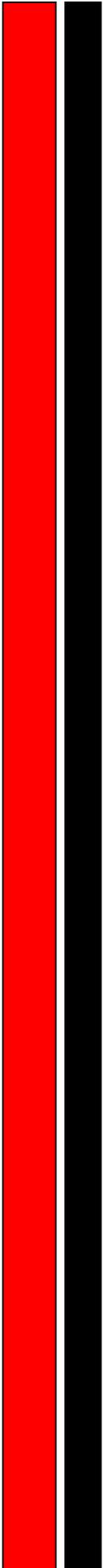


DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

2013-2014

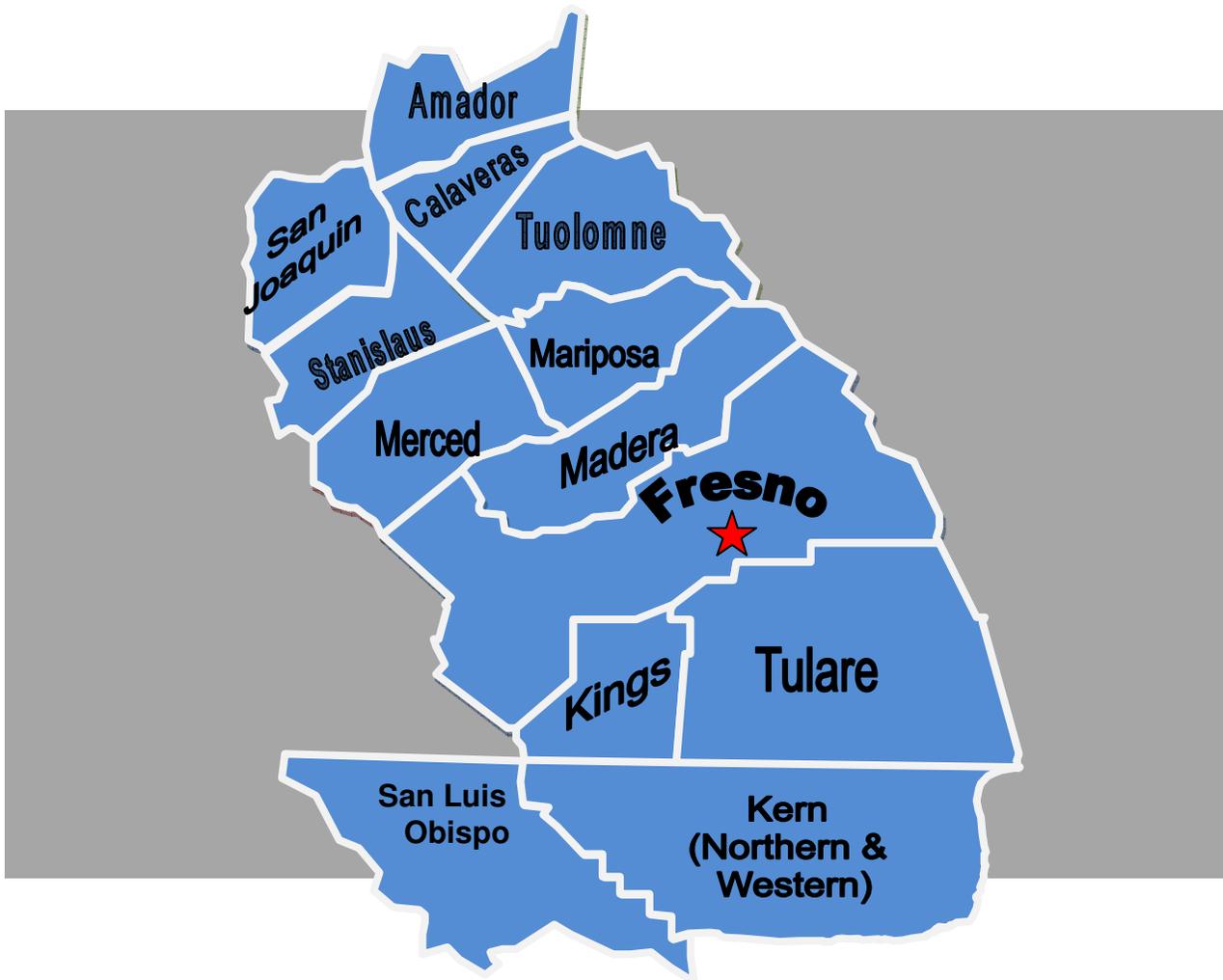


Opportunities



CALIFORNIA DEPARTMENT OF EDUCATION

Diagnostic Center, Central California Service Area



Carole Bence, Director

Diagnostic Center, Central California

1818 W. Ashlan Avenue

Fresno, California 93705

Voice: 559-243-4047 Fax: 559-222-1673

Diagnostic Center Central California

Professional Development Opportunities 2012-2013



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www.dcc-cde.ca.gov



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

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** at cbence@dcc-cde.ca.gov.

COST

There are no fees for our services. Sponsoring agencies are responsible for costs involved with materials to be duplicated, securing site, advertising the workshop, providing refreshments and other like costs.

HOW TO SCHEDULE TRAININGS



To schedule trainings:

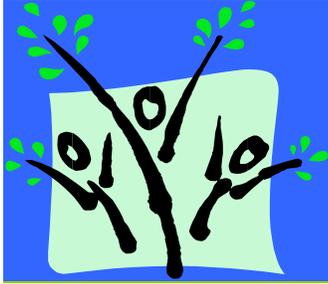
- Review the training brochure and select topics
- Identify two or three potential training dates
- Identify the contact person who will be responsible for coordinating the training
- Contact Carole Bence at cbence@dcc-cde.ca.gov

Following confirmation of a training:

- Complete and return the DCC training contract
- Secure a training site and arrange for room set-up

Note: Some workshops can be tailored for shorter time intervals upon request.

A “Certificate of Completion” is available for dissemination to participants at the conclusion of the workshop. 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.



Diagnostic Center Training Agreement

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**

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 time.

Projects are designed to provide services in various formats:

- ✪ In-depth content training followed by multiple levels of consultation
- ✪ On-site consultation that includes demonstration teaching, observation, recommendations and problem-solving/coaching
- ✪ Consultation and technical assistance sessions with teachers and administrative support teams

Current project topics include Autism, Evidence-Based Instructional Strategies, Differentiated Instructional, Literacy, Assistive Technology, Student Engagement, Severe Disabilities, Individualized Behavior Interventions and Classroom Management.

VIDEOCONFERENCE



To meet the demand for services, video-conferencing is an optional way for LEAs and SELPAs to access training and technical assistance. Videoconferencing possibilities 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 coordinating specialist.

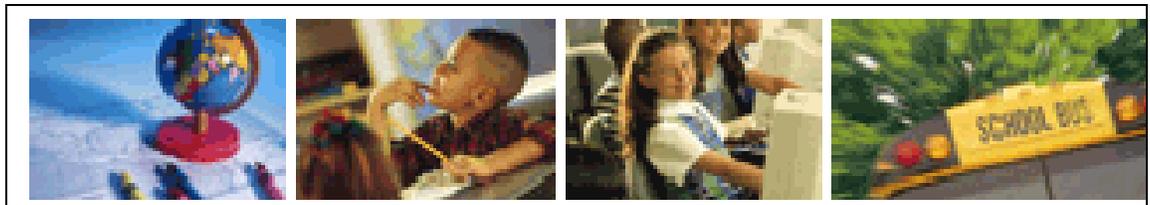
CONSULTATION SERVICES



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.

