Professional Learning Opportunities

DIAGNOSTIC CENTER CENTRAL CALIFORNIA
1818 W. ASHLAN AVENUE
FRESNO, CA 93705
559-243-4047
www.dcc-cde.ca.gov
CALIFORNIA OF EDUCATION
Diagnostic Center, Central California
Service Area
# TABLE OF CONTENTS

Diagnostic Center, Central California Service Area ........................................ 1  
Table of contents............................................................................................... 2  
Overview ............................................................................................................. 3  
How to Schedule Training .................................................................................. 3/4  
Sample Diagnostic Center Training Agreement ............................................... 5  
Comprehensive Professional Development Projects ........................................ 6  
Introducing Our Presenters ............................................................................... 7  
Specialized Topics ............................................................................................. 10  
Assistive Technology Certificate Programs ................................................... 15  
Autism Spectrum Disorders and EBPs............................................................... 23  
Moderate and Severe ....................................................................................... 44  
Early Childhood ............................................................................................... 54  
Language & Literacy ...................................................................................... 59  
Paraeducators .................................................................................................. 62  
Speech and Language .................................................................................... 70  
Student Engagement and Behavior ................................................................. 77  
Emotional and Behavioral ............................................................................... 82  

---
The Diagnostic Center, Central California offers formal professional learning activities to Local Education Agency (LEA) staff and parents and other educational professionals. Our topics are based on statewide and local needs assessments, as well as other areas of interest. As the provision of assessment services is our primary responsibility, we may not be able 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
- A select few workshops offered at the Diagnostic Center
- Comprehensive Professional Development Projects
- Consultation Services

HOW TO SCHEDULE TRAININGS

Trainings are scheduled in an equitable manner to Local Education Agencies, Special Education Local Planning Areas, Regional Coordinating Councils and local districts. There are no fees for our services. Sponsoring agencies are responsible for costs involved with materials to be duplicated, securing the site, advertisement of the workshop, refreshments and other like costs.

To request trainings, please refer to “How to Schedule Trainings” in the following section. If you have any specific questions, please contact: Melanie Johnson, Director, by email at mjohnson@dcc-cde.ca.gov or by phone 559-243-4047.

*Please submit your request(s) for 2018-19 no later than October 26, 2018.
How to schedule trainings:

Review the training manual and select topics – The manual can be viewed online or downloaded at [DCC manual online](#).

- Identify two or more potential training dates and be sure to include time span.
- Identify the contact person who will be responsible for coordinating the training.
- Connect to DCC website [Diagnostic Center Website](#).
- Click on the “Schedule a Training with Diagnostic Center Central” button towards the top, center of the page.
- Access the Request for Training form by clicking on the “Here” link of the first line of instructions and select “Save” or “Save As” to your hard drive when prompted. Fill in the necessary information in the document. Once the document has been completed with your requested trainings and required information, please save the document and send as an email attachment to: [dcctrainings@dcc-cde.ca.gov](mailto:dcctrainings@dcc-cde.ca.gov). If you have special requests or specific questions, you can contact Melanie Johnson, Director, 559-243-4047.
- You will be contacted via email or by phone with a confirmation or request for further details.
- Once topics, dates, and times are confirmed, Chris Garcia, Office Services Supervisor II, will develop and email you the contract/training agreement.
- Complete and return the DCC training agreement (Example Pg. 6) to Chris Garcia, Office Services Supervisor II. [cgarcia@dcc-cde.ca.gov](mailto:cgarcia@dcc-cde.ca.gov)
- **The training is not confirmed until the signed training agreement is received.**

Following confirmation of a training:

- Secure the training site and arrange for room set-up.
- Any updates or changes regarding the training site or time must be communicated to the DCC prior to the training date.
- A “Certificate of Completion” is available for dissemination to participants at the conclusion of each workshop. Expect to receive workshop evaluations and certificates of completion 2-3 weeks prior to the training date.
- *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.*
- Due to Section 508 ICT—Do not post DCC materials on your external websites.
- It is required that DCC evaluations are disseminated and provided to the trainer at the conclusion of the training.
Diagnostic Center Training Agreement

SAMPLE DOCUMENT

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

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

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

In the event there are last minute changes, such as the venue, or the presenter needs to relay information on the day of training, please provide contact information below:

District Contact person on day of training:

Name: ________________________________
Phone: ________________________________

Please note this person may need to be available after regular business hours for evening workshops.

