



California Department of
EDUCATION



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**2010-
2011**

- ◆ WORKSHOPS IN LOCAL DISTRICTS
- ◆ COMPREHENSIVE PROJECTS
- ◆ CONSULTATION AND TECHNICAL ASSISTANCE
- ◆ WEB-BASED TRAININGS

DIAGNOSTIC CENTER, CENTRAL CA

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CAROLE BENCE, DIRECTOR

**Diagnostic Center Central California
Professional Development Opportunities
2010-2011**



TABLE OF CONTENTS

Overview and Workshop Information	1
Comprehensive Staff Development Projects	3
Consultation and Videoconferencing Services	4

TRAINING STRANDS

Autism and Asperger Syndrome	5
Assistive Technology Behavior.....	15
Behavior	17
Differentiated Instruction	18
Literacy	22
Paraprofessional Trainings.....	26
Specialized Topics.....	30
Trainings on the DCC Website.....	32
Sample Diagnostic Center Training Agreement	33

OVERVIEW

The Diagnostic Center, Central California offers formal professional development activities to Local Education Agency (LEA) staff and parents. Our topics are based on statewide and local needs assessments, as well as other areas of interest. Our primary responsibility, the provision of assessment services, limits our ability to accommodate all requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats including:

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



In addition, due to budgetary constraints throughout our State, we will provide trainings and case consultations by video-conference as requested.

WORKSHOPS

Workshops are scheduled in an equitable manner to Local Education Agencies, Special Education Local Planning Areas, Regional Coordinating Councils and local districts. To schedule, contact:

Carole Bence, Director

cbence@dcc-cde.ca.gov

559-243-4047



A listing of scheduled trainings, as well as this manual, will be available on our website at www.dcc-cde.ca.gov.

Also note video and PowerPoint trainings on our website!

REGISTRATION

To schedule a training:

- Review the training brochure and select topics
- Identify two or three potential training dates
- Identify the contact person who will be responsible for coordinating the training
- Contact Carole Bence, Director at cbence@dcc-cde.ca.gov

Following confirmation of a training:

- Complete and return the DCC training contract (see page 32)
- Secure a training site and arrange for room set-up



Note: Some workshops may be divided into smaller units for ½ day or after school sessions, etc.

A “Certificate of Completion” is available for dissemination to participants at the conclusion of the workshop. Upon university approval, this may be applied toward the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider. University credit through Fresno Pacific can be arranged upon request.

We strongly recommend that, as appropriate, the sponsoring agency ensures that parents, general and special education staff, administrators and community agencies (Mental Health, Regional Centers, etc.), are invited to attend workshops presented by Diagnostic Center staff.

COSTS

There are **no costs** for our services. Sponsoring agencies are responsible for expenses involved with duplicating materials, securing site, advertising the workshop, providing refreshments and other like expenditures.



COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

The Diagnostic Center provides curriculum leadership to LEAs and SELPAs. Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects typically involve multiple service days interspersed over a period of weeks or months. Projects components identified by the DCC and the requesting district, may include:

- In-depth content training
- Full or half day institutes
- 1 to 2 hour staff training sessions
- On-site consultation
- Planning sessions with teachers and the administrative support team
- Demonstration teaching and modeling
- Lesson observations with feedback sessions
- Coaching/problem-solving sessions
- Data analysis, summative and formative evaluations.

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

Requests for Comprehensive Professional Development Projects should be made to the Diagnostic Center Director, Carole Bence @ 559-243-4047 or cbence@dcc-cde.ca.gov



FOCUS OF PROJECTS

These projects are designed to provide technical assistance to school personnel working with specific student populations on a focused area of concern identified by the district.

Example: *Autism Spectrum Disorders*
Sample Project Components/Outcomes

- Designing positive behavior supports, including the use of visual support strategies
- Implementation of Evidence-Based Interventions
- Strategies to support social inclusion
- Guidelines and Training for One-to-One Assistants

2010-2011 PROJECTED PROJECTS

- ★ *Autism Spectrum Disorders*
- ★ *Differentiated Instructional Strategies*
- ★ *Literacy*
- ★ *Early Childhood Special Education*
- ★ *Behavior*

The following general requirements apply to each project:

- Evidence of strong administrative support for the project
- Participants must be part of district team: each member must commit to fully participate in the training.

Additional requirements, specific to each topic may apply.



CONSULTATION SERVICES

The Diagnostic Center has the capacity to provide consultation services for students previously assessed by our staff, in one to two hour sessions either at our Center or via videoconferencing. Individual student consultation is especially helpful when a diagnosis is in question, when the IEP team would like assistance with “next steps” in planning individual student programs, or to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available. Contact a DCC Administrator.



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 Central California to overview our services. Our administrative team has a 1 to 1 ½ hour presentation on accessing Diagnostic Center services, including a walk-through of the assessment referral packet and time for questions. If your SELPA is interested in having us present for your districts, please contact Carole Bence at cbence@dcc-cde.ca.gov.



VIDEOCONFERENCE



To meet the demand for services, videoconferencing is an optional way for LEAs and SELPAs to access training and technical assistance. Typical videoconferences are no more than 2 hours in length. Possible uses for videoconferencing include:

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

The LEA is responsible for identifying a local technology site and person to coordinate with the Diagnostic Center. For further information or to schedule a videoconference, contact a DCC Administrator.



AUTISM AND ASPERGER SYNDROME



Workshops in this strand may fulfill partial requirements for an Autism Specialist Certificate in some SELPAs.

Training times may be adjusted as needed by the sponsoring agency upon request.

A-1 Introduction to Autism Spectrum Disorder

3 hours

NEW

Presenter: Laura Lavery, M.A., Education Specialist

Intended Audience: General and special education teachers, school psychologists, and speech-language specialists

Description: This is entry level training. The content will include descriptions and diagnostic criteria of autism, PDD and Asperger syndrome. An historical overview of the field will be shared, with an emphasis on the primary methods for supporting students with autism. Participants will be introduced to cognitive, language, sensory, behavioral and social issues related to autism spectrum disorders. Although the emphasis will be on building foundation knowledge, broad strategies for intervention will also be discussed

Outcomes: Participants will:

- Be exposed to the range of spectrum disorders and the criteria for each diagnosis
- Be exposed to a brief history of the field
- Review current research in the field
- Be introduced to cognitive, language, sensory, behavioral and social issues related to ASD

A-2 Asperger's Disorder and High Functioning Autism: A to Z (Assessment to Zany Conversation)

3 hours

NEW

Presenters: Ananda Aspen, M.A., Ab.D, Educational Specialist and Michelle Austin, M.A. CCC-SLP

Intended Audience: The differing abilities of individuals with Asperger's or High Functioning Autism can be both a delight and a source of frustration for families and educators. Issues and interventions will be discussed, as well as some of the current trends in both science and advocacy regarding these unique disorders. Some very interesting case studies will be presented and some surprising outcomes! Bring your curiosity and your questions, and be pre-pared to participate in an activity (just for fun!) to determine if you yourself might have some Asperger-like characteristics!

