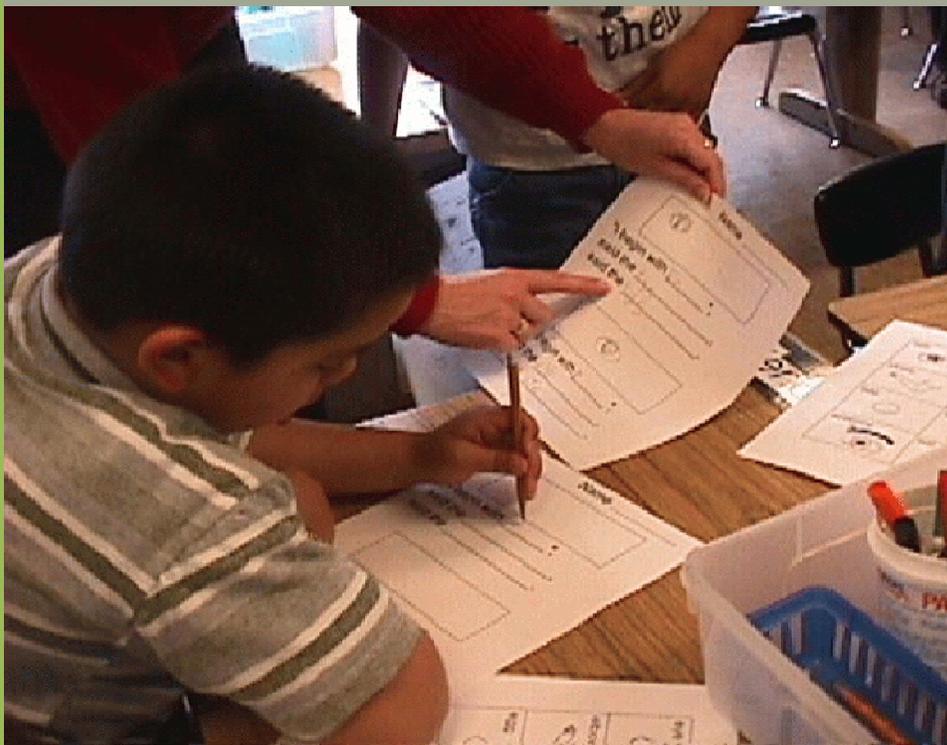


DIAGNOSTIC CENTER-NORTHERN CALIFORNIA

Professional Development Opportunities



2011-2012



39100 GALLAUDET DRIVE, FREMONT, CA 94538

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The Diagnostic Center, Northern California offers professional development opportunities to educators and families. The Diagnostic Center presenters are practitioners who offer up-to-date, research-based information and practical skills. Trainings are available throughout the year and in various formats:

- **One day and half-day workshops:** hosted by SELPAs and County Offices of Education.
- **Comprehensive training and technical assistance projects:** In-depth content training and multiple levels of follow-up support, including demonstration teaching and on-site consultation. For more information click on "[Comprehensive Professional Development Projects.](#)"
- **Consultation Services:** One to two hour sessions at the Diagnostic Center or via videoconferencing. For more information click on "[Consultation Services.](#)"
- **Videoconferencing:** To meet the demand for services, we offer videoconferencing as an optional way for LEAs and SELPAs to access training and technical assistance. The hosting agency must have poly-com compatible equipment available.
- **Web-based training:** Selected trainings designed to provide consultation services to professionals and training to parents by accessing the Internet. For more information click on "[Online Training Topics.](#)"

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 professional development requirements.

There is no cost for our professional development service. While scheduled on a "first come, first served" basis, attempts are made to distribute these trainings equitably to meet the Diagnostic Center's geographic limitations. SELPAs and COEs are responsible for costs such as duplication of handout materials, securing the training site, advertising the presentation, providing refreshments and other like costs. A minimum number of participants will be required.



How to schedule trainings:

Scheduling will begin May 2, 2011. Priority will be given to SELPAs and COEs. School Districts are encouraged to contact their local SELPA or COE to request trainings.

After reviewing the training brochure, selecting topics and identifying two or three potential training dates, contact Mary Anne Nielsen, Director at mnielsen@dcn-cde.ca.gov

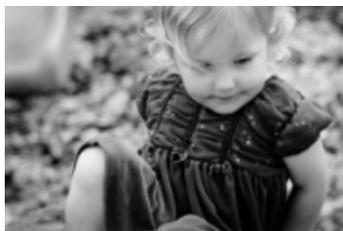
What does the sponsoring agency (SELPA, LEA) need to do?

The agency is responsible for:

- assigning a contact person responsible for coordinating with the Diagnostic Center
- assigning administrator or designee to attend the workshop
- securing a training site to accommodate audience size
- Confirm that hosting agency has access to poly-com compatible equipment for any scheduled Video conferences.
- creating and distributing a flyer *at least one month before* the training (see sample on website)
- providing for audio-visual needs
- duplicating handout packets for all participants prior to training date
- greeting and registering participants
- introducing presenter
- distributing and collecting evaluation surveys
- distributing Certification of Completion at the end of workshop
- sending DCN copies of sign-in sheets which list participant name and school district

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 and other agency staff (for example, Regional Center, Mental Health) as are invited.