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 is available to provide a presentation on accessing Diagnostic Center services, including a walk-through of the assessment referral packet and time for questions.





NEW WORKSHOPS FOR 2013-2014

AUTISM:

- **Classroom Pivotal Response Treatment to Increase Engagement and Motivation**
- **Projects in Autism for 2013-2014**

PARAPROFESSIONALS:

- **What Is the Common Core and How Do I Help Implement It?**

LITERACY:

- **What's the Word on Words? Vocabulary Support to Assist Struggling Students in Common Core Text Comprehension**

SPECIALIZED TOPICS:

- **Concussions: More Than a Bump on the Head! (Traumatic Brain Injury)**



Introducing Our Presenters...



Ananda Aspen, M.S., Education Specialist, has taught students in a variety of programs, including general education, moderate-to-severe, mild-to-moderate, early childhood, and autism. She has been an autism specialist/consultant for a large SELPA, and now works for the Diagnostic Center, Central as an educational specialist. Her professional resume includes publications and presentations at both national and international conferences, and over 400 workshops and trainings provided for California schools and programs. Current projects include working with the National Professional Development Center on Autism Spectrum Disorders to facilitate the use of Evidence-Based Practices (EBPs) in schools; providing an assessment strand and intervention strand series of workshops for educators and parents through the Diagnostic Center Central; and assisting teachers with attaining their state Autism Authorization. Future endeavors include the development of a resource book for educators to facilitate the selection of treatment and interventions for programs serving students with autism, writing digital or online self-guided modules to serve as extensions to current DCC autism strand trainings and workshops, and working with the local Central California chapter of Autism Society of America (ASA) to build membership and capacity



Michelle Austin, M. A., CCC-SLP is a Speech Language Pathologist who specializes in Assistive Technology. She has worked within the school setting for over 20 years. Additionally she has worked with in private practice, hospital settings, and taught at the post secondary level. She received an administrative credential and a master's degree in Speech Language Pathology from California State University, Fresno, and an Assistive Technology Certificate from New Mexico. She is currently employed by the State Department of Education at the Diagnostic Center, Central California. Her professional resume includes publications and presentations at both state and national conferences. During the course of her career, Michelle has worked with students of varying ages, abilities and disabilities. Michelle has placed an emphasis in working with students who have significant speech and language needs. She has presented numerous workshops on the following areas: Assistive Technology, Augmentative Communication Strategies, Serving Children with Autisms, and Feeding and Swallowing Issues in the Schools.



Jodie Dittmar, M.S., Education Specialist,

has been in the Special Education field for over thirty years. She has a bachelor degree and credential in the Education of Deaf and Hard of Hearing students, and has her master's in Educational Administration. Jodie's experience has come from teaching and administration in several states. The course of her career has included work with students of varying ages, abilities and disabilities, as well as "at risk" and foster youth. She has held leadership roles and provided workshops in the areas of differentiated instruction, student engagement, direct instruction, communication, literacy and behavior support.



Laura Lavery, M.A., Education Specialist was

a teacher for 19 years, prior to work at the Diagnostic Center. At the Center, she provides assessment and training services to local educational agencies (LEAs) in the diagnoses and instructional planning for students, ages 3 through 21, who exhibit a wide variety of disabilities and functional levels and are complicated or puzzling enough to require assistance beyond that available from the local district specialists. She also provides consultation, technical assistance and professional development trainings upon request by SELPA, District and/or School.

In the public school setting, Laura worked as a Resource Specialist and Special Day Class teacher and taught grades preschool through high school. Her last seven years were in a preschool/kindergarten class that she developed for students with Autism Spectrum Disorder. Her professional career outside of the Center has included teaching classes at California State University, Fresno; National University, Fresno; Fresno Pacific University and Fresno City College.

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.**

1. Introduction to Autism Spectrum Disorder

Presenter: Laura Lavery

Intended Audience: Teachers, school psychologists, and speech-language specialists

Time: 3 hours

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

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

Presenters: Ananda Aspen and Michelle Austin

Intended Audience: Educators and Families

Time: 3 hours

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 prepared 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

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

Presenter(s): Ananda Aspen or Michelle Austin

Intended Audience: Educators and Families

Time: 3 hours

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 power-points 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

4. Structured Teaching and Environmental Supports

Presenter: Laura Lavery

Intended Audience: Educational professionals

Time: 3 hours

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



5. Supporting Literacy, Numeracy and Comprehension for Students with Autism Spectrum Disorders

Presenter: Ananda Aspen

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

Time: 3 hours

The unique language and learning characteristics of individuals with autism, often create challenges for educators and parents searching for strategies and resources. This presentation will provide an overview of evidence-based practices and supporting materials designed to enhance instruction for students with ASD and accelerate their learning in literacy, numeracy and comprehension.

Outcomes: Participants will be able to:

- Link specific strategies to student learning needs.
- Take ideas back to the classroom for creating individualized materials to target learning areas and address academic content standards.
- Recognize that comprehension is a complex skill involving a range of interlocking components, such as language and pragmatic capacities; motivation and interest, and cognitive difficulties in integrating information.

6. Bullying and Asperger Syndrome

Presenter: Laura Lavery or Ananda Aspen

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

Time: 3 hours

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.

7. Cognitive Theories of Autism: Executive Function, Theory of Mind, Central Coherence

Presenter: Ananda Aspen

Intended Audience: Educators, Parents, Community Members

Time: 2 hours

This workshop will give an overview of the theories that attempt to explain the different learning styles that individuals with autism exhibit, and their application to academic achievement, social cognition, and perceptual differences. Participants will gain an understanding of how higher cognitive functions and processing deficits may impact this population, and how to strategically provide supports to enable learners to plan, implement and sustain behavior towards goals, understand expectations, incorporate feedback, and make corrections along the way.

Outcomes: Participants will be able to

- Define Executive Function, Theory of Mind and Central Coherence and describe how they affect achievement, perspective, and social understanding.
- Describe how to provide supports and strategies for individuals with ASD to enhance self-regulation and perspective.

8. Organizing Students with Autism

Presenter: Ananda Aspen

Intended Audience: Educators, Parents, Community Members

Time: 1 hour

Strategies for organizing desks, backpacks, daily work/schedule binders, homework systems, and life! This workshop is the practical follow-up to the Cognitive Theories session.

Outcomes: Participants will be able to

- Understand how strategies and resources can support organization of materials, time, and effort.
- Walk away with easy-to-implement ideas and samples to use with students who have organizational challenges.