Outcomes: Participants will be able to:

- Recognize the positive characteristics of many individuals on the spectrum which may lead to a better understanding of this interesting group
- Understand current trends in the world of High Functioning Autism and Asperger's
- Gain an overview of some interventions and resources that may support families and schools

AUTISM AND ASPERGER SYNDROME

A-3 Autism: Resources for Supporting Individuals with ASD and Their Families

3 hours

Presenter(s): Ananda Aspen, M.A., Ab.D., Education Specialist or
Michelle Austin, M.A., CCC-SLP



Intended Audience: Educators and Families

Description: A new paradigm in providing services for autism has created a need for educators to be aware of resources outside the school setting and to provide a broader framework of support for families. Collaboration with agencies, networking with medical providers, information delivery, professional development needs, providing student/family supports, and community responsibilities are often a major stress for IEP case managers and team members. Strategies for accessing supports to make life easier, building a library of autism resources for minimal cost, and developing curriculum and family bridges will be covered. Participants in this session may purchase, at cost, a DVD with a wealth of resources, including videos and PowerPoints for parent and staff training (Spanish included!), handouts for autism information, a book and resources for developing quality autism programs, community links, internet supports, data sheets for tracking progress, and picture/icon and visual strategy documents. *There will be a minimal \$5 charge for this DVD resource to cover the cost of materials.*

Outcomes: Participants will be able to:

- Identify resources available
- Review a DVD that contains over 500 resources on autism spectrum disorders

A-4 Structured Teaching and Environmental Supports

3 hours



Presenter: Laura Lavery, M.A.

Intended Audience: Educational professionals

Description: The focus of this workshop will be on how to create optimum structure for students on the spectrum who are both low and high-functioning. Techniques for creating structure in both the special education and general education settings will be covered. General principles of classroom structure, including time structure, task structure, and the use of schedules, will be covered. Practical application will be made through the use of case studies and collaboration with peers at the workshop.

Outcomes: Participants will:

- Demonstrate awareness of the importance of structure within the learning environment
- List methods to create appropriate structure with considerations for time, space, creation and presentation of tasks, and the use of schedules
- Practice determining what elements might be necessary for specific students to create optimum learning environments



AUTISM AND ASPERGER SYNDROME

A-5 Autism: Internet Resources for Special Needs Students 3 hours

NEW

Presenter: Laura Lavery, M.A.

Intended Audience: General and special education teachers, school psychologists, and speech pathologists

Description: Attend this workshop to learn about the rich, FREE supply of curriculum supports for all aspects of educating students with autism, including academics, social skills, communication, schedules and social stories, etc.

Outcomes: Participants will be able to:

- Learn 5 new internet sites designed to assist individuals with special needs
- Identify sources for specific instructional areas
- Learn how to adapt and modify resources to meet student needs

A-6 Bullying and Asperger Syndrome

3 hours

NEW

Presenter: Laura Lavery, M.A.

Intended Audience: General and special education teachers, school psychologists, and speech pathologists

Description: This training is designed to highlight the high incidence of bullying in the population of students with Asperger Syndrome. The emphasis will be on how to create supportive and safe school environments where all students are protected. Specific strategies will be presented to guide educators in supporting students to lessen the likelihood of bullying, as well as teaching responses to bullying to ensure safety.

Outcomes: Participants will be able to :

- List the characteristics of Asperger Syndrome that make this population so vulnerable to bullying
- Demonstrate awareness of research-based strategies to use at school and classroom levels to minimize bullying through discussion activities
- List specific strategies that will support and empower the student with Asperger Syndrome and reduce the likelihood of bullying

A-7 Autism National Standards and the National Professional Development Center (NPDC) as Guidelines

2 hours

NEW

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: Families, educators, and service providers are constantly bombarded by a massive amount of confusing and conflicting information regarding the myriad of autism treatments available. The National Standards Project has helped to provide guidelines for making treatment choices and to clarify best practice treatment standards. A similar research project by the National Professional Development Center has produced guidelines for California schools in developing Evidence-Based Programs (EBP's). The information provided in this workshop is intended to assist teams with decision-making in the development of best practice comprehensive autism programming.

Outcomes: Participants will be able to:

- Understand how the Autism Standards Project was developed and what the implications are for educators in Established Treatments Approaches.
- Understand how the National Standards Report supports selection of treatment approaches and educational decision-making for autism programs.
- Understand how the National Professional Development Center Guidelines complement and expand the interpretation of the Standards, and provide additional support in developing quality autism programs.

AUTISM AND ASPERGER SYNDROME

AUTISM NATIONAL STANDARDS (2009) ESTABLISHED TREATMENTS AND EVIDENCE-BASED PRACTICES STRAND

Overview Listing -- Detailed Descriptions to follow.

A-8	Applied Behavior Analysis	6 hours
A-9	Joint Attention Interventions	2 hours
A-10	Pivotal Response Treatment	3 hours
A-11	Priming and Reinforcements	3 hours
A-12	Visual Schedules	2 hours
A-13	Antecedent Interventions and Structured Work Systems	3 hours
A-14	Story-Based Interventions	3 hours
A-15	Self-Monitoring/Management	2 hours
A-16	Video Modeling	3 hours
A-17	Peer Training	2 hours
A-18	Comprehensive Behavioral Intervention for Young Children With Autism	3 hours



A-8 Applied Behavior Analysis Instructional Programming in the School Setting

6 hours

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: There is an increasing demand for public schools to offer Applied Behavioral Analysis (ABA) instructional programs to educate children with a diagnosis of autism. This workshop will address specific issues that have proved challenging for schools as they seek to integrate the various ABA elements into their elementary classrooms. Participants will learn to identify and address these issues to avoid pitfalls in establishing a successful behaviorally-oriented classroom for children with autism and other developmental delays in a classroom setting. The required organizational structure and how to design an instructional environment for preschool and elementary level learners will be discussed, that includes the use of ABA technology and a behavioral language curriculum within a delivery structure of low teacher-student ratios and high intensity instructional schedules. Further, examples will be provided regarding ways to establish opportunities for generalization of skills within inclusive settings. Sample criteria for entrance and exit from ABA classrooms will be discussed, along with a sample curriculum focus for children at various learning levels within the classroom. Data management tools, classroom layout, schedules, materials and other items required for instructional support will be illustrated through discussion, video, slides/photos, or actual samples. In addition, guidance for staff development and developing a model to maximize quality assurance through data collecting and reporting will be explored, in order to establish/maintain program support.