Diagnostic Center Contact Persons:

Chris Garcia, Office Services Supervisor II
Phone: 559 / 243-4047
Email: cgarcia@dcc-cde.ca.gov

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: Chris Garcia, Office Services Supervisor II
1818 West Ashlan Avenue
Fresno, CA 93705 (559) 243-4047
The Diagnostic Center provides a variety of Technical Assistance opportunities 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

Project topics could include Autism Spectrum Disorders, Evidence-Based Instructional Strategies, Differentiated Instruction, Literacy, Assistive Technology, Student Engagement, Severe Disabilities, Individualized Behavior Interventions and Classroom Management.
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 500 workshops and trainings provided for California schools and programs. Current projects include serving as a leadership member of the California Autism Professional Training and Information Network (CAPTAIN) 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.

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 California 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 on 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 Autism 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 credentials in the education of deaf and hard of hearing students, and in educational administration as well as experience in 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. Jodie has also implemented projects that provide on-going coaching and supports to teachers and/or paraeducators.

Laura Lavery, M.A., Education Specialist was a teacher for 19 years, prior to working at the Diagnostic Center. She provides assessment and training services to local educational agencies (LEAs) in diagnoses and instructional planning for students, ages 3 through 21, who exhibit a wide variety of disabilities and functional levels and who are complicated or puzzling enough to require assistance beyond the resources available from local district specialists. She also provides consultation, technical assistance and professional development trainings upon request by LEAs and SELPAs. 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 Diagnostic Center has included teaching classes at California State University, Fresno; National University, Fresno; Fresno Pacific University and Fresno City College.
Gwen Deeter, M.S., Education Specialist, joined Diagnostic Center Central California in 2008. She has over twenty years of experience teaching general education, reading intervention, and special education in public schools at the elementary level. She has also taught classes on special education at the university level. She has had extensive training and practical experience in diagnostic assessment and interventions to meet the learning needs of students with a wide range of disabilities in special education. She is also a Nationally Certified Educational Diagnostician (NCED 0768). Gwen earned a master’s degree in special education from California State University, Fresno, and a bachelor’s degree in elementary education from the University of Wyoming.

Patricia Derorian, M.A., Education Specialist has worked professionally in the special education field over the past 40 years in the capacity of an administrator, school psychologist, and education specialist. Her experiences span from working with special education students in preschool settings through post-secondary levels as well as community college. She has served in the following special education programs: Specialist Programs, preschool, non-severe special day classes, severe special day classes, autism programs, emotional disturbance, deaf and hard of hearing, and Home Hospital Instruction. In addition, Patricia has taught various special education courses at Fresno Pacific University in the general education and special education credentialing programs.
1. 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 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.

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

- Describe a variety of teaching tools to support mild traumatic brain injury.
- Identify symptoms of mild traumatic brain injury.
- Develop tools to help support individual teams in addressing the needs of individuals with mild traumatic brain injuries.
- Describe a variety of teaching tools to support mild traumatic brain injury.
2. **Reaching Students Impacted by Environmental Adversity, Trauma or Foster Care Placement**

Presenter: Jodie Dittmar

Intended Audience: Teachers, Counselors, Psychologists, Social workers, Nurses, Administrators, Behavior Support Aides and/or others assisting "at risk" youth.

Time: 3 - 6 hours (Please contact the presenter regarding options in implementation of this workshop and to discuss alternative ways to make it most meaningful to your participants. This may include the 3 hr. workshop (focused more solely on academic implications and classroom behaviors of students impacted by environmental adversity or a 6-hour, integrated workshop with opportunities to more broadly impact your student community.)

In this workshop the community of people assisting students from environmentally challenged settings and/or foster care placement can consider both research findings and day to day experiences of students impacted by such things as poverty, homelessness or trauma.

Invisible impacts to cognitive, emotional and behavioral development will be considered and interruptions to language, literacy, and classroom engagement addressed. Practical examples of Multi-Tier Systems of Support (MTSS), integration of mental health, home and community supports will be considered within day to day tasks like homework, following directions, problem solving and peer relationships.

