

2014 - 2015



PROFESSIONAL DEVELOPMENT OPPORTUNITIES
DIAGNOSTIC CENTER- NORTHERN CALIFORNIA



CALIFORNIA DEPARTMENT OF EDUCATION



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The Diagnostic Center, Northern California offers professional development opportunities to educators and families. The Diagnostic Center presenters are highly skilled, experienced practitioners who offer up-to-date, research-based information and practical skills.

Trainings are available throughout the year and in the 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 video conferencing. For more information click on "[Consultation Services.](#)"
- Video Conferencing: Video conferencing is offered as an optional way for LEAs and SELPAs to access training and technical assistance. The hosting agency must have PolyCom compatible equipment available.
- Web-based training: Selected trainings are 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 certification and maintenance hours.

COST:

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 equally among SELPA's, COE's, and school districts within the Northern California Diagnostic Center's geographic area of service. SELPA's and COE's are responsible for duplication of handout materials, securing the training site, advertising the presentation, providing refreshments and similar costs. A minimum number of participants is required.

Scheduling for the 2014-2015 school year will begin May 5, 2014. Requests must begin from your SELPA Director or COE's. School Districts are encouraged to contact their local SELPA or COE to request trainings.

I. After reviewing the training brochure:

Please select the trainings your SELPA would like scheduled. We have a new system for scheduling this year; below are the steps. If you have any questions please contact the DCN.

1. Open your online calendar application. (Outlook, Gmail, Hotmail, Android Phone, and iPhone) are all confirmed to work
2. Create a "New Event / Appointment"
3. Choose Dates – Using your online calendar application, please select a date for each of the trainings. We will do our best to coordinate your requests with DCN trainer availabilities. Trainings are available to SELPAs on Monday through Thursday from Monday, August 18, 2014, through June 5, 2015
4. Choose Range of Hours – Please select the hours your group is available for this training. Please make sure that the time you select is at least as long as the training is listed for in the catalog
5. Complete the Title / Subject Tab – Using the DCN Training Brochure, copy the course number of the training into the Title/Subject tab of your calendar event
6. Complete the Location – Use the SELPA District for your location
7. In the Main Body of the Appointment Application, indicate two alternate dates for each training, in case your first date choice is unavailable
8. Include DCNTrainings@dcn-cde.ca.gov as a participant/attendee of your event
9. Save the event. This will automatically send your requested information to DCN. You will receive a tentative acceptance (of "maybe") within one business day
10. You can repeat this process for as many trainings as your SELPA requests. You may also request alternate training titles in case your first training choice is unavailable. Schedule them as separate events during the same block of time, and please indicate that this is your "alternate choice" in the body of the event
11. Any modifications or updates to the contact person name, contact person phone, and/or contact person email for your SELPA district should be sent as a separate email to DCNTrainings@dcn-cde.ca.gov

12. You will receive a confirmed schedule from DCN by May 20th at the latest. This will appear as an "Acceptance" for your event. If there is a date/time conflict, DCN will propose a new date and time from the dates and times you've provided
13. Once DCN scheduling is complete, DCN will send your SELPA's contact person a contract with the relevant details. This must be completed and returned to DCN
14. DCN will begin accepting submissions via our new online scheduling system on **Monday, May 5th**. Submissions made during **the week of May 5th** will be given scheduling priority over submissions made after that time

II. After requesting a training(s) please do the following:

1. Assign a contact person responsible for coordinating with the Diagnostic Center
2. Assign an administrator or designee to attend the workshop
3. Secure a training site to accommodate audience size

III. Once your training dates are confirmed please:

1. Create and distribute a flyer at least one month before the training (see sample on website)
2. Provide for audio-visual needs
3. Duplicate handout packets for all participants prior to training date
4. Confirm that hosting agency has access to Polycom compatible equipment for any scheduled videoconferences

IV. During the training:

1. Greet and register participants
2. Introduce presenter

V. After the trainings are completed:

1. Distribute and collect evaluation surveys
2. Distribute Certification of Completion at the end of workshop
3. Send DCN copies of sign-in sheets which list participant names and school district
4. Send DCN copies of evaluations surveys

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

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

PLEASE FORWARD THIS SHEET TO SCHOOL DISTRICTS

Assessment

- Best Practice Preschool ASD Assessment: Effective Tools and Practical Strategies for School Based Team – **Spring 2015**
- Beyond Percentiles: Meaningful Assessment of SH Students – **Spring 2015**
- Updated Tests of Cognitive Ability – **Spring 2015**

Autism

- Evidence Based Practices for ASD Series
 - Visual Supports/Schedules
 - Video Modeling
 - Self-Management
 - Social Narratives - **Spring 2015**



Behavior

- Behavior Intervention and Support Post-Hughes Bill: Current law, Guidance, and Resources
- The Hot Zone: Behavioral Strategies for Students with ADHD
- The What, Why and How of Working with Students with Severe Behavior

Common Core Series

- Common Core for the Uncommon Learner: Students with ADHD
- Common Core State Standards: Access for Students with Complex Communication Needs
- Common Core State Standards and English Language Learners: The Role of the SLP - **Spring of 2015**
- Common Core Transition Portfolio