9. Demystification and Self-Determination – Building a Foundation for Success in Individuals with ASD

Presenter: Ananda Aspen and Michelle Austin

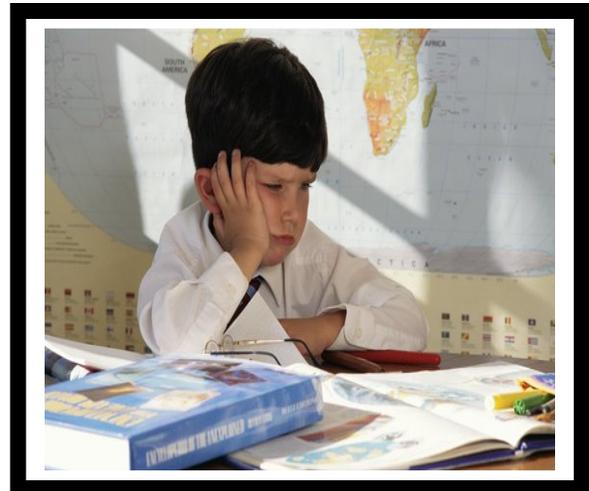
Intended Audience: Educators, Parents, Community Members

Time: 1.5 hours

Families and educators can empower individuals with autism by helping them understand their challenges and celebrate their strengths. The importance of demystifying autism and building a foundation for self-advocacy and self-determination is addressed through positive information and strategies for developing responsibility, enhancing participation, and making choices regarding life decisions. A template for student-directed IEP's will be shared, as well as websites and other resources for supporting advocacy and self-determination.

Outcomes: Participants will be able to

- Identify 5 or more self-advocacy and self-determination target objectives that may be addressed through demystification for individuals with ASD.
- Walk away with a digital template for a student-created PowerPoint and other resources for supporting self-determination



10: An Overview: Adults with ASD and Transition

Presenter: Laura Lavery

Intended Audience: General and Special Education teachers, para-professionals and parents

Time: 3 hours

The transition from school to adulthood is an important time in the life of a student with Autism Spectrum Disorder (ASD). The goal of the transition plan is to facilitate a student's movement from school to the world of adult work, living, community participation and/or post-secondary school.

Outcomes: Participants will:

- Learn that IDEA requirements no longer apply but Section 504 and ADA does
- Become familiar with the characteristics of a good transition plan
- Become familiar with post-secondary school
- Become familiar with work after high school
- Become familiar with hard skills and soft skills need at work
- Identify available resources



11. Strategies to Support Children with Autism in the Inclusive Educational Setting

Presenter: Laura Lavery

Intended Audience: General/Special Education teachers, paraprofessionals, and support staff

Time: 3 hours

Have you ever had this experience? If so, you're not alone! The IEP Team just decided a student with autism would receive educational benefit from instruction in your general education classroom. You are pleased to have him join the class, but now wonder what to do. How can you help this student to learn, as well as all the others in the class? Are there any general "do's and don'ts" that you should know and understand? What kind of support can the special education staff provide?

This workshop will provide participants an opportunity to explore strategies to support students with autism that will result in greater student achievement and greater teacher satisfaction too! Based upon materials written by Paula Kluth's "You're Going to Love This Kid!," the workshop will focus on practical tools for the teacher and instructional team.

Outcomes: Participants will be able to:

- Develop an individual understanding of key foundational ideas regarding inclusion
- Discuss seven teaching strategies that support students with autism spectrum disorders in the general education classroom

AUTISM NATIONAL STANDARDS (2009) ESTABLISHED TREATMENTS AND THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER (NPDC) EVIDENCE-BASED PRACTICES

Overview Listing -- Detailed Descriptions to follow.

- | | | |
|-----|--|--------------|
| 12. | Applied Behavior Analysis | 3 to 6 hours |
| 13. | Joint Attention Interventions | 3 hours |
| 14. | Pivotal Response Treatment | 3 hours |
| 15. | Classroom Pivotal Response Treatment to Increase Engagement and Motivation | 2 hours |
| 16. | Priming and Reinforcements | 3 hours |
| 17. | Visual Schedules | 2 hours |
| 18. | Antecedent-Based Interventions and Structured Environmental Supports | 3 hours |
| 19. | Social Narratives and Story-Based Interventions | 3 hours |
| 10. | Self-Monitoring/Management | 2 hours |
| 21. | Video Modeling | 3 hours |
| 22. | Peer Mediated Instruction and Intervention | 3 hours |
| 23. | The Incredible 5-Point Scale and Other Self-Regulation Strategies | 2 hours |



12. Applied Behavior Analysis Instructional Programming in the School Setting

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 3 or 6 hours

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



13. Autism: Joint Attention Interventions

Presenter: Ananda Aspen

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

Time: 3 hours

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

14. Autism & Pivotal Response Treatment

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: **2 hours**

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

15. Classroom Pivotal Response Treatment to Increase Engagement and Motivation

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 2 hours



PRT is an evidence based practice for enhancing motivation and participation in learning for students with autism. Engagement in classroom and social environments is increased through implementing strategies that teachers can easily integrate into their existing classroom curriculum and structure. Classroom Pivotal Response Teaching (CPRT) enhances children's motivation and participation in learning through clarifying instructional delivery and making it relevant for the student with autism, alternating maintenance and acquisition tasks, and using special interests and natural reinforcement. Goals are to increase the number of student learning opportunities and social initiations, and to promote independence and mastery of targeted academic skills. Participants will be provided with examples of instructional materials and forms to aid in planning and implementing the procedures.

Outcomes: Participants will be able to:

- Identify activities and natural reinforcements to support student motivation, self-management and self-initiation.
- Understand how to promote student response to multiple cues and increase ability to generalize skills across environments.
- Apply procedures to enhance motivation, engagement and social participation for students with autism through the use of Classroom Pivotal Response Treatment

16. Autism: Priming for Success and Reinforcing for Sustainable Progress

Presenter: Ananda Aspen

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

Time: 3 hours

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

17. Visual Schedules

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 2 hours

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

18. Autism: Antecedent-Based Interventions and Structured Environmental Supports

Presenter: Ananda Aspen

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.

Time: 3 hours

Antecedent intervention procedures and structured environmental supports 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, readiness, daily living skills, play skills, self-regulation, problem 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.

19. Social Narratives and Story-Based Interventions

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 3 hours

Social narratives and story-based interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviors 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 relations abilities that allow one to initiate and maintain positive social relationships. There are multiple strategies that have been developed to address the social skill deficits of individuals with ASD, such as social stories, cartooning or comic strip conversations, power cards, social autopsies, and interactive social whiteboarding. Social narratives are descriptive accounts of appropriate social behaviors or responses to common social situations.

Outcomes: Participants will be able to:

- Understand the research and theory behind social narratives and how they can be an effective intervention for a variety of student needs.
- Understand how the visual mediums used 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.

