

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA  
CALIFORNIA DEPARTMENT OF EDUCATION



2018-2019



## Our Services:

- ❖ Workshops held in your district or region
- ❖ Comprehensive Professional Development Projects
- ❖ Consultation Services

# DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

## Service Area

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*Numbers refer to Regional Coordinating Council (RCC)*

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# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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## OVERVIEW

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The Diagnostic Center, Southern California offers formal professional development activities to local educational agency (LEA) staff and parents on a range of topics. Our topics are based upon both statewide and local needs assessment surveys as well as other areas of interest. Our primary charge, the provision of assessment services, limits our ability to accommodate multiple requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats.

### How is our training disseminated?

#### **Workshops:**

In order to provide our services in an equitable manner to LEAs and SELPAs, most of our workshops are offered regionally on pre-set dates to the four Regional Coordinating Councils (RCCs) in our catchment area. Any remaining dates after June 1, 2018 are available for individual districts or SELPAs. While scheduled on a “first come, first served” basis, attempts are made to distribute workshops equitably.

#### **Consultation Services:**

The Diagnostic Center has the capacity to provide consultation services in one to two hour sessions either at our Center or through the web or videoconferencing. See page 29 for more information.

#### **Comprehensive Professional Development Projects:**

Comprehensive Professional Development Projects are individually designed to meet specific district or school site needs. Projects incorporate in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site collaboration. These systemic projects include multiple service days that may be interspersed over a period of weeks, months, or a year. For more information about projects, see pages 30 and 31.

# HOW TO BOOK A WORKSHOP

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## Check for Dates:

Please contact Laura Anderson, Assistant Director, for available dates at [train@dcs-cde.ca.gov](mailto:train@dcs-cde.ca.gov) or (323) 222-8090.

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

After a topic and date is confirmed, the sponsoring agency is responsible for:

- ❖ Assigning a contact person responsible for coordinating with the Diagnostic Center presenter
- ❖ Assigning administrator or designee to attend the workshop
- ❖ Securing a training site to accommodate audience size
- ❖ Creating and distributing a flyer **at least six weeks before** the training (see sample on page 6)
- ❖ Providing for audio-visual needs
- ❖ Duplicating handout packets for all participants (request master copy of handout package from presenter, allow a minimum of two weeks prior to training date)
- ❖ For electronic distribution of the handout packets, ensure all participants are provided with the links to download the materials
- ❖ Greeting and registering participants
- ❖ Introducing presenter
- ❖ Distributing and collecting evaluation forms
- ❖ Distributing Certification of Completion at the end of workshop
- ❖ Providing copies of sign-in sheets and evaluation forms for presenter

*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.

A "Certification of Completion" is available upon request of the sponsoring agency for dissemination to participants at the conclusion of the workshop. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

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

## What is the cost?

There is no cost for our services. Sponsoring agencies have the responsibility for costs involved with any duplication of handout materials, securing the site, advertising the workshop, providing refreshments and other like costs.

# Cognitive-Behavioral Techniques for Educators

*Sponsored by*

Regional Coordinating Council # and the XYZ SELPA

- Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist  
Diagnostic Center South, California Department of Education
- Date:** Thursday, March 7, 2019
- Time:** 8:00 a.m. - 8:30 a.m.— Registration/Coffee  
8:30 a.m. - 12:45 p.m.— Workshop
- Place:** Union School District Education Center  
2786 Fifth Avenue, Los Angeles, CA 90032
- Cost:** \$15.00 (includes Lunch)

**Content:** BIPs may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students' mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes. This training is considered to be part three of four important trainings you will need to become better equipped to work with the new treatment model.

**Intended Audience:** Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, ERMHs staff, and others who actively work with youth who have mental health concerns

**Outcomes:** Participants will:

1. Learn how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice "mindfulness" techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

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## Registration Deadline: February 21, 2019

There are only 80 spaces available – FIRST COME, FIRST SERVED!

Name: \_\_\_\_\_ Telephone/FAX: \_\_\_\_\_

School District: \_\_\_\_\_ Email: \_\_\_\_\_

Please mail or fax registration to: Contact Person, XYZ SELPA  
5323 Village Road, Los Angeles, CA 90032  
Tel: (323) 888-8888 Fax: (323) 888-9999

*Your place will be reserved unless notified.*

*DIRECTIONS & MAP ON BACK*

## A-1 Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder

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**Presenter:** Martin Miramontes, M.A., BCBA, School Psychologist

**Time:** 5 hours (8:30-2:30)

Many interventions exist for autism spectrum disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrate improved outcomes, the interventions are legally defensible, and the use of EBPs aligns with best practice in education. This training will provide the history on the identification of the EBPs for ASD and support the understanding and use of EBPs for individuals affected by mild-moderate ASD.

**Intended Audience:** School personnel working with students with mild-moderate ASD

**Outcomes:** Participants will:

1. Learn about the identification of the EBPs through research conducted by the National Autism Center and the National Professional Development Center on Autism Spectrum Disorders.
2. Learn how to use EBPs to assist students at the mild-moderate level in accessing the California Common Core State Standards.
3. Obtain resources that include detailed information on how to plan, implement, and monitor specific EBPs for students with ASD at the mild-moderate level.
4. Practice implementing various EBPs through case studies, instructional videos, resource development, and role-play.

## A-2 Evidence-Based Practices for Students with Moderate-Severe Autism Spectrum Disorder

---

**Presenter:** Margot Johnson, M.A., BCBA, Education Specialist

**Time:** 5 hours (8:30-2:30)

Many interventions exist for autism spectrum disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrate improved outcomes, the interventions are legally defensible, and the use of EBPs aligns with best practice in education. This training will provide the history on the identification of the EBPs for ASD and support the understanding and use of EBPs for individuals affected by moderate-severe ASD.

**Intended Audience:** School personnel working with students with moderate-severe ASD

**Outcomes:** Participants will:

1. Learn about the identification of the EBPs through research conducted by the National Autism Center and the National Professional Development Center on Autism Spectrum Disorders.
2. Learn how to use EBPs to assist students at the moderate-severe level in accessing the California Common Core State Standards.
3. Obtain resources that include detailed information on how to plan, implement, and monitor specific EBPs for students with ASD at the moderate-severe level.
4. Practice implementing various EBPs through case studies, instructional videos, resource development, and role-play.