**Participants will be able to:**

- Gain research findings from medical, mental health and educational experts
- Consider application of “what works” solutions in both systemic and individual student needs
- Expand knowledge of resources and tools for students whose academic and behavioral success has been impacted by prenatal exposures, trauma, poverty, homelessness or foster care placement
3. Essential Elements of Effective Secondary Transition Planning

Presenter: Gwen Deeter

Audience: Special Ed Teachers

Time: 1, 2 or 2.5 hours

This training will provide information regarding the essential elements of secondary transition planning services as defined in IDEA and the State Performance Plan (Indicators 13 and 14). Updates on current legislation at the state and federal levels for youth with disabilities regarding transition to post-secondary and training and employment will be presented.

This training will discuss the components of an IEP with a transition plan. This includes the mandates of writing appropriate, measurable post-secondary goals; using age appropriate assessments; transition services; course of study; annual IEP goals; student participation in the IEP; and participating agencies’ invitation to attend IEP.

This training will also provide evidence based practices to assist in teaching youth transition-related skills and resources to assist with effective transition planning.

Participants will be able to:

- Develop an IEP with a secondary transition plan that meets federal and state mandates.
- Utilize evidence based practices and resources for effective transition planning.
4. Evaluating the need for 1-1 Assistants for students with IEPs

Presenter: Ananda Aspen M.S., Education Specialist

Audience: Special Education. Teachers, Speech Language Pathologists, School Psychologists, Administrators, General Education. Teachers, School Nurse, Special Education Administrators, Program Specialists, SELPA Directors

Time: 1.5 hours

This training provides an overview of the legal requirements of IDEA and the increasing commonality of requests for 1:1 assistants for students with high-intensity needs. However, the presentation will also provide a summary of the research with regard to the benefits and disadvantages of 1:1 aides, and finally, emphasize the IEP Team’s responsibilities with regard to considering a request for 1:1 support, making the final determinations and documenting it on the IEP. The development of a plan to fade support will also be addressed. This workshop is geared towards administrators and certificated members of the IEP team.

Participants will be able to:

- Understand the procedures that IEP Teams must follow to make decisions regarding the type of support the student will need and when necessary, and how the support should be documented on the IEP.
- Consider the impact that direct support has on not only the student, but the other professional and service personnel who work with the student, and on the parent/teacher relationship.
- Determine through case study approach when 1:1 support is necessary, and when a plan should be put in place to eventually fade that support.
5. Section 504: What’s it all About?

Presenter: Patricia Deroian

Intended Audience: General and Special Education Teachers

Time: 1, 2 or 2.5 hours

The participants will learn about the history and laws regarding special education services which include IDEA, 504 and ADA. They will learn about the similarities and differences between these three laws and the responsibility of school systems and requirements for providing FAPE to students in the general education program. The participants will be able to identify the major qualifying criteria to meet 504 eligibility. The participants will be informed of some of the terminology associated with 504 such as: least restrictive environment, procedural safeguards, parent consent, FAPE, OCR, equal opportunity, physical setting, compliance, etc. At the conclusion of the training, participants will be informed of resources and strategies to support students with special needs in the general education environment.

Participants will be able to:

- Understand the history that led to the 1973 504 Rehabilitation Act and identify the similarities and differences between IDEA, 504, and Title II of the Americans with Disability Act (ADA).
- Learn about responsibilities of public schools regarding the requirements of section 504 of the Rehabilitation Act.
- Be introduced to strategies that will help support students with 504 plans in the classroom.
6. AAC and Literacy

Presenters: Michelle Austin

Intended Audience: Speech Pathologists, Special & General Educators interested in supporting universal access and literacy instruction for all students

Time: 3 hours

Children who utilize Augmentative or Alternative Communication can be at a disadvantage to learning literacy skills. Research has shown that many individuals who use AAC have less advanced literacy skills. Literacy is learned through interaction with all types of literacy experiences (listening, speaking, reading, writing). Barriers for students with AAC can be related to restricted language participation, lack of experiences, decreased time spent on literacy activities, and difficulties with interactions in literacy experiences. The National Reading Panel recommends instruction in five areas to develop reading: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Of particular importance during early instruction is the development of emergent literacy skills. Emergent literacy skills include written language awareness (phonics) and phonological awareness. The purpose of this presentation is to highlight several evidence based strategies for teaching literacy skills to children who use AAC.