20. Autism: Self-Monitoring & Management

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 2 hours

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



21. Autism: Video Modeling

Presenters: Ananda Aspen and Michelle Austin

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

Time: 3 hours

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

22. Peer Mediated Instruction and Intervention

Presenter: Ananda Aspen

Intended Audience: Educational professionals, service providers, parents

Time: 3 hours

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

23. The Incredible 5-Point Scale and Other Self-Regulation Strategies

Presenter: Ananda Aspen

Intended Audience: Educators, Parents, Community Members

Time: 2 hours

Many individuals with autism spectrum disorder struggle with social skills, self-regulation, and knowing how their behavior affects others. This module explains The Incredible 5-Point Scale (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism. Other strategies will be presented to support learners in recognizing emotional states, initiating new routines, and accessing natural environmental supports to enhance successful behaviors at home, at school, and in the community. Outcomes: Participants will be able to

Outcomes: Participants will be able to:

- Learn how to design and use a 5-Point Scale to help students rate their responses to a variety of situations and learn to respond more appropriately.
- Walk away with easy-to-implement ideas and samples to use with students who have issues with self-regulation, motivation, flexibility, and anxiety.



Autism Assessment Strand

Presenter: Ananda Aspen

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

Time: 12 hour total

This workshop provides 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.**

24. Autism Characteristics – 3 hours

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

25. Direct Assessments – 3 hours

- ADOS
- PEP-3, etc.

26. Questionnaires - 2 hours

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

27. Assessment to Intervention - 2 hours

28. Implications and Report Writing Recommendations 2 hours

Certificates of strand completion will be awarded at the final seminar

29. Best Practices in Autism Assessment

Presenter: Ananda Aspen

Intended Audience: Educators, Parents, Community Members

Time: 3 hours

This workshop is not intended to replace the Assessment Strand workshops, but to provide a summarized version of the information in a less intensive format. Topics covered will include autism characteristics; assessment tools and techniques; report writing, and the development of educational intervention plans. Participants will be provided with an additional self-guided study plan, should they wish to pursue further research on this topic.

Outcomes for assessment strand: Participants will be able to:

- 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.
- Understand how multiple measures may be included in the assessment to assist teams with a decision making regarding the possibility of an ASD.
- Understand individual screening and ASD test requirements for administration and interpretation.
- Understand current best practices in screening, diagnosis and assessment for individuals with autism spectrum disorders.
- Support their teams with informed decision-making regarding identification, diagnosis, and assessment for intervention planning.



Administrative Strand: Building and Sustaining Comprehensive Autism Programs

Trainings in this strand are designed to be either a sequential series or as stand-alone workshops. The information presented is relevant for school teams, administrators, school psychologists, related service providers, and teachers. *Please note that there are significant documents and handouts that accompany each workshop (which must be printed for each participant prior to presentation).*

**It is highly recommended that the program protocol be purchased as a supplement to the trainings (one per site or school team). The order form to be provided when training is scheduled.*

30. Quality Indicators for Autism Programs – Measuring and Sustaining Evidence-Based Practices

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 hours

This workshop will provide participants with tools to evaluate needs, document progress and outcomes, and information to support the development of comprehensive programs.

Outcomes: Participants will be able to

- Use a model template to assess areas of strength and needs for implementing Evidence-based Practices.
- Understand how to use the Step by Step Guidelines for selected EBP’s and evaluate the ongoing progress of the implementation process.
- Walk away with data resources for monitoring progress and outcomes.

31. Designing an *Early Intervention/Preschool* Autism Program – Choosing Evidence-Based Practices, Strategies for Implementation, and Evaluating Outcomes

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 hours

Participants will receive information on research recommendations and intervention components for supporting young children with ASD or related disorders. Each intervention or treatment is analyzed and rated across five areas of interest, including evidence of efficacy as reported in scientific peer-reviewed literature, ease of replication and feasibility considerations, operational practices that support utility across curriculum/domain areas, conceptual framework which takes into account early childhood developmental principles and demonstrates positive outcomes, and support for treatment fidelity and sustainability.

Outcomes: Participants will be able to

- Use a rubric to evaluate needs, capacity, and feasibility of implementing Evidence-Based Practices for early intervention and preschool programs serving students with ASD and related disorders.
- Understand the features of comprehensive program development and management.
- Walk away with resources to support sustainability and fidelity in program implementation.
- Walk away with a guide for developing and evaluating autism programs.

32. Designing an *Elementary or Secondary* Autism Program – Choosing Evidence-Based Practices, Strategies for Implementation, and Evaluating Outcomes

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 hours

Description: Participants will receive information on operational classroom features for developing and sustaining successful autism programs. Information on assessment/evaluation and IEP's, data analysis, environmental setup and materials, instructional delivery, and fidelity in implementation of evidence-based practices will be provided.

Outcomes: Participants will be able to

- Use a rubric to evaluate needs, capacity, and feasibility of implementing Evidence-Based Practices for elementary or secondary programs serving students with ASD and related disorders.
- Understand the features of comprehensive program development and management.
- Walk away with resources to support sustainability and fidelity in program implementation.
- Walk away with a guide for developing and evaluating autism programs.

33. Exceptional Teaching- The Foundation to Building Comprehensive Autism Programs

Presenter: Ananda Aspen, M.A., Education Specialist
 Intended Audience: Administrators, Teachers, Related Service Providers
 Time: 1 ½ or 2 ½ hours

Participants will receive information on program supports and systems to ensure appropriate and sustainable comprehensive autism model programs. Staff training and coaching, accessing resources, increasing program intensity and progression, developing educational leaders, reducing stress, and supporting staff self-efficacy will be the focus. Time will be allotted for detailed program-related questions or program scenarios *with an optional 1 hour extension* to this workshop.

Outcomes: Participants will be able to

- Identify how to support educators through training, coaching, and self-guided learning, in order to
- Understand the characteristics of autism spectrum disorders that impact learning.
- Identify interventions that match with student characteristics and needs.
- Identify research-validated strategies for increasing staff leadership, program intensity and positive outcomes for students.
- Identify how to support school teams in increasing efficacy and decreasing stress.
- Walk away with a guide for developing and evaluating autism programs.





34. New Professional Development/Projects in Autism for 2013-2014

The Diagnostic Center Central is offering a new collaborative venture in partnering with districts to design and implement evidence based practices for students ages 3 to 22 with autism and related disorders. The Autism Project was developed in concert with the National Professional Development Center (NPDC) on Autism Spectrum Disorders California partnership. Activities will include training and classroom coaching that is tailored to address the specific needs of the requesting school or site. Project goals are to enhance program quality by building team capacity through training and technical assistance.