Outcomes: Participants will be able to:

- Describe essential components of a school-based ABA program
- List challenges that prevent successful establishment of an ABA classroom
- Identify solutions for problems unique to school-based ABA programs
- Identify priority curricular areas for learners with varying levels of language skills
- Identify appropriate criterion-referenced measures to support understanding of present levels and target areas, maintain data, and develop skill acquisition graphs
- Describe a model for administrative support to ensure classroom success

Note: Workshop requires that the district duplicate a sizeable set of materials



AUTISM AND ASPERGER SYNDROME

A-9 AUTISM: JOINT ATTENTION INTERVENTIONS

2 hours

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist



Intended Audience: Educators, Early Childhood Specialists, Parents, Agency Personnel

Description: The sharing of joint attention is a fundamental skill that supports progress in communication and social behavior, but it is not a skill that children with autism spectrum disorders automatically develop. Techniques to support and target joint attention will be explored, including choice, interspersing activities/tasks, modeling and reinforcement. Videos of real-life joint attention therapy will be viewed, and ideas for resources, activities and play items that support joint attention will be shared.

Outcomes: Participants will be able to:

- Understand how gestures, time-delay, aspects of surprise, and voice can enhance joint attention intervention
- Understand how to coordinate interventions and collaborative efforts with families to benefit the child
- Understand how joint attention impact communication, engagement, and social cognition
- Gain an overview of joint attention interventions and resources that may support families and educators

A-10 Autism & Pivotal Response Treatment

3 hours

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist



Intended Audience: Educational professionals, service providers, parents

Description: The National Standards Project has identified Pivotal Response Training as an Established Treatment Approach for young children with autism spectrum disorders. This presentation will provide a basic overview of Pivotal Response Treatment (PRT), which was developed by the Koegels. PRT is a behavioral intervention based on Applied Behavior Analysis (ABA) and developmental interventions in the natural setting. Primary outcomes of PRT involve growth in communicative, social, and play abilities. PRT is child-driven and uses natural reinforcement systems to increase skills in the natural environment. Reinforcement systems are methods to provide positive consequences following particular desired behaviors. The purpose of these consequences, is to make it more likely that these behaviors will occur again in the future. Participants will view videos of PRT implementation (including clips from a Super Nanny episode) and will learn the components of successful PRT programming.

Outcomes: Participants will be able to:

- Identify target reinforcements to develop new behaviors in a developmental progression
- Understand the components to a successful PRT approach
- Develop a profile of which skills to target for an individual child in the natural environment

AUTISM AND ASPERGER SYNDROME

A-11 Autism: Priming for Success and Reinforcing for Sustainable Progress

3 hours

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, agencies, parents

Description: The National Standards Project identifies key components of a successful behavioral program for children with Autism Spectrum Disorders. Many evidence-based interventions in the Behavioral Package are based on both antecedents and consequences. This training will focus on the key concepts of priming the student for success, and changing consequences (reinforcements) to improve performance.

Outcomes: Participants will be able to:

- Understand the wide range of target skills and behaviors which may be effectively remediated with priming and reinforcements.
- Receive sample programs that involve how to change behaviors in academic, communication, play, and social skills, and how to shape learning readiness and self-regulation.
- Understand how restricted, repetitive, nonfunctional patterns of behavior, interests, or activities can be positively impacted through using the techniques covered in this workshop



A-12 Visual Schedules

2 hours

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: Visual schedules have been shown to be effective for individuals with autism and are associated with favorable outcomes in self-regulations skills, transitioning in classroom environments, and building independence skills. Schedules vary greatly in theme, presentation style and application. Therefore, appropriate assessment and teaching of associations is an integral part of setting up this intervention.

Outcomes: Participants will be able to:

- Understand the various types of schedules, from transition walls to picture schedules and check-off formats, to digital/phone applications
- Understand how to assess a child's visual strengths, language and comprehension level in order to select an appropriate form of schedule
- Problem-solve areas of concern in self-regulation, independence and transition skills for students who might need the support of visual schedule



A-13 Autism: Antecedent Interventions and Structured Work Systems

3 hours

Presenter: Ananda Aspen, M.A., Ab.D., Educational Specialist

Intended Audience: This workshop is designed for teachers, paraprofessionals, school administrators, behavior analysts, psychologists, university-based supervisors, parents, and any other individuals who are interested in developing positive behavior supports to address the physical, social, and physiological events that trigger problem behavior.

Description:

Antecedent intervention procedures and structured work systems can be effective for children with autism. An increasingly used modification of the basic antecedent prompting procedure involves the use of visually developed and modeled structured activities to promote independent work behaviors, task completion, skill development, and positive social interactions. Antecedent treatment focus can be effective with communication skills, social skills, learning readiness, daily living skills, play skills, self-regulation, problem



AUTISM AND ASPERGER SYNDROME

behaviors, and sensory and emotional regulation. Antecedent interventions typically require a minimal time investment with strategies that are usually simple to use and feasible in many settings.

Outcomes: Participants will be able to:

- Identify treatments and interventions in the National Standards Project antecedent package as they are meaningful for target skills and behaviors
- Use a rubric measurement to improve environmental use of antecedents in the school setting.
- Understand how modifying the environment and providing antecedent intervention and prompting can improve behaviors and prevent potential triggers.

A-14 Story-Based Interventions

3 hours



Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: The National Standards Project considers Story-Based Intervention Packages as an “established” treatment for individuals with autism spectrum disorders. Social Stories are one of the strategies that can help individuals recognize the impact of their behavior on others; develop new skills and the motivation to use them; and effectively navigate difficult situations. This session will provide an overview of Social Stories and Comic Strip Conversations, including reasons for their effectiveness, the types of skills and situations that they can be targeted, and guidelines for writing and drawing the stories. This will be an interactive workshop, and participants can expect to leave with specific strategies for writing and implementing Social Stories.

Outcomes: Participants will be able to:

- Understand the research and theory behind Social Stories and how they can be an effective intervention for a variety of student needs.
- Understand how the visual support of Comic Strip Conversations can positively support student understanding of expectations and others’ perspectives.
- Develop story-based interventions based on individual student needs using specific strategies that are research-based.

A-15 Autism: Self-Monitoring & Management

2 hours



Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: Self-Management is described by the National Standards Project as an effective intervention to support academic skills, self-regulation, and interpersonal skills for individuals with autism ages 3-18 years. Independence increases the likelihood of success in any situation or setting, and techniques will be covered to facilitate student responsibility for selecting reinforcers, monitoring and evaluating his/her own performance, and independently gaining access to reinforcers when a task is accurately completed. Steps to teaching students to perform tasks that a front-line interventionist would ordinarily do are covered, such as identifying target behaviors, discriminating between correct and incorrect responses, recording occurrences of target behaviors, and delivering own reinforcers.

Outcomes: Participants will be able to:

- Support students in building awareness of their own behaviors
- Support students in being accountable for carrying out a procedure
- Support students in multi-tasking (managing own behavior and rewarding it)
- Understand how to decrease the social stigma that occurs when an adult’s assistance with personal tasks is required
- Give direct and immediate feedback to students through self-monitoring own data

AUTISM AND ASPERGER SYNDROME

A-16 Autism: Video Modeling

3 hours

NEW

Presenters: Ananda Aspen, M.A., Ab.D, Educational Specialist and Michelle Austin, M.A., CCC-SLP

Intended Audience: Educational professionals, Early Childhood Specialists, Agency Personnel and Parents

Description: Modeling is defined as an established treatment by the NSP for individuals with ASD ages 3-18. It has been shown to be effective for target behaviors and skills including communication skills, social skills, higher cognitive functioning, interpersonal skills, personal responsibility, play skills, problem behaviors, and sensory and emotional regulation. Modeling may be provided in several ways, including a video format, which is the primary focus of this workshop.