For Paraeducators

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

Instruction

- The Cool Zone: Organizational Strategies for Students with ADHD

Mental Health Series

- Supporting Mental Health Needs in the Classroom
- Training 1
 - Identifying Anxiety Disorders as well as Stressor-and Trauma-Related Disorders Commonly Seen in Schools
- Training 2
 - Differential Diagnosis of common Disorders Seen in Schools

AS001: African American Students: New Best Practice Guidelines for Alternative Assessment of Communication Skills**Presenter:** Virginia Sanchez-Salazar, M.A., CCC-SLP-L, Speech - Language Pathologist**Intended Audience:** Speech-Language Pathologists**Instructional Time:** 4 hours**Type:** In person

The DCN has developed innovative Best Practice Assessment Guidelines for school speech-language pathologists using innovative alternative assessment procedures that are culturally fair and unbiased and meet the requirements of California law (Larry P. Decision) and the Education Code.

Participants will be provided with knowledge to:

- Understand state and national policies/Larry P. Decision that influence language and communication assessments for African American students in California
- Use best practice guidelines for designing and conducting an unbiased language and communication assessment using innovative alternative procedures including:
 - Review of Records and History
 - Ethnographic Interviews and Observations
 - Formal/Informal/Alternative Testing (modification of Standardized Test Measures, criterion referenced measures, Dynamic Assessment)
 - Language Sample Analysis using SALT 2012 (including contrastive/non-contrastive feature analysis)
 - Determining Dialectical Differences
 - Examining and Analyzing Data
 - Unbiased Reporting/ Cautionary Statements
- Collaborate with the school assessment team using the “DCN Matrix” to develop a student profile that reflects the student’s learning, language, and communication abilities and determine the best ways to meet his/her needs in the public school.

AS002: Autism and Social-Pragmatic Language Disorder: Communication Assessment Tools and Strategies for SLPs**Presenter:** Virginia Sanchez-Salazar, M.A., CCC-SLP-L, Speech-Language Pathologist**Intended Audience:** Speech-Language Pathologists**Instructional Time:** 4 hours**Type:** In person

Autism is a communication-based disorder. Speech-Language Pathologists (SLP) play an integral role in the assessment and diagnosis of an Autism Spectrum Disorder (ASD) and the inherent communication impairments.

Participants will be provided with knowledge to:

- Identify DSM-5 diagnostic criteria including the NEWLY-DEFINED Social-Pragmatic Language Disorder
- Describe the Federal & CA Education Code descriptions and qualifiers for ASD
- Define the role of the SLP in an ASD assessment
- Recognize the characteristics associated with Autism Spectrum Disorder
- Discuss and analyze other disorders that may be diagnosed as an ASD
- Identify and discuss the pros and cons of various formal and informal assessment measures
- Practice recording formal and informal diagnostic observations using the DCN's *DSM-5 Review Chart*

AS003: Beyond Percentiles: Meaningful Assessment of SH Students – Spring 2015**Presenter:** Sarah Gallagher, Ed.M., School Psychologist**Intended Audience:** School Psychologists**Instructional Time:** 3 hours**Type:** In person

Standardized measures of cognition and cognitive processes do not generally provide detailed information about strengths and weaknesses for those students who are severely handicapped and fall outside of a tool's measurable range (below the "floor"). In these instances important information can be gained from alternative assessment procedures.

Participants will be provided with knowledge to:

- Use alternative assessment techniques to identify the cognitive strengths and weaknesses of severely handicapped students
- Communicate alternative assessment data through a meaningful written report
- Use assessment data when considering goals and programming



AS004: Best Practice Preschool ASD Assessment: Effective Tools and Practical Strategies for School-Based Team – Spring 2015

Presenter: Mirit Friedland, M.A., School Psychologist & Virginia Sanchez-Salazar, M.A., CCC-SLP-L, Speech - Language Pathologist

Intended Audience: School Psychologists, Speech-Language Pathologists, Teachers

Instructional Time: 5 hours



Type: In person

Nearly 80,000 students in California have a diagnosis of Autism Spectrum Disorder (ASD). The latest CDE national ASD incidence figures are 1/68 with 46% of students having average or higher cognitive ability. Early diagnosis is now possible by age 2-3 years and appropriate intervention using Evidence-Based Practices (EBPs) leads to significantly improved outcomes. The DCN team of a School Psychologist and a Speech-Language Pathologist/Special Education Teacher will provide video examples, an *Alternative Assessment Tool Kit*, and a *DSM-5 Report Summary Form* to assist participants with assessment and clear diagnostic reporting.

Participants will be provided with knowledge to:

- Identify their professional roles in the collaborative assessment process—including “tag-team strategies”
- Compare the new DSM-5 ASD diagnostic criteria (including co-occurring conditions) with Federal and California Education Code criteria for ASD
- Recognize typical developmental patterns versus atypical/ASD characteristics
- Choose appropriate formal and informal ASD assessment tools to determine developmental milestones; adaptive behavior; cognitive, learning, and sensory profiles; and social/communication functioning
- Differentially diagnose or identify possible co-existing disorders including ID, ADHD, and SLI
- Use the *DSM-5 Report Summary* to record assessment observations and results

AS005: Best Practice Guidelines for the Assessment of African American Students' Cognitive Processes

Presenter: James Hiramoto, Ph.D., School Psychologist



Flipped training: see appendix

Intended Audience: School Psychologists, Special Education Administrators

Instructional time: 3 hours

Type: In person

This workshop is intended to provide participants with the opportunity to learn more about the Diagnostic Center, Northern California's "*Best Practice Guidelines for the Assessment of African American Students: Cognitive Processes.*" We will briefly recap the history of Larry P., legal and ethical issues and provide an overview of the DCN's MATRIX process, specifically the Informal Assessment component. This workshop will also demonstrate that informal assessment in DCN's MATRIX process is an information gathering method that can capture far more data than traditional standardized testing. Participants will have the opportunity for hands-on experience in learning how to use informal assessment strategies in break-out sessions.