An Autism Project would typically include:

- Certificated personnel take an 8-session online course on Foundations of Autism Spectrum Disorders (10 hours)
 - Understanding Pervasive Developmental Disorders and Autism Spectrum Disorders
 - Characteristics of Individuals with Autism Spectrum Disorders
 - Early Identification, Screening, and Diagnosis of ASD
 - Guiding Principles
 - Factors that Affect Learning and Development
 - Instructional Strategies and Learning Environments
 - Foundations of Communication and Social Interventions
 - Promoting Positive Behavior and Reducing Interfering Behaviors
- All involved personnel (teachers, paraprofessionals, related service providers, etc.) participate in three half-day intensive trainings conducted by Diagnostic Center staff on NPDC Evidence Based Practices (EBPs), implementation techniques and tools for enhancing program quality based on site preference and needs.
 - Additional workshops may be added, including workshops for parents and administration.
 - Additional site visits to NPDC model programs in San Joaquin County Office of Education and San Luis Obispo County Office of Education may be arranged.
- DCC specialists will observe programs and collect baseline data provided by participating teachers.
- Targeted students may be identified for additional assessment and progress monitoring (with parent consent forms). Team members will identify three goals that have the highest priority for the target students, and a system for assessing progress and implementing strategic teaching practices will be implemented as part of the Project.
- An implementation plan for each site/classroom will be developed depending on the specific needs identified by team members. Team members guide the focus (an example might be to highlight areas of strength and provide recommendations for program improvement involving selected EBPs). Potential areas of focus might include:
 - Classroom structure and learning environments
 - Visual schedules and supports
 - Curriculum and instruction
 - Assessment and progress monitoring
 - Communication and social interventions
 - Student independence/reducing prompting
 - Functional behavior (interfering and adaptive)
 - Transition planning
 - Family Involvement

- DCC specialists will make monthly visits to programs to provide technical assistance.
 - Data collection and progress monitoring for program and target students
 - Implementation support
 - Conduct strategic coaching on EBP's

Autism Projects are targeted to address clearly articulated site preferences and needs, with consent/assent forms completed by all team members and participating target students and families. A Project may take 2 to 6 months to complete, depending on the scope and availability of DCC specialists. Programs participating will be provided with a comprehensive report and a model for continuing progress on their own, as knowledge and evidence based practices provide a platform for sustainable growth and efficacy.

ASSISTIVE TECHNOLOGY



35. Technology: It's More Than a Box on the IEP

Presenter: Michelle Austin

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

Time: 6 hours (negotiable)

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



36. The ABC's of AAC

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

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

Time: 1 to 3 hours

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

37. Enhancing Literacy Instruction Through the Use of Low and High Tech Assistive Technology Support

Presenters: Michelle Austin and Jodie Dittmar

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

Time: 6 hours (negotiable)

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

38. How to Create a Talking Storybook

Presenter: Michelle Austin

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

Time: 3 to 6 hours

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



39. Educational Technology vs. Assistive Technology for the Speech Language Pathologists

Presenter: Michelle Austin

Intended Audience: Speech Language Pathologists or SLP Assistants

Time: 4 hours

Technology has been infused into the educational process for years. The use of assistive technology (defined as any equipment that helps students increase, maintain or improve functional capabilities), has supported students with specific needs. Educational technology differs from assistive technology. Educational or instructional technology is defined as a variety of tools and techniques that are helpful to improve learning. The difference between educational and assistive technology, is that educational technology is a tool to enhance the curriculum; assistive technology is a necessity to allow access to the curriculum. The iPad and other devices can function as either educational or assistive technology, depending on the applications. This training will discuss the difference between educational and assistive technology, as well as provide examples of applications for the Speech Language Pathologist.

Outcomes: Participants will be able to:

- Identify the differences between educational and assistive technology
- Understand the advantages and disadvantages tools
- Relate technology choices to assessment needs
- List applications to support
 - Articulation
 - Oral Motor
 - Augmentative Communication
 - Vocabulary
 - Receptive Language
 - Early Literacy
 - Expressive Language
 - Social/Pragmatic Language





40. Assistive Technology Assessment Certificate

Presenter: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist

Intended audience: Speech Language Pathologists, Psychologists, Occupational Therapists, Physical Therapists, Special Educators, Administrators, Program Specialists, or others designated by their district to address Assistive Technology

Note: This assessment certificate was developed for AT specialists or individuals providing AT support to students or IEP teams. This training leads to a certificate verifying specific training in assessing Assistive Technology needs, utilizing a decision-making process to make appropriate recommendations.

Time: 7 full days

During this training, individuals will be required to complete three Assistive Technology Assessments, as well as other assignments related to Assistive Technology Assessments using the Student, Environment, Tools and Task (SETT) model and other assessment modules. Attendance on all seven full day sessions and satisfactory completion of projects and assignments are required to receive the certificate.

Technology is a never ending maze of constant new developments. As we learn to navigate the world of technology, it is imperative to address specific students' needs in the area of assistive technology. Assistive Technology differs from Education Technology. Educational or instructional technology is defined as a variety of tools and techniques that are helpful to improve learning. Assistive technology is defined as: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. (29 U.S.C. Sec 2202(2)). The difference between educational and assistive technology is that educational technology is a tool to enhance the curriculum; assistive technology is a necessity to allow access to the curriculum.

Legally, the Individual Education Plan (IEP) requires each student's educational team to address the need for Assistive Technology. Assistive technology varies from low tech to high tech (based on the individual training required to learn the assistive technology not financial), and encompasses technology to support:

- Positioning
- Communication
- Access
- Visual impairments
- Hearing impairments
- Mobility
- Environmental Control
- Computer Based Instruction and Adaptations
- Writing
- Reading

Assessment for Assistive Technology is accomplished through a thorough assessment of skills areas, and needs. Determinations of equipment or software needs are based on a feature match of equipment to areas of needs or student specific skills. Assistive technology recommendations and equipment needs are then utilized on a trial basis. Assistive Technology assessments should not be viewed as a onetime assessment, but rather an ongoing process for determining appropriate equipment needs based on trial use.

Outcomes: Participants will be able to:

- Demonstrate assessment techniques appropriate to address Assistive Technology
- Demonstrate appropriate feature match for Assistive Technology needs
- Understanding of IEP process and legal implications in relationship to Assistive Technology
- Utilize assessment techniques and a team approach to address specific student's needs in relationship to assistive technology.
- Address a variety of options to assess and determine appropriate Assistive Technology

41. AAC Assessment to Intervention – Certificate Program

Presenter: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/
Assistive Technology Specialist

Intended audience: Speech Language Pathologists, Assistive Technology Teams

Time: 7 full days

*This training leads to a certificate verifying specific training in assessing **Augmentative Communication** needs, promoting a decision-making process to make appropriate recommendations utilizing critical thinking. During this training, individuals will be required to complete three **Augmentative Assessments**, and other assignments related to **Augmentative Communication**. Attendance on all seven full day sessions and satisfactory completion of projects and assignments are required to receive the certificate.*

Augmentative Communication Assessment is multifaceted. This dynamic assessment process encompasses current communication skills, overall language (receptive and expressive language), social/pragmatic language, speech/intelligibility, and communication device access. Each augmentative communication system is unique, and each system is a different language base. The assessment process to determine the appropriate communication system needs to take into account the individual’s current communication mode, selecting a new method of communication and determining the best way to implement the new communication system. For the communication system to be functional, often adaptations will need to be made within the environment (communication expectations-demands). The assessment should focus on four basic questions:

1. What are the child’s communication needs or goals?
2. What are the child’s strengths and abilities?
3. What barriers are preventing the child from achieving his or her full communication/participation potential?
4. What aids and adaptations (e.g. AAC devices or systems, environmental modifications, policy changes, etc.) will best accomplish the child’s goals given his or her strengths and abilities, and current circumstances?

Assessment for AAC is an ongoing process, which includes documentation of progress, trial therapy, and adaptations or modifications to the AAC system. The AAC device or system is selected based on a feature match. The feature match, not only includes current features needed in a communication, but will need to address future needs as well.