ASD: communication Assessment and the SLP
Presenter: Michelle Derryberry

How Am I Doing? Self Management Tools for Independence
Presenter: Shari Gent

Attention Deficit: Engaging Strategies for Active Learners
Presenter: Shari Gent

Meeting the Needs of Middle to High School Age Students with ASD: Who Are Served in General Education Classrooms
Presenter: Cathy Thoni

Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports
Presenter: Cathy Thoni

Selective Mutism: Assessment and Intervention for Speech-Language Pathologists
Presenter: Virginia Sanchez-Salazar

Best Practices for Assessment of Autism: Introduction
Presenter: Mirit Friedland

The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day
Presenter: Brian Mathis

Best Practices for Assessment of Autism: Advanced Course
Presenter: Mirit Friedland

The Fine Art of Collaboration in Special Education: Planning for Success
Presenter: Lynn Shuler

Creating Equity in Education for African American Children
Presenter: Renee A. Dawson

Wechsler Individual Achievement Test (WIAT-III): Administration, Scoring and Interpretation
Presenter: Laura Denton

Differentiated Instruction: A Practical Guide to Interventions and Strategies for the Elementary Classroom
Presenter: Lynn Shuler

What do you Mean my Child has an Intellectual Disability? Talking to Parents about Intellectual Disability
Presenter: James Hiramoto

Guidelines for Intervention When Working with Dual Language Learners with Language and Communication Disorders
Presenter: Liz Arenas

Woodcock-Johnson Tests of Achievement (WJ-III): Administration, Scoring and Interpretation
Presenter: Laura Denton

ASD: Communication Assessment and the SLP

Presenter: Michelle Derryberry

Intended Audience: Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Speech-Language Pathologists (SLP) play an integral role in the assessment and diagnosis of an Autism Spectrum Disorder and the inherent communication impairments. Participants will:

- Define the role of the SLP in an ASD assessment
- Review the DSM-IV descriptions and qualifiers and discuss the characteristics listed
- Identify and discuss the pros and cons of various formal and informal assessment measures
- Discuss and analyze other disorders that may be diagnosed as an ASD
- Learn about reporting methods required of this type of assessment

Best Practices for Assessment of Autism: Introduction

Presenter: Mirit Friedland

Intended Audience: School Psychologists, Speech-Language Pathologists and Special Educators

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

The prevalence of and request to assess for autism has been increasing exponentially in the past few years. IEP Teams are being asked to determine eligibility under the category of autism/autistic-like and provide services to address impairments associated with these disabilities. This workshop will provide a comprehensive review of diagnostic criteria and characteristics of autism. Participants will be provided with knowledge to:

- Examine DSM and Education Code criteria for autism
- Compare and contrast DSM criteria with Education Code criteria
- Better understand and interpret school and private evaluations
- Start planning for eligibility assessments in the school setting
- Review the latest research and up-to-date constructs associated with ASD
- Become familiar with common assessment instruments (screeners, observation systems, developmental histories)
- Begin to identify co-morbid and differential disorders

Best Practices for Assessment of Autism: Advanced Course

Presenter: Mirit Friedland

Intended Audience: School Psychologists, Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

School assessment teams are being asked to determine eligibility of and provide meaningful assessments for autism. This advanced course training will assist participants in planning for and conducting comprehensive evaluations for autism.

Participants will learn to:

- Select appropriate tools and instruments for initial and triennial eligibility determinations of autism
- Evaluate functioning across domains, including cognitive, adaptive, behavioral, social emotional, academic, and up-to-date constructs
- Utilize practical strategies for observing, collecting, and analyzing data
- Integrate data from multiple sources
- Practice interpreting and writing findings
- Include differential diagnosis
- Develop strategies for collaborative/interdisciplinary assessments

Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms

Presenter: Cathy Thoni

Intended Audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators

Instructional Time: 3 hours

IDEA is clear in its declaration that students must be placed in the least restrictive environment in an effort to provide them with the best education possible. With the diversity existing in our general education classrooms, knowledge of inclusion strategies is necessary and will better prepare teachers to meet the academic and social needs of students with ASD. Participants will:

- Understand the theories associated with ASD learners
- Gain specific teaching strategies necessary for instruction
- Explore the hidden curriculum of social education
- Learn basic behavior supports to use in the general education setting

For Paraeducators Only: Teaching Students with Autism - An Overview

Presenter: Rebecca Steinberger

Intended Audience: Paraeducators/Preschool - 8th Grade

Instructional Time: 3 hours

Paraeducators are often responsible for providing support to students with Autism. In this workshop, participants will:

- Understand how the diagnosis of Autism influences the student's learning and behavior
- Leave with an understanding of specific strategies that can be effective for students with Autism

NOTE: This training will not address secondary age students

Restraint and Seclusion: What the IEP Team Needs to Know

Presenter: Cathy Thoni

Intended Audience: Special Educators

Available Venue: Video Only

Instructional Time: 2 hours

Participants will learn:

- The scope of the problems and concerns about restraint and seclusion
- California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion
- How to prevent the use of restraint and seclusion through the implementation of positive behavior supports

NOTE: Seminar is for Administrators, Program Specialists, Teachers, Psychologists and others involved in developing or evaluating educational programs for students with challenging behavior.

Serving Students with ASD in the Schools: Information the Administrator/IEP Team Coordinator Needs to Know

Presenter: Ann England

Intended Audience: Administrators and Program Specialists

Available Venue: Video Only

Instructional Time: 2 hours

Participants will become familiar with:

- California's New ASD: Guidelines for Effective Interventions
- The National Standards Project Report on ASD
- California Department of Education's partnership with the National Professional Development Center on ASD
- Research supported, evidenced-based interventions recommended for students with ASD

Teaching Adolescents with ASD

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Paraeducators, and Families

Instructional Time: 3 hours

Teaching secondary students with an Autism Spectrum Disorder provides a unique challenge for educators. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance pose challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practices (EBPs) to help students with ASD participate in school and post-secondary options. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities.
- Become familiar with the Transition Law under IDEiA 2004, National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options

NOTE: This training does not cover preschool and elementary school students

Teaching Students with Autism

Presenter: Ann England and Rebecca Steinberger

Intended Audience: Preschool - 8th Grade IEP Teams and Families

Instructional Time: 6 hours

Teaching students with Autism Spectrum Disorder (ASD) provides a unique challenge for educators in schools. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance poses challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practice (EBPs) to help students with ASD participate in school and reach their potential. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences the student's learning style and needs
- Become familiar with the National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success

NOTE: This training does not cover high school or post-secondary age students.