Workshop's Objectives are:

- Examine the elements of a comprehensive special education evaluation for African American students in light of Larry P. and understand why it is still with us today
- Introduce the MATRIX process, a system DCN has developed to meet the demands of a Comprehensive Assessments for determining eligibility for special education for African American Students
- Explain how DCN uses Informal Assessments as a vital tool to fill out a comprehensive assessment for determining eligibility
- Provide an opportunity to actively engage with peers utilizing informal assessment techniques, by exercising and sharing professional judgment on what cognitive skills can be observed in everyday activities, especially in play

Attendee's Learning Outcomes

- Develop a healthy sense of skepticism when relying on standardized tests and learn what districts need to consider when determining if a test is OK to use
- Learn how informal assessments can reveal information that standardized assessments cannot answer
- Understand how to use data on cognitive strengths and weaknesses to make a determination of eligibility
- Develop renewed confidence in your own expertise in the field

AS006: How to Develop A Clear Case for Intellectual Disabilities – DSM Update**Presenter:** James Hiramoto, Ph.D., School Psychologist

➤ **Flipped training: see appendix**

Intended Audience: IEP Team**Instructional Time:** 3 hours**Type:** In person

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 addresses 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 an Intellectual Disability?

AS007: Updated Tests of Cognitive Ability - Spring 2015**Presenter:** James Hiramoto, Ph.D., School Psychologist**Intended Audience:** School Psychologists**Instructional Time:** 3 hours**Type:** In person

The 2014-2015 school year will bring updates to two widely used tests of intelligence/cognitive ability, the Wechsler Intelligence Scales for Children – Fifth Edition (WISC-V) and the Woodcock Johnson – Fourth Edition (WJ-4).

- What are the major and minor differences between these two tests
- Compare and contrast the familiar with the new
- Gain insight regarding:
 - Theory of intelligence/cognitive ability being assessed
 - Addition of new subtests
 - Old subtests and any modifications and why
 - Interpretations of scores

AU001: Augmentative and Alternative Communication (AAC) and Autism: Implementing Evidence Based Strategies in the Classroom

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

Intended Audience: Educators who serve students with an Autism Spectrum Disorder (ASD) who demonstrate complex communication needs

Instructional Time: 3 hours

Type: In person

The focus of this training will be on the Evidence Based Practices (EBPs) established by the National Autism Center and the National Professional Development Center on ASD in regard to the use of AAC tools and strategies. Current research will be reviewed and implications for future research considered.

Participants will:

- Examine research regarding EBPs for students with an ASD
- Learn how to use EBPs to:
 - Conduct AAC assessment
 - Select appropriate AAC tools and strategies
 - Implement AAC tools and strategies in the classroom
- Discuss direction for future research

**EVIDENCE BASED PRACTICES for
Autism Spectrum Disorder (ASD) SERIES****AU002: Self-Management for Students with Autism Spectrum Disorders (ASD)**

Presenter: Cathy Thoni, M.S., Secondary Specialist, Assistant Director

Intended Audience: Members of IEP teams who support students with Autism Spectrum Disorders (ASD)

Instructional Time: 2 hours

Type: In person

This workshop presents an overview of “Self-Management” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

Participants will:

- Review the research associated with effective use of self-management for students with ASD
- Learn how to use self-management techniques in classroom and community settings

Bring Your Own Device

AU003: Using Social Narratives for Students with ASD (Preschool through 8th grade)

Spring 2015

Presenter: Rebecca Steinberger, M.A., Education Specialist

Intended Audience: Members of IEP teams who support students with Autism Spectrum Disorders

Instructional Time: 3 hours

Type: In person

This workshop presents an overview of “Social Narratives” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

Participants will:

- Review the research associated with effective use of social narratives for students with ASD
- Learn how to use social narratives in classroom settings
- Learn how social narratives can be used to address behavioral difficulties, teach social skills, and promote communication



**EVIDENCE BASED PRACTICES for
Autism Spectrum Disorder (ASD) SERIES**



**AU004: Using Visual Supports for Students/Schedules with ASD
(Preschool through 8th grade)**

Presenter: Rebecca Steinberger, M.A., Education Specialist

Intended Audience: Members of IEP teams who support students with Autism Spectrum Disorders in preschool through 8th grade

Instructional Time: 3 hours

Type: In person

This workshop presents an overview of “Visual Supports” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

Participants will:

- Review the research associated with effective use of visual supports for students with ASD
- Learn how to use visual supports in classroom settings
- Review different types of visual supports that can be used across contexts
- Understand how using visual supports can increase independence and social interaction skills

AU005: Video Modeling for Students with Autism Spectrum Disorders (ASD)