## **A-3 Autism Spectrum Disorders (ASD) and Applied Behavior Analysis (ABA)**

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**Presenter:** Margot Johnson, M.A., BCBA, Education Specialist

**Time:** 5 hours (8:30-2:30)

***\*\*This is a beginning level workshop and introduces the basic aspects of behavioral assessment and interventions.***

This training will provide participants with an understanding of the basic principles of applied behavior analysis, and how they can be used to address difficulties associated with an ASD. Participants will learn the behavioral characteristics of autism, etiology, treatment myths, and research-based information. Additional content includes the assessment of behavior, appropriate data collection methods, and effective ABA teaching strategies to address the unique learning needs and challenging behaviors associated with ASD.

**Intended Audience:** School personnel working with or developing programs for students with ASD

**Outcomes:** Participants will:

1. Gain a better understanding of the behaviors associated with ASD.
2. Understand how to assess behaviors associated with ASD.
3. Develop effective behavior plans to address behaviors associated with ASD.
4. Understand the variety of ABA teaching methodologies.
5. Explore the effective ABA teaching strategies used with students with ASD.

## **A-4 Social Narratives and Story-Based Interventions**

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**Presenter:** Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist

**Time:** 3 hours (8:30-11:30)

Social narratives and story-based interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviors. These strategies are designed to help individuals with autism spectrum disorder (ASD) acquire and use appropriate social skills. Social skills include communication, problem-solving, decision-making, self-management, and peer relationship abilities that allow one to initiate and maintain positive social relationships. This training will present an overview of multiple story-based intervention strategies that have been developed to address social skill deficits of individuals with ASD; such as, social narratives, cartooning or comic strip conversations, power cards, and social autopsies.

**Intended Audience:** School personnel supporting children with ASD

**Outcomes:** Participants will:

1. Understand the research and theory behind social narratives and how they can be an effective intervention for a variety of student needs.
2. Understand how visual mediums used positively support student understanding of expectations and others' perspectives.
3. Develop story-based interventions based on individual student needs using specific strategies that are research-based.



## A-5 Autism Spectrum Disorder (ASD): What Every Paraeducator Should Know

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**Presenter:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

**Time:** 3 hours (8:30-11:30)

An overview of autism spectrum disorder (ASD) and practical information paraeducators can use for effective teaching. Strategies and behavior supports will include visual pacing and closure systems, schedules, prompting hierarchies, and reinforcement principles.

**Intended Audience:** Paraeducators working with students with ASD

**Outcomes:** Participants will:

1. Become familiar with the major characteristic of autism spectrum disorders.
2. Become familiar with a variety of teaching strategies and behavior supports.



## B-1 It's a Match! Applying In-Vivo Supports to Students with Mild-Severe Intellectual Disabilities

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**Presenter:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

**Time:** 3 hours (8:30-11:30)

Ever wonder why your student does not respond to a particular support? Ever wonder why reinforcement “doesn’t work” with your student? Ever wonder why your student needs so much prompting? Have you ever considered nontraditional approaches and matching supports and strategies to the student’s developmental level of functioning? This workshop will address these questions and explain how developmentally-appropriate supports and strategies can help students become more attentive, calm, and engaged (ACE). Providing smart schedules, functional work systems, meaningful visual supports, and effective reinforcement can increase students’ independence and engagement while reducing challenging behavior. Understanding the implications of a student’s developmental level is critical to this process, which will be discussed in this workshop. Some of the themes to be addressed include, “Making Time and Activities Concrete and Experiential,” “Making Work Systems Come Alive and Increasing Engagement,” and of course, “Matching Behavior Strategies to Behavior Function and Developmental Level.”

**Intended Audience:** Individuals who would benefit from a refresher course or introduction to working with students with developmental disabilities who exhibit challenging behavior

**Outcomes:** Participants will:

1. Explain the role of development when designing supports for students.
2. Describe and select strategies that match the student’s developmental level, which may be used to prevent and intervene with challenging behavior.

## B-2 Pathway Charting: A Tool for Enhancing the Treatment Fidelity of Behavior Intervention Plans (BIPs)

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**Presenter:** Margot Johnson, M.A., BCBA, Education Specialist

**Time:** 3 hours (8:30-11:30)

Pathway charting is a strategy for facilitating a team approach in the development and implementation of a behavior intervention plan (BIP). Generating a consensus between IEP Team Members on the core elements of a BIP promotes an understanding of the variables that contribute to and maintain problem behaviors and what must be done to change them. This knowledge promotes buy-in and shared responsibility which in turn, enhances the fidelity with which a behavior plan is implemented. In this training, participants will learn how to facilitate pathway charting through the use of lecture, visual supports, and guided practice with a variety of case studies.

*(B-3 continued→)*

**Intended Audience:** Educators who are involved in developing, writing, implementing, or supporting the implementation of behavior intervention plans (BIPs). This may include behavior analysts and specialists, school psychologists, speech-language pathologists, teachers, and administrators.

**Outcomes:** Participants will:

1. Understand the purpose and process of pathway charting.
2. Gain experience in using pathway charting for a variety of problem behaviors.
3. Understand how to use pathway charting to enhance BIP development and implementation.
4. Learn strategies that can be used to lead a behavior planning team through the pathway charting process.

## B-3 Behavior Is Communication

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**Presenter:** Margot Johnson, M.A., BCBA, Education Specialist

**Time:** 5 hours (8:30-2:30)

Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate replacement behaviors for maladaptive behaviors, which are already within their repertoire. This will serve as a guideline for selecting replacement behaviors during the development of appropriate behavior intervention plans. Additional topics will include identifying the student's level of symbolism and implementing developmentally appropriate supports.

**Intended Audience:** Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, para-educators, parents.

**Materials:** Participants will need green, yellow, and red markers/colored pencils/crayons to use for the activities. If training hosts are unable to provide them, please have the participants bring these items.

**Outcomes:** Participants will:

1. Increase awareness of the many forms of communication.
2. Understand how to use the Form and Function matrix to classify a student as a presymbolic vs. symbolic communicator.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student's communicative repertoire, functions of communication, and identify behaviors to target for increase.
5. Identify next steps for expanding a student's forms of communication.

## B-4 The First Fron(tier)!: An Overview of Tier 1 Positive Behavior Supports for ALL Students

NEW

**Presenter:** Martin Miramontes, M.A., BCBA, School Psychologist

**Time:** 5 hours (8:30-2:30)

There is an abundance of empirical research to indicate it is best practice to intervene before problematic behaviors occur. The application of universal interventions (primary prevention) can lead to a reduction in office discipline referrals, reduction in suspensions, referrals for special education, and improved academic performance. Universal supports and instruction are the core supports and strategies provided to all students within the school to promote successful student outcomes and prevent school failure. This training will focus on the behavioral strand of MTSS, and provide an overview of the Tier 1 positive behavior supports, strategies, and universal interventions available for all students.