Outcomes: Participants will be able to:

- Understand how videos can be a cost and time-effective way to provide targeted intervention in a format that is naturally reinforcing to individuals with ASD
- Understand how to coordinate interventions and collaborative efforts with families to benefit the child
- Understand basic technical components to creating videos for modeling, and to receive information regarding what is readily available online.
- Understand what makes an effective video modeling clip, including angle of shot, voice quality, clarity of materials, intent of video, and duration of video



A-17: Autism: Peer Training

3 hours

NEW

Presenter: Ananda Aspen, M.A., Ab.D., Education Specialist

Intended Audience: Educational professionals, service providers, parents

Description: This workshop will explore various types of peer training programs, including Project LEAP, peer networking, Integrated Play Groups, buddy skills and circle of friends, peer-initiation training, and peer-mediated social interaction trainings. Suggestions for careful selection of peers, thoughtful planning and facilitation of play and social activities will be presented.

Outcomes: Participants will be able to:

- Understand the various kinds of peer training groups and interventions
- Understand how to train peers to produce positive outcomes for both peers and the child with ASD
- Understand the basic components of peer training, including teaching peers how to get the attention of the child with ASD, facilitate sharing, provide help and affection, model appropriate play skills, and how to be a “good buddy”
- Understand how to organize play activities in a structured fashion to maximize engagement, participation and social success

AUTISM AND ASPERGER SYNDROME

A-18: Comprehensive Behavioral Intervention for Young Children with Autism

3 hours



Presenter: Ananda Aspen, M.A., Ab.D, Educational Specialist

Intended Audience: This workshop is the culminating activity for a cadre of individuals who have completed A-6 through A-17 trainings above, as coordinated by individual districts. Certificates will be awarded for course completion.

Description:

Comprehensive Programming as defined by the National Standards Project includes components of Antecedent Package, Behavioral Package, Joint Attention Intervention, Modeling, PRT and Naturalistic Teaching, Peer Training, Schedules, and Self-Monitoring and Management. The age group to which these comprehensive treatments are usually applied is the 0-9 age range. The broad range of target skills and behaviors that are encompassed within this group includes communication skills, higher cognitive functions, interpersonal skills, motor skills, personal responsibility, play skills, problem behaviors, and general symptoms associated with ASD. Participants will receive templates to help them determine how to build a comprehensive program and to define the quality indicators for individual interventions and the program as a whole.

Outcomes: Participants will be able to:

- Understand how the Established Treatments defined by the NSP play a role in determining program options
- Understand how to coordinate interventions and collaborative efforts with families to benefit the child
- Understand how to begin developing a program using the provided template and information that is available on the internet



AUTISM AND ASPERGER SYNDROME

Autism Assessment Strand

12 hour total



Presenter: Ananda Aspen, M.A., Ab.D. Education Specialist

Intended Audience: Education and health professionals, and families of individuals with an ASD

Description: These workshops provide recommendations, guidance, and information about current best practice in screening, diagnostic, and assessment services to children and young adults with autism spectrum disorders (ASDs). Tailored for California health and education professionals and families of individuals with an ASD, this assessment strand is intended to help with informed decision making regarding referral, identification and diagnosis, and assessment for intervention planning.

The strand will cover three major areas: autism characteristics, evaluation, and assessment for intervention planning. The first area will focus on the question, “Is an ASD assessment warranted?”, and will introduce information and strategies for ASD screening, diagnosis and assessment. We will then review the test manufacturer recommendations relating to professional qualifications in administration, what should be included in a diagnostic evaluation, selection of test instruments, and how information is conveyed to families and other professionals.

These presentations will also discuss the statewide effort to provide guidance and information about current best practices in screening, diagnosis and assessment for individuals with autism spectrum disorders. The overview will describe the collaborative model recommended by the CA Blue Ribbon Commission and the National Professional Development Center, as well as the American Academy of Pediatrics. Individual session workshops on the various assessments and screening tools will offer more in-depth information for ASD screening, referral and evaluation, **but is not meant to substitute or replace formal training for each instrument.**

A-19 Autism Characteristics (3 hours)

- Educational and Medical/Clinical Diagnoses explained
- Is an assessment to rule out ASD warranted?

A-20 Direct Assessments: ADOS, PEP-3, DAYC, etc. (3 hours)

A-21 Questionnaires (2 hours)

- ADI-R, GARS/GADS, etc.
- Screening tools
- Current and Lifetime interview measures

A-22 Assessment to Intervention (2 hours)

A-23 Implications and Report Writing Recommendations (2 hours)

Outcomes: Participants will be able to:

1. Understand autism characteristics and determine if an assessment is warranted, based on the assumption that the intent is to try to ‘rule out’ an Autism Spectrum Disorder.
2. Understand how multiple measures may be included in the assessment to assist teams with a decision making regarding the possibility of an ASD.
3. Understand individual screening and ASD test requirements for administration and interpretation.
4. Understand current best practices in screening, diagnosis and assessment for individuals with autism spectrum disorders.
5. Support their teams with informed decision-making regarding identification, diagnosis, and assessment for intervention planning.

Certificates of strand completion will be awarded at the final seminar.

ASSISTIVE TECHNOLOGY



AT-1 Assistive Technology: It's more than a box on the IEP 6 hours (negotiable)

Presenter: Michelle Austin, M.A., CCC-SLP

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Description: This workshop is an entry level training. The content will include descriptions of various assistive technology supports for reading, writing and communication. Practical information will be shared to begin adaptations using low and high tech solutions to support student learning.

Outcomes: Participants will

- Be introduced to a variety of materials to support student learning utilizing assistive technology supports.
- Develop an awareness of possible adaptive uses of technological supports

AT-2 The ABC's of AAC

1-3 hours

Presenter: Michelle Austin, M.A., CCC-SLP

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Description: This training will focus on applying augmentative communication strategies to assessment and instructional interventions. The content will cover a variety of Assistive Augmentative Communication strategies to support students using both low tech communication boards to high-tech voice output communication systems.

