Our Services:

- Workshops held in your district region
- Comprehensive Professional Development Projects
- Consultation Services
Numbers refer to Regional Coordinating Council (RCC)

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES
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Please note due to COVID-19’s impact on face-to-face/on-site trainings, our delivery method will change for next year. We will be offering as many of our trainings as possible in a web-based format. We continue to be committed to providing our Professional Development Opportunities to LEAs and SELPAs.

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, 2020 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 43 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 44 and 45.
Check for Dates:
Please contact Laura Anderson, Assistant Director, for available dates at

\texttt{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: Tuesday, March 9, 2021
Time: 8:00 am - 8:30 am—Registration/Coffee
8:30 am - 12:45 pm—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 or school counselors specifically designated to working with special needs students, 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.

Registration Deadline: February 24, 2021
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 the Back
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.

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, PENT Co-Director

Time: TBD

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 information on several EBPs (such as Antecedent Based Interventions (ABI), Reinforcement, Prompting, Visual Supports, and Functional Communication Training (FCT), a general overview of how to match an intervention to meet the needs of a student with moderate/severe disabilities and ASD, and information about how to use EBPs to support student needs class-wide.

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. Identify how to select an EBP for a student, given a learner profile of having moderate/severe disabilities and ASD.

3. Learn how to use EBPs to assist students with moderate-severe disabilities in accessing the California Common Core State Standards.

4. Obtain resources that include detailed information on how to plan, implement, and monitor specific EBPs for students with ASD at the moderate-severe level.
A-3 Social Narratives and Story-Based Interventions

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

**Time:** TBD

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 is an introduction to using 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. Learn to develop story-based interventions based on individual student needs using specific strategies that are research-based.
A-4 Autism Spectrum Disorder (ASD): What Every Paraeducator Should Know

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

**Time:** TBD

An overview of autism spectrum disorder (ASD) and practical information paraeducators can use for effective teaching. Strategies and behavior supports will be discussed and 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 Developmentally Appropriate Supports to Students with Mild to Severe Intellectual Disabilities

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

**Time:** TBD

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. Understand 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.
POSITIVE BEHAVIORAL SUPPORTS STRAND

B-2 Behavior Is Communication

**Presenter:** Margot Johnson, M.A., BCBA, PENT Co-Director

**Time:** TBD

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 intellectual 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, paraeducators, and 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. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
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 forms and functions of communication and identify behaviors to target for increase to expand a student’s communicative repertoire.
The First Fron(tier)!: An Overview of Tier 1 Positive Behavior Supports for ALL Students

**Presenter:** Martin Miramontes, M.A., BCBA, PENT Co-Director

**Time:** TBD

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 intervention supports (PBIS), 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 PBIS interventions.


4. Review strategies and materials used to measure implementation effectiveness (i.e., Fidelity).
POSITIVE BEHAVIORAL SUPPORTS STRAND

B-4 Moving Up the Pyramid: Secondary and Tertiary Behavioral Interventions Within a Multi-Tiered System of Supports

Presenter: Margot Johnson, M.A., BCBA, PENT Co-Director

Time: TBD

*This is an introductory level training designed to raise awareness of MTSS.*

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 introductory training will focus on the behavioral strand of MTSS and provide an overview of Tier 2 & Tier 3 positive behavior supports, strategies, and interventions available for students who are not responding at the universal Tier 1 level. Participants will be introduced to Tier 2 supports such as Check In, Check Out, reinforcement schedules, Zones of Regulation, self-monitoring, and more. An overview of Tier 3 framework and supports will be provided.

Intended Audience: Administrators, general education teachers, special education teachers, instructional staff, school psychologists, school counselors, mental health providers, behavior specialists

Materials: Participants are encouraged (but not required) to bring a device (e.g., laptop or tablet) to access online materials throughout the training.

