

Professional Development Opportunities



DIAGNOSTIC CENTER-NORTHERN CALIFORNIA
2012-2013

39100 GALLAUDET DRIVE, FREMONT, CA 94538

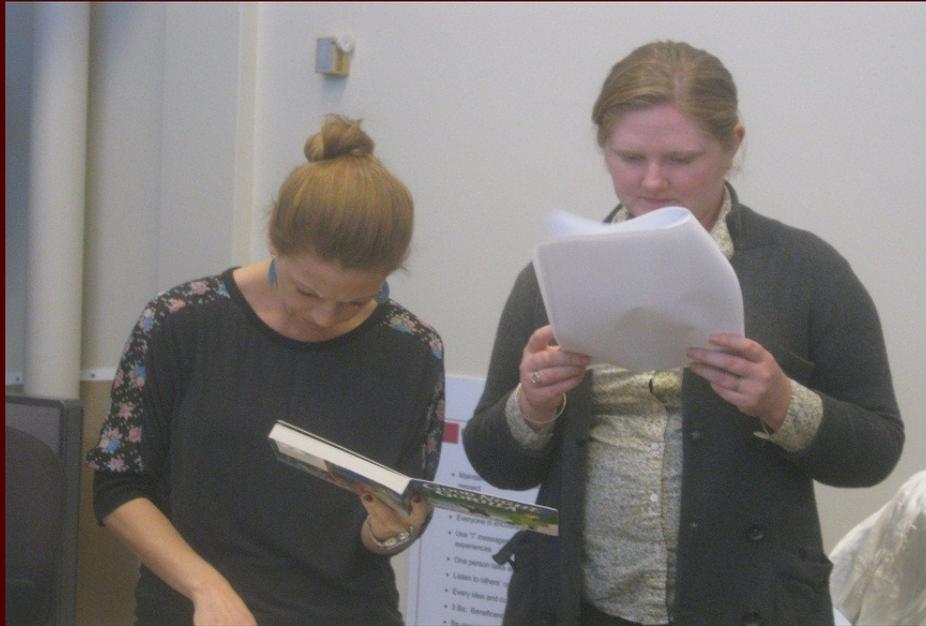


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OVERVIEW OF OUR SERVICES



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 PolyCom 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 A TRAINING

Scheduling will begin May 1, 2012. 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.

NEW TRAININGS FOR 2012-2013



Including Students with Autism Spectrum Disorder in General Education Programs
Presenter: Rebecca Steinberger

Implementing iCommunication in the Classroom
Presenter: Betsy Caporale

Teaching Adolescents with ASD (6th Grade Postsecondary)
Presenter: Cathy Thoni

Transition Revisited
Presenter: Cathy Thoni

Using Video Modeling to Teach Middle and High School Students with ASD
Presenter: Cathy Thoni



AUTISM

ASD: Communication Assessment and the SLP Presenter: Michelle Derryberry

*Intended Audience: Speech and Language Pathologists
Instructional Time: 3 hours*

As autism is a communication based disorder, speech-language pathologists play an integral role in assessment and diagnosis of autism and the inherent communication impairments. This training will address the role of the speech-language pathologist, 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
- * Look at 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 autism

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 introduction course 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

Best Practices for Assessment of Autism: Advanced Course

Presenter: Mirit Friedland

Intended Audience: School Psychologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 4 hours

Prerequisite: Introduction Session

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
- * Provide and integrate observations across environments
- * Gather developmental and behavioral histories
- * Practice interpreting findings
- * Include differential and co-morbid diagnoses
- * Review written results

Including Students with an ASD in Middle and High School General Education Programs (6th grade-Postsecondary)

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 Spectrum Disorders

Presenter: Ann England and Rebecca Steinberger

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

Instructional Time: 6 hours

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

Teaching Adolescents with ASD (6th Grade-Postsecondary)

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.
- * Understand how to make use of the Evidence Based Practices of Visual Supports, Self- Management and Antecedent-Based Interventions as tools for use for instruction and behavioral change to increase school success and prepare for post-secondary options
- * Leave with knowledge of Evidence Based Practices in Transition for students with ASD