Presenter: Cathy Thoni, M.S., Secondary Specialist, Assistant Director

Intended Audience: Members of IEP teams who support students with Autism Spectrum Disorders

Instructional Time: 2 hours

Type: In person

This workshop presents an overview of “Video Modeling” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

Participants will:

- Review the research associated with effective use of video modeling for students with ASD
- Learn how to use video modeling in classroom and community settings
- Create a short Video clip for use with students

Bring Your Own Device



AU006: Including Students with Autism Spectrum Disorder (ASD) in General Education Classrooms (Preschool – 5th Grade)

Presenter: Rebecca Steinberger, M.A., Education Specialist

Intended Audience: Members of IEP teams who support students with Autism Spectrum Disorder in general education settings in preschool through 5th grade

Instructional Time: 3.5 hours

Type: In person

This training presents strategies to help educators provide the unique supports necessary for students with Autism Spectrum Disorder (ASD) to be successful in general education environments.

Participants will:

- Become familiar with the National Standards Report on ASD and current Evidence Based Practices (EBPs) to help students with ASD participate successfully in general education programs.
- Review the characteristics of ASD and how this diagnosis influences the student's learning style and needs.
- Understand the role of the paraeducator in inclusive settings.
- Review individual adaptations in programming necessary for successful inclusion.
- Learn tools for successful team collaboration.

AU007: Teaching Students with Autism Spectrum Disorders (ASD)

Presenter: Rebecca Steinberger, M.A., Education Specialist

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

Instructional Time: 3.5 hours

Type: In person or video

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
- 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*

BH001: Behavior Intervention and Support Post-Hughes Bill: Current Law, Guidance, and Resources**Presenter:** Sarah Gallagher, Ed.M., School Psychologist**Intended Audience:** Psychologists, Teachers, Administrators**Instructional Time:** 2 hours**Type:** In person

Assembly Bill 86 repealed regulations and added state statute that addresses positive Behavioral Intervention Plans. As a result, the California Department of Education (CDE) convened a Stakeholder Group to discuss the impact of changes to law and regulations and provide guidance to LEAs regarding changes to the requirements for the identification and provision of behavioral intervention services. This training aims to share information and tools that resulted from this stakeholder group.

Participants will be provided with knowledge to:

- Identify major changes to state requirements brought on by Assembly Bill 86
- Identify current requirements for individuals assigned to perform behavioral assessments, for those assigned to develop behavioral intervention, and for those assigned to implement behavioral intervention
- Identify best practices for behavioral assessment and intervention

BH002: Promoting Positive Classroom Behavior (Grades preschool through 5th grade)

Presenter: Rebecca Steinberger, M.A., Education Specialist

Intended Audience: General education teachers, special education teachers and paraeducators in grades preschool through 5th grade.

Instructional Time: 3 hours

Type: In person

This workshop presents Tier 1 interventions and supports to create a positive classroom learning environment. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction. Some Tier 2 supports will be addressed.

Participants will learn strategies to:

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

NOTE: *This training will NOT cover:*

- Tier 3 supports
- How to write a Behavior Intervention Plan
- Students with severe behaviors or students with moderate to severe intellectual disabilities

BH003: The Hot Zone: Behavioral Strategies for Students with ADHD

Presenter: Shari Gent, M.A., Education Specialist

Intended Audience: Special education teachers, general education teachers and paraeducators K-8

Instructional Time: 3 hours

Type: In person

Students with attention deficit disorder often do not respond to typical behavioral management techniques. This training will explore alternative behavioral strategies most likely to lead to success for students with this neurologically – based disorder.

Participants will:

- Understand how ADHD influences behavior
- Take away evidence based strategies for use at all three tiers of support
- Acquire resources to bolster behavioral and social–emotional support for students with ADHD



BH004: The What, Why and How of Working with Students with Severe Behavior Difficulties**Presenter:** Tara Zombres, M.Ed., Education Specialist**Intended Audience:** Special Education teachers; including RSP and SDC teachers, general education teachers, school psychologists, behavior specialists**Instructional Time:** 3 hours**Type:** In person

This training will outline specific evidence-based behavior intervention strategies that address severe problem behavior within the classroom setting. Strategies will be covered that address commonly identified problem behaviors which impact students' ability to access the educational environment. Specific steps for identifying functions of behavior, how to choose and implement interventions, and how to collect data and progress monitor will be covered.

Participants will:

- Learn how to identify specific, observable behaviors and their functions to target for interventions
- Be provided with specific explanations of how implement behavior strategies that address moderate and severe behaviors
- Leave with tools and idea on how to make data collection and progress monitoring doable across educational settings

**Following the training participants will have the opportunity to participate in a classroom project with the trainer. The project will be a collaborative process with the classroom teacher and trainer in determining how to build effective behavior management at the class and individual student level. Details will be discussed at the training.*

CC001: Come Create Student Success: How to Provide Meaningful Access to the CCSS for Students with Moderate/Severe Disabilities**Presenter(s):** Tara Zombres, M.Ed., Education Specialist**Intended Audience:** Teachers of students with Moderate/Severe disabilities (including students with Autism, Emotional Disturbances, Intellectual Disabilities, & Profound Intellectual Disabilities), Administrators**Instructional Time:** 5 hours**Type:** In person

With the Common Core State Standards (CCSS) on the horizon, teachers and special educators are faced with the challenge of meeting the complex educational needs of students with special needs. This training will address how to design instruction to meet student goals while providing access to the CCSS within a meaningful, appropriate and functional context across the school day.