Outcomes: Participants will be able to

- Demonstrate assessment techniques appropriate to address Augmentative Communication
- Demonstrate appropriate feature match for AAC needs
- Understanding of IEP process and legal implications in relationship to AAC
- Utilize assessment techniques and a team approach to address specific students needs in relationship to communication
- Develop an AAC intervention plan.

BEHAVIOR

42. Maximizing Student Engagement; Minimizing Disruptive Behavior!

Presenter: Jodie Dittmar

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

Time: 3 or 6 hours

Do you need effective ways to increase the engagement of all students in the classroom (including 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 included in this *highly interactive workshop*. Proactive strategies to increase student engagement will be shared to decrease the need for reactive behavioral strategies. We’ll also take a look at both RTI and functional behavior supports that are *workable, efficient and effective*.

Outcomes: Participants will be able to:

- Immediately apply many active learning strategies with groups and individuals in their own classrooms
- 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



DIFFERENTIATING INSTRUCTION

Updated

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

Presenter: Jodie Dittmar

Intended Audience: All elementary educators

Time: 3.5 or 6 hours

(Highly effective when planned as 3 sessions [2 hours each] with teacher implementation between intervals.)

Today’s elementary teacher must be “on his/her toes” to address the needs of individual students in light of RtI², IEPs, 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 RtI² Common Core, mainstreaming, and varied student needs within the general education setting
- Develop differentiation strategies for their own classrooms and students
- Consider needs specific to elementary school content and instruction
- Gain resources and differential strategies for varied student needs

Updated

44. “How to Waltz in a Hip Hop World” Differentiating Instruction for Middle and High School Students

Presenter: Jodie Dittmar

Intended Audience: All middle and secondary level educators

Time: 3.5 or 6 hours

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 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 RtI², Common Core, 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, scheduling of classes, graduation requirements, assessments and the exit exam



45. Three in One! Direct Instruction, Student Engagement, and Differentiation!

Presenter, Jodie Dittmar

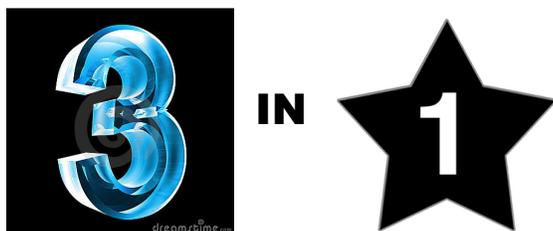
Intended Audience: All elementary level educators and interested others

Time: 1.5 or 2 hours (Also an effective a 3-session series with teacher implementation between intervals.)

This fast-paced workshop, (perfect for after school staff development), provides a general overview of each of these important instructional concepts. Specific examples will be demonstrated through implementation within the workshop.

Outcomes: Participants will

- Define and gain examples of each of the three highlighted topics
- Consider each topic in light of his/her own classroom and school for implementation
- Participate in using several strategies relative to increasing student engagement and improving instruction and student outcomes in all settings



46. Tools, Technology and Tips to Increase Student Focus & Work Completion in Grades 7-12

Presenter: Jodie Dittmar

Intended Audience:

Time: 3 ½ hours

Students who come to class unprepared to learn create challenges for themselves and for their teachers. **For students with Attention Deficit Disorders (ADD or ADHD), learning disabilities, or other life hurdles**, task completion can be challenging. Difficulties in focus and attention can be stressful and limit growth toward Common Core standards, IEP goals, and graduation requirements. This workshop will involve participants in the review and immediate use of instructional tools and strategies to increase student success.

Outcomes: Participants will:

Review common difficulties that impair student attention, organization and success in upper grade classrooms.

Use, and be able to immediately employ, strategies helpful to students with limited focus and engagement.

Gain proactive strategies to increase student engagement, independence, and success within the classroom, as well as in homework completion.

EARLY CHILDHOOD

47. Stepping Stones to Early Childhood Development

Presenter: Laura Lavery and/or Michelle Austin

Intended Audience: Early Childhood General and Special Education teachers and para-professionals

Time: 2 hours

This training provides an overview of typical childhood development from 12 months through 5 years of age in the areas of gross motor, fine motor, language, cognition and social emotional. While all children grow at their own pace, there are certain milestones of awareness relevant for the involved adult. Delayed milestones often signal areas where the child might need help.

Outcomes: Participants will:

- Become familiar with key milestones in development
- Become familiar with the red flags of delayed development



48. Creating the Bridge to Empower Parents

Presenter: Laura Lavery and/or Michelle Austin

Intended Audience: Early Childhood General and Special Education teachers and para-professionals

Time: 2 hours

Recent studies indicate that when families are involved in their children's education in positive ways, the children achieve, have better attendance at school, and demonstrate more positive attitudes and behavior. One way to foster children's learning is through joint efforts that involve both families and school personnel. Parents and teachers share the responsibility for creating a working relationship that will help children succeed.

Outcomes: Participants will:

- Explore the key elements of building a collaborative relationship with the parents of young children
- Learn about Person-Centered Planning



49. Setting the Foundation for Communication Opportunities

Presenter: Laura Lavery and/or Michelle Austin

Intended Audience: Early Childhood General and Special Education teachers and para-professionals

Time: 2 hours

Being able to communicate fluently enables a child to learn, build relationships and succeed in life. Children begin to communicate from the time they are born, and from there they learn the vast rules that make up speech and language. Speech and language are two interrelated, but different building blocks of communication. They are both tools that allow one to convey ideas, thoughts and concerns. Speech is the act of talking. Language is the framework of rules that allow a group of children to exchange words with meaning. Language doesn't require speech, as it may be signed, written or gestured.

Outcomes: Participants will:

- Learn practical, interactive strategies to help children to interact and communicate during everyday interactions
- Learn how to create and take advantage of everyday opportunities to promote the child's social communication and language development
- Become familiar with the OWL method (observe, wait, listen)



50. Shaping Positive Early Childhood Behaviors

Presenter: Jodie Dittmar

Intended Audience: All Early Childhood General /Special Education educators and para-professionals

Time: 2 hours

Children's behavior is dependent upon their developmental level and the parent's parenting styles. An important task for adults is to help the child learn what behaviors are appropriate and which behaviors are not allowed. The way children are parented when they are young, influences the type of people they become. This training will provide participants an overview of the developmental levels of children 12 months to 5 years old, as well as varied parenting styles.

Outcomes: Participants will:

- Become familiar with typical development and the behaviors associated with each level of development
- Utilize child developmental level information to explore problematic and typical behaviors
- Become familiar with the three styles of parenting



51. Building Blocks of Purposeful Play

Presenter: Laura Lavery and/or Michelle Austin

Intended Audience: Early Childhood General and Special Education teachers and para-professionals

Time: 2 hours

"Play is nature's training for life. (David Lloyd George) "By playing, children learn and develop as individuals and as members of the community" (Best Play, NPFA 2002). A mix of active, imaginative, and creative play makes for a balanced diet of play. Playing with friends is a way for the child to learn important social skills.