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

For Paraeducators: Supporting Students with Autism Spectrum Disorder
Presenter: Rebecca Steinberger

Intended Audience: Paraeducators/All Grades
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

How to Prevent and Reduce the Use of Restraint and Seclusion in School
Presenter: Cathy Thoni

Intended Audience: Special Educators
Instructional Time: 2 hour Videoconference

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, Program Specialists and IEP Team Coordinators
Available Venue: Video Only
Instructional Time: 2 hours

Participants will become familiar with:

- * Current considerations in developing school programs for students with ASD
- * Research supported, evidenced-based interventions recommended for students with ASD
- * The National Standards Project on ASD
- * National Professional Development Center on ASD-Evidenced-Based Practices
- * Activities in California and CDE that affect program and professional development

Including Students with Autism Spectrum Disorder in General Education Programs **Presenter: Rebecca Steinberger**

Intended Audience: Preschool - 5th Grade IEP Teams and Families
Instructional Time: 3 hours

This training presents strategies to help educators provide the unique supports necessary for students with autism to be successful in general education environments. Participants will:

- * Become familiar with current Evidence Based Practice (EBPs) to help students with ASD participate successfully in general education classrooms
- * Review the characteristics of ASD and how this diagnosis influences the student's learning style and needs
- * Become familiar with the National Standards Report on ASD and Research Supported Evidence Practices (EBPs) for the student with ASD
- * Understand how to make use of effective visual supports and peer-mediated intervention
- * Understand the role of the paraeducator educator in inclusive settings
- * Review individual adaptations in programming necessary for successful inclusion

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

Using Video Modeling to Teach Middle and High School Students with ASD **Presenter: Cathy Thoni**

Intended Audience: Middle and High School Staff
Time: 3 hours

Research from the National Autism Center's Standards Project and the National Professional Development Center on Autism Spectrum Disorder supports Video Modeling as an effective intervention for teaching adolescents with Autistic Spectrum Disorders (ASD). This training will describe the use of Video Modeling as an instructional strategy to use in the classroom and community. An overview of current research will be presented, as well as tips for creating original video clips. Participants will:

- * Review research which supports the use of video modeling
- * Become familiar with Video Modeling as an instructional strategy
- * Be exposed to video modeling resources
- * Understand key concepts when designing individualized video clips



ADMINISTRATORS

How to Prevent and Reduce the Use of Restraint and Seclusion in School

Presenter: Cathy Thoni

Intended Audience: Special Educators

Instructional Time: 2 hour Videoconference

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.

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

Presenter: Ann England

Intended Audience: Administrators, Program Specialists and IEP Team Coordinators

Available Venue: Video Only

Instructional Time: 2 hours

Participants will become familiar with:

- * Current considerations in developing school programs for students with ASD
- * Research supported, evidenced-based interventions recommended for students with ASD
- * The National Standards Project on ASD
- * National Professional Development Center on ASD-Evidenced-Based Practices
- * Activities in California and CDE that affect program and professional development

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 hands-on 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
- * Learn how the Activity Matrix supports IEP Team collaboration
- * Work with team members to design an Activity Matrix for one of their students
- * 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 most effective when the IEP team attends together.

Making The Most Of Collaboration: Co-Teaching and other Collaborative Models in the Elementary Classroom

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Resource Specialists, Inclusion Specialists, Principals 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 provide teachers and school staff with the 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
- * Different collaborative models, including Co-Teaching



BEHAVIOR

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

How to Prevent and Reduce the Use of Restraint and Seclusion in School **Presenter: Cathy Thoni**

Intended Audience: Special Educators
Instructional Time: 2 hour Videoconference

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 program for students with challenging behaviors

Motivation and Independence Through Self-Management

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&M's? These strategies will help students take charge of their own behaviors. Participants will:

- * Understand the evidence supporting student self-management
- * Learn about visual supports
- * Create a step-by-step self-monitoring plan

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



CLOSING THE ACHIEVEMENT GAP

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

Presenter: Liz Arenas

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

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: 3hour

This training will help participants become familiar with:

- * Guidelines for working with Dual Language Learners
- * Strategies for conducting an effective, successful and appropriate therapy when the student's language(s) are not shared by the SLP
- * Language choice for intervention

NOTE: Although this training will focus on assessing children from Spanish Speaking backgrounds, the principles can be applied to children with other linguistic backgrounds.