Participants will:

- Learn how the Common Core State Standards apply to their daily practice
- Examine current curriculum aligned to the Common Core State Standards and learn how to support student access
- Explore how to design activities based on specific case examples

CC002: Common Core State Standards and English Language Learners: The Role of the SLP - Spring 2015**Presenter:** Liz Arenas, M.S., CCC-SLP-L, Speech – Language Pathologist**Intended Audience:** Speech - Language Pathologists**Instructional Time:** 3 hours**Type:** In person

This training will help speech-language pathologists understand the basics of the California Common Core State Standards (CCCSS). It will further explore how the CCCSS relates to English Language Learners with speech-language impairments.

**This three-hour training will provide an overview of:**

- Second-language acquisition
- CCSS English Language Development Standards
- Evidenced Based Strategies that are aligned with CCSS

CC003: Common Core State Standards: Access for Students with Complex Communication Needs

Presenter: Betsy Caporale, M.S., CCC-SLP-L, Speech – Language Pathologist AAC/AT Specialist

Intended Audience: Special Education Teachers, Paraprofessionals, SLP's
Instructional Time: 3 hour

Type: In person

This training will provide attendees with a variety of tools and strategies to assist students with complex communication needs in accessing curriculum. Including:

- Adapted computer hardware
- iPad/Tablets apps
- Practical low-tech tools and strategies
- Adapted curriculums
- Developing an Implementation Plan



CC004: Common Core for the Uncommon Learner: Students with ADHD

Presenter: Shari Gent, M.S., Education Specialist

Intended Audience: Educators, Specialists, Paraprofessionals (K-8)
Instructional Time: 3 hour

Type: In person or video

With the adoption of the California Common Core Standards, teachers are faced with the challenge of teaching diverse learners using the same set of standards. Students with ADHD present unique classroom challenges both in their learning profile and in behavior.

Participants will:

- Increase their awareness about the characteristics of ADHD
- Develop a deeper understanding of how executive function deficits impact higher order thinking skills targeted by the California Common Core
- Understand how social emotional and behavioral learning can fit into instruction using the Common Core
- Learn ways to scaffold the Common Core standards to meet the needs of students with ADHD



CC005: Common Core Transition Portfolio**Presenter:** Linda Sanguinetti, M.A., Education Specialist**Intended Audience:** Secondary Educators, Program Specialists, Administrators**Instructional time:** 3 hours**Type:** In Person

Planning lessons for secondary students is very complex. There are so many aspects to consider: Common Core State Standards (CCSS), Evidence Based Practices (EBP), predictors in Transition, and Industry Standards. This training will do it all using the Student Transition Portfolio to not only showcase student accomplishments, strengths, preferences, and interests but also act as a functional tool in student involvement in the IEP process and beyond. Participants will leave with examples of activities and resources that can be used to build student portfolios that are “at your fingertips”, free, and evidence based.

Participants will:

- Review Evidence Based Practices and predictors in Transition
- Examine the triangulation of Transition goals with Common Core State Standards (CCSS) and industrial standards
- Understand Measurable Post-Secondary Goals
- Explore Transition lesson plans that tie to CCSS
- Receive and review easy to access resources for Evidence Based Practices in Transition and Student Portfolio

Please bring smart phone, tablet, or lap-top for on-line exploration and review.

CC006: Universal Design for Learning (UDL) and the Common Core State Standards: Making CCSS Accessible to All in the Elementary Classroom**Presenter:** Lynn Shuler, M.Ed., Education Specialist**Intended Audience:** Resource Specialists, General Education Teachers, M/M SDC Teachers, Inclusion Specialists, School Psychologists, Administrators**Instructional Time:** 3 hours**Type:** In person

With the transition to the Common Core State Standards (CCSS) on the horizon, teachers are faced with meeting the needs of a diverse population of students in the classroom. This training will provide teachers with strategies and interventions to ensure that the Common Core State Standards are accessible to all students using the principles of UDL.

Participants will:

- Learn how to apply the principles of Universal Design for Learning (UDL) to classroom instruction
- Explore ways to develop strategies and intervention to make the Common Core State Standards (CCSS) open to students
- Explore ways to align IDP goals to the Common Core State Standards (CCSS)

**CC007: It Takes Two! Collaboration and The Common Core State Standards: How Co-Teaching Can Increase Student Success in the Elementary Classroom****Presenter:** Lynn Shuler M.Ed., Education Specialist**Intended Audience:** School Site Teams, Elementary Teachers, Resource Specialists, Mild Moderate SDC Teachers, Inclusion Specialists, Principals and Program Supervisors**Instructional Time:** 3 hours**Type:** In person

With the transition to the Common Core State Standards (CCSS) on the horizon, teachers and special educators are faced with the challenges of meeting the complex educational needs of students with special needs. This training will address how to develop collaborative relationships between special educators and general educators and how collaboration can benefit all students.

