trouble. His classmates sometimes tease him. More and more SLPs are being asked to evaluate and intervene with students who, like George, struggle with social communication. This training will address what social communication is, how we assess it and evidence-based strategies for intervening. Suggestions for providing services through an online format will be provided throughout the presentation.

Participants Will:

- Define social communication and its disorders
- Assess students' social communication
- Implement evidence-based interventions for students who struggle with social communication

IN015: What's Language Got to do with it?

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech Language Pathologist

Intended Audience:

- Speech Language Pathologists, Teachers, Reading Specialists, psychologists

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: Two 90-minute sessions on different days.



John can't remember sight words! Jose knows a word on one line and then on the next he doesn't! Jane doesn't understand anything she reads! Joe can't spell! Maria just guesses at words! Daniel just sits in front of a blank page! What can an educator do? Many students struggle with language that impairs their ability to acquire reading and writing skills. In this training we investigate the impact of language on reading and writing, why traditional approaches to reading and writing may not work for these students and how we can collaborate to use evidence-based practices to move these students forward. Samples of how materials and activities can be modified for distance learning will be provided.

Participants Will:

- Gain a better understanding of language and how it impacts reading and writing
- Learn why traditional literacy programs may not work for all students
- Learn how to implement the latest evidence-based practices in reading and writing as part of a collaborative school-based team to support all students

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 or Video

Video Training Format: One condensed 90-minute session.

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

Intended Audience:

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

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

According to 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 provides 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 is also 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
- Learn assessment practices identify students whose trauma-related symptoms decrease their capacity to benefit from school
- Learn about evidence-based practices for addressing trauma through school-based mental health interventions

MH009: For Teachers- Creating a Safe and Supportive Learning Environment: Implementing Environmental Based Strategies to address Students Struggling with Mental Health Concerns, at the Tier 1 and Tier 2 levels

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: 5 hours

Type: In-Person or Video

Video Training Format: Two 90-minute sessions on different days.

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. Additionally, specific mental health conditions and how they present in the classroom through an educator's lens will be reviewed. Participants will discuss how to recognize academic and behavioral symptoms and how to preventatively and proactively implement supports prior to student distress.

Participants Will:

- Receive clarity about what is included in Tier 1/Universal social emotional supports, from a teacher perspective
- 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
- 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

MH010: Treating Trauma

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

Intended Audience:

- School Psychologists
- School-Based Mental Health Professionals

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

The Substance Abuse and Mental Health Services Administration (SAMHSA) estimates that more than two thirds of school aged children have experienced at least one traumatic event by age 16. This staggering statistic suggests that a significant number of students are likely struggling with mental health issues related to trauma. This training will teach therapeutic, evidence-based practice interventions for working with students who have experienced trauma. The trainer will break down the steps involved in a cognitive behavioral approach and will share resources and strategies for working with students in an academic setting.

Participants Will:

- Learn how to use Cognitive Behavioral Therapy interventions to support students who have experienced trauma.
- Understand how to utilize evidence-based treatment methods in the school setting.
- Learn how to adapt appropriate treatment interventions according to the type of trauma the student has experienced.

MH011: Silent Suffering: What to Know and What to Do for Students with Internalizing Disorders

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

Intended Audience:

- School Psychologists
- School-Based Mental Health Professionals
- Teachers (Counseling Enriched Classrooms)

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

It can be difficult to identify students who are struggling with an internalizing disorder. Internalizing disorders are so named because individuals rarely demonstrate overt behaviors that let others know they are in pain. The most common internalizing disorders are anxiety and depression; however, self-harm behavior and suicide are also important to consider. This training will highlight symptoms consistent with anxiety and depression, and provide information on how to assess for and treat such disorders. Strategies and recommendations for treatment will include evidence-based and best practice interventions.

Participants Will:

- Identify symptoms consistent with various internalizing disorders
- Learn best practices for assessing students who may present with an internalizing disorder
- Learn evidence-based interventions for working with students who have internalizing disorders

MH012: Social Emotional Learning (SEL)

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

Intended Audience:

- School Psychologists
- Mental Health Professionals
- Administrators
- Teachers
- Paraprofessionals



Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

Social Emotional Learning (SEL) is the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). Given the current academic climate, the adoption and implementation of SEL has never been more important. This training will review domains critical to SEL, the guidelines introduced by the State of California Department of Education (CDE), and strategies targeted at supporting the development of SEL in both the classroom and via remote learning.

Participants Will:

- Learn the basic domains related to SEL
- Learn strategies and interventions that support and prompt SEL
- Learn how to implement the strategies in person and via remote instruction

MH013: When They Don't Show Up: Dealing with School Avoidance

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

Intended Audience:

- School Psychologists
- Mental Health Professionals
- Administrators
- Teachers

Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.