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. Understand the reasons for and importance of having a solid Tier 1 foundation, prior to implementing Tier 2 and 3 supports.
3. Obtain information, resources, and materials related to Tier 2 and Tier 3 behavioral interventions.
4. Practice analyzing student data to move students through the continuum of tiered supports.
B-5 What Should I Do?! Effective Strategies for Paraeducators to Support Positive Student Behavior

**Presenter:** Margot Johnson, M.A., BCBA, PENT Co-Director

**Time:** 90 minutes (web-based)

This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, active engagement, and student learning. Strategies such as reinforcement, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

**Intended Audience:** Paraeducators, teachers, service providers, administrators

**Outcomes:** Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.
Mental Health Strand

M-1 Do This, Not That!: The Educator’s Guide to Working with Mental Health Conditions

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

Time: TBD

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.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to working with special needs students, 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-2 Cognitive-Behavioral Techniques for Educators

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

**Time:** TBD

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.

**Intended Audience:** Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, ERMHS staff or school counselors specifically designated to working with special needs students, 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-3  Game Plan: Putting the Mental Health Treatment Plan Into Action

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

Time:  TBD

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.

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-4 It’s Just a Phase

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

**Time:** TBD

Tired of writing the umpteenth behavior plan for the same student with an emotional disturbance? It’s not your fault. Many behaviors are the result of long-standing and reinforced “internal working models” of self, others and the world. This inner model determines how students perceive and receive their experiences, including school participation. Join Tim Halphide who will guide you through the development of these internal models and how to address them with therapeutic “treatment-planning” techniques. Evidence for these forms of supports, strategies and interventions are found in the research of such iconic therapeutic figures as Erickson, Bowlby, Ainsworth, Winnecott and more. Through understanding psychosocial stages of development and the processes of attachment, you will learn how to properly match easy-to-use, skill-based supports and strategies to your student’s unique needs. Is it really just a phase? Come find out.

**Intended Audience:** Special education teachers, school psychologists, ERMHS staff, school administrators, and licensed clinicians, including LMFTs, LCSWs, LPCCs, and clinical psychologists

**Outcomes:** Participants will:

1. Learn how to apply psychosocial stages to student affect, self-concept, and interaction.
2. Learn about attachment theories, and corresponding methods for strengthening bonds that prevent behavioral blow-outs.
3. Learn how to quickly match psychosocial needs to specific, easy to use, supports, strategies and interventions.
4. Learn how to struggle less and boost behavioral control with simple but effective applied psychological principles.
M-5 The Trauma-Informed School

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

**Time:** TBD

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.

**Intended Audience:** Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, 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.
M-6 Keeping the Day Sane: Mental Health 101 for Paraeducators

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

**Time:** TBD

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 or school counselors specifically designated to working with special needs students, 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.
Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students are responsive to a standard testing approach (e.g., formal test battery dependent on verbal/motor responses). Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a consistent and purposeful response pattern to even begin testing. This training will explore the selection and use of appropriate assessment tools designed to assess a student who cannot access traditional measures. The emphasis will be on utilizing multiple assessment procedures that reveal the student’s strengths and reliable abilities. Participants will gain knowledge of interdisciplinary assessment practices, communication domains to assess, and how to modify existing tools to gain a clearer picture of a student’s communication and learning profile.

**Intended Audience:** Speech-language pathologists. If an attendee is not a speech-language pathologist, they need to attend with an SLP from their district to facilitate appropriate teaming. For example, school psychologists, childhood special education teachers, and/or occupational therapists who are qualified to conduct AAC assessments for their school district.

**Outcomes:** Participants will:

1. Learn about the importance of collaborative practices for this population.
2. Review and discuss assessment domains for students with complex communication needs.
4. Learn when and how to modify and adapt testing materials.
According to the International Dyslexia Association, one-half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

**Intended Audience:** Educators working with students with reading difficulties

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

**Outcomes:** Participants will:

1. Understand the components of reading.
2. Be able to identify the characteristics of dyslexia.
3. Develop strategies to identify appropriate interventions and accommodations for students with reading difficulties.
4. Learn evidence-based practices for struggling readers.
R-3  Still Not Producing: Assessment and Intervention for Executive Function Difficulties

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

**Time:** TBD

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. Methods of supporting students’ executive function system within the school environment will be discussed.

**Intended Audience:** School psychologists and anyone with knowledge of psychological tests and psychometrics. Participants should have a basic understanding of executive functioning.