Participants will learn about:

- Examine collaborative models used in elementary classrooms including Co-Teaching
- Investigate how collaboration can support students with special needs in the general education classroom
- Explore ways to make the CCSS accessible to all students

IN001: Planning Effective Literacy Instruction for Struggling Readers**Presenter:** Laura Denton, Ed.D., NCED**Intended Audience:** Special Educators**Instructional time:** 3 hours**Type:** In person

How do we plan effective programs for our students who continue to struggle despite intervention? When a student makes very slow progress in programs that others have succeeded with, IEP Teams often don't know where to turn. How do we choose a curriculum that will match the student's unique needs? Learn how to use assessment data to develop a student profile that will guide your decisions as you design that student's educational program.

Participants will:

- Learn what information you need to gather.
 - Overview of assessment options – formal and informal assessment tools.
 - Learn how to develop a student profile of reading proficiencies and weaknesses.
 - Learn how to interpret the student profile and make instructional decisions.
-

IN002: The Cool Zone: Organizational Strategies for Students with ADHD**Presenter:** Shari Gent, M.A., Education Specialist**Intended Audience:** Special education teachers, general education teachers and paraeducators K-8**Instructional Time:** 3 hours**Type:** In person

Organizational and timely task completion is often the biggest impediment to academic success for students with ADHD.

Participants will:

- Acquire knowledge about the major executive functions
- Understand how organizational skills influence school success
- Take away specific classroom strategies and resources to support students with organizational challenges



MH001: Supporting Mental Health Needs in the Classroom: How Teachers Can Recognize, Support, and Provide Effective Instruction for Students with Mental Health Needs

Presenter: Tara Zombres, M.Ed., Education Specialist



Intended Audience: Special education and general education teachers serving students with emotional, behavioral and mental health needs

Instructional Time: 3 hours

Type: In person

Supporting the mental health needs of students in the classroom is becoming an increasingly important piece to providing comprehensive education to all students. The demands of emotional and behavioral supports in the classroom are a primary component to supporting successful social, emotional and academic success. This training will provide strategies to effectively manage, intervene, and support student's mental health needs so that curriculum can be more effectively accessed by all students.

Participants will:

- Learn about how mental health issues present in the learning environment
- Explore how to integrate mental health supports and practices into classroom instruction
- Discuss how to intervene with behavior that is driven by mental health needs
- Work with colleagues to determine next steps for implementing strategies into the classroom

Mental Health Assessment Series**Training 1****MH002: Identifying Anxiety Disorders as well as Stressor- and Trauma- Related Disorders Commonly Seen in Schools****Presenter:** James Hiramoto, Ph.D., School Psychologist**Intended Audience:** School Psychologists; Administrators**Instructional Time:** 3 hours**Type:** In person

With the passage of Assembly Bill 114, LEA's are now solely responsible for ensuring that students receive mental health assessment and services. Much of this responsibility falls on school psychologists to conduct educationally related mental health assessments and relate specific findings to targeted interventions. This training will expand school psychologists' familiarity with key traits of anxiety disorders as well as trauma- and stressor-related disorders.

Participants will:

- Understand DSM-5 diagnostic features of anxiety disorders as well as trauma- and stressor-related disorders
- Become familiar with best practices for the assessment of these disorders
- Identify how these disorders manifest behaviorally, emotionally and cognitively in educational environments
- Engage in case study examples that apply assessment skills and analysis of assessment results
- Participate in a structured discussion within your school district / SELPA regarding how these disorders are identified under special education eligibility

Mental Health Assessment Series

Training 2

MH003: Differential Diagnosis of Common Disorders Seen in Schools

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



Intended Audience: School Psychologists; Administrators

Instructional Time: 3 hours

Type: In person

Overlapping traits are often present across multiple disabilities, and there is often confusion on how to differentiate between different mental health disorders. Clear understanding of these disabilities is necessary in order to guide instructional considerations and intervention options for treatment. Much of this responsibility falls on school psychologists when conducting educationally related mental health assessments. This training will expand school psychologists' ability to differentiate between different classes of disorders.

Participants will:

- Increase their awareness of the similarities and differences in the behaviors and other apparent symptoms observed in students with different disorders
- Become familiar with best practices for distinguishing depression and anxiety disorders from attention-deficit/hyperactivity disorder and autism spectrum disorder
- Engage in case study examples that apply assessment skills and analysis of assessment results
- Participate in a structured discussion within your school district / SELPA regarding how these disorders are identified under special education eligibility

PR001: Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports

Presenter: Tara Zombres, M.Ed., Education Specialist

Intended Audience: Paraeducators

Instructional Time: 3 hours

Type: In person

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

PR002: For Paraeducators: Teaching Students with Autism Spectrum Disorder (ASD) – (Grades preschool through 8th grade)

Presenter: Rebecca Steinberger, M.A., Education Specialist

Intended Audience: Paraeducators who support students with Autism Spectrum Disorders in grades preschool through 8th grade

Instructional Time: 3 hours

Type: In person

This workshop presents an overview of current Evidence Based Practices (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 and Evidence Based Practices (EBPs) for students with ASD
- Learn strategies to prevent and/or reduce interfering behaviors
- Leave with tools to increase students' independence and school success

PR003: For Paraeducators: Teaching Students with Moderate to Severe Intellectual Disabilities (Preschool through 8th grade)**Presenter:** Rebecca Steinberger, M.A., Education Specialist**Intended Audience:** Paraeducators who support students with moderate to severe intellectual disabilities in grades preschool through 8th grade**Instructional Time:** 3 hours**Type:** In person