Participants will be able to:

- Discuss literacy principles that impact literacy acquisition in AAC users.
- Describe the main components of literacy and implications for AAC users.
- Explain three evidence-based therapeutic interventions that target language and literacy development for AAC users.
7. AAC Assessment to Intervention – Certificate Program

Presenter: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist and Laura Lavery, Education 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 and promotes a decision-making process to make appropriate recommendations utilizing critical thinking. During this training, individuals will be required to complete three Augmentative Communication Assessments, as well as 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 has 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.
Participants will be able to:

- Demonstrate assessment techniques appropriate to address Augmentative Communication
- Demonstrate appropriate feature match for AAC needs
- Develop an understanding of the 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

Please check scheduled offerings to determine if there is one offered in your area

[Diagnostic Center scheduled trainings]
8. Assistive Technology and Math

Presenters: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist Laura Lavery, M.A., Education Specialist

Intended Audience: Special and General education. Teachers, Speech Language Pathologists, School Psychologists, Administrators General Ed, Parents, Special Education Administrators, Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Assistive Technology (AT) can be very helpful for individuals who struggle with math (dyscalculia). Students with disabilities face a particular challenge as they struggle to attain proficiency in mathematics. AT tools for math are designed to help with computing, organizing, aligning, and copying math problems down on paper. AT can support the increase in math accessibility for students of all ability levels and can assist students with achieving fluency and automaticity with important mathematical information.

AT can increase a child’s self-reliance and sense of independence. Students who struggle in school are often overly dependent on parents, siblings, friends and teachers for help with assignments.

Participants will be able to:

- Describe difficulties of students who struggle with math
- List assistive technology for students with difficulties with mathematics
- Create a list of assistive technology tools that may benefit students who struggle with the components of math: writing, listening, memory, reading, motor
9. Assistive Technology and Organization

Presenters: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist Laura Lavery, M.A., Education Specialist

Intended Audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, General Education Administrators, Parents, School Nurse, Adapted PE Specialists, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Assistive Technology is an item program or piece of equipment used to improve instruction as well as the functional capabilities of students. For self-monitoring and organization skills, the majority of assistive technology used is low tech, although a couple high tech options are available.

- Low tech options do not require much training, not mechanically complex, most commonly used in the classroom
- High Tech options require training, mechanically complex, typically used by or with the teacher

Many students are expected to use the following components of the organization process: self-organization; information management; time management; or materials management. Many students struggle with organization. Assistive technology (AT) tools can help a student plan, organize, and keep track of his calendar, schedule, task list, contact information, and miscellaneous.

Participants will be able to:

- Describe the components of organization
- List strategies to support areas of organization
- Differentiate the components of organization and strategies to support them
10. **Assistive Technology Assessment Certificate**

Presenters: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/ Assistive Technology Specialist Laura Lavery, M.A., Education 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

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 at all seven full day sessions and satisfactory completion of projects and assignments are required to receive the certificate.

Assessment for Assistive Technology is accomplished through a thorough assessment of skill 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 one time assessment but rather an ongoing process for determining appropriate equipment needs based on trial use.

Participants will be able to:

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

Please check scheduled offerings to determine if there is one offered in your area.

[http://www.dcc-cde.ca.gov/dev.htm](http://www.dcc-cde.ca.gov/dev.htm)
11. **Assistive Technology to Support Individuals with Autism Spectrum Disorders**

Presenters: Michelle Austin, M.A., CCC/SLP Speech Language Pathologist/Assistive Technology Specialist Laura Lavery, M.A., Education Specialist

Intended Audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, Parents, Adapted PE Specialists, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Students diagnosed with an Autism Spectrum Disorder process visual information easier than auditory information. Research has shown that use of Assistive Technology can support individuals with autism spectrum disorders. Assistive Technology is defined as: “Any item, piece of equipment or product system acquired commercially off-the-shelf, modified or customized that is used to increase maintain or improve functional capabilities of individuals with disabilities.” When addressing AT needs, the assessment process includes a feature match to student needs. Assistive Technology assists students with autism spectrum disorders to process information through their stronger learning modality. This training will discuss a variety of Assistive Technology tools that can support individuals with an autism spectrum disorder.