**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. Learn methods of supporting students’ executive function system within the school environment.
R-4  I Don’t Have Time! How to Make School-Based Interventions Work in the Elementary School

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

**Time:** TBD

This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, 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, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the box thinking, which will also be presented.

**Intended Audience:** Elementary school personnel involved in the process of implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

**Outcomes:** Participants will:

1. Become familiar with typical intervention implementation approaches that don’t work and why.
2. Learn strategies to build relationships necessary for successful implementation
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.
ASSESSMENT AND/OR INTERVENTION STRAND

R-5  Assessment and Intervention for Childhood Apraxia of Speech (CAS)

**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, 2016), 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)

**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-6 Untestable to Testable: Transforming Students Who Are “Difficult” to Assess

Presenter: Allease Glamore, M.S., School Psychologist

Time: TBD

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.

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

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

**Time:** TBD

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

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

**Time:** TBD

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  The ABCs of Preschool Assessment

Presenters:  Amy L. Taylor, Ed.S., NCSP, School Psychologist
            Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist

Time:  TBD

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. Discussions and case studies will explore topics such as adaptations, accommodations, and supports for special populations in early childhood.

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:

2. Understand the laws pertaining to the assessment of preschool students.
3. Understand language and play-based supports for engagement and social skills.
R-10  The XYZs of Preschool Assessment – The Extended Version

**Presenters:** Amy L. Taylor, Ed.S., NCSP, School Psychologist
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist

**Commitment:** Two 1-day sessions plus 1 additional day after completion of Transdisciplinary preschool assessment and report for case presentation

**Time:** 4.5 hours (8:30-2:00) each day for a total of three days, plus time needed to complete a preschool assessment and report

**Content:** This two-day training will focus on the selection and use of appropriate assessment measures designed to assess a preschool child’s development including cognition, language, 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 examine and discuss challenging cases to improve the transdisciplinary assessment process. Case studies will explore considerations when assessing young children with complex profiles. Participants will be required to submit one initial transdisciplinary report after the two-day training. They will receive feedback on their reports and be given the opportunity to present their case on the third day of the training.

**Intended Audience:** Primarily intended for school psychologists, speech-language pathologists, and occupational therapists. Additional participants could include early childhood special education teachers who are on an assessment team. The expectation is that entire preschool assessment teams attend together to conduct the required initial assessment.

**Audience Size:** Maximum of 30 participants

**Important Note:** This training is an expansion of the one-day training, *The ABCs of Preschool Assessment*. If you have attended this training in the past, please note that there will be a significant overlap.

**Outcomes:** Participants will:

2. Understand the laws pertaining to the assessment of preschool students.
3. Understand supports, accommodations, and modifications to support engagement during preschool assessments.
4. Participants will conduct an initial preschool assessment and write a transdisciplinary report.
R-11 Bolstering Our AAC Services: How Administrators Can Support AAC in the Schools

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

**Time:** 90 minutes (web-based)

As more school-based professionals are becoming comfortable and competent in the area of AAC, districts can rely less on using private vendors. However, this requires a whole team approach that includes school district administrators. In order for school-based professionals to conduct valid AAC assessments and provide quality intervention, it is crucial that they have the support of their administration to assist in problem solving, facilitate training, create inclusive environments, and foster collaboration. This training defines AAC, reviews best practice for assessment and intervention, discusses barriers to quality AAC service in the schools, and provides ideas for breaking down those barriers so administrators can better support their teams.

**Intended Audience:** School district administrators

**Outcomes:** Participants will be able to:

1. Understand the importance of a team approach.
2. Describe components of an AAC assessment and recognize strong AAC assessment reports.
3. Understand the role of development.
4. Identify best practices for AAC intervention.
5. Implement systemic changes to better support their service providers and students.
6. Consider funding options for device acquisition.
R-12  Augmentative-Alternative Communication (AAC)  
Assessment Certificate

**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.
ASSESSMENT AND/OR INTERVENTION STRAND

R-13 Administration and Interpretation of the Southern California Ordinal Scales of Development – Cognition