Outcomes: Participants will:

- Learn why play is important
- Become familiar with the life-long benefits of play
- Explore items at home that can be used for play





52. PLANTING THE SEEDS OF EARLY LITERACY

Presenter: Jodie Dittmar

Intended Audience: Early Childhood General and Special Education teachers, SLP's and para-professionals

Time: 2-3 hours

We must ensure that ALL children enter school as ready to read as possible. Talking, singing, reading to young children, and other activities will be explored in this workshop to help parents ensure their child is ready for school and more specifically, to learn to read!

Outcomes: Participants will:

- Review the language, print and experiential foundations for building strong literacy skills
- Practice activities to help families enhance their children's early language and literacy skills



Series: Creating Lifelong Learners Starts in Early Childhood

Presenter: Laura Lavery

Intended Audience: Early Childhood General and Special Education teachers and para-professionals

Time: The five trainings may be provided in a series over the course of the year or as stand-alone workshops. Each training is 2 hours.

Children are our future. Research has shown that early intervention which provides the best possible foundation for children’s learning and development is important. Early interventions have been shown to lead to school readiness, better relationships between parents and children, and improved social and emotional development. Children learn better when they are excited and engaged.

53. Strategies to Encourage Young Children to be Active Learners at Work and Play

54. Strategies to Develop Persistent Young

55. Strategies to Develop Thinking Skills During the Early Childhood Years

56. Strategies to Develop Higher Level Thinking Skills in Young Children: Independence and Cooperative Learning

57. Strategies to Promote Meaningful Learning Through Real-Life Experiences



58. Play-based Assessment

Presenter: Laura Lavery

Intended Audience: Early Childhood General and Special Education teachers and support staff

Time: 3 hours

A transdisciplinary play-based assessment brings parents and professionals together and gives clinicians the opportunity to evaluate young children in a natural environment of structured and unstructured play. Developed by Toni W. Linder, Ed.D., professor in the College of Education at the University of Denver, the model is less stressful for children and less intimidating to the family.



Outcomes:

- Learn about the five areas of development as defined by Dr. Linder:
 - Cognition and general knowledge
 - Sensorimotor
 - Social-emotional
 - Communication
 - Self-help
- Understand the 6 phases of play
- Learn how the information obtained during the assessment can be translated readily into intervention goals and objectives.
- Learn several strategies that are available for children who lack functional play
- Discover what the child is ready to learn



59. Developmentally Appropriate Practices (DAP) and Play

Presenter: Laura Lavery

Intended Audience: Early Childhood General and Special Education teachers and support staff

Time: 3 hours

As NAEYC defines it, developmentally appropriate practice (DAP) is a framework of principles and guidelines for best practice in the care and education of young children, birth through age 8. It is grounded both in the research on how young children develop and learn and in what is known about education effectiveness. The principles and guidelines outline practice that promotes young children's optimal learning and development.

Outcomes: Participants will:

- Define the benefits and types of play and describe different ways teachers can value and enable children's play
- Realize the benefits and characteristics of high-level, mature play
- Examine the importance of play in the development of self-regulation and executive functioning
- Discover a variety of teaching strategies that enhance children's play



LITERACY

60. It's Never Too Late! Teaching Reading to Older Struggling Students

Presenter: Jodie Dittmar

Intended Audience: General and special education teachers, RSP, and reading intervention staff

Time: 3.5, 6 hours, or as an after school staff development project to create systemic implementation.

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 implementation in upper elementary, 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



61. What's the Word on Words? Vocabulary Support to Assist Struggling Students meet Requirements of Common Core Standards Text Comprehension



Presenters: Jodie Dittmar

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

Time: 3 ½ hours

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 other activities to prompt immediate classroom application will be actively used within the workshop to practice and brainstorm ways to use these activities in the classrooms. 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:
 - Preteach Content Vocabulary
 - Use graphic organizers for both instruction and student demonstration of learning
 - Provide effective whole group and individual vocabulary instruction
 - Provide individualized students accommodations to enhance content comprehension and meet Common Core standards

PARAPROFESSIONAL STRAND

Intended Audience: Paraprofessionals, Aides or Instructional Assistants

62. Behavior Supports: The Basics! - The Powerful Role of the Paraprofessional

Presenter: Jodie Dittmar

Time: 3 ½ hours or 6 hours

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

Participants will enhance their knowledge of:

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

63. Maximizing Student Engagement, Minimizing Disruptive Behaviors – How a Paraprofessional Can Help

Presenter: Jodie Dittmar

Time: 3 ½ hours

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

Participants will:

- Review various disabilities and other student needs which impact a student’s participation in the classroom
- Participate in activities to proactively increase student engagement.
- Participate in activities to proactively and reactively address common classroom behavior problems.



64. Maximizing Small Group Instruction

Presenter: Jodie Dittmar

Time: 3 ½ hours

This workshop will provide paraprofessionals with description, modeling and video review to facilitate incorporation of “best practice teaching methodology” into their own small groups.

Participants will gain:

- Strategies to increase engagement and participation from all students
- Cueing techniques to encourage accurate and frequent responses.
- Effective tools to “check” their own instructional strategies now and in the future.

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

Presenter: Jodie Dittmar

Time: 3 ½

This workshop provides a solid background of the essential elements of teaching reading to struggling older readers in 4th through 12th grades, reading at 1st to 4th grade levels.

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

66. Digging for Meaning: Supporting Comprehension in Content Text and Teaching Toward Common Core Standards

Presenter: Jodie Dittmar

Time: 3 ½

This training will focus on the paraprofessional’s role in facilitating comprehension in the content areas (i.e., literature, social studies, and science, etc.). Skills necessary to read and comprehend content material will be discussed in detail and practices during the workshop.

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



67. What Is the Common Core and How Do I Help Implement It?

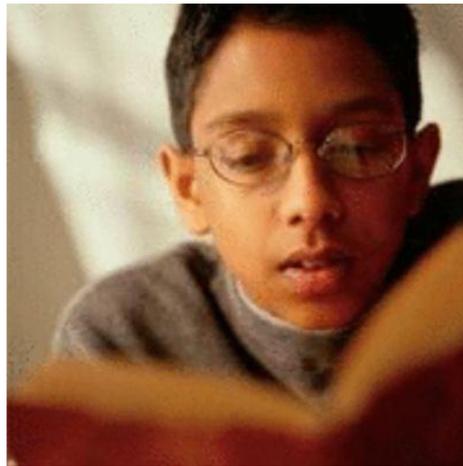
Presenter: Jodie Dittmar

Time: 3 hours

Implementation of the Common Core is revolutionizing the focus and measurement of student learning in today's classrooms. This workshop will review the impacts of this change upon individual schools, classrooms, and students with special needs.

Paraprofessionals will:

- Define the overall impacts of Common Core Standards in relationship to both general and special education.
- Relate these changes to their own day-to-day activities.
- Implement use of several strategies and resources to assist them (now and in the future), as they work with students and teachers alike.



68. The Paraprofessional's Role in Differentiating for Students with Language/Literacy Needs

Presenter: Jodie Dittmar

Time: 3 ½ hours

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.

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
- Best Practices and Treatment Options enhance their collaboration and support of other educational staff

69. The Paraprofessional's Role in Differentiating Instruction for Students with Organizational, Behavior and Attention Challenges

Presenter: Jodie Dittmar

Time: 3 ½ hours

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 not only for themselves, but for their teachers and paraprofessionals as well! For students with **Attention Deficit Disorders (ADD or ADHD), learning disabilities**, or otherwise hectic lives, 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.