Outcomes: Participants will:

- Be introduced to a variety of AAC materials to support student learning
- Learn to pair AT with instructional objectives



ASSISTIVE TECHNOLOGY



AT-3 Enhancing Literacy Instruction Through the Use of Low and High Tech Assistive Technology Support

6 hours (negotiable)

Presenters: Michelle Austin, M.A., CCC-SLP and Jodie Dittmar, M.S, Education Specialist

Intended Audience: General and special educators; speech pathologists, psychologists and administrators interested in supporting universal access and literacy instructional for all students

Description: Assistive technology is a leading source of differentiation for instruction and can be practical, timesaving, effective and at a minimal cost. Many efficient low and high tech solutions exist and are in use in today's classrooms. This workshop will bridge the gap between effective literacy instruction, universal access, and demonstration of learning for students with variable abilities and needs. Practical application will include real life examples and hands-on practice. Resources for AT funding sources will be shared, as well as resources to help you develop your own low/tech, low/cost interventions.

Outcome: Participants will be able to:

- Define the principles of effective literacy instruction
- Define the principles of universal access
- Define the principles of differentiation of instruction for both literacy and content area instruction
- List at least three proven low-tech assistive technology interventions for literacy
- List at least three proven high-tech assistive technology interventions for literacy

AT-4 How to Create a Talking Storybook

3-6 hours



Presenter: Michelle Austin, M.A., CCC-SLP

Intended Audience: General and special educators; speech pathologists, psychologists and administrators interested in supporting universal access and literacy instructional for all students

Description: This training is designed for educators and parents. It focuses on how to create a talking story book utilizing Microsoft PowerPoint. This training will take you through the exciting process of building storybooks utilizing pictures and voice text for your young students.

Outcomes: Participants will be able to:

- Create a talking story book
- Identify students who would benefit from assistive technology to support reading
- Literacy developed for individualized student needs
- How to incorporate student specific literature



BEHAVIOR

B-1 Maximizing Student Engagement: Minimizing Disruptive Behavior!

REVISED

Presenter: Jodie Dittmar, M.S., Education Specialist

6 hours

Intended Audience: Educators in all general, RSP, intervention and mainstream settings

Description: Do you need effective, efficient ways to increase the engagement of mainstreamed, “at-risk” or struggling students, without minimizing instructional time for all? If so, this workshop may be just what you’re looking for!

The essential principles of direct instruction, differentiation, student engagement, and behavioral support are all included in this highly interactive workshop. Proactive strategies to increase student engagement will be shared to decrease the need for reactive behavioral strategies. We will also take a look at both RTI and functional behavior supports that are workable, efficient and effective.

Outcomes: Participants will be able to:

- Define the essential elements within the highly engaged classroom
- Demonstrate proven interventions for common interruptions to student success (including ADHD, learning disabilities, environmental factors, learned helplessness and others)
- Access helpful resources for differentiation of instruction, student engagement and functional behavior assessment



DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

“Dancing With the Stars”!

Educators, do you ever feel you’re doing the tango, the two-step, and the cha-cha... all at the same time?

The need to individualize for “at risk students,” while prioritizing content and standards, has never been greater. The following series will provide you time effective methods for all settings, while prioritizing research based learning strategies for individual students.

Subsequent, classroom-based assistance with differentiation of instruction or literacy development can also be requested with any of these workshops. A personalized project to increase differentiation of instruction and provide support in your school setting can be developed by contacting the Diagnostic Center.

Participants of these trainings will:

- Understand the meaning and necessity of differentiated instruction
- Learn techniques and methods of provide differentiated instruction to a class of students with variable needs and learning styles
- Consider issues of standards, assessment, and Rtl.
- Learn strategies to engage students in the learning process



DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-1 “The Two-Step and the Tango” ...Differentiating Instruction in the Elementary Classroom

Presenter: Jodie Dittmar, M.A., Education Specialist

Time: 6 hours

Intended Audience: All elementary educators

Description: Today’s elementary teacher must be “on her toes” to address the needs of individual students in light of RtI, NCLB, IEP’s, literacy, assessment and accountability. Participants in this workshop should bring their “tap shoes” and be prepared for a workout! Come ready to develop methods to engage your students, accommodate those who need support and modify instruction when needed... all without “missing a beat”

Outcomes: Participants will:

- Acquire a working knowledge of the principles of effective differentiation
- Discuss the impacts of RtI (Response to Intervention), mainstreaming, and varied student needs within general education settings
- Develop differentiation strategies for their own classrooms and students
- Consider needs specific to elementary school content and instruction
- Gain resources and differentiation strategies for varied student needs

D-2 “How to Waltz in a Hip Hop World” ...Differentiating Instruction for Junior High and High School Students

Presenter: Jodie Dittmar, M.A., Education Specialist

Time: 6 hours

Intended Audience: All middle and secondary level educators

Description: As students move into upper grades, the gap between their learning and those of other students may grow. At the same time, academic, social and other stressors may also increase! This workshop is for the teacher, administrator, or other support staff interested in maximizing teaching efficiency while addressing the literacy and other needs of older struggling students.

Outcomes: Participants will:

- Acquire a working knowledge of the principles of effective differentiation
- Discuss the impacts of RtI (Response to Intervention), mainstreaming, and varied student needs within general education settings
- Directly develop differentiation strategies for their own classroom and students
- Consider needs specific to adolescents, including behavior, middle and high school scheduling; graduation requirements; assessments and the exit exam
- Gain resources and differentiation strategies to engage students in the learning process

DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-3 “A-One-and-a-Two”Differentiating Early Mathematics Instruction

Presenter: Jodie Dittmar, M.A., Education Specialist

Time: 3 ½ hours

Intended Audience: All elementary level educators and interested others

Description: This workshop will focus on early learning experiences and teaching students with regard to the California Mathematics Standards. Specific consideration will be given to meeting whole class and individualized learning needs both efficiently and effectively.

Outcomes: Participants will:

- Review the overall principles of effective differentiation
- Consider concepts of foundational math learning in light of varying student needs (Emphasis will be provided, but not limited to, addition, subtraction, multiplication and division.)
- Directly adapt math instructional activities to specific student needs
- Briefly consider functional vs. higher level math instruction

D-4 The A-B-C’s of Differentiating Classroom Instruction: Focus on Dyslexia or Other Literacy Deficits

Presenter: Jodie Dittmar, M.A., Education Specialist

Time: 3 ½ hours

Intended Audience: All educators

Description: This section will explore differentiated instructional strategies designed to support the needs of students with reading disabilities (dyslexia) and/or additional challenges in the area of language arts. The strategies can be applied to instruction in a variety of instructional settings, with diverse curricular content. Students in all grades will benefit from instruction utilizing these techniques and methods, but a particular focus will be given to strategies for students in upper elementary grades and beyond.

Outcomes: Participants will:

- Review the overall principles of effective differentiation
- Increase their understanding of literacy deficits and related research based interventions
- Develop strategies to assist in supporting the common academic, as well as emotional needs of students who struggle with reading
- Acquire a repertoire of resources for use in their own educational planning



DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES STRAND

D-5 “Say It Like You MEAN It!” Differentiating Instruction for Students with Language Deficits

Presenter: Jodie Dittmar, M.A., Education Specialist

Intended Audience: All educators

Description: For students with a limited understanding of the English language; receptive or expressive language deficits; or difficulties in written language, the academic classroom can be a difficult maze to navigate. This workshop will focus on tested strategies designed to support vocabulary development and classroom language comprehension expectations.