**Intended Audience:** Administrators, classroom teachers, school psychologists, school counselors, instructional staff, behavior specialists, and other related service providers who support students with behavioral needs

**Outcomes:** Participants will:

1. Provide overview of what a Multi-Tiered System of Supports (MTSS) is and how the framework is used to support the majority of students' behavioral needs.
2. Obtain information, resources, and materials related to development of systems to support implementation Tier 1 MTSS interventions.
3. Become familiar with Universal Tier 1 Positive Behavior Supports.
4. Review strategies and materials used to measure implementation effectiveness (i.e., Fidelity).

## B-5 Moving Up the Pyramid: Secondary and Tertiary Behavioral Interventions Within a Multi-Tiered System of Supports

NEW

**Presenter:** Vanessa Smith, M.A., BCBA, PENT Director

**Time:** 5 hours (8:30-2:30)

In California, Multi-Tiered System of Supports (MTSS) is an integrated, comprehensive framework that focuses on the Common Core State Standards, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Using core instruction, universal screening tools, and frequent progress monitoring, educators can intervene and support struggling students before they fall too far behind. This training will focus on the behavioral strand of MTSS and provide an overview of the Tier 2 & Tier 3 positive behavior supports, strategies, and interventions available for students who are not responding at the universal Tier 1 level. At the Tier 2 level, participants will be introduced to the Check-In, Check-Out (CICO) program, and the additional programs that can be layered onto CICO such as Breaks Are Better, Academic and Behavior Check-In, Check-Out, and Check, Connect, and Expect. At the Tier 3 level, participants will be introduced to the functional behavior assessment process and behavior intervention plan development.

*(B-5 continued →)*

**Intended Audience:** Administrators, classroom teachers, school psychologists, school counselors, instructional staff, behavior specialists, and other related service providers who support students with behavioral needs

**Outcomes:** Participants will:

1. Learn what a Multi-Tiered System of Supports (MTSS) is and how the framework is used to support a student's behavioral needs.
2. Obtain information, resources, and materials related to Tier 2 and Tier 3 MTSS interventions.
3. Practice analyzing student data to move students through the continuum of tiered supports.
4. Practice developing simple behavior intervention plans based upon case studies.

MENTAL HEALTH STRAND 

## M-1 Case By Case: Mental Health Disorders in Schools

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and  
Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

This enlightening primer to the world of mental health diagnoses can help set the stage for proper support and intervention for students with emotional-behavioral disorders. Based on real case studies, this training helps educators broaden their understanding of mental health conditions including the functional consequences of the major disorders and the implications for learning and behavior. Understanding the basis of treatment planning in the schools can begin the process toward improved student outcomes. The day includes tips for screening, assessment, classroom support, educational priorities, and setting up for less educational stress. This training is considered to be part one of four important trainings you will need to become better equipped to work with the new treatment model.

**Intended Audience:** School psychologists, special education teachers, administrators, LMFTs, LCSWs, LPCCs, clinical psychologists, and ERMHS staff

**Outcomes:** Participants will:

1. Learn how the DSM-5 criteria for various disorders have implications for the Education Code.
2. Gain a basic understanding of how to differentiate between diagnoses.
3. Learn the implications of each disorder, which will affect supports, strategies, and educational approaches.
4. Learn about the new treatment plan model and how it will change the way you teach children with emotional-behavioral disorders.

## M-2 Do This, Not That!: The Educator's Guide to Working with Mental Health Conditions

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

Oops! You did it again. You stepped on a student's emotional land mine. Are you spending too much time dealing with the behavioral fallout from emotions you accidentally triggered? Are there things you should have avoided saying or doing? The short answer: Yes! In this program, you'll learn practical steps to change the environmental structures for students with emotional-behavioral disorders. With this half-day presentation, you will learn triggers and side-stepping them without walking on eggshells, as well as proactive supports and strategies that reduce unwanted behaviors and improve learning outcomes. This training is considered to be part two of four important trainings you will need to become better equipped to work with the new treatment model.

**Intended Audience:** Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHs staff, and others who actively work with youth who have mental health concerns

**Outcomes:** Participants will:

1. Learn what factors underlie common emotional-behavioral disorders.
2. Learn common factors that exacerbate student distress and how to avoid these.
3. Learn how to engineer classrooms/programs to improve affective and behavioral stability.
4. Learn easy-to-use methods and technologies known to be effective in supporting and teaching students with emotional-behavioral disorders.
5. Learn curricular planning methods to help target and time effective instruction.
6. Identify various functional deficits of student disorders as well as the corresponding methods of support, direct instruction and behavioral reinforcement necessary for student improvement.

## M-3 Cognitive-Behavioral Techniques for Educators

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

BIPs may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students' mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes. This training is considered to be part three of four important trainings you will need to become better equipped to work with the new treatment model.

*(M-3 continued →)*

**Intended Audience:** Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, ERMHs staff, and others who actively work with youth who have mental health concerns

**Outcomes:** Participants will:

1. Learn how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice “mindfulness” techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

## M-4 Game Plan: Putting the Mental Health Treatment Plan Into Action

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and  
Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

Treatment plans?! What do we do first? Who does what? Planning for students with emotional-behavioral disorders (EBDs) is confusing without systematic implementation and treatment fidelity. In this course, you'll learn the basic nuts and bolts of setting up your school's EBD classroom/specialized program. You'll prepare a complete case plan from scratch for one or more of your students, and learn the week-by-week system for integrating treatment components to improve implementation and fidelity. This training is considered to be part four of four important trainings you will need to become better equipped to work with the new treatment model.

**Intended Audience:** Special education teachers, school psychologists, administrators, mental health professionals, and others interested in school-based treatment planning

**Materials:** Participants will need to bring some blank papers and a pen (or a laptop, if they have one) for additional note taking, making lists, and developing ideas with table mates.

**Outcomes:** Participants will:

1. Learn what treatment plans do and do not effectively cover.
2. Learn how interventions may differ across developmental stages.
3. Identify and document students' functional needs to determine academic readiness, intervention level, and progress monitoring.
4. Develop active plans for support, direct instruction and behavioral reinforcement to address and remediate functional needs and improve learning readiness.
5. Learn the top five easy-to-manage environmental factors to improve student outcomes.
6. Identify staff roles, needed skills, and responsibilities for effective case planning.