- Review how the diagnosis of moderate to severe intellectual disability influences the student's learning style and needs
- Describe teaching strategies and tools to address behavior, communication and social interaction
- Show video clips to illustrate intervention strategies

Participants will:

- Gain a deeper understanding of the needs of students with moderate to severe intellectual disabilities
- Learn strategies to prevent and/or reduce problem behavior
- Understand the importance of providing meaningful, age-appropriate activities and tasks
- Learn ways to help students become as independent as possible
- Learn strategies to help students with moderate to severe intellectual disabilities reach their full potential

ASSESSMENT

- AS001: African American Students: New Best Practice Guidelines for Alternative Assessment of Communication Skills
- AS002: Autism and Social-Pragmatic Language Disorder: Communication Tools and Strategies for SLPs
- AS003: Beyond Percentiles: Meaningful Assessment of SH Students
- AS004: Best Practice Preschool ASD Assessment: Effective Tools and Practical Strategies for School-Based Team
- AS005: Best Practice Guidelines for the Assessment of African American Students' Cognitive Processes
- AS006: How to Develop A Clear Case for Intellectual Disabilities
- AS007: Updated Tests of Cognitive Ability

AUTISM

- AU001: Augmentative and Alternative Communication (AAC) and Autism: Implementing Evidence Based Strategies in the Classroom
- AU002: Self-Management for Students with Autism Spectrum Disorders (ASD)
- AU003: Using Social Narratives for Students with ASD (Preschool through 8th grade)
- AU004: Using Visual Supports for Students/Schedules with ASD (Preschool through 8th grade)
- AU005: Video Modeling for Students with Autism Spectrum Disorders (ASD)
- AU006: Including Students with Autism Spectrum Disorder (ASD) in General Education Classrooms (Preschool – 5th grade)
- AU007: Teaching Students with Autism Spectrum Disorder (ASD)

BEHAVIOR

- BH001: Behavior Intervention and Support Post-Hughes Bill: Current Law, Guidance, and Resources
- BH002: Promoting Positive Classroom Behavior (Grades preschool through 5th grade)
- BH003: The Hot Zone: Behavioral Strategies for Students with ADHD
- BH004: The What, Why and How of Working with Students with Severe Behavior Difficulties

COMMON CORE

- CC001: Come Create Student Success: How to Provide Meaningful Access to the CCSS for Students with Moderate/Severe Disabilities
- CC002: Common Core State Standards and English Language Learners: The Role of the SLP
- CC003: Common Core State Standards: Access for Students with Complex Communication Needs
- CC004: Common Core for the Uncommon Learner: Students with ADHD

- CC005: Common Core Transition Portfolio
CC006: Universal Design for Learning (UDL) and the Common Core State Standards: Making CCSS Accessible to All in the Elementary Classroom
CC007: It Takes Two! Collaboration and the Common Core State Standards: How Co-Teaching Can Increase Student Success in the Elementary Classroom

INSTRUCTION

- IN001: Planning Effective Literacy Instruction for Struggling Readers
IN002: The Cool Zone: Organizational Strategies for Students with ADHD

MENTAL HEALTH

- MH001: Supporting Mental Health Needs in the Classroom: How Teachers Can Recognize, Support, and Provide Effective Instruction for Students with Mental Health Needs
MH002: Identifying Anxiety Disorders as well as Stressor-and Trauma-Related Disorders Commonly Seen in Schools
MH003: Differential Diagnosis of Common Disorders Seen in Schools

PARAEDUCATORS

- PR001: Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports
PR002: For Paraeducators: Teaching Students with Autism Spectrum Disorder (ASD) – (Grades preschool through 8th grade)
PR003: For Paraeducators: Teaching Students with Moderate to Severe Intellectual Disabilities (Preschool through 8th grade)

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 when there is a need to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available. These services are available at the Diagnostic Center or via videoconferencing.

Videoconferencing

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

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

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

Current project topics include:

- **Autism Spectrum Disorders:** Development of best practice school programs that implement evidence-based practices for students with ASD
- **Intellectual Disabilities:** Development of best practice school programs for students with Intellectual and Developmental Disabilities
- **Alternative and Augmentative Communication:** AAC Certification course for Speech-Language Pathologists
- **Dual Language Learners:** Course to increase the capacity of a school district's monolingual Speech-Language Pathologists who serve dual language learners so they can provide best practice assessments and interventions when working with DLL students on their caseload
- **The MATRIX:** Increasing the capacity of a school district's school psychologists to implement best practices when assessing African American students in California schools

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

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

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

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

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

Request for Comprehensive Professional Development Project should be made to the Diagnostic Center Assistant Director, Ann England at 510-794-2500.