Outcomes: Participants will develop an enhanced understanding of:

- Formal and informal assessment of the impacts of language on a student’s classroom learning
- Language expectations within everyday classroom instruction and content learning
- Strategies to proactively increase content instruction through:
 - Instructional frontloading
 - Vocabulary instruction
 - Content accommodations
 - Individualized language support

D-6 Strategies to Assist Students in Grades 7-12 with Organization, Attention and Behavior

Presenter: Jodie Dittmar, M.A., Education Specialist

Time: 3 ½ hours

Intended Audience: All Educators for grades 7-12

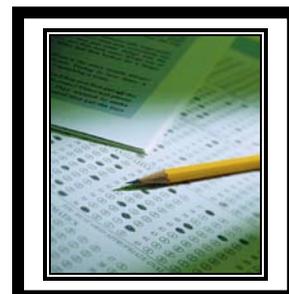
Description: Attention, teachers of junior and high school students! Do your students ever make the following statements?

- “Teacher, I did the homework, but it’s on my desk at home.”
- “Mr. Smith, I didn’t know the test was today!”
- “Ms. Brown, I forgot my book!”
- “Miss Grey, I left my backpack on the bus, so I didn’t have my books to study.”

Students who do not come to class prepared to learn, create challenges not only for themselves, but for their teachers as well. For students with **Attention Deficit Disorders (ADD or ADHD), learning disabilities, or just typically hectic lives**, organization can be challenging. Keeping on top of responsibilities can be stressful or unsuccessful.

Outcomes: Participants will:

- Review common difficulties that impair student attention, organization, and success in upper grade classrooms
- Develop proactive strategies to increase student engagement, independence and success within the classroom as well as in homework completion



LITERACY STRAND

Some 6 hours trainings may be divided into Parts 1 and 2.

L-1 Beginning Reading: A Strategic Start

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 6 hours (negotiable)

Intended Audience: General and special education staff

Description: This session will cover issues related to providing students with an effective start in learning to read. Components to be addressed include:

- Assessment (DIBELS, as well as in depth, individual assessments),
- Teaching (phonological awareness, decoding, fluency and comprehension),
- Classroom teaching strategies, accommodations and modifications.

Outcomes: Participants will:

- Review current research-based information regarding the components of effective reading instruction
- Demonstrate an overall understanding and practice initial use of the Dynamic Indicators of Basic Early Literacy (DIBELS) and DIBELS NEXT
- Participate in group activities related to:
 - Assessment and progress monitoring tools
 - Direct instruction
 - RTI and Tiers of intervention
 - California Content Standards
 - State Adopted Reading Curricula and other materials
 - Other impacts on reading including learning disabilities, behavior, etc.

Subsequent, classroom-based assistance with differentiation of instruction or literacy development can also be requested with any workshop. A personalized project can be developed to provide additional teacher or school support by contacting the Diagnostic Center.



LITERACY STRAND

L-2 It's Never Too Late! Teaching Reading to Older Struggling Students

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 6 hours (negotiable)

Intended Audience: General and special education teachers, resource specialists and other reading intervention staff

Description: This workshop provides a solid background of the essential elements of teaching reading to struggling students in 4th through 12th grades who are non-readers or reading at 1st to 4th grade levels.

Outcomes: Participants will be able to:

- Outline essential elements of teaching reading
- Address the typical issues of day-to-day in implementation in upper, middle and high school settings
- Describe assessment and instructional considerations related to:
 - Phonological Skills
 - Decoding Skills
 - Reading Fluency
 - Vocabulary and Word Study
 - Reading comprehension (in narrative and content text)
- Address the emotional and behavioral issues of the older struggling reader
- Access resources available for the teacher of older students

L-3 What's the Word on Words? Vocabulary Support for Struggling Students

Presenters: Jodie Dittmar, M.S., Education Specialist

3 ½ hrs

Intended Audience: All educators working with struggling students in grades 4-12

Description: This training provides powerful and effective strategies for supporting vocabulary development. Participants will learn instructional routines that can be used without preparation, as well as strategies for teaching conceptually difficult words. Graphic organizers, preteaching and word-sort activities will be described. Participants will engage in practice activities and brainstorm ways to use these activities in their classroom.

Outcomes: Participants will:

- Review research supported strategies for enhancing vocabulary development in the mixed ability classroom.
- Develop a repertoire of whole class and individual teaching strategies to effectively:
 - Provide direct vocabulary instruction
 - Preteach Content Vocabulary
 - Use graphic organizers for instruction and for student demonstration of understanding
 - Provide individual vocabulary instruction
 - Provide individualized vocabulary accommodations throughout content instruction.

LITERACY STRAND

L-4 Digging for Meaning: Supporting Comprehension in the Content Areas

Presenter: Jodie Dittmar, M.S., Educational Specialist

3 ½ or 6 hours

Intended Audience: Teachers working with struggling readers in grades 3-12

Description: This training will focus on specific strategies for facilitating comprehension in the content areas (i.e., literature, social studies, science, etc.). Skills necessary to read and comprehend content material will be outlined. Teaching vocabulary and incorporating instruction to promote higher order thinking will be emphasized.

Outcomes: Participants will learn strategies to:

- Facilitate comprehension in all content areas.
- Teach content vocabulary
- Increase students' skills to sequence, analyze and reason within both narrative and textbook content reading
- Maximize participation and increase the comprehension of struggling readers within classroom instruction and text

L-5 Write Away! Basic Writing Skills for Struggling Students

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 6 hours

Intended Audience: All teachers who work with students who struggle with written language, especially those in upper elementary and secondary grades

Description: This training describes and demonstrates strategies for teaching students how to write. **Participants will practice several proven, effective, and fun writing frameworks to help students develop, organize and expand paragraphs and essays for district and state assessments, as well as for day to day assignments.** Critical features of all basic writing formats (descriptive, narrative, explanatory, expository and persuasive) will be covered. Direct instruction as outlined in the *Reading/Language Arts Framework for California Public Schools* will be stressed.

Outcomes: Participants will:

- Define common interruptions to writing success and related interventions
- Complete innovative activities to enhance sentence, paragraph and essay production
- Develop an awareness of methods to individualize instruction via low and high tech assistive technology
- Utilize exciting resources for written language instruction

This workshop requires purchase of an inexpensive manual for each participant (\$17). The manual is well worth the money and includes strategies taught, as well as reproducible pages for additional writing activities. The workshop is also adaptable to a series of several two hour workshops as well.

LITERACY STRAND

L-6 Assessing Reading: Making it Meaningful and Making it Work!

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 6 hours

Intended Audience: General and special education staff involved in reading intervention

Description: This workshop will provide examples of various assessments to use when determining student skills in phonological awareness, vocabulary and reading comprehension. Hands on and group activities make this a practical workshop for anyone involved in instructional, individual or RTI decision making.