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

Presenter: Virginia Sanchez-Salazar, M.A., CCC-SLP-L

Intended Audience: Speech-Language Pathologists

Available Venue: Hosting Agency Site

Instructional Time: 3 hours

Participants will learn about:

- * 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 including innovative alternative assessment, dynamic assessment, and language sampling strategies for African American students.





PARAEDUCATORS

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 Spectrum Disorders **Presenter: Rebecca Steinberger**

Intended Audience: Paraeducators/All grades
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

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: Supporting Students with Moderate to Severe Intellectual Disabilities

Presenter: Rebecca Steinberger

Intended Audience: Paraeducators/All Grades

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 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 behaviors
- * 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



PSYCHOLOGISTS

How to Develop a Clear Case for Intellectual Disabilities

Presenter: James Hiramoto

Intended Audience: IEP Team

Instructional Time: 3 hours

This workshop is designed to help IEP teams (Speech, School Psychologist, Resource Specialist and Administrator) make the determination of whether or not a student has an Intellectual Disability and address the following questions:

- * With variability in subtest scores on cognitive, adaptive behavior and achievement testing how can the IEP team be confident Intellectual Disabilities is the appropriate special education qualifying criteria?
- * What are the “Best Practices” for the identification of Intellectual Disability?

How to Prevent and Reduce the Use of Restraint and Seclusion in School

Presenter: Cathy Thoni

Intended Audience: Special Educators

Instructional Time: 2 hour Videoconference

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.

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 introduction course 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

Best Practices for Assessment of Autism: Advanced Course

Presenter: Mirit Friedland

Intended Audience: School Psychologists

Available Venue: Video or Hosting Agency Site

Instructional Time: 4 hours

Prerequisite: Introduction Session

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
- * Provide and integrate observations across environments
- * Gather developmental and behavioral histories
- * Practice interpreting findings
- * Include differential and co-morbid diagnoses
- * Review written results

Teaching Adolescents with ASD (6th Grade-Postsecondary)

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.
- * Understand how to make use of the Evidence Based Practices of Visual Supports, Self- Management and Antecedent-Based Interventions as tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options
- * Leave with knowledge of Evidence Based Practices in Transition for students with ASD

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

Including Students with an ASD in Middle and High School General Education Programs (6th grade-Postsecondary)

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

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 hands-on 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
- * Learn how the Activity Matrix supports IEP Team collaboration
- * Work with team members to design an Activity Matrix for one of their students
- * 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 most effective when the IEP team attends together.

Attention Deficit: Engaging Strategies for Active Learners

Presenter: Shari Gent

Intended Audience: Educators and Paraprofessionals K-8

Instructional Time: 6 hours

This training will debunk many of the myths associated with AD/HD and provide information about designing programs that address attention and executive function difficulties.

Participants will:

- * Understand the neurobiological basis for ADHD
- * Learn basic facts about medication and alternative treatments
- * Gain insight into how AD/HD affects learning
- * Discover research-based guidelines for instruction and materials
- * Take back new, practical strategies to use immediately

Teaching Students with Autism Spectrum Disorders Presenter: Ann England and Rebecca Steinberger

Intended Audience: Preschool - 8th Grade IEP Teams and Families
Instructional Time: 6 hours

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

Teaching Adolescents with ASD (6th Grade-Postsecondary) 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.
- * Understand how to make use of the Evidence Based Practices of Visual Supports, Self- Management and Antecedent-Based Interventions as tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options
- * Leave with knowledge of Evidence Based Practices in Transition for students with ASD