**Participants will be able to:**

- Identify student characteristics/needs that can be addressed through Assistive Technology

- List assistive technology tools to support students with an Autism Spectrum Disorder

- Organize AT into core areas to support every aspect of daily living in order to improve the functional capabilities of individuals with autism.
12. Using Technology to Support the Essential Elements of Literacy Including Reading, Writing, Speaking and Language Skills

Presenters: Michelle Austin & Laura Lavery

Intended Audience: Special & General Education Teachers, Speech Language Pathologists, School Psychologists, Administrators General Education, Parents, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Literacy is learned through interaction with all types of literacy experiences (listening, speaking, reading, and writing). Children who have learning disabilities can be at a disadvantage to learning literacy skills. Research has shown that 39.8 percent of children in special education have been diagnosed with a specific learning disability. Given the passage of A.B. 1369, California is required to improve dyslexia identification, strategies for remediation, and educational services for students. Educational services are defined as being evidence-based, multi-sensory, direct, explicit, structured, and sequential. Assistive Technology is an evidence-based practice to support individuals with learning disabilities while increasing their independence and improving their literacy skills. Assistive Technology can offer powerful tools to students with learning disabilities by providing a wide range of supports.

Participants will be able to:

- Discuss assistive technology tools to support literacy
- Describe the main components of literacy and the implication for assistive technology use
- Discuss assistive technology tools in relationship to literacy acquisition
13. Antecedent-Based Interventions

Presenter: Ananda Aspen

Intended Audience: This workshop is designed for teachers, paraeducators, 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: 2 hours

Antecedent intervention procedures can be effective for children with ASD. 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.

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.
14. Autism Spectrum Disorders from 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 Autism Spectrum Disorders 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 this unique disorder. Some very interesting case studies will be presented and some surprising outcomes! Be prepared to learn, laugh and listen to what some individuals with autism would like us to know!

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 Autism Spectrum Disorders.
- Gain an overview of some evidence based practices and resources that may support families and schools.
- Using Technology to Support the Essential Elements of Literacy Including Reading, Writing, Speaking and Language Skills
15. Classroom Pivotal Response Teaching

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 spectrum disorders. 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.

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. Cognitive Behavior Intervention

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, Administrators, and Parents

Time: 2-3 hours

This workshop will provide an overview of an important evidence-based practice for elementary and high school-age learners (6-18 years) with ASD. Cognitive Behavioral Intervention (CBI) is based on the belief that behavior is mediated by cognitive processes. Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior. This workshop will share how to teach the learner to restructure their thoughts in a mindful manner to increase self-control and positive thinking, and to decrease stress reactivity and anger. CBI can be used to address social, communication, behavior, cognitive, adaptive, and mental health outcomes.

Participants will be able to:

- Explore how to integrate cognitive behavior intervention and practices into classroom instruction and positive behavior support systems through practical exercises.
- Review evidence-based practices that may be used in conjunction with CBI.
- Understand how to expand upon CBI through positive reinforcement and reflective problem-solving techniques.
17. Designing an *Early Intervention/Preschool* Autism Program – Evidence-Based Practices, Strategies for Implementation and Evaluating Outcomes

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 - 3.0 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.

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

Presenter: Ananda Aspen

Intended Audience: Administrators, Teachers, Related Service Providers

Time: 1.5 - 3 hours

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.

**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.
19. Developing an Evidence-Based Social Skill Program

Presenter: Ananda Aspen

Audience: Special Education Teachers, School Psychologists, and Speech Pathologists, Families, Administrators, Nurses, Program Specialists, and SELPA Directors

Time: 3 hours

Children and teens with social difficulties, such as those with ASD, ADHD, or other challenges, frequently struggle with friendships. This workshop will examine the research platform on which the rules and steps of social behavior can be taught and practiced as well as exploring the science of developing and maintaining friendships. Such methodologies are both evidence-based and accessible to schools, and the information given will focus on ecologically valid social skills (those that are naturally used by children and teens who are socially successful). The three key elements for developing an effective social skill program in a group or classroom setting will be reviewed, as well as social skill lesson examples such as how to enter a conversation, finding and choosing good friends, and in what manner one should respond to teasing or bullying. Tools and resources for designing and implementing a program will be covered.