Outcomes: Participants will:

- **Engage in hands-on activities** to determine appropriate courses of action to assess, address and accommodate students with varying needs.
- Explore examples of formal standardized assessments
- Review progress monitoring assessments, classroom based assessments and RTI tools



PARAPROFESSIONALS

Intended Audience: Paraprofessionals, Aides or Instructional Assistants



P-1 Behavior Supports: The Basics! The Powerful Role of the Paraprofessional

Presenter: Jodie Dittmar, M.S. Education Specialist

Time: 3 ½ hours

Description: The specific focus for this foundational strand will be to develop an understanding of effective behavior support for students of varying ages and disabilities.

Outcomes: Participants will demonstrate their knowledge of:

- Proactive vs. reactive strategies: timesaving, practical methods to support students & reinforce behaviors
- Tips for 1:1 paraprofessionals
- Communication & collaboration issues
- Functional Behavioral Assessment and Behavior Support Plans (requirements, philosophy, and samples –just eliminate this part

P-2 Maximizing Student Engagement and Minimizing Disruptive Behaviors. How a Paraprofessional Can Help

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 ½ hours

Description: This workshop will focus on successful strategies the paraprofessional can utilize to increase the engagement of students with “**non-severe disabilities**” in RTI or inclusive settings. Proven accommodation strategies will be shared, as well as helpful tips for dealing with student attention, anxiety, sensory issues, and social difficulties. Collaboration and communication strategies will be briefly highlighted as well.

Outcomes: Participants will:

- Review various disabilities and other student needs which impact a student’s participation in the classroom
- Complete activities to develop accommodation strategies and proactively increase engagement.
- Complete activities to proactively, as well as reactively, address common classroom behavior problems.

PARAPROFESSIONALS

P-3 Beyond Tears and Tantrums

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 ½ hours

Description: Paraprofessionals will be introduced to a practical, powerful and appropriate framework to use in determining what structure and support is needed for a particular student. The emphasis will be on proactive behavioral supports for students with autism, but strategies may be helpful with others as well.

Outcomes: Participants will:

- Learn the factors that are most likely to result in behavioral breakdown in children with autism
- Learn a powerful framework to determine what structure and support is needed for a particular student
- Hear case studies of students and learn how the framework facilitated behavioral regulation
- Practice using the framework with peers at the training

P-4 Maximizing Small Group Instruction

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 hours

Description: This workshop will provide paraprofessionals with “best practices” of teaching methodology for small groups.

Outcomes: Participants will learn:

- Strategies to increase engagement and participation from all students
- Cueing techniques to encourage accurate and frequent responses.
- Effective strategies others have used to maximize instruction in small group settings.

P-5 It’s Never Too Late! The Basics of Teaching Reading for Paraprofessionals Working With Students in Grades 4 to 12

Presenter: Jodie Dittmar, M.S., Education Specialist

Time 3 ½ or 6 hours

Description: This workshop provides a solid background of the essential elements of teaching reading to students in 4th through 12th grade who are reading at 1st to 4th grade levels.

Outcomes: Participants will:

- Review the essential elements of teaching reading to struggling older readers
- Review instructional considerations and the paraprofessional’s role related to:
 - Phonological Skills
 - Decoding Skills
 - Reading Fluency
 - Vocabulary and Word Study
 - Reading comprehension (in narrative and content text)
- Consider emotional and behavioral issues of the older struggling reader
- Gather a list of helpful resources

PARAPROFESSIONALS

P-6 Digging for Meaning: Supporting Comprehension in the Content Areas

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 ½ or 6 hrs

Description: This training will focus on the paraprofessional's role in facilitating comprehension in the content areas (i.e., literature, social studies, science, etc.). Skills necessary to read and comprehend content material are detailed.

Outcomes: Participants will demonstrate a repertoire of strategies to:

- Facilitate comprehension in the content areas
- Increase student's skills to sequence, analyze, problem solve and reason within both narrative and textbook content reading
- Maximize the participation and comprehension of struggling readers within classroom instruction and text

P-7 Dancing with the Stars: The Powerful role of the Paraprofessional in Differentiating Instruction

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 ½ hours

Description: Do you ever feel like you're doing the tango, the two-step, and the cha-cha all at the same time? Today's classrooms include students of many languages and varied learning levels. Learn how to help teachers differentiate instruction in ways that will provide individual support for students of all levels.

Outcomes: Paraprofessional participants will:

- Review the many needs facing students in content learning activities
- Discuss the content learning, standards, and individualized needs addressed in special education, general education and RTI
- Develop both classroom and individualized learning strategies they can employ in their current classroom settings.

(Note: This workshop provides an effective 6-hour training when coupled with workshops P8 or P9.)



We are committed to improving educational outcomes for special education students with complex needs, facilitating best instructional practices, and fostering collaboration among educators and families.

PARAPROFESSIONALS

P-8 Dancing with the Stars: The Paraprofessional's Role in Differentiating for Students with Language/Literacy Needs

Presenter: Jodie Dittmar, M.S., Education Specialist

Time: 3 ½ hours

Description: This section will explore differentiated instructional strategies designed to support the needs of students with reading disabilities (dyslexia) and/or additional challenges in the area of language arts. The strategies can be applied to instruction in a variety of instructional settings, with diverse curricular content.

Outcomes: Paraprofessional participants will develop strategies they can immediately employ to:

- Support students as they complete classroom activities that require sufficient reading skills
- Support students as they complete classroom activities that require sufficient writing skills
- Best enhance their own literacy instruction
- Use Best Practices and Treatment Options to enhance their collaboration and support of other educational staff

P-9 Dancing with the Stars: The Paraprofessional's Role in Differentiating Instruction for Students with Organizational, Behavior and Attention Difficulties

Presenter: Jodie Dittmar, M.S., Education Specialist

Time 3 ½ hours

Description: Attention, paraprofessionals working with junior and high school students! Do your students ever make the following statements?

- "I did the homework, but it's on my desk at home."
- "Mr. Smith, I didn't know the test was today!"
- "Ms. Brown, I forgot my book!"
- "Miss Grey, I left my backpack on the bus last night, so I didn't have my books to study."

Students who do not come to class prepared to learn, create challenges for themselves and their teachers. For students with **Attention Deficit Disorders (ADD or ADHD) and/or learning disabilities**, organization can be challenging, stressful or unsuccessful. Participants in this workshop will explore proactive, effective strategies to keep students on track, enhance their engagement and facilitate success.

Outcomes: Paraprofessional participants will develop strategies they can immediately employ to:

- Collaborate with teaching staff to keep students on task in both general education and special education settings
- Address the needs of students who are typically disorganized, forget their assignments or become frustrated in handling their daily work load
- Assist students who are easily distracted from learning activities

SPECIALIZED TOPICS

S-1 Section 504: Staying Legal Without Going Crazy

Presenter: Jane House, Ed.D.

Time: 1 to 3 Hrs.