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



SECONDARY

Motivation and Independence Through Self-Management

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&M's? These strategies will help your students take charge of their own behaviors. Participants will:

- * Understand the evidence supporting student self-management
- * Learn about visual supports
- * Create a step-by-step self-monitoring plan

Including Students with an ASD in Middle and High School General Education Programs (6th grade-Postsecondary)

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 Adolescents with ASD (6th Grade-Postsecondary)

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Paraeducators, and Parents

Instructional Time: 3 hours

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- * Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities.
- * Understand how to make use of the Evidence Based Practices of Visual Supports, Self- Management and Antecedent-Based Interventions as tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options
- * Leave with knowledge of Evidence Based Practices in Transition for students with ASD

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



Transition Revisited

Presenter: Cathy Thoni

Intended Audience: Secondary Educators, Program Specialists, Administrators, and Parents

Instructional Time: 3 hours

This training is designed to provide updated Transition information critical for Secondary personnel. Student focused planning and assessment for optimal Post-Secondary outcomes, including those for students with Autism Spectrum Disorder (ASD) will be discussed. New evidence based practices in Transition and predictors for successful post-school outcomes will be reviewed. Participants will:

- * Review Transition mandates and current resources
- * Understand Evidence based practices and predictors in Transition
- * Define Measurable Post-Secondary Goals
- * Explore the triangulation of goals with Common Core Academic Standards and Industrial Standards
- * Become familiar with the requirements of Indicator 13



SPEECH AND LANGUAGE/COMMUNICATION

ASD: Communication Assessment and the SLP **Presenter: Michelle Derryberry**

Intended Audience: Speech and Language Pathologists
Instructional Time: 3 hours

As autism is a communication based disorder, speech-language pathologists play an integral role in assessment and diagnosis of autism and the inherent communication impairments. The following training will address the role of the speech-language pathologist, 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
- * Look at 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 autism

Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations **Presenter: Liz Arenas**

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: Virginia Sanchez-Salazar, M.A., CCC-SLP-L

Intended Audience: Speech-Language Pathologists

Available Venue: Hosting Agency Site

Instructional Time: 3 hours

Participants will learn about:

- * 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 including innovative alternative assessment, dynamic assessment, and language sampling strategies for African American students.

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: 3hour

This training will help participants become familiar with:

- * Guidelines for working with Dual Language Learners
- * Strategies for conducting an effective, successful and appropriate therapy when the student's language(s) are not shared by the SLP
- * Language choice for intervention

NOTE: Although this training will focus on assessing children from Spanish Speaking backgrounds, the principles can be applied to children with other linguistic backgrounds.

Implementing iCommunication in the Classroom

Presenter: Betsy Caporale

Intended Audience: All Educators

Instructional Time: 3 hours

This 3 hour training will provide an overview of the numerous Augmentative and Alternative Communication (AAC) applications now available for the iPod Touch, iPhone and iPad, including a comparison of features and options. Best practices for assessment and implementation will be discussed. Participants will:

- * gain insight into the use of a collaborative team approach
- * become familiar with a variety of formal and informal tools for evaluating skill sets of students across age and ability levels
- * learn how to determine a feature match
- * create an implementation plan for use of AAC tools and strategies across environments
- * review current research regarding AAC and Evidence Based Practices

SELECTIVE MUTISM: Assessment and Intervention for Speech-Language Pathologists and Collaborative School Teams

Presenter: Virginia Sanchez-Salazar

Intended Audience: All Educators

Available Venue: Hosting Agency Site

Instructional Time: Six 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. New research indicates an excellent prognosis when students are diagnosed at an early age and provided with appropriate behavioral treatment by an experienced team. Participants will learn to:

- * Recognize SM characteristics and DSM IV-TR diagnostic criteria
- * Conduct a speech and language assessment for Selective Mutism
- * Identify the members of the interdisciplinary school assessment and treatment team
- * Identify four stages of Social Communication Comfort
- * Identify the desensitization treatment hierarchy
- * 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 hands-on 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
- * Learn how the Activity Matrix supports IEP Team collaboration
- * Work with team members to design an Activity Matrix for one of their students
- * 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 most effective when the IEP team attends together.