## M-5 Keeping the Day Sane: Mental Health 101 for Paraeducators

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and  
Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

Are your paraeducators prepared with little more than good intentions to handle the challenges of children identified with emotional-behavioral disorders? Are you noticing a lot of turn around, injury and stress? Many adults inadvertently handle behavioral scenarios with tactics that actually escalate student emotions rather than improve them, resulting in a decrease in student readiness for participation and learning. This training will equip your staff with basic knowledge and easy-to-learn strategies that can help them be more successful, and keep students safe and ready to learn. Let's get everyone on the same page!

**Intended Audience:** Paraeducators, special education teachers, administrators, school psychologists, ERMHs staff, and other IEP team members who support these students are strongly advised to attend.

**Outcomes:** Participants will:

1. Learn the basics of most frequently encountered mental health profiles.
2. Learn how to side-step emotional triggers.
3. Learn basic learning supports and strategies to help develop student readiness and active participation.
4. Learn how to collect proper data to support teachers, behaviorists, counselors, and school psychologists.
5. Learn proactive strategies for reducing emotional responses from students.

## M-6 The Trauma-Informed School

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**NEW**

**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and  
Licensed Marriage and Family Therapist

**Time:** 4.25 hours (8:30-12:45)

Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic stress. In this training, educators learn methods for establishing clear expectations and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

*(M-6 continued →)*



**Intended Audience:** Special education teachers, school psychologists, administrators, ERMHS staff, and other mental health professionals

**Outcomes:** Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

## M-7 You Want Me to Do What? An Administrator’s Guide to the Mental Health Treatment Plan

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**Presenter:** Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

**Time:** 3 hours (8:30-11:30)

The age of behavior plans for children with emotional-behavioral disorders is changing. California’s educators are now embracing a treatment plan model with an evidence-based protocol of interventions, as well as best practice supports and strategies for effective, time-limited plans for students. It is a new educational landscape out there and teachers are bravely venturing out. But they need your support! Come to this 3-hour overview and learn about the new treatment model and what you need to do to help your staff and students be successful!

**Intended Audience:** School administrators, including superintendents, principals, program specialists. Others who may benefit include special education teachers, school psychologists, LMFTs, LCSWs, LPCCs, and ERMHS staff.

**Outcomes:** Participants will:

1. Understand the differences between behavioral planning and treatment planning.
2. Understand the new model and the rationale for treatment.
3. Learn about the research supported treatments such as CBT and the guidelines for treatment length.
4. Understand the data needed to support your IEPs and some legal considerations.
5. Learn how you can handle, de-escalate, and support students when they get referred to YOUR office!

## R-1 Still Not Producing: Assessment and Intervention for Executive Function Difficulties - Intermediate Level

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**Presenter:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

**Time:** 3 hours (8:30-11:30)

The purpose of this training is to present an advanced overview of the professional field's current thinking about the role and complexity of executive functioning, the process of measuring executive functioning through multiple means, and ways to apply assessment results to real-world supports and interventions. Both quantitative and qualitative assessment data from case studies will be presented for the audience members to analyze. Possible interventions based on these assessment results will be discussed.

**Intended Audience:** School psychologists and anyone with knowledge of psychological tests and psychometrics. Should have basic understanding of executive functioning. This training is not an introductory course.

**Outcomes:** Participants will:

1. Develop a deeper understanding of executive functioning.
2. Learn to use multiple sources of information in assessing executive functioning/self-regulation.
3. Understand the implications of cognitive and emotional regulation.
4. Translate assessment results into practice.

## R-2 Larry P's and Q's: Clearing Up the Confusion with Science

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**Presenter:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

**Time:** 3 hours (8:30-11:30)

This training **DOES NOT** discuss what tests to give to African American students, as that approach is contrary to science and best practice assessment. No one tool or process exists for everyone. The Larry P case has significantly influenced the assessment process of professionals working in the California public schools for over the past 30 years. Confusion exists regarding how to conduct effective assessments of African American students. Many terms and approaches related to assessment of this population have been misunderstood, misinterpreted, and misused. This has the potential to lead to assessment practices with reduced reliability and validity. This presentation will emphasize the need for assessment processes based on best practices that are theoretically sound, scientifically validated, and consistent with state and federal special education law.

**Intended Audience:** School psychologists and others with a working knowledge of psychometrics and research methodology. Familiarity with psychoeducational tests will be very helpful as they are discussed and referred to in this training.

**Outcomes:** Participants will:

1. Review what the actual Larry P ruling says regarding the assessment of African American students in California Public schools.
2. Learn how the extrapolations of the Larry P ruling are many times fraught with misunderstanding, misinterpretation, and misuse.
3. Apply the tenets of scientifically sound and best practice in assessing individuals rather than groups.
4. Learn the components of nondiscriminatory assessment.

## R-3 Assessment and Intervention for Childhood Apraxia of Speech (CAS)

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**Presenter:** Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist

**Time:** 4 hours (8:30-12:30)

Speech-Language Pathologists (SLPs) play a central role in the screening, assessment, diagnosis, and treatment of Childhood Apraxia of Speech (CAS). As indicated in the Code of Ethics (ASHA, 2010r), SLPs who serve this population should be specifically educated and appropriately trained to do so. SLPs who diagnose and treat CAS must possess skills in differential diagnosis of motor speech disorders and co-morbid language disorders, have specialized knowledge in phonological encoding disorders and motor learning theory, and have experience with appropriate intervention techniques.

**Intended Audience:** Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs)

**Outcomes:** Participants will:

1. Review the components of a comprehensive assessment for students suspected of having Childhood Apraxia of Speech.
2. Compare behavioral features that are commonly seen in other speech sound disorders in order to conduct a differential diagnosis.
3. Identify the elements of intervention for Childhood Apraxia of Speech that are validated by research.

## R-4 The ABCs of Preschool Assessment

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**Presenters:** Amy L. Taylor, Ed.S., NCSP, School Psychologist

Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist

**Time:** 5 hours (8:30-2:30)

This training will explore the laws and regulations around special education transition from Part C (Early Intervention) to Part B (Preschool Special Education: the foundation upon which special education and related services rest). The focus of this training will explore the selection and use of appropriate assessment measures designed to assess a preschool child's development including cognition, language, motor, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to discuss challenging cases to improve the transdisciplinary assessment process. Topics of cases will explore cultural considerations when assessing young children, how to determine delay versus disorder, and medical issues that may impact a child's development.

**Intended Audience:** School psychologists, speech-language pathologists, occupational therapists, and early childhood special education teachers. Ideally, entire preschool assessment teams would attend together.

**Outcomes:** Participants will:

1. Become familiar with developmental assessment methods for preschool students.
2. Understand the laws pertaining to the assessment of preschool students.
3. Understand language and play-based supports for engagement and social skills.