Although this workshop is geared towards those who support individuals with ASD, the methods covered are applicable to teaching ecologically valid social skills to students who experience social challenges unrelated to autism.

Participants will be able to:

- Review evidence-based social skill practices and programs for elementary school children, teens and young adults with ASD.
- Understand the definition of ecologically valid social skills (teaching social behaviors that are naturally used by teens and young adults who are socially successful).
- Explore how to avoid common pitfalls such as giving misinformed advice; in its place teaching the ecologically valid rules and steps of social behavior to help students make and keep friends through the use of social skill programming that research shows is effective.
- Examine the tools and resources available for implementing an ecologically valid social skill program.
- Synthesize the three key elements that research indicates are crucial to a successful social skill group, and take away a planning form for guiding school decision-making and implementation.
20. Exercise

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, School Psychologists, Administrators, Paraeducators, School Nurses, and Parents

Time: 1-3 hours

This workshop will provide an overview of Exercise as an important evidence-based practice (EBP) for ASD and related disorders for elementary and middle school students (although this does not limit its use for other ages). Exercise can be effective in reducing challenging and stereotypical behaviors and increasing engagement and social-emotional health. The focus will be on practical applications for infusing exercise into the instructional program, how to use it in combination with other EBPs, and how to collect data.

Participants will be able to:

- Review exercise research as an evidence based practice for instruction and intervention in combination with other interventions as part of a behavioral package and as a stand-alone EBP.
- Explore how to integrate exercise into instructional programming and behavior management systems, infuse movement and strengthening procedures into lesson plans, use innovative and inexpensive tools and resources, and collect data.
- Understand how exercise can be used to reduce challenging behavior, increase appropriate learning behaviors, and improve motor skills and physical fitness.
21. 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.

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 impacts communication, engagement, and social cognition.
- Gain an overview of joint attention interventions and resources that may support families and educators.
22. New Dimensions in Autism Spectrum Disorders

Presenter: Ananda Aspen

Intended Audience: General and Special Education Teachers, School Psychologists, Speech Pathologists, Parents, Administrators, Nurses, Adapted PE Specialists and Paraeducators

Time: 2 hours

Research in Autism Spectrum Disorders (ASD) continues to evolve at an ever-accelerating pace. Keeping up with the new dimensions in how we assess, treat, and better understand the complexities of ASD can be both exciting and overwhelming. This workshop will present some of the recent avenues of exploration and findings in the fields of biology, technology, medicine, and education that are intriguing and which have implications for both current and future practice!

This workshop is fast paced and is designed to keep participants engaged and feeling like they are on the cutting edge of new dimensions in the science of understanding autism.

Participants will be able to:

• Review breaking research in the wider fields of autism
• Explore how this may affect assessment and educational practice
23. Parent-Implemented Intervention for Children with ASD

Presenter: Ananda Aspen

Intended Audience: Teachers, Specialists, Administrators, Paraeducators and Parents

Time: 1-3 hours

With parent-implemented intervention, parents are taught to use individualized intervention practices with their child to help them acquire/increase skills and/or decrease interfering behaviors associated with ASD. Goals are individualized to address the specific needs of the children, the concerns, and the strengths of families. Web-based training for behavior and social communication will be shared, along with other resources to help practitioners and families carry out a successful plan.

The participant will be able to:

- Describe the process of developing an individualized intervention plan based on identified goals, family characteristics, and the settings where intervention will occur.
- Describe the process of developing, implementing, and monitoring a structured parent training program that is based on the intervention plan and the preferences, characteristics, and concerns of the parents.
- Utilize web-based and digital training resources.
24. 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.

**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.
25. **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 and will learn the components of successful PRT programming.

**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.
26. Priming for Success and Reinforcing for Sustainable Progress

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Provider Agencies, Parents

Time: 3 hours

The National Standards Project (NSP) identifies key components of a successful behavioral program for children with ASD. 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.