Creating Equity in Education for African American Children

Presenter: Renee Dawson

Intended Audience: All Educators

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

It is well documented that African American children are disproportionately represented in special education. Given these facts, what can educators do to prevent this trend from continuing? In this training participants will:

- Learn how disproportionality is determined
- Identify some of the root causes
- Consider possible solutions
- Develop a plan to address some of these root causes

Restraint and Seclusion: What the IEP Team Needs to Know

Presenter: Cathy Thoni

Intended Audience: Special Educators

Available Venue: Video Only

Instructional Time: 2 hours

Participants will learn:

- The scope of the problems and concerns about restraint and seclusion
- California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion
- How to prevent the use of restraint and seclusion through the implementation of positive behavior supports

NOTE: Seminar is for Administrators, Program Specialists, Teachers, Psychologists and others involved in developing or evaluating educational programs for students with challenging behavior.

Serving Students with ASD in the Schools: Information the Administrator/IEP Team Coordinator Needs to Know

Presenter: Ann England

Intended Audience: Administrators and Program Specialists

Available Venue: Video Only

Instructional Time: 2 hours

Participants will become familiar with:

- California's New ASD: Guidelines for Effective Interventions
- The National Standards Project Report on ASD
- California Department of Education's partnership with the National Professional Development Center on ASD
- Research supported, evidenced-based interventions recommended for students with ASD

The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day

Presenter: Brian Mathis

Intended Audience: IEP Team Members Responsible for Teaching Students with Moderate to Severe Intellectual and Developmental Disabilities

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

This workshop will introduce an Activity Matrix for use with students with moderate to severe intellectual and developmental disabilities. The IEP Team can use the Activity Matrix to ensure that IEP goals are taught in meaningful, age-appropriate activities throughout the student's day. Participants will:

- Receive instruction in how to design and use an Activity Matrix
- Design and leave with an Activity Matrix for one of their students
- Learn how the Activity Matrix supports IEP Team collaboration
- Learn about many high-interest, meaningful activities in which to address IEP goals
- Understand how the Activity Matrix can be used to support participation in the least restrictive environment

Prerequisites: Each participant must bring a signed Parent permission form and the IEP for one of their students. This training is best when the IEP team attends together.

The Fine Art of Collaboration in Special Education: Planning for Success

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Inclusion Specialists and Program Supervisors

Instructional Time: 3 hours

Meeting the needs of special education students requires effective collaboration between general education and special education teams. This training will give teachers and school staff tools to facilitate effective collaborative planning to ensure success for all students. Participants will learn about:

- The importance of collaborative planning
- How to improve collaborative practices
- Strategies to implement collaborative practices



Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports

Presenter: Cathy Thoni

Intended Audience: Paraeducators

Instructional Time: 3 hours

This workshop will provide successful strategies the paraeducator can use immediately to increase the engagement of students and decrease unwanted behaviors. In this interactive workshop participants will:

- Learn behavior basics
- Practice proactive, positive behavior interventions and supports
- Become familiar with the use of positive behavior supports

Promoting Positive Classroom Behavior

Presenter: Rebecca Steinberger

Intended Audience: Teachers and Paraeducators/Preschool - 8th Grade

Instructional Time: 3 hours

This workshop presents practical techniques to create a positive learning environment. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction; it does NOT address severe behaviors.

Participants will learn strategies to:

- Increase positive behavior
- Decrease or prevent disruptive behavior
- Structure classrooms for success

NOTE: This training will NOT cover:

- High school students
- How to write a Behavior Support Plan
- Students with severe behaviors

Restraint and Seclusion: What the IEP Team Needs to Know

Presenter: Cathy Thoni

Intended Audience: Special Educators

Available Venue: Video Only

Instructional Time: 2 hours

Participants will learn:

- The scope of the problems and concerns about restraint and seclusion
- California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion
- How to prevent the use of restraint and seclusion through the implementation of positive behavior supports

NOTE: Seminar is for Administrators, Program Specialists, Teachers, Psychologists and others involved in developing or evaluating educational programs for students with challenging behavior.

How Am I Doing? Self Management Tools for Independence

Presenter: Shari Gent

Intended Audience: Elementary General and Special Education Teachers and Paraprofessionals

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Tired of stickers and M&Ms? These strategies will help your students take charge of their own behaviors. Participants will learn:

- When and how to introduce self-management strategies
- Teaching steps for gradual independence
- How to design visual supports for self-management

African American Students in California Schools: Guidelines for the Assessment of Language and Communication

Presenter: Priscilla Harvell

Intended Audience: Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Participants will learn about:

- Overrepresentation of African American students on special education caseloads
- California and national issues/policies that influence language and communication assessments
- Guidelines for designing and conducting an unbiased and best practices language and communication assessment

Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations

Presenter: Virginia Sanchez-Salazar

Intended Audience: Speech and Language Pathologists

Available Venue: Video Only

Instructional Time: 3 hours

Participants will learn about:

- Guidelines for designing and conducting an unbiased and best practices language and communication assessment
- Strategies for conducting an effective, successful and appropriate assessment when the student's language(s) are not shared by the SLP

Creating Equity in Education for African American Children

Presenter: Renee Dawson

Intended Audience: All Educators

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

It is well documented that African American children are disproportionately represented in special education. Given these facts, what can educators do to prevent this trend from continuing? In this training participants will:

- Learn how disproportionality is determined
- Identify some of the root causes
- Consider possible solutions
- Develop a plan to address some of these root causes

Culturally Responsive Teaching: Meeting the Needs of Diverse Learners

Presenter: Priscilla Harvell

Intended Audience: Elementary and Middle School Educators

Instructional Time: 3 hours

California children and youth of color represent 70% of the students who attend public schools. In addition, students are also more likely to be diverse in terms of language, religion, social class and family structure. Culturally responsive teaching is difficult and demanding work. Participants will learn:

- Strategies to promote student engagement
- How to create learning environments to accommodate diverse learner

Guidelines for Intervention When Working with Dual Language Learners with Language and Communication Disorders

Presenter: Liz Arenas

Intended Audience: Speech and Language Pathologists

Instructional Time: 3 hours

Participants will learn about:

- Intervention guidelines for treatment when working with children from CLD populations with communicative disorders
- Intervention techniques when working with CLD populations using best practices
- Language choice for intervention
- Strategies for conducting an effective, successful and appropriate therapy when the student's language(s) are not shared by the SLP

NOTE: The focus of this presentation will be on Spanish/English Language Learners.

Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports

Presenter: Cathy Thoni

Intended Audience: Paraeducators

Instructional Time: 3 hours

This workshop will provide successful strategies the paraprofessional can use immediately to increase the engagement of students and decrease unwanted behaviors. In this interactive workshop participants will:

- Learn behavior basics
- Practice proactive, positive behavior interventions and supports
- Become familiar with the use of positive behavior supports

For Paraeducators Only: Teaching Students with Autism - An Overview

Presenter: Rebecca Steinberger

Intended Audience: Paraeducators/Preschool - 8th Grade

Instructional Time: 3 hours

Paraeducators are often responsible for providing support to students with Autism. In this workshop, participants will:

- Understand how the diagnosis of Autism influences the student's learning and behavior
- Leave with an understanding of specific strategies that can be effective for students with Autism

NOTE: This training will not address secondary age students

For Paraeducators Only: Providing Support for Special Education Students in General Education

Presenter: Cathy Thoni

Intended Audience: Paraeducators

Instructional Time: 3 hours

The role of the paraeducator often involves "shadowing" students with special needs in general education classrooms. Paraeducators are frequently asked to assist with student learning and support appropriate student behavior. In this workshop, participants will learn to:

- Increase student understanding of directions and instructions in class
- Monitor student attention, on-task behavior and task completion
- Promote student independence

NOTE: This training is appropriate for paraeducators who spend time in general education classrooms supporting students with special needs.

Promoting Positive Classroom Behavior

Presenter: Rebecca Steinberger

Intended Audience: Teachers and Paraeducators/Preschool - 8th Grade

Instructional Time: 3 hours

This workshop presents practical techniques to create a positive learning environment. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction; it does NOT address severe behaviors.

Participants will learn strategies to:

- Increase positive behavior
- Decrease or prevent disruptive behavior
- Structure classrooms for success

NOTE: This training will NOT cover:

- High school students
- How to write a Behavior Support Plan
- Students with severe behaviors
- Students with moderate to severe intellectual disabilities

For Paraeducators Only: Teaching Students with Moderate to Severe Intellectual Disabilities

Presenter: Rebecca Steinberger

Intended Audience: Paraeducators/Preschool-8th Grade

Instructional Time: 3 hours

This training presents strategies to help paraeducators provide support to students with moderate to severe intellectual disabilities. In this workshop, participants will

- Gain a deeper understanding of the needs of students with moderate to severe intellectual disabilities in preschool-eighth grade programs
- Learn strategies to prevent and/or reduce problems behavior
- Understand the importance of providing meaningful, age-appropriate activities and tasks
- Learn ways to help students become as independent as possible
- Understand how to help students be successful in the least restrictive environment
- Learn strategies to help students with moderate to severe intellectual disabilities reach their full potential

NOTE: This training will not address high school students

Attention Deficit: Engaging Strategies for Active Learners

Presenter: Shari Gent

Intended Audience: Elementary and Middle School Educators

Instructional Time: 6 hours

This training will debunk many of the myths associated with AD/HD and communicate information to provide services for students with attention and other executive function difficulties. Participants will be introduced to research-based guidelines for creating instructional strategies and take-way strategies that can be implemented tomorrow. Participants will:

- Learn how ADHD behavior differs from typical
- Understand the neurobiological basis for ADHD
- Learn basic facts about medication and alternative treatments
- Understand how ADHD affects learning
- Create and use effective universal, small group and individual strategies

Best Practices for Assessment of Autism: Introduction

Presenter: Mirit Friedland

Intended Audience: School Psychologists, Speech-Language Pathologists and Special Educators

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

The prevalence of and request to assess for autism has been increasing exponentially in the past few years. IEP Teams are being asked to determine eligibility under the category of autism/autistic-like and provide services to address impairments associated with these disabilities. This workshop will provide a comprehensive review of diagnostic criteria and characteristics of autism. Participants will be provided with knowledge to:

- Examine DSM and Education Code criteria for autism
- Compare and contrast DSM criteria with Education Code criteria
- Better understand and interpret school and private evaluations
- Start planning for eligibility assessments in the school setting
- Review the latest research and up-to-date constructs associated with ASD
- Become familiar with common assessment instruments (screeners, observation systems, developmental histories)
- Begin to identify co-morbid and differential disorders

Best Practices for Assessment of Autism: Advanced

Presenter: Mirit Friedland

Intended Audience: School Psychologists, Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

School assessment teams are being asked to determine eligibility of and provide meaningful assessments for autism. This advanced course training will assist participants in planning for and conducting comprehensive evaluations for autism.

Participants will learn to:

- Select appropriate tools and instruments for initial and triennial eligibility determinations of autism
- Evaluate functioning across domains, including cognitive, adaptive, behavioral, social emotional, academic, and up-to-date constructs
- Utilize practical strategies for observing, collecting, and analyzing data
- Integrate data from multiple sources
- Practice interpreting and writing findings
- Include differential diagnosis
- Develop strategies for collaborative/interdisciplinary assess

Creating Equity in Education for African American Children

Presenter: Renee Dawson

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Instructional Time: 3 hours

It is well documented that African American children are disproportionately represented in special education. Given these facts, what can educators do to prevent this trend from continuing? In this training participants will:

- Learn how disproportionality is determined
- Identify some of the root causes
- Consider possible solutions
- Develop a plan to address some of these root causes

Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms

Presenter: Cathy Thoni

Intended Audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators

Instructional Time: 3 hours

IDEA is clear in its declaration that students must be placed in the least restrictive environment in an effort to provide them with the best education possible. With the diversity existing in our general education classrooms, knowledge of inclusion strategies is necessary and will better prepare teachers to meet the academic and social needs of students with ASD. Participants will:

- Understand the theories associated with ASD learners
- Gain specific teaching strategies necessary for instruction
- Explore the hidden curriculum of social education
- Learn basic behavior supports to use in the general education

Restraint and Seclusion: What the IEP Team Needs to Know

Presenter: Cathy Thoni

Intended Audience: Special Educators

Available Venue: Video Only

Instructional Time: 2 hour

Participants will learn:

- The scope of the problems and concerns about restraint and seclusion
- California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion
- How to prevent the use of restraint and seclusion through the implementation of positive behavior supports

NOTE: Seminar is for Administrators, Program Specialists, Teachers, Psychologists and others involved in developing or evaluating educational programs for students with challenging behavior.