Intended Audience: District and site 504 coordinators, psychologists, special education teachers, speech and language specialists, school nurses, counselors and administrators

Description: This workshop will answer many of the frequently asked questions below regarding the application of Section 504 interventions and accommodations.

Outcomes: Participants will learn:

- What is the eligibility and evaluation process for students referred for a Section 504?
- Could the “expanded list” of major life activities have unintended repercussions for 504 services in school districts?
- Could changes in the affect of “mitigating measures” change 504 eligibility in schools?
- When is an Individualized Health Service Plan (IHSP) an appropriate level of intervention?
- What’s up with the 504 Manifestation Determination process? When is it necessary?

S-2 The Road Less Traveled: Working With Students Who Are Non-Verbal

Presenter: Michelle Austin, M.A., CCC-SLP, Speech-Language Pathologist

Time 1-3 hours

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Description: This presentation will discuss the course of therapy for students who have limited verbal communication. The content will include descriptions of various assessment tools, what to look for to enhance communication opportunities, and practical intervention solutions to support student learning and decrease behavioral communication.

Outcomes: Participants will:

- Discuss therapeutic interventions for students with limited verbal skills
- Explore therapeutic planning to support student learning

S-3 Writing Individual Education Program IEP Goals

Presenter: Laura Lavery, M.A., Education Specialist

Time 1-3 hours

Intended Audience: Special education teachers

Description: The content of this training will focus on writing IEP goals that are legally compliant and instructionally relevant for the student.

Outcomes: Participants will:

- Review legal requirements for IEP goals
- Improve goal writing
- Explore guidelines for developing a long-rang plan



SPECIALIZED TOPICS

S-4 Building Communication Opportunities Throughout the Day



NEW

Presenter: Michelle Austin, M.A., CCC-SLP, Speech-Language Pathologist Time 1-3 hours

Intended Audience: Educators, speech pathologists, school psychologists, paraprofessionals and parents

Description: This session is will discuss building communication into everyday environments. For students with limited verbal language or students who may utilize augmentative communication devices. A Naturalistic Language approach will help to these students generalize specific communication strategies and build on functional communication.

Outcomes: Participants will be able to:

- Understand naturalistic language approach
- Develop a communication script
- Infuse language opportunities into everyday activities



NEW

S-5 Oral Motor Feeding Issues in the School Aged Child

Presenter: Michelle Austin, M.A., CCC-SLP, Speech-Language Pathologist Time 3 hours

Intended Audience: Speech Language Pathologists, Nurses, Special Educators, Administrators

Description: This session is will discuss oral motor, school lunch modifications, and feeding issues for students. Feeding modifications for students with significant oral motor issues can be a life threatening issues. These students are at risk for aspiration and choking during eating and drinking. Within this session, participants will learn techniques to keep these individuals safe during meal times, as well as how and when to modify the school lunch.

Outcomes: Participants will be able to:

- Identify the signs of aspiration
- List the required oral motor skills for each type of diet modification
- Identify proper feeding strategies, positioning, and modifications

DIAGNOSTIC CENTER, CENTRAL CA WEB-BASED TRAININGS

A variety of trainings are available on our new website, as follows:

POWERPOINT PRESENTATIONS:

Developed by: Desiree Rogers, M.D., Developmental and Behavioral Pediatrician

- Psychotropic Medications Used in Childhood
- Autism Spectrum Disorder
- Complementary and Alternative Medicine
- Fetal Alcohol Spectrum Disorders
- The Evaluation of a Child With Developmental Delay

VIDEO SERIES ON ASPERGER SYNDROME

Title: “If I’m So Smart, Why Is School So Hard?”

NEW

Presenter: Bev Long, M.S., Education Specialist

Description: By the time a student with Asperger Syndrome graduates from high school, they have asked themselves this question time and time again. They know they are intelligent and can learn, but so much of what they experience is frustrating, confusing and downright difficult. “Why is school so hard?”

Intended Audience: This set of videos was developed as a tool for general education teachers who have a student with Asperger Syndrome in their classroom. An understanding of the characteristics of Asperger Syndrome and strategies for intervention will assist both the teacher and the student. The information presented is specifically applicable to the elementary teacher, but much of the content would be appropriate for teachers of older learners as well.

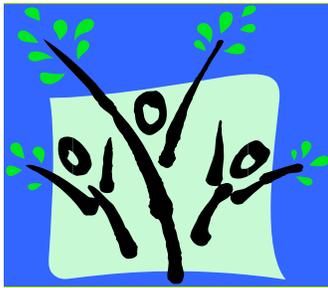
There are 8 videos, and they were designed to be used in any way that an individual teacher desires. It is recommended that video #1 be watched first, as it includes the introduction and basic information. Individuals who will plan to view all of the videos, are encouraged to view them in the order presented.

Videos (approx. 1 hour each) are accompanied by the powerpoint presentations, which can be printed for reference.

- Video 1: Background and Characteristics of Asperger Syndrome
- Video 2: Supporting By Adding Structure
- Video 3: Supporting Social Needs
- Video 4: Supporting Sensory Needs
- Video 5: Supporting the Anxious and/or Inattentive Student
- Video 6: Supporting Academic Needs – Comprehension and Writing
- Video 7: Supporting Academic Needs – Executive Function and General Classroom Support
- Video 8: Behavioral Supports



DIAGNOSTIC CENTER, CENTRAL CA
www.dcc-cde.ca.gov



Diagnostic Center Training Agreement

SAMPLE DOCUMENT

The Diagnostic Center, Central California will provide (**Agency**) with (**presentation title**) on (**date/time**). The training will be provided by (**Presenter**). (**Agency**) will be responsible for the following:

- ✓ Assigning contact person
- ✓ Advertising
- ✓ Meeting the minimum attendance requirement (generally at least 20)
- ✓ Canceling the presentation if attendance requirement is not met two weeks prior to presentation date
- ✓ Securing the presentation site
- ✓ Refreshments, as appropriate
- ✓ Arranging the room to presenter's specifications
- ✓ Equipment
- ✓ Duplication of Handouts
- ✓ Greeting and registering participants
- ✓ Introducing presenter
- ✓ Distributing and collecting evaluation surveys
- ✓ Duplicating and distributing a "Certificate of Completion" for each participant

(**Agency**) agrees to the above and will ensure that the training room is available to the presenter at least one hour before the presentation.

Diagnostic Center Contact Persons:

Carole Bence, Director and Chris Garcia, Administrative Assistant

Phone: 559 / 243-4047

Email: cbence@dcc-cde.ca.gov & cgarcia@dcc-cde.ca.gov

RCC/LEA Administrator authorizing this agreement:

Name: _____ Title: _____

Phone: _____ E-mail: _____

Please return this agreement as soon as possible to confirm this date.

Thank you for your continued support!

**Diagnostic Center, Central California
Attention: Carole Bence, Director
1818 West Ashlan Avenue
Fresno, CA 93705 (559) 243-4047**



CALIFORNIA DEPARTMENT OF EDUCATION

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Carole Bence, Director