## R-5 I Don't Have Time! How to Make School-Based Interventions Work

NEW

**Presenter:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

**Time:** 3 hours (8:30-11:30)

Feeling stressed and overwhelmed, not having enough time, having one's own beliefs, already doing your job... and now the IEP team needs to create different and additional classroom strategies for particular students! This training will address those things that get in the way of implementing school-based interventions and approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of helping to ensure implementation of supports and strategies and how to help produce effective outcomes. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the box thinking, which will also be presented.

**Intended Audience:** Anyone involved in the process of implementing and helping to implement school-based interventions, including teachers, school psychologists, speech-language pathologists, counselors, administrators, and paraeducators.

**Outcomes:** Participants will:

1. Become familiar with typical intervention implementation approaches that don't work and why.
2. Learn about the barriers to implementing interventions.
3. Develop simple approaches to actually implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

## R-6 From Untestable to Testable: Transforming Students Who Are "Difficult" to Assess

NEW

**Presenter:** Allesee Glamore, M.S., School Psychologist

**Time:** 3 hours (8:30-11:30)

We all have a basic understanding of the principles of assessment. But, what happens when students are unable to sit at a table, point to a picture or symbol in a stimulus book or provide a verbal response, or engage in behaviors that impact their participation in testing? Typically we describe these students as untestable and resort to using assessment and evaluation methods that are less accurate and do not provide complete information. This training will explore the selection and use of appropriate assessment measures, the development, implementation, and use of alternative assessment procedures, adapting and modifying assessment measures, identifying alternative response formats, and quick and easy interventions that can be used to support participation and engagement.

*(R-6 continued →)*

**Intended Audience:** School psychologists, speech-language pathologists, occupational therapists, and special education teachers

**Outcomes:** Participants will:

1. Learn to use multiple sources of information for assessments and how to modify and adapt testing materials.
2. Learn to understand the implications of a student's level of functioning and how it can impact testing behaviors.
3. Learn to identify and reduce or remove barriers to assessment by supporting student engagement and participation.

## R-7 Inclusive Education for Students with Mild-Moderate Disabilities

NEW

**Presenter:** Nicole Ward, M.A., Education Specialist

**Time:** 5 hours (8:30-2:30)

This training will focus on inclusive education and the best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations versus modifications, differentiation and universal design.

**Intended Audience:** Ideal audience will include multidisciplinary teams working with students with mild-moderate disabilities in inclusive settings, however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

**Materials:** Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

**Outcomes:** Participants will:

1. Increase awareness of the various working models for implementing inclusive education.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

## R-8 Inclusive Education for Students with Moderate-Severe Disabilities

NEW

**Presenter:** Nicole Ward, M.A., Education Specialist

**Time:** 5 hours (8:30-2:30)

This training will focus on inclusive education and the best practices for educating students with moderate to severe disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, gaining buy-in from key stakeholders, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while accessing the standards, and effective use of staff and peers.

**Intended Audience:** Ideal audience will include multidisciplinary teams working with students with moderate-severe disabilities in inclusive settings; however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

**Materials:** Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

**Outcomes:** Participants will:

1. Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

## R-9 Augmentative-Alternative Communication (AAC) Assessment Certificate

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**Presenter:** Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist, AAC Specialist

**Commitment:** Four 1-day sessions plus completion of AAC assessment and report and self-study assignments. Attendance on all four dates plus successful completion of self-study assignments and an AAC assessment and report yields the certificate.

**Time:** 5.5 hours (8:30-3:00) each day, plus time to complete an AAC assessment and report. Self-study work will also be assigned and must be completed by Day 1 of the training.

**Content:** This Certificate Program is intended to provide in-depth training in the area of augmentative-alternative communication assessment for AAC specialists and/or staff who serve children with complex communication needs in their school districts. Participants should have some experience with using several low- and high-tech devices with students in the classroom and/or therapy settings. The course will emphasize integrating theory with practice, conceptualizing the impact of cognitive, perceptual, and motor deficits on communicating and AAC recommendations, as well as provide direct experience with a sample of augmentative devices. *This is not a beginner course.*

**Intended Audience:** Speech-language pathologists, school psychologists, and occupational therapists who are qualified to conduct school-based assessments and who will be completing AAC assessments for their school district. This does not include teachers, administrators, paraprofessionals or SLPAs. *If an attendee is not a speech-language pathologist, he/she needs to attend with an SLP from his/her district to facilitate appropriate teaming. It is highly suggested that a speech-language pathologist, school psychologist, and occupational therapist from the same district attend together as AAC assessments are a team approach.*

**Audience Size:** Maximum of 30 participants

**Outcomes:** Certificate recipients will be able to:

1. Understand the impact development has on AAC recommendations.
2. Understand the purposes and role of AAC for different levels of communicators.
3. Consider vocabulary, symbol sets, access methods within a variety of AAC systems.
4. Identify, describe, and interpret assessment procedures for children who may benefit from AAC.
5. Demonstrate the ability to conduct an AAC assessment and complete an AAC assessment report.

For information regarding the training, please contact Heather DeFelice at

[hdefelice@dcs-cde.ca.gov](mailto:hdefelice@dcs-cde.ca.gov).

## R-10 Administration and Interpretation of the Southern California Ordinal Scales of Development - Cognition

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**Presenters:** Amy L. Taylor, Ed.S., NCSP, School Psychologist *or*  
Allease Glamore, M.S., School Psychologist

**Time:** 2 sessions 5.5 hours each (8:30-3:00)

The Southern California Ordinal Scales - Cognition, developed at the Diagnostic Center, provides educators a descriptive framework for understanding students' cognitive abilities. Based on Piaget's developmental levels, the "Scales" are among the most culture-free and nonsexist instruments available. It utilizes a flexible format for assessing the cognition of both low- and high-functioning students. However, practitioners will find them especially useful for evaluating low-functioning and difficult-to-assess students of all ages. The information they derive is useful for developing instructional, communication, and behavioral support programming. This series of seminars will introduce and demonstrate Scales administration and interpretation. Note to SLPs: This training will mainly cover the Cognition Scale and touch briefly on some of the skills that overlap between the Cognitive and Communication Scales.

**Intended Audience:** School psychologists, speech-language specialists, teachers, and administrators

**Outcomes:** Participants will:

1. Review the developmental theory of Piaget, with particular emphasis on its applicability to educational settings, curriculum, and behavior.
2. Achieve basic competency in administering a variety of Scales items.
3. Understand the Scales' qualitative scoring system.
4. Interpret and translate the results into specific recommendations for educational staff.