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
- Enhance opportunities to individually support and reinforce students while teachers address whole class learning expectations

70. How to be a Para-Pro

Presenter: Michelle Austin

Intended Audience: Speech-Language Pathologists, School Psychologists, Special and General Education Teachers, and Administrators

Time: 3 hours

Based on the “How to be a Para Pro” book, by Diane Twachtman-Cullen, this training includes information on autism spectrum disorders. Para Educators need to have tools to support individuals with autism in the classroom. This training will discuss the art and science of working with students. Specific tools will be added to your personal tool box to help students on the autism spectrum within the classroom environment. These tools will address: visual strategies, behavioral concerns, organization of materials, and environmental supports in addition to others.

Outcomes: Participants will be able to:

- Become familiar with characteristics associated with an Autism Spectrum Disorder
- Identify tools to support students
- Learn to implement the Transactional Interaction Model for Educational and Behavioral Supports



SPECIALIZED TOPICS

71. Co-Teaching, Collaboration and Classroom Success

Presenter: Jodie Dittmar

Intended Audience: Educators

Time: 3.5 hours

Co-teaching can be a highly effective model of instruction that maximizes staff resources and facilitate peer coaching and increases both student accountability and differentiated instruction. This workshop will provide a general review of evidence-based practices in co-teaching, as well as provide examples and strategies to maximize efficiency and increase student learning, and generally make it a more successful experience for all!

Outcomes: Participants will:

- Define what co-teaching is and is not.
- Examine “what works” and “what doesn’t” when implementing co-teaching models
- Determine ways to improve collaboration, consultation and coaching
- Explore new strategies for effective co-teaching practices and leave with tools to effectively consider, evaluate, and improve co-teaching and other collaboration models in the future.

Note: Please see page 40, Three in One! Direct Instruction, Student Engagement, and Differentiation!

72. Concussions: More Than Just a Bump on the Head! (Traumatic Brain Injury)



Presenter: Michelle Austin

Intended Audience: Educational professionals, service providers, parents, nurses, etc.

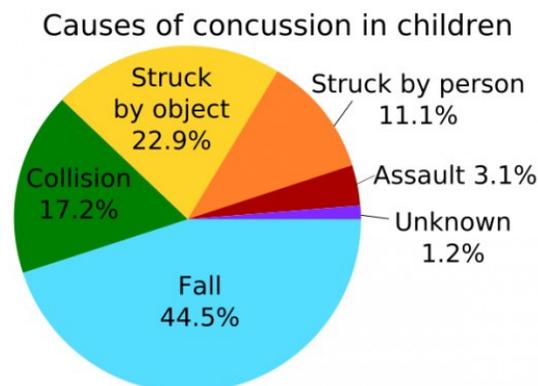
Time: 2 hours

Sports-related head injury is receiving significantly more attention recently, and multiple research studies indicate that there are long term effects of repeated concussions. Concussions are not just sports injuries. They occur within a variety of environments and impact adults and children alike. Educational systems often are not equipped to address the complex transitory and long term needs of students with concussions (Mild Traumatic Brain Injury). Mild Traumatic Brain injuries exacerbate underlying cognitive and psychosocial weaknesses, yet educators often do not know if or how to provide instructional support to a student that was academically successful prior to the injury.

This presentation will create awareness of the challenges and support that both the child and family may need to move toward recovery and acceptance. Research-based strategies and the presenter's personal experiences highlight the unresolved issues that impact learning when the student is medically cleared to return to school.

Outcomes: At the conclusion of this course, participants will be able to:

1. Describe a variety of teaching tools to support mild traumatic brain injury
2. Identify symptoms of mild traumatic brain injury
3. Develop tools to help support individual teams in addressing the needs of individuals with mild traumatic brain injuries
4. Describe a variety of teaching tools to support mild traumatic brain injury



SPEECH AND LANGUAGE

72. The Road Less Traveled: Working with Students who are Non-Verbal

Presenter: Michelle Austin

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

Time: 1 to 3 hours

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.

Participants will:

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

73. Building Communication Opportunities Throughout the Day

Presenter: Michelle Austin

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

Time: 1 to 3 hours

This session 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 these students to generalize specific communication strategies and build upon functional communication.

Outcomes: Participants will be able to:

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

74. Oral Motor Feeding Issues with the School-Aged Child

Presenter: Michelle Austin

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

Time: 3 hours

This session will discuss oral motor, school lunch modifications, and feeding issues for students. Feeding modifications for students with significant oral motor concerns 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 students safe during meal times, as well as information pertaining to 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

75. Selective Mutism: Assessment and Intervention Strategies

Presenter: Michelle Autism

Intended Audience: Speech-Language Pathologists, School Psychologists, Special and General Education Teachers, and Administrators

Time: 6 hours

Individuals with Selective Mutism are at a significant disadvantage personally, socially, and educationally. These “quiet” children are not just choosing not to communicate. Selective Mutism is described as social Communication anxiety. It not only affects verbal communication, but also nonverbal communication skills. Selective Mutism is no longer a rare disorder, with a prevalence of 1 in 143. This training will discuss assessment and treatment of students with Selective Mutism utilizing a team approach.

Outcomes: Participants will be able to:

- Understand a multifaceted assessment approach
- Identify members of a transdisciplinary team
- List and understand the four stages of Selective Mutism
- Identify evidence-based treatment approaches

76. Differential Assessment and Interventions for Students With Significantly Reduced Speech Intelligibility

Presenter: Michelle Austin

Intended Audience: Speech Language Pathologists

Time: 6 hours

The differentiation of childhood apraxia of speech from severe phonological disorder, is a common clinical problem. Severe speech impairment may result from a variety of etiologies and may represent linguistic impairment, motor speech impairment, or both. Differential diagnosis typically refers to the process of determining the appropriate classification or label for the speech sound disorder, such as phonologic impairment, childhood apraxia of speech, or dysarthria. More important and the label, however, is the determination of the relative contribution of cognitive versus linguistic versus motor impairment, because children with speech sound disorders frequently exhibit impairment in more than one area. Determining the degree to which the child is struggling to learn the rule-governed system of phonology, compared with having problems planning and programming movement gestures for speech, directly affects appropriate treatment planning. Each disorder lends itself to specific treatment approaches. Determining the correct diagnosis can improve the child’s ability to make progress on specific speech and language goals. This training will discuss differential diagnosis and various treatment approaches specific to each disorder.

Outcomes: Participants will be able to:

- Differentiate between
 - Articulation disorder
 - Phonological disorder
 - Apraxia
 - Dysarthria
- Determine appropriate assessment tools
- Understand treatment approaches related to the diagnosis

A variety of trainings are available on our website: www.dcc-cde.ca.gov

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

Developed by Desiree Rodgers, M.D., M.P.H., F.A.A.P., Developmental and Behavioral Pediatrician

VIDEO SERIES ON ASPERGER SYNDROME

If I'm So Smart, Why is School so Hard?

Presenter: Bev Long, M.S., Retired 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





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