How Am I Doing? Self Management Tools for Independence

Presenter: Shari Gent

Intended Audience: Elementary General and Special Education Teachers and Paraprofessionals

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Tired of stickers and M&Ms? These strategies will help your students take charge of their own behaviors. Participants will learn:

- When and how to introduce self-management strategies
- Teaching steps for gradual independence
- How to design visual supports for self-management

Teaching Adolescents with ASD

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Paraeducators, and Families

Instructional Time: 3 hours

Teaching secondary students with an Autism Spectrum Disorder provides a unique challenge for educators. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance pose challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practices (EBPs) to help students with ASD participate in school and post-secondary options. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities.
- Become familiar with the Transition Law under IDEiA 2004, National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options

NOTE: This training does not cover preschool and elementary school students

Teaching Students with Autism

Presenter: Ann England and Rebecca Steinberger

Intended Audience: Preschool - 8th Grade IEP Teams and Families

Instructional Time: 6 hours

Teaching students with Autism Spectrum Disorder (ASD) provides a unique challenge for educators in schools. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance poses challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practice (EBPs) to help students with ASD participate in school and reach their potential. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences the student's learning style and needs
- Become familiar with the National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and research supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success

NOTE: This training does not cover high school or post-secondary age students

What Do You Mean my Child Has an Intellectual Disability? Talking to Parents about Intellectual Disability

Presenter: James Hiramoto

Intended Audience: School Psychologists and Special Education Administrative Designees

Instructional Time: 3 hours

One of the most difficult tasks an IEP team faces, is having to explain Intellectual Disability to families. This training will prepare school psychologists and administrative designees on how to talk about Intellectual Disability in a respectful and approachable way. Participants will:

- Learn how ID/MR is currently defined
- Review best practices for the assessment of Intellectual Disability
- Understand the process in accepting the diagnosis

The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day

Presenter: Brian Mathis

Intended Audience: IEP Team Members Responsible for Teaching Students with Moderate to Severe Intellectual and Developmental Disabilities

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

This workshop will introduce an Activity Matrix for use with students with moderate to severe intellectual and developmental disabilities. The IEP Team can use the Activity Matrix to ensure that IEP goals are taught in meaningful, age-appropriate activities throughout the student's day. Participants will:

- Receive instruction in how to design and use an Activity Matrix
- Design and leave with an Activity Matrix for one of their students
- Learn how the Activity Matrix supports IEP Team collaboration
- Learn about many high-interest, meaningful activities in which to address IEP goals
- Understand how the Activity Matrix can be used to support participation in the least restrictive environment

Prerequisites: Each participant must bring a signed Parent permission form and the IEP for one of their students. This training is best when the IEP team attends together



How Am I Doing? Self Management Tools for Independence

Presenter: Shari Gent

Intended Audience: Elementary General and Special Education Teachers and Paraprofessionals

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Tired of stickers and M&Ms? These strategies will help your students take charge of their own behaviors. Participants will learn:

- When and how to introduce self-management strategies
- Teaching steps for gradual independence
- How to design visual supports for self-management

Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms

Presenter: Cathy Thoni

Intended Audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators

Instructional Time: 3 hours

IDEA is clear in its declaration that students must be placed in the least restrictive environment in an effort to provide them with the best education possible. With the diversity existing in our general education classrooms, knowledge of inclusion strategies is necessary and will better prepare teachers to meet the academic and social needs of students with ASD. Participants will:

- Understand the theories associated with ASD learners
- Gain specific teaching strategies necessary for instruction
- Explore the hidden curriculum of social education
- Learn basic behavior supports to use in the general education

Supporting Special Day Class (SDC) Curriculum through Age Appropriate Transition Planning Activities

Presenter: Cathy Thoni or Priscilla Harvell

Intended Audience: All Secondary Special Education Educators

Available Venue: Video Only

Instructional Time: 1.5 hours

Participants will learn age appropriate research based Transition activities that teach students to use their strengths to develop:

- Independence
- Social skills
- Content knowledge

Learn about resources that make curriculum less frustrating and more meaningful for students.

Teaching Adolescents with ASD

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Paraeducators, and Parents

Instructional Time: 3 hours

Teaching secondary students with an Autism Spectrum Disorder provides a unique challenge for educators. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance pose challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practices (EBPs) to help students with ASD participate in school and post-secondary options. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities.
- Become familiar with the Transition Law under IDEiA 2004, National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options

NOTE: This training does not cover preschool and elementary school students

ASD: Communication Assessment and the SLP

Presenter: Michelle Derryberry

Intended Audience: Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Speech-Language Pathologists (SLP) plays an integral role in the assessment and diagnosis of an Autism Spectrum Disorder and the inherent communication impairments. This training will address the role of the SLP in the diagnosis of an ASD, describe formal and informal assessment tools and strategies, and what to look for when assessing students on the Autism Spectrum. Participants will:

- Define the role of the SLP in an ASD assessment
- Review the DSM-IV descriptions and qualifiers and discuss the characteristics listed
- Identify and discuss the pros and cons of various formal and informal assessment measures
- Discuss and analyze other disorders that may be diagnosed as an ASD
- Learn about reporting methods required of this type of assessment

Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations

Presenter: Virginia Sanchez-Salazar

Intended Audience: Speech and Language Pathologists

Available Venue: Video Only

Instructional Time: 3 hours

Participants will learn about:

- Guidelines for designing and conducting an unbiased and best practices language and communication assessment
- Strategies for conducting an effective, successful and appropriate assessment when the student's language(s) are not shared by the SLP

African American Students in California Schools: Guidelines for the Assessment of Language and Communication

Presenter: Priscilla Harvell

Intended Audience: Speech and Language Pathologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Participants will learn about:

- Overrepresentation of African American students on special education caseloads
- California and national issues/policies that influence language and communication assessments
- Guidelines for designing and conducting an unbiased and best practices language and communication assessment

Guidelines for Intervention When Working with Dual Language Learners with Language and Communication Disorders

Presenter: Liz Arenas

Intended Audience: Speech and Language Pathologists

Instructional Time: 3 hours

Participants will learn about:

- Intervention guidelines for treatment when working with children from CLD populations with communicative disorders
- Intervention techniques when working with CLD populations using best practices
- Language choice for intervention
- Strategies for conducting an effective, successful and appropriate therapy when the student's language(s) are not shared by the SLP

NOTE: The focus of this presentation will be on Spanish/English Language Learners.

Selective Mutism: Assessment and Intervention for Speech-Language Pathologists

Presenter: Virginia Sanchez-Salazar

Intended Audience: Speech-Language Pathologists

Instructional Time: 6 hours

Selective Mutism in individuals ages 2-15 is no longer a rare occurrence. With prevalence estimated at 1 in 143, this social communication anxiety disorder merits significant attention and focus. Participants will learn to:

- Conduct a speech and language assessment for Selective Mutism
- Identify the members of the interdisciplinary team who should treat the student with Selective Mutism
- Identify four stages of Selective Mutism
- Identify the key treatment types
- Employ collaborative treatment strategies for remediation of Selective Mutism

The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day

Presenter: Brian Mathis

Intended Audience: IEP Team Members Responsible for Teaching Students with Moderate to Severe Intellectual and Developmental Disabilities

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

This workshop will introduce an Activity Matrix for use with students with moderate to severe intellectual and developmental disabilities. The IEP Team can use the Activity Matrix to ensure that IEP goals are taught in meaningful, age-appropriate activities throughout the student's day. Participants will:

- Receive instruction in how to design and use an Activity Matrix
- Design and leave with an Activity Matrix for one of their students
- Learn how the Activity Matrix supports IEP Team collaboration
- Learn about many high-interest, meaningful activities in which to address IEP goals
- Understand how the Activity Matrix can be used to support participation in the least restrictive environment

Prerequisites: Each participant must bring a signed Parent permission form and the IEP for one of their students. This training is best when the IEP team attends together

Teaching Adolescents with ASD

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Paraeducators, and Families

Instructional Time: 3 hours

Teaching secondary students with an Autism Spectrum Disorder provides a unique challenge for educators. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance pose challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practices (EBPs) to help students with ASD participate in school and post-secondary options. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities.
- Become familiar with the Transition Law under IDEiA 2004, National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options

NOTE: This training does not cover preschool and elementary school students

Attention Deficit: Engaging Strategies for Active Learners

Presenter: Shari Gent

Intended Audience: Elementary and Middle School Educators

Instructional Time: 6 hours

This training will debunk many of the myths associated with AD/HD and communicate information to provide services for students with attention and other executive function difficulties. Participants will be introduced to research-based guidelines for creating instructional strategies and take-way strategies that can be implemented tomorrow. Participants will:

- Learn how ADHD behavior differs from typical
- Understand the neurobiological basis for ADHD
- Learn basic facts about medication and alternative treatments
- Understand how ADHD affects learning
- Create and use effective universal, small group and individual strategies

Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms

Presenter: Cathy Thoni

Intended Audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators

Instructional Time: 3 hours

IDEA is clear in its declaration that students must be placed in the least restrictive environment in an effort to provide them with the best education possible. With the diversity existing in our general education classrooms, knowledge of inclusion strategies is necessary and will better prepare teachers to meet the academic and social needs of students with ASD. Participants will:

- Understand the theories associated with ASD learners
- Gain specific teaching strategies necessary for instruction
- Explore the hidden curriculum of social education
- Learn basic behavior supports to use in the general education setting

Teaching Students with Autism

Presenter: Ann England and Rebecca Steinberger

Intended Audience: Preschool - 8th Grade IEP Teams and Families

Instructional Time: 6 hours

Teaching students with Autism Spectrum Disorder (ASD) provides a unique challenge for educators in schools. These students' difficulties with social competence, social communication, behaviors, rigidity and uneven academic performance poses challenges to the IEP team in both the general and special education settings. This workshop presents an overview of current Evidence Based Practice (EBPs) to help students with ASD participate in school and reach their potential. Participants will:

- Have a deeper understanding of ASD and how this diagnosis influences the student's learning style and needs
- Become familiar with the National Standards Project Report on ASD, California's New ASD: Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBPs) for the student with ASD
- Understand how to make use of effective visual supports
- Leave with knowledge of EBPs, ideas, and tools to use for instruction and behavioral change to increase school success

NOTE: This training does not cover high school or post-secondary age students

Attention Deficit: Engaging Strategies for Active Learners

Presenter: Shari Gent

Intended Audience: Elementary and Middle School Educators

Instructional Time: 6 hours

This training will debunk many of the myths associated with AD/HD and communicate information to provide services for students with attention and other executive function difficulties. Participants will be introduced to research-based guidelines for creating instructional strategies and take-way strategies that can be implemented tomorrow. Participants will:

- Learn how ADHD behavior differs from typical
- Understand the neurobiological basis for ADHD
- Learn basic facts about medication and alternative treatments
- Understand how ADHD affects learning
- Create and use effective universal, small group and individual strategies

Promoting Positive Classroom Behavior

Presenter: Rebecca Steinberger

Intended Audience: Teachers and Paraeducators/Preschool - 8th Grade

Instructional Time: 3 hours

This workshop presents practical techniques to create a positive learning environment. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction; it does NOT address severe behaviors.