**Please note:** Participants must bring their own copy of the Cognition Scales manual and protocol to each session. For SLPs, the Communication Scales manual is recommended as it is useful if administered in conjunction with the Cognitive Scales. These manuals are available from Zilprint, [www.zilprint.com](http://www.zilprint.com). None will be available at the Center. Participants will be asked to practice Scales items in the periods between training sessions and must attend both sessions to receive a certificate at the end of the training.

*To sign up for the trainings, please visit our website at  
[www.dcs-cde.ca.gov/prf/calendar.html](http://www.dcs-cde.ca.gov/prf/calendar.html).*



## S-1 An Introduction to the *What's & Not's* of Attention Deficit Hyperactivity Disorder (ADHD): Implications for Behavior and Instruction

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**Presenters:** Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist  
Kathleen Whelan Gioia, M.S., M.Ed., Education Specialist

**Time:** 5 hours (8:30-2:30)

This training is an introduction to understanding the complexity and multifaceted aspects of Attention Deficit Hyperactivity Disorder (ADHD). Cognitive, behavioral, social, and academic issues associated with the condition will be discussed. Focus is placed on the critical role of executive functioning (cognitive processes responsible for many of our problem-solving skills) and how this functioning explains many of the challenges faced by students with ADHD. Professionals require the understanding of the disorder as it is necessary for effective development and implementation of strategies and supports. Classroom and behavioral techniques and strategies will be shared that can support students who face challenges associated with ADHD.

**Intended Audience:** Professionals working with students with ADHD

**Outcomes:** Participants will:

1. Become familiar with the diagnostic criteria associated with ADHD.
2. Understand the relationship between executive functions and ADHD.
3. Identify how executive functions impact performance and daily living at home and school.
4. Become familiar with environmental, curricular, and behavioral supports that can facilitate positive life outcomes.

## S-2 If It Isn't Written Down, It Didn't Happen!

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**Presenter:** Kathleen Whelan Gioia, M.S., M.Ed., Diagnostic Education Specialist

**Time:** 5 hours (8:30-2:30)

This workshop focuses on data collection, documentation strategies, and proven techniques to track student progress. Attendees will become familiar with effective strategies that support Educational Benefit. Learn to work *"smarter not harder"* and how to set the stage for successful IEP meetings. Participants will receive materials to begin the documentation process and to support teachers' compliance responsibilities required to implement the IEP.

**Intended Audience:** Special educators, program specialists, and administrators

**Audience Size:** Maximum of 70

**Outcomes:** Participants will:

1. Review Best Practice techniques for documentation.
2. Learn to prepare for effective IEP meetings.
3. Implement documentation strategies that support Educational Benefit.
4. Learn how to systematically monitor, review, and analyze student growth over time.
5. Learn strategies to inform parents of their child's educational progress.

## S-3 Rock, Paper, Scissors: Effective Transition Practices

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**Presenter:** Kathleen Whelan Gioia, M.S., M.Ed., Diagnostic Education Specialist

**Time:** 5 hours (8:30-2:30)

Quality indicators support our transition practices which lead to positive postsecondary outcomes for all students. In this training, participants will learn how to effectively use Levels of Assessment to create a Individualized Transition Plan (ITP). Evidence-based practices and predictors, including appropriate services and activities, will be reviewed. Reference materials appropriate for mild-moderate to severe will be shared.

**Intended Audience:** Special educators, program specialists, administrators, and parents

**Audience Size:** Maximum of 70

**Outcomes:** Participants will:

1. Learn how to complete an Individualized Student Planner.
2. Review tools for transition planning and assessment.
3. Recognize the importance of: Levels of Assessment, Parent Involvement and realistic post-secondary goals.
4. Review key transition services and activities.
5. Become familiar with the requirements to satisfy Indicator 13.

## S-4 Teaching Students with Moderate to Severe Intellectual Disabilities

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**Presenter:** Margot Johnson, M.A., BCBA, Education Specialist

**Time:** 5 hours (8:30-2:30)

This training will focus on increasing active engagement for students with moderate-severe disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

**Intended Audience:** Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

**Outcomes:** Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.



# Positive Environments, Network of Trainers (PENT)

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## What is PENT?

PENT is a California Positive Behavior Initiative created in 1998 as a joint effort between the Diagnostic Center, Southern California and SELPA to build a statewide network of trainers in positive behavior supports.

## What has PENT accomplished?

- ❖ **Annual PENT Forums** since 2003 held North and South, providing 300 Cadre members yearly with evidence-based training materials and resources to build capacity at the local level.
- ❖ **PENT Research Team** demonstrated that a well-developed BIP (using the PENT BIP and scoring rubric) increases student outcomes and staff fidelity. Research was published in four peer reviewed journals.
- ❖ **PENT Website** had over 38,000 visitors and over 198,000 pages downloaded in 2016-2017 ([www.pent.ca.gov](http://www.pent.ca.gov)).

## What's next for PENT Forum 2019:

- ❖ **Southern California, San Bernardino: February 26 & 27, 2019**  
**Northern/Central California, Stockton: March 12 & 13, 2019**
- ❖ Nomination forms for new Cadre or to replace Cadre members will be distributed to all SELPA Directors in October 2018.

## Advantages of PENT Participation:

- ❖ Brings continuity throughout the state on evidence-based practices for social, emotional, and behavioral functioning.
- ❖ Creates a body of knowledgeable professionals that are a resource to not just the districts or SELPAs, but also to the state.
- ❖ Develops a collegial network of trainers that can share developed tools and resources.
- ❖ Creates a proactive movement to assist providers in the use of individualized, least restrictive interventions, within a context of tiered support.
- ❖ Provides a wealth of resources that have been reviewed, in an online system. Information from the forums is memorialized and available on the website. Presentations can be tailored to your own SELPA needs. Participants learn specific strategies, take away information, and build skills that they can use right away.
- ❖ Develop an understanding and consideration of the critical impact of cultural competency
- ❖ Keep abreast of the current trends and compliance issues of Federal and State legislation.
- ❖ Documented quality training assists in creating a legally defensible system of practice that utilizes best practices in all areas including and not limited to assessment, analysis, intervention, data driven decisions and collaborative processes.
- ❖ It is expected that those participating will be in a position to train others and to be a resource for their community of educators and parents.
- ❖ Collaboration with multi-agencies is necessary for many of our students, and how to build a climate of shared vision, service, and communication is emphasized.

# ASSESSMENT SERVICES

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Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. The Diagnostic Centers provide individualized assessment and educational planning services for California's most difficult to serve special education students.

- ❖ Assessments are designed to meet the individual needs of each student and the diagnostic questions posed by the district. Assessments are completed at the Diagnostic Center and/or the school site.
- ❖ Assessments are provided by expert teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians, and other specialists.