There has been a steady increase in the number of students who are refusing to attend school. Chronic absenteeism and frequent tardies are significant problems that not only plague schools, but families as well. This training will help provide information on how to identify the reason(s) behind the student's school refusal (whether in person or while engaged in remote learning), and outline evidence-based practice interventions to help students return to class. Case examples will be offered to illustrate the various methods and intervention strategies. Attendees will have the opportunity to share their own case examples.

Participants Will:

- Learn how to identify reason(s) behind a student's school avoidance
- Learn evidence-based strategies to help students return to class
- Learn how to assemble an appropriate team to implement and monitor the transition plan

MH014: Projective Assessment: Diving deeper (Special offering)

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

Intended Audience:

- School Psychologists
- ERMHS assessors

** (This is an advanced training for individuals who already have a foundational skillset in social-emotional projective measures)**



Instructional Time: 3 hours

Type: In-Person or Video

Video Training Format: One condensed 90-minute session.

Projective assessment measures can provide invaluable information regarding the social-emotional wellbeing of our students. These testing techniques offer youth an outlet to provide their own responses and additional information related to their internal processes. The measures go beyond “forced choice” responses on self-rating scales and that which can typically be obtained through behavioral observations. This training will review some of the more commonly used projective measures, and serve as a “refresher and update” for those who have had more exposure to these techniques during their graduate studies. Participants will have the opportunity to ask questions pertaining to theory, research, and interpretation. Participants are encouraged to bring their own data, and case studies will be utilized to support skill acquisition.

Participants Will:

- Learn theory relevant to the utilization of projective measures
- Identify projective measures they can add to their social-emotional or ERMHS assessments
- Refresh their skill set as it relates to projective assessment measures

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 or Video

Video Training Format: Two 90-minute sessions on different days.

This training will increase paraeducators' understanding of why students engage in problem behavior. Strategies for intervention with problem behavior will be discussed. Participants 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

- AS022:** ADHD: What it Is, What it Isn't, and What to Do about it
- AS023:** How to interpret a psychoeducational evaluation for teachers!

BEHAVIOR

- BH009:** For Teachers — Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies
- BH010:** A Series: Completing a Functional Behavior Assessment to Determine Effective Interventions for Problem Behavior
- BH013:** Creating an Effective Behavior Intervention Plan: Writing a plan with appropriate replacement behaviors and reinforcement systems

INSTRUCTION

- IN010:** CA Dyslexia Guidelines — Next Steps
- IN011:** How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs
- IN012:** Universal Design for Learning (UDL) in the age of MTSS
- *IN013:** Understanding and supporting students with Executive Function (EF) deficits
- *IN014:** Social Communication and the SLP
- *IN015:** What's Language Got to do with it?

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
- MH009:** For Teachers- Creating a Safe and Supportive Learning Environment: Implementing Environmental Based Strategies to address Students Struggling with Mental Health Concerns, at the Tier 1 and Tier 2 levels

- MH010:** Treating Trauma
- MH011:** Silent Suffering: What to Know and What to Do for Students with Internalizing Disorders
- *MH012:** Social Emotional Learning (SEL)
- *MH013:** When They Don't Show Up: Dealing with School Avoidance
- *MH014:** Projective Assessment: Diving deeper (Special offering)

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, on the phone 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 several years to ensure sustainability and scaling up.

GENERAL REQUIREMENTS:

- 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

TIMELINE:

Due to our staff time commitment for these projects, these projects are available on a limited basis. In most cases we begin the planning process with the local district or SELPA one year in advance. That is, we are committed for 2020-2021 school year but would be available to begin a planning process for to launch in the 2021-2022 school year.

HOW TO REQUEST:

Requests for Technical Assistance Implementation Projects should be made to the Diagnostic Center Assistant Director, Gloria Mau at 510-794-2500; gmau@dcn-cde.ca.gov.

CURRENT PROJECT TOPICS INCLUDE:

- **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
- **Students with Intellectual Disabilities:** Development of best practice school programs for students with Intellectual and Developmental Disabilities

- **Alternative and Augmentative Communication:** AAC Course for Speech-Language Pathologists
- **PSW for School Psychologists:** 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)

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 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



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.



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.

Janet McLellan, M.A., Ph.D., CCC-SLP-L

Janet McLellan has worked in the schools for over 25 years as a speech language pathologist, special education teacher and administrator. She has a Master's in Communication Sciences and Disorders and earned her doctoral degree at the University of North Carolina – Chapel Hill in Special Education and Literacy. She has presented nationally and internationally on topics such as augmentative and alternative communication, language, literacy and school-based intervention. Her passion is assisting educators to support students with communication disorders to understand and express themselves in oral and written language.

DIAGNOSTIC CENTER

Northern California



Diagnostic Center – Northern California Service Area



Gloria S. Mau, Director

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