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

**Time:** 2 ½ days – Day 1 & 2 are 5.5 hours each (8:30-3:00); Day 3 is 4 hours (8:30-12:30)

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 theory of cognitive development. It utilizes a flexible criterion-referenced approach to assessing the cognition of individuals ranging from very low functioning to high functioning. 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 administrating 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, [https://www.zilprint.com](https://www.zilprint.com). None will be available at the Center. Participants 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 [https://www.dcs-cde.ca.gov/prf/signup.aspx](https://www.dcs-cde.ca.gov/prf/signup.aspx).
S-1 An Introduction to the What’s & Not’s of Attention Deficit Hyperactivity Disorder (ADHD) and Implications

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

**Time:** TBD

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 (i.e., self-regulation and self-goal directed behavior) 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. 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, executive function, and behavioral supports that can facilitate positive life outcomes.
S-2 Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

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

**Time:** TBD

This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student’s strengths, preferences, and interests. Critical to the success of this process is: 1) determining students’ developmental profile, 2) translating students’ developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

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

**Outcomes:** Participants will:

1. Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
2. Review developmental expectations and their implications for students with developmental disabilities.
3. Review tools for transition planning and assessment.
4. Interpret and translate students’ developmental profile into specific postsecondary goals and activities that are consistent with Indicator 13 and Transition guidelines.
S-3 The Missing Link: Leveraging SLP Expertise to Promote Literacy Development

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

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

ASHA has clearly defined roles and responsibilities related to dyslexia and other written language disorders, which fall within our scope of practice. Despite this, SLPs in the schools are largely not incorporating literacy into their treatment. With enormous caseloads and other professionals “in charge” of providing reading and written language instruction, many SLPs are reluctant to get involved. Research has shown that children with language disorders and/or speech sound disorders often struggle with learning to read and write, and many are at-risk for persistent learning problems related to literacy. As SLPs, we are uniquely qualified to support struggling readers and their educational teams given our knowledge of the components of language and the structure of its sound system. Students with learning disabilities and concomitant speech and language disorders would benefit from a transdisciplinary approach to literacy instruction. Often times, students have made limited progress in both speech and literacy because they have never received coordinated, systematic intervention where they are consistently cued by all team members in order to link sounds and symbols to meaning during reading and spelling tasks.

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

Outcomes: Participants will:

1. Understand the rationale for supporting literacy skills for students on your caseload who are struggling with reading and writing, including those with Dyslexia, Developmental Language Disorder, or Speech Sound Disorder.
2. Identify practical ways to build literacy skills into existing therapy sessions.
3. Learn specific strategies to strengthen the core language skills that will enable your students to become better readers.
S-4 Make a Play: Promoting Social Emotional, Communication, and Cognitive Development through Play

Presenters: Allease Glamore, M.S., School Psychologist  
Melissa Gardner, M.S., CCC-SLP, Speech Language Pathologist

Time: TBD

Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

Intended Audience: Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, paraeducators, and psychologists

Outcomes: Participants will:

1. Become familiar with key milestones in the development of object and social play.
2. Understand the link between play and communication/cognition.
3. Recognize delayed and disordered play and the associated implications.
4. Learn techniques to facilitate the development of play skills.
S-5 Teaching Students with Moderate to Severe Intellectual Disabilities

**Presenter:** Margot Johnson, M.A., BCBA, PENT Co-Director  
**Time:** TBD

This training will focus on increasing active engagement for students with moderate to severe intellectual 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.
S-6 Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students

Presenter: Margot Johnson, M.A., BCBA, PENT Co-Director

Time: 90 minutes (web-based)

This 90-minute webinar is designed for teachers and paraeducators to complete together, allowing the team to discuss and explore their individual roles, develop clear understanding of responsibilities, and begin to develop frameworks for effective teacher/paraeducator/student relationships. Participants will be encouraged to actively complete activities throughout the webinar; additionally, handouts and resources will be provided to further support educator development.