Following the completion of an assessment a comprehensive report detailing findings and recommendations including evidence-based strategies and interventions is provided at a collaborative family/district conference.

## **Eligible Students:**

Eligible students are California residents between the ages of 3 and 22 who:

- ❖ receive public special education services
- ❖ are not progressing despite local school efforts
- ❖ demonstrate a complex learning and/or behavioral profile
- ❖ require assessment beyond district capabilities to define educational needs
- ❖ would not be more appropriately assessed by other agencies.

## **Referral Process:**

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Contact the Diagnostic Center for an electronic copy of the application or to discuss the possibilities of a specific referral at (323) 222-8090.

## **Fees:**

There are no charges to the LEA or family for any Diagnostic Center service.

# CONSULTATION SERVICES

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The Diagnostic Center is committed to utilizing our staff resources and expertise to meet your local needs by providing consultation services in the following areas:

## Case Conferencing:

Diagnostic Center assessment team members can consult with district IEP team members to assist in assessment planning for an individual student. This can be particularly helpful when a differential diagnosis is in question, or when the IEP team would like consultation regarding “next steps” for an individual student.

## Medical/Mental Health:

Assistance in understanding the educational implications of certain medical and/or mental health conditions. Examples of specific consultation topics include brain injury, genetic syndromes (such as Angelman, Williams, Prader Willi), Tourette Syndrome, Anxiety Disorders, Depression, Bipolar Disorder, etc.

## Assessment Strategies:

### Tools:

- ❖ Roundtable discussions on best practices in assessment instruments and methodologies. These discussions can be individually designed for specific disciplines, disabilities or ages.

### Techniques:

- ❖ Strategies to assist students with behavior problems to successfully participate in the assessment process.
- ❖ Strategies to assist district staff in giving the hard news well: effective ways of helping families understand new diagnoses such as intellectual disability and autism.

## How are these services delivered:

These services are available either on-site at the Diagnostic Center or via the use of web or videoconferencing. Due to staff time constraints we are unable to travel to your site to provide these services.

The typical length of consultation services is from one to two hours. LEA is responsible for identifying a local technology site and person to coordinate with the Diagnostic Center for web or videoconference and for the phone charges.

## Referral Consultation and Training:

In an effort to ensure that we are continuing to meet local district needs, we are offering to meet with SELPAs throughout Southern California to overview our services. Our administrative team has a 1½ to 2 hour presentation on accessing Diagnostic Center services, including a walkthrough of the assessment referral packet and time for questions.

## How do I access these services:

Please contact Laura Anderson at (323) 222-8090 or [landerson@dcs-cde.ca.gov](mailto:landerson@dcs-cde.ca.gov) if you wish to access these services. If you have a particular need that is not listed above, please feel free to call and inquire.

# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

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The Diagnostic Center offers Comprehensive Professional Development Projects that are individually designed to meet specific district or school site needs. Projects typically include multiple service days that may be interspersed over a period of weeks or months. Project components are identified by DCS and the receiving district and may include:

- ❖ In-depth content training
- ❖ Full or half day institutes
- ❖ 1 to 1½ hour staff training sessions
- ❖ On-site consultation
- ❖ Planning sessions with teachers and administrative support team
- ❖ Demonstration teaching—including video taping for future staff development
- ❖ Lesson observations with feedback sessions
- ❖ Problem solving/coaching sessions
- ❖ Data analysis, summative and formative evaluation

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.

## Sample Project: Transition

Transition projects are designed to provide technical assistance and training to school districts in developing and implementing transition programs that facilitate the movement from school to post-school activities. Project components can be tailored for students at the middle or high school level.

### *Components/Outcomes:*

- ❖ Demonstration lessons/activities linked to standards
- ❖ Strategies to identify interests/strengths and individual transition needs
- ❖ Development of individual transition planners for each participant

## General Requirements:

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

- ❖ Evidence of strong administrative support for the project
- ❖ Completion of identified paper work
- ❖ Participants must be part of district team; all team members must commit to fully participate in the training

Additional requirements, specific to each topic, may also apply. For more information, please call the contact person at (323) 222-8090.

Transition.....Kathleen Whelan Gioia

All others .....Laura Anderson

*We also offer several other project topics. Please see the Client List on the next page for a complete list of projects we offered in 2017-2018.*

# COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

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## Client List 2017-2018

Local Educational Agency (LEA)	Project Type
Anaheim Elementary School District	Augmentative-Alternative Communication
Riverside County SELPA	Augmentative-Alternative Communication
Simi Valley Unified School District	Autism
Santa Ana Unified School District	Behavior Support
Simi Valley Unified School District	Classroom Supports in Mental Health
Conejo Valley Unified School District	Mental Health
Fullerton Joint Unified School District	Mental Health
Norwalk-La Mirada Unified School District	Mental Health
San Diego County Office of Education	Mental Health
Simi Valley Unified School District	Mental Health
Tustin Unified School District	Mental Health
Ventura County Office of Education	Mental Health
Escondido Union School District	Moderate to Severe Disabilities
Fontana Unified School District	Moderate to Severe Disabilities
Westminster School District	Moderate to Severe Disabilities
Centinela Valley School District	Transition Planning
Colton Joint Unified School District	Transition Planning
Duarte Unified School District	Transition Planning
Fontana Unified School District	Transition Planning
West End SELPA - Chino	Transition Planning

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## ABOUT OUR PRESENTERS

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**Heather DeFelice** is a speech-language pathologist at the Diagnostic Center, Southern California. She earned her M.S. in Communicative Disorders from University of Wisconsin-Madison. Heather holds California state licensure in speech-language pathology and the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA). She also earned an Assistive Technology Applications certificate through CSUN and has extensive experience working with children in public schools as well as in augmentative and alternative communication (AAC) camp settings. Areas of expertise include AAC, autism, and severe disabilities.

**Allease Glamore** is a school psychologist at the Diagnostic Center, Southern California. She has a M.S. and Pupil Personnel Services credential in school psychology. She has over 10 years of experience supporting students with moderate-severe disabilities. She has also served as an intern supervisor to graduate students. Areas of expertise include early childhood special education, autism, school readiness, development and working with students with behavior challenges and severe disabilities.

**Scott Gutentag** is a school psychologist at the Diagnostic Center, Southern California. He holds a Ph.D. in School Psychology with a specialization in Clinical Child Psychology from The Ohio State University. As a licensed educational psychologist, Scott holds the National Certification for School Psychology from the National Association of School Psychologists. Scott has provided psychological services in a variety of settings including schools, behavioral clinics, treatment programs, and hospitals. Additionally, he has taught undergraduate and graduate level university courses in psychology at several institutions. Scott has a particular interest in the assessment and intervention for executive function difficulties.