Participants will learn strategies to:

- Increase positive behavior
- Decrease or prevent disruptive behavior
- Structure classrooms for success

NOTE: This training will NOT cover:

- High school students
- How to write a Behavior Support Plan
- Students with severe behaviors

Restraint and Seclusion: What the IEP Team Needs to Know

Presenter: Cathy Thoni

Intended Audience: Special Educators

Available Venue: Video Only

Instructional Time: 2 hours

Participants will learn:

- The scope of the problems and concerns about restraint and seclusion
- California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion
- How to prevent the use of restraint and seclusion through the implementation of positive behavior supports

NOTE: Seminar is for Administrators, Program Specialists, Teachers, Psychologists and other involved in developing or evaluating educational programs for students with challenging behavior.

How Am I Doing? Self Management Tools for Independence

Presenter: Shari Gent

Intended Audience: Elementary General and Special Education Teachers and Paraprofessionals

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

Tired of stickers and M&Ms? These strategies will help your students take charge of their own behaviors. Participants will learn:

- When and how to introduce self-management strategies
- Teaching steps for gradual independence
- How to design visual supports for self-management

Reach and Teach Students with Emotional and Behavior Disorders: An Educator's Guide

Presenter: Shari Gent

Intended Audience: Elementary Special Education Teachers and Paraprofessionals

Available Venue: Video and Hosting Agency Site

Instructional Time: 3 hours

This seminar discusses quality instruction and strategies for preventing problem behaviors in the classroom. The seminar will offer collaborative teaming, intervention strategies, and components of a quality educational program.

NOTE: This training will not address behavioral interventions for severe behaviors

Culturally Responsive Teaching: Meeting the Needs of Diverse Learners

Presenter: Priscilla Harvell

Intended Audience: Elementary and Middle School Educators

Instructional Time: 3 hours

California children and youth of color represent 70% of the students who attend public schools. In addition, students are also more likely to be diverse in terms of language, religion, social class and family structure. Culturally responsive teaching is difficult and demanding work. Participants will learn:

- Strategies to promote student engagement
- How to create learning environments to accommodate diverse learner

The Fine Art of Collaboration in Special Education: Planning for Success

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Inclusion Specialists and Program Supervisors

Instructional Time: 3 hours

Meeting the needs of special education students requires effective collaboration between general education and special education teams. This training will give teachers and school staff tools to facilitate effective collaborative planning to ensure success for all students. Participants will learn about:

- The importance of collaborative planning
- How to improve collaborative practices
- Strategies to implement collaborative practices

The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day

Presenter: Brian Mathis

Intended Audience: IEP Team Members Responsible for Teaching Students with Moderate to Severe Intellectual and Developmental Disabilities

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

This workshop will introduce an Activity Matrix for use with students with moderate to severe intellectual and developmental disabilities. The IEP Team can use the Activity Matrix to ensure that IEP goals are taught in meaningful, age-appropriate activities throughout the student's day. Participants will:

- Receive instruction in how to design and use an Activity Matrix
- Design and leave with an Activity Matrix for one of their students
- Learn how the Activity Matrix supports IEP Team collaboration
- Learn about many high-interest, meaningful activities in which to address IEP goals
- Understand how the Activity Matrix can be used to support participation in the least restrictive environment

Prerequisites: Each participant must bring a signed Parent permission form and the IEP for one of their students. This training is best when the IEP team attends together

Teaching Students with Moderate to Severe Intellectual Disabilities

Presenter: Rebecca Steinberger

Intended Audience: IEP Team and Families/Preschool to 8th Grade

Instructional Time: 3 hours

This training presents strategies to prevent problem behavior, develop meaningful activities, address IEP goals in all settings and develop adaptations to assist students to meet their potential. Participants will:

- Have a deeper understanding of the needs of students with moderate to severe Intellectual Disabilities in preschool-eighth grade programs
- Leave with ideas and tools to use for standard-based instruction
- Learn strategies to prevent and/or reduce problem behaviors
- Review curriculum modifications and accommodations
- Discuss least restrictive environments for this population

NOTE: This training will not address high school/post-secondary age students

Differentiated Instruction: A Practical Guide to Interventions and Strategies for the Elementary Classroom

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Inclusion Specialist

Instructional Time: 3 hours

In the age of RtI and inclusion teachers are faced with meeting the needs of many different students in the classroom. This training will provide teachers with practical tools to use in the classroom to ensure success for all students. Participants will learn about:

- The principles of differentiating instruction
- The impact of RtI, inclusive classrooms, and the varied needs of students in the classroom
- Developing interventions to meet the needs of all students

Writing Measurable Post-Secondary Goals

Presenter: Renee A. Dawson or Cathy Thoni

Intended Audience: Secondary Special Education Educators

Available Venue: Video Only

Instructional Time: 1.5 hours

Writing Measurable post-secondary goals can be a challenge. Attend this training and learn goal writing that covers the following areas:

- Writing how to's...
- Key goal language
- Examples
- Resources

Supporting Special Day Class (SDC) Curriculum through Age Appropriate Transition Planning Activities

Presenter: Cathy Thoni or Priscilla Harvell

Intended Audience: All Secondary Special Education Educators

Available Venue: Video Only

Instructional Time: 1.5 hours

Participants will learn age appropriate research based Transition activities that teach students to use their strengths to develop:

- Independence
- Social skills
- Content knowledge

Wechsler Individual Achievement Test (WIAT-III): Administration, Scoring and Interpretation

Presenter: Laura Denton

Intended Audience: Special Educators

Instructional Time: 6 hours

The WIAT-II is used by many schools districts to determine eligibility for special education services and, in some programs, to measure progress toward IEP goals. Learn the practical aspects of using this test effectively - how to administer it accurately and how to interpret the results. Participants should bring a test kit if one is available.