Intended Audience: General education teachers, special education teachers, paraeducators, behavior specialists, speech-language pathologists, service providers, and administrators

Outcomes: Participants will:

1. Identify and describe key concepts related to supporting students with special education services (e.g., IEPs, goals, confidentiality, etc.).
2. Identify the key roles and responsibilities for teachers and paraeducators in supporting students.
3. Describe important components for effective teaming (e.g., time management, communication, team meetings, feedback, etc.).
4. Utilize resources provided to support further learning.
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 increases student outcomes and staff fidelity. Research was published in four peer reviewed journals.
- **PENT Website** had over 41,000 visitors and over 215,000 pages downloaded in 2018-2019 ([http://www.pent.ca.gov/](http://www.pent.ca.gov/)).

What’s next for PENT Forum 2020:

- Southern California, San Bernardino: February 17 & 18, 2021
  - Northern/Central California, Stockton: March 10 & 11, 2021
- Nomination forms for new Cadre or to replace Cadre members will be distributed to all SELPA Directors in October 2020.

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.
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

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 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.
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 videotaping 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: Mental Health**

Mental Health projects are designed to provide technical assistance and training to school districts in developing and implementing best practices and evidence-based practices that both facilitate the expansion of educator knowledge and practice, as well as improve behavioral and educational outcomes for students. Project components are meant to address the needs of students at the elementary, middle or high school level.

**Mental Health Project Outcomes Include:**

Mental health projects vary in their components, outcomes and complexity, based on the need and interest of the district, SELPA or program. Project outcomes may include:

- Increasing educator knowledge regarding types and methods of supports, strategies and interventions appropriate to use with students identified with emotional-behavioral disorders.
- Provide practical guidance on strategies and/or interventions that educators may already have in use.
- Help improve student learning and behavioral outcomes through increased information and guidance of educational staff.
- Provide a forum for increased collaboration among all staff working with students identified with emotional behavioral disorders.

**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 paperwork
- Participants must be part of district team; all team members must commit to fully participate in the trainings, collaborative meetings, and other project activities

Additional requirements, specific to each topic, may also apply. For more information, please contact Laura Anderson at (323) 222-8090 or anderson@dcs-cde.ca.gov.

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 2019-2020.
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Andrea Abrishami is an education specialist at the Diagnostic Center, Southern California. She holds a M.A. in Special Education from California State University, Los Angeles. Since 2005 Andrea has served students of all ages with mild-to-moderate disabilities in a variety of settings. She comes with extensive experience in developing and implementing programs that address the social emotional and academic needs of all learners. Areas of expertise include educational programming and instructional techniques for students with mild-moderate disabilities, positive behavior supports and supporting struggling readers across academic settings.

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.

Melissa Gardner is a speech-language pathologist at the Diagnostic Center, Southern California. She earned her M.S. in Speech-Language Pathology from Ithaca College. Melissa holds California state licensure and teaching credential in speech-language pathology and the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. She has extensive experience working with children 0-22 in public schools, clinics, home-hospital, and long-term care facilities. Areas of expertise include: Traumatic Brain Injury, Augmentative & Alternative Communication (AAC), and Naturalistic Developmental Behavioral Interventions. Melissa has assessed clients of all ages with mild-to-profound disabilities. She has an interest in transdisciplinary assessment and intervention of children/individuals with profound and multiple learning disabilities (PMLD).

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.

Tim Halphide has a 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 20 years. He has been a licensed MFT since 2001. Tim brings together his years of experience from private practice psychotherapy, community mental health clinics, hospital settings, work with social service and 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. Margot is a Board Certified Behavior Analyst (BCBA) and earned her M.A. in Special Education from Chapman University. She 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, differentiated instruction, 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. Margot is currently a Co-Director for the Positive Environment, Network of Trainers (PENT), a statewide initiative to achieve high educational outcomes through the use of proactive positive behavioral strategies.

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 (PBIS). His professional affiliation includes the California Association of Behavior Analysis (CalABA), and the Association for Behavior Analysis International (ABAI). Martin is also currently the Co-Director for the Positive Environment of Trainers (PENT), a statewide initiative to achieve high educational outcomes through the use of proactive positive behavioral strategies.
Elizabeth Stiles Beirne is a speech-language pathologist at the Diagnostic Center, Southern California. Liz is originally from 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 providing academic intervention 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, 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. Areas of expertise include Autism Spectrum Disorder, Developmental Language Disorder, ADHD, Dyslexia, and speech sound disorders.

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.
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