**Tim Halphide** has an M.A. in Clinical Psychology, a Pupil Personnel Services credential in educational psychology, and he is both a school psychologist and Licensed Marriage and Family Therapist at the Diagnostic Center, Southern California. Tim has worked in California's schools for over 18 years, 10 of which he served as a school psychologist in Orange County schools, building best practice classrooms for students with Autism, as well as providing assessment and therapeutic services for all students. He has been a licensed MFT since 2001. Tim has an extensive background in evidence-based Cognitive Behavioral Interventions, Mindfulness-Based Psychotherapies, and developmental psychology. Tim trains California's educators in the latest evidence-based, short-term, and contextual treatment modalities that can help students improve behavior, learning readiness, and success in and beyond school. His trainings bring together years of experience from private practice, community mental health clinics, work with foster family agencies, California's Regional Centers and his many years as a school psychologist working directly with students, teachers and parents. Tim has been a member of the National Association of School Psychologists, the California Association of Marriage and Family Therapists, and The Association for Contextual Behavioral Science.

**Margot Johnson** is an education specialist at the Diagnostic Center, Southern California. She is a Board Certified Behavior Analyst (BCBA) and earned her M.A. in Special Education from Chapman University. Margot has extensive experience working with students of all ages who have moderate-to-severe disabilities in the public school setting. Areas of expertise include curriculum and instructional techniques for students with moderate-to-severe disabilities, programming for transition-age students, and positive behavioral interventions for students who exhibit significant behavioral challenges.

**Gina O'Brien** is an Assistant Director at the Diagnostic Center, Southern California. She holds an M.A. in Education and a Pupil Personnel Services credential. Gina has worked as a school psychologist throughout the state of California in both public and nonpublic settings. She has extensive experience with children of all ages and a variety of special needs, including culturally diverse populations. Gina has a specific interest in identifying the unique developmental profiles of children on the autism spectrum and the impact it has on their learning and behavior.

**Martin Miramontes** is a school psychologist at the Diagnostic Center, Southern California. He holds an M.A. in Education, and is also a Board Certified Behavior Analyst. Since 1998, Martin has worked with individuals with developmental disabilities across home, hospital treatment facilities, school, and community settings. He has expertise in autism, applied behavior analysis, district-wide implementation of Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Supports. He is currently a member of the PENT Leadership Team, the California Association of Behavior Analysis (CalABA), and the Association for Behavior Analysis International (ABAI).



## ABOUT OUR PRESENTERS

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**Vanessa M. Smith** is an educational specialist at the Diagnostic Center, Southern California. She holds an M.A. in Special Education and is also a Board Certified Behavior Analyst. Vanessa has worked with individuals with developmental disabilities across home, school, and community settings since 1999. She has expertise in autism, applied behavior analysis, programming for students with moderate to severe disabilities, and positive behavioral interventions. Her professional affiliation includes the California Association of Behavior Analysis and the Association for Behavior Analysis International. Vanessa is currently the Director for the Positive Environment, Network of Trainers, a statewide initiative to achieve high educational outcomes through the use of proactive positive behavioral strategies. She is also a state leader for the California Autism Professional Training and Information Network, a statewide initiative to support the implementation of evidence-based practices for students with autism spectrum disorders.

**Elizabeth Stiles Beirne** is a speech-language pathologist at the Diagnostic Center, Southern California. Liz is originally from Boston, Massachusetts, where she received her B.S. in Communication Disorders from Boston University. In 2000 she transplanted to Los Angeles and worked as a clinician and consultant at Lindamood-Bell Learning Processes teaching reading, spelling, comprehension, and vocabulary to children with learning disabilities and autism. Liz earned her M.S. in Communicative Disorders from California State University, Northridge, holds her Speech-Language Pathology Services Credential from the California Commission on Teacher Credentialing, is licensed by the state of California, and holds her Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA). Her professional experience spans a variety of settings that include public schools, hospitals, skilled nursing facilities, learning centers, and private practice. Liz has worked with countless children of all ages with a variety of special needs, with a particular interest in autism spectrum disorder and dyslexia.

**Amy Taylor** is a school psychologist at the Diagnostic Center, Southern California. Amy holds a Master's in Education from Smith College, a Master's in Counseling and an Ed.S. in School Psychology from San Diego State University. Amy is a Nationally Certified School Psychologist. She has been an educator for nearly 20 years working as a general education teacher, reading intervention teacher, and as a school psychologist. Additionally, she has taught graduate level courses in school psychology. Amy has assessed children of all ages with mild-to-severe disabilities. She has a particular interest in transdisciplinary assessment and intervention of preschool age children.

**Nicole Ward** is an education specialist at the Diagnostic Center, Southern California. She holds a M.A. in both, Special Education and Educational Leadership and Policy Studies. Nicole has served students with special needs in a wide variety of settings since 2002. She comes with extensive experience in developing and implementing appropriate educational programs for students with developmental disabilities. Nicole has previously worked as a special day class teacher, inclusion specialist, assistive technology specialist and program specialist. Particular areas of expertise include program development, assistive technology, positive behavior support and inclusive education.

**Kathleen Whelan Gioia** is a diagnostic educational specialist serving on the transdisciplinary assessment team at the Diagnostic Center of Southern California. She holds a M.S. in Elementary Education and a M.Ed. in Special Education. Kathy has been a Special Day Class teacher, Resource Specialist, Special Education Mentor, and a Support Provider for the Beginning Teacher Support and Assessment program (BTSA). At the graduate level, she has taught classes in the field of Teacher Education. Kathy has extensive experience developing successful educational programs for students with a variety of disabilities from preschool age to young adulthood. She is especially proud of her work in documentation approaches and techniques, IEP best practices and evidence-based strategies to support ADHD. Kathy specializes in the area of Transition Planning, with a focus on creating positive secondary outcomes for all students. Ardent about post school success, she has developed a year-long Transition Project offered through the Diagnostic Center of Southern California. The Project provides supports to several school districts by aligning mandated Levels of Assessment to compliment Indicator 13 requirements via person-centered-planning activities. She has presented at numerous conferences and conventions throughout the state on the topics of Documentation, ADHD, Parent Training & Support and Transition. Kathy serves on the California Department of Education (CDE) Disability Advisory Committee (DAC). She is also a member of the California Consortium on Higher Education for People with Intellectual/Developmental Disabilities (ID/DD) at UCLA.

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