TEACHERS AND INSTRUCTION

Teaching Students with Autism Spectrum Disorders **Presenter: Ann England and Rebecca Steinberger**

Intended Audience: Preschool - 8th Grade IEP Teams and Families
Instructional Time: 6 hours

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: Educators and Paraprofessionals K-8
Instructional Time: 6 hours

This training will debunk many of the myths associated with AD/HD and provide information about designing programs that address attention and executive function difficulties.

Participants will:

- * Understand the neurobiological basis for ADHD
- * Learn basic facts about medication and alternative treatments
- * Gain insight into how AD/HD affects learning
- * Discover research-based guidelines for instruction and materials
- * Take back new, practical strategies to use immediately

Teaching Adolescents with ASD (6th Grade-Postsecondary)

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.
- * Understand how to make use of the Evidence Based Practices of Visual Supports, Self- Management and Antecedent-Based Interventions as tools to use for use for instruction and behavioral change to increase school success and prepare for post-secondary options
- * Leave with knowledge of Evidence Based Practices in Transition for students with ASD

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

Including Students with and ASD in Middle and High School General Education Programs (6th grade-Postsecondary)

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

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

How to Prevent and Reduce the Use of Restraint and Seclusion in School

Presenter: Cathy Thoni

Intended Audience: Special Educators

Instructional Time: 2 hour Videoconference

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.

Teaching Students with Emotional and Behavior Disorders

Presenter: Shari Gent

Intended Audience: Educators, Paraprofessionals-K-8

Available Venue: Hosting Agency Site

Instructional Time: 6 hours

With recent changes school districts are responsible for providing services for students with mental health conditions. Teachers will need to understand emotional and behavioral disorders. This workshop provides best practices and strategies for preventing problem behaviors in classroom. Participants will learn:

- * Qualifications and characteristics of emotional and behavioral disorders
- * Quality program indicators
- * Role of cultural competency in teaching students with EBD
- * How to choose and set up research-based classroom systems
- * Practical evidence-based strategies to use immediately
- * Accommodations for specific psychological disorders

Motivation and Independence Through Self-Management

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&M's? These strategies will help students take charge of their own behaviors. Participants will:

- * Understand the evidence supporting student self-management
- * Learn about visual supports
- * Create a step-by-step self-monitoring plan

Making The Most Of Collaboration: Co-Teaching and Collaborative Models in the Elementary Classroom

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Elementary Resource Specialists, Inclusion Specialist, Principals 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 provide 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
- * Different collaborative models including Co-Teaching

Teaching Students with Moderate to Severe Intellectual Disabilities

Presenter: Rebecca Steinberger

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

Instructional Time: 3 hours

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

- * Gain 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 behaviors
- * 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

Making A Difference: How Differentiated Instruction Can Make A Difference in Elementary Classroom

Presenter: Lynn Shuler

Intended Audience: Elementary Teachers, Elementary Resource Specialists, Inclusion Specialists, Special Education Administrators, General Education Administrators

Available Venue: Video or Hosting Agency Site

Instructional Time: 3 hours

In the age of inclusion and the inclusive classroom, teachers are faced with meeting the needs of a diverse population of students in the classroom. This training will provide teachers with practical tools to use in the classroom to accommodate students' differing needs. Participants will learn to:

- * Apply the principles of differentiating instruction to their classroom instruction
- * Apply the principles of differentiating instruction in teaching the content standards
- * Develop interventions to meet the need of students

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

Presenter: Laura Denton

Intended Audience: Special Educators

Instructional Time: 6 hours

The WJ-III 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. Participants will learn to:

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

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

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CONSULTATION SERVICES AND VIDEOCONFERENCING

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 POLYCOM- 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 a local technology person to coordinate with the Diagnostic Center staff.

COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECT

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

Betsy Caporale, M.S., CCC-SLP-L, Speech and Language Pathologist, AAC/AT 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

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



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



Mary Anne Nielsen , Director

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