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

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

Laura Denton, Ed .D., Education Specialist

Mirit Friedland, M.A, School Psychologist

Sarah Gallagher, Ed. M., School Psychologist

Shari Gent, M. S., Education Specialist

James Hiramoto, Ph.D., School Psychologist

Virginia Sanchez-Salazar, M. A., CCC-SLP-L, Speech - Language
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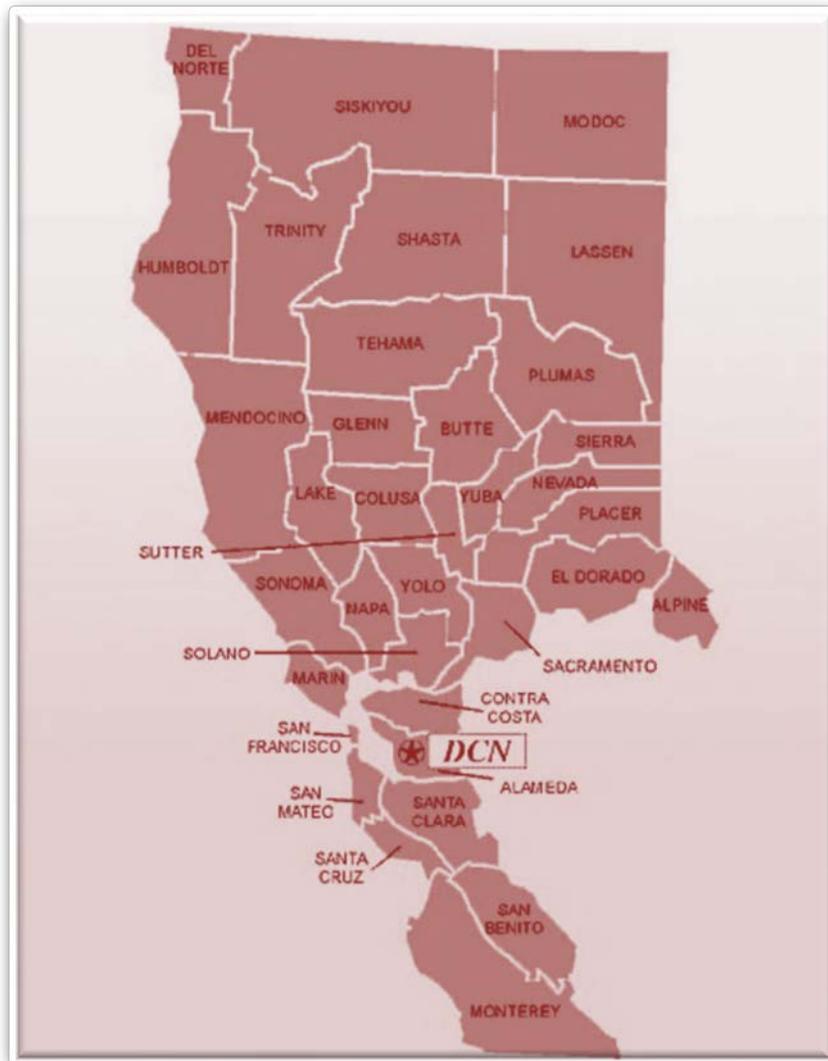
Lynn Shuler, M.Ed., Education Specialist

Rebecca Steinberger, M. A., Education Specialist

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Diagnostic Center – Northern California Service Area



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Flipped Training with Short Term Project

In an effort to utilize technology and provide time for more collaborative learning, the DCN is offering the following trainings in a “flipped class” format.

- **Best Practices Guidelines for the Assessment of African American Students’ Cognitive Processes**
- **How to Develop A Clear Case for Intellectual Disabilities – DSM 5 Update**
- **A “flipped class”** is where direct instruction is provided on-line and viewed prior to meeting as a group, so that participant has the opportunity to try out what they have learned prior to meeting as a group, so time spent in group can be more hands on and questions can be based on direct practice more meaningful.
 - The on-line direct instruction for this training/project will be broken down into 4 to 5 content rich videos that typically run between 4-7 minutes and supporting documents. The expectation for the training is that all participants will have viewed all of the videos and documents prior to the group training meeting date.
 - The benefit of this “flipped” learning format are:
 - Videos are short, but content rich so that participants’ time is respected
 - Handouts are tied to the videos and useful as reference materials
 - Participants can view the videos or handouts at their convenience
 - Participants can pause, rewind, or replay content however many times they like
 - Questions raised by the videos and handouts can be directed to the trainer prior to the group meeting
 - Due to variations in experience level allowing this question and feedback process allows interns, young professionals or professionals of another background to ask questions of the trainer in private without fear of asking a question that they feel their more experienced peers may already know the answer to

A 3 hour (half day), in person, group training will take place 4-6 weeks after the videos and handouts have been made available to all participants. As with all DCN trainings a minimum number of 20 participants are required.

- During this group training participant will discuss:
 - Any clarification of on-line presented material
 - Any updates to on-line presented material
 - Sharing with each other implementation issues and concerns
 - Sharing strategies with each other on how they have incorporated what they have learned
 - Leave knowing that they can turn to each other as a resources

In addition to the 3 hour, group training, 3 participants who are highly motivated/interested (who are preselected by the SELPA director, district special education director or designee), will participate in a Short Term Project tied to this training.

- Project permission will be required for DCN trainer to be able to consult and or participate on 3 active district assessments (please contact DCN administration for details)
 - The benefit of this mini project learning format are:
 - To provide opportunity for more in depth learning working through real world examples
 - To build capacity within the SELPA/District as part of the DCN's commitment to be a trainer of trainers
- This mini project completion time is estimated to be within 60 days from the group training. After which the 3 participants will meet with the trainer to develop a sustainability plan to meet the needs of their SELPA/District



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