Participants will learn to:

- Follow standardized assessment procedures
- Keep accurate records of observations and responses
- Understand administration and scoring procedures for each subtest
- Match subtest choices to assessment purposes
- Compare & interpret test scores to determine if additional testing is needed
- Use test scores for goal setting and program planning

Woodcock-Johnson Tests of Achievement (WJ-III): Administration, Scoring and Interpretation

Presenter: Laura Denton

Intended Audience: Special Educators

Instructional Time: 6 hours

The WJ-II is used by many school districts to determine eligibility for special education services and, in some programs, to measure progress towards IEP goals. Learn the practical aspects of using this test effectively - how to administer it accurately and how to interpret the results. Participants should bring a test kit if one is available. Participants will learn to:

- Follow standardized assessment procedures
- Keep accurate records of observations and responses
- Understand scoring procedures, basals & ceilings for each subtest
- Match subtest choices to assessment purposes
- Compare & interpret test scores to determine if additional tests are needed
- Use test scores for goal setting and program planning

Consultation Services

Site, 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 to understand the education implications of certain medical and/or mental health conditions. Program development consultations services are also available. These services are available at the Diagnostic Center or via video conferencing.

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 poly com- compatible equipment available.

Typical video conferences are no more than 3 hours in length. 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

LEA is responsible for assigning local technology person to coordinate with the Diagnostic Center

Comprehensive Professional Development Projects

The Diagnostic Center provides curriculum leadership to LEAs and SELPAs. Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects are typically multiple service days interspersed over a period of time. Projects are designed to provide services in various formats:

- In-depth content training followed by multiple levels of consultation.
- On-site consultation that includes demonstrations teaching, observation, recommendations and problem solving/coaching
- Consultation and technical assistance sessions with teachers and administrative support teams.

These projects are available on a limited basis and require:

- Evidence of administrative support
- Participants must commit to fully participate and agree to "homework"; attempting recommendations/strategies between sessions.

Request for Comprehensive Professional Development Project should be made to the Diagnostic Center Director, Mary Anne Nielsen at (510) 794-2500.

Diagnostic Center Trainers

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

Renee A. Dawson, Ph.D., Assistant Director, School Psychologist/Secondary Specialist

Laura Denton, Ed.D., Education Specialist

Michelle Derryberry, M.S., CCC-SLP-L, Speech and Language Pathologist

Ann England, M. A., Assistant Director, Speech-Language Pathologist

Mirit Friedland, M.A, School Psychologist

Shari Gent, M. S., Education Specialist

James Hiramoto, Ph.D., School Psychologist

Priscilla Harvell, M.A., CCC-SLP-L, Secondary/Speech-Language Pathologist

Brian Mathis, M.A., CCC-SLP-L, Speech and Language Pathologist

Virginia Sanchez-Salazar, M. A., CCC-SLP-L, Speech and Language Pathologist

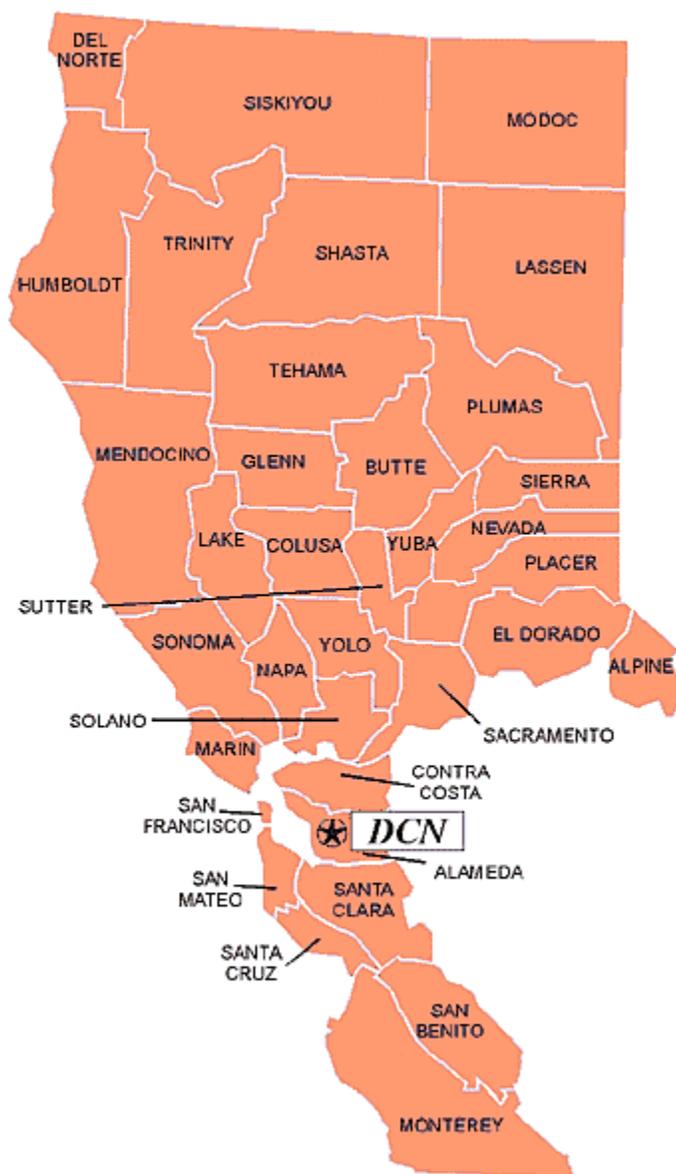
Lynn Shuler, M.Ed., Education Specialist

Rebecca Steinberger, M. A., Education Specialist

Cathy Thoni, M.S., Education Specialist



Diagnostic Center, Northern California Service Area



Counties Served:

Del Norte, Siskiyou, Modoc, Humboldt, Trinity, Shasta, Lassen, Tehama, Plumas, Butte, Glenn, Mendocino, Lake, Colusa, Yuba, Nevada, Sierra, Sonoma, Sutter, Placer, El Dorado, Alpine, Sacramento, Yolo, Napa, Marin, Solano, San Francisco, Contra Costa, Alameda, San Mateo, Santa Cruz, Santa Clara, San Benito, Monterey

CALIFORNIA
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Mary Anne Nielsen, Director