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.
27. Self Management

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

Self-Management is described by the National Professional Development Center on ASD (NPDC) as an effective intervention to support academic skills, self-regulation, and interpersonal skills for individuals with ASD ages 3-22 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.

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.
28. Social Narratives

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

Social narratives 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 white boarding. Social narratives are descriptive accounts of appropriate social behaviors or responses to common social situations.

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 social narratives based on individual student needs using specific strategies that are research-based.
29. Strategies to Support Children with Autism Spectrum Disorder (ASD) in the Inclusive Educational Setting

Presenter: Laura Lavery

Intended Audience: General/Special Education teachers, Paraeducators, and Support Staff

Time: 3 hours

The IEP Team just decided a student with ASD 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 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? If you’ve ever had this experience, you’re not alone!

This workshop will provide participants an opportunity to explore strategies to support students with ASD 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.

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.
30. Structured Play Groups (SPGs)

Presenter: Ananda Aspen

Intended Audience: Teachers, Special Education Specialists, School Psychologists, Administrators, and Parents, Paraeducators, School Nurses

Time: 2-3 hours

This workshop will address how to plan and implement Structured Play Groups (SPGs) for children with ASD and related disorders. Research on this EBP indicates that SPGs can improve social communication, social engagement, school-readiness, play, and academic skills. Structured play groups are specifically designed to teach an identified skill using modeling, role playing and prompting. The focus will include ideas for themes and models for conducting SPGs, and how to combine them with other EBPs, and how to collect data on skill development.

Participants will be able to:

- Review Structured Playgroup research as an evidence-based practice for instruction and intervention in combination with other interventions such as Lego Therapy, Interactive Theater and Role Playing, and Peer-Mediated Instruction and Intervention.
- Explore ideas for starting a SPG in the school or home setting, utilize existing resources and collaborative planning templates, and acquire materials and tools for implementation.
- Understand how Structured Play Groups promote socialization and skills development.
Executive function (EF) is an umbrella term for a collection of cognitive and behavioral functions such as problem solving, reasoning, planning and organization, inhibiting action or speech within context and managing attention control (amongst others). It is now commonly believed that executive functions are essential for purposeful, goal-directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. This workshop will address evidence based practices (EBPs) for students with autism spectrum disorder (ASD) that are appropriate for supporting the development of EF skills not only for those with ASD, but may have effectiveness in promoting positive outcomes for many types of learners.

Participants will be able to:

- Understand how executive function deficits negatively impact achievement and behavioral regulation.
- Evaluate the need for treating EF deficits in their students
- Apply principles of evidence based practice to formulate and implement treatment for EF deficits.
32. Video Modeling

Presenters: Ananda Aspen and/or 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.

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.
33. Visual Schedules and Supports

Presenter: Ananda Aspen

Intended Audience: Educational Professionals, Service Providers, Parents

Time: 2 hours

Visual schedules and other visual supports help students focus on key elements in the school or home environment. Visual supports present information to learners with ASD in a way that assists them in processing information. These supports can minimize teacher and adult support while promoting the independence of the learner with ASD.

Participants will be able to:

- Develop an understanding of how this practice is used and by whom.
- Develop knowledge of the steps of the planning process and view concrete examples of how the steps are followed and how visual supports are created.
- Analyze case examples to develop understanding of how to monitor progress, view sample data tools and forms, and recognize how to use data to make informed decisions.
34. **Applied Behavior Analysis and Systematic Instruction for Students with Severe to Profound Intellectual Disabilities**

Presenter: Ananda Aspen

Intended Audience: Special Education Teachers, Speech Language Pathologists, School Psychologists, School Nurse, Adapted PE Specialists, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 2 hours, 2.5 hours, 3 hours, 3.5 hours

This training provides an overview of educational evidence-based practices for students with significant cognitive disabilities, including how to teach, what to teach, and how to best support this population. Emphasis on preparing students for their current and future environments using the criterion of ultimate functioning are covered, as well as strategies for engaging classroom activities and academic interventions. Other compatible DCC trainings include *Evidence Based Practices for Students with Severe to Profound Intellectual Disabilities*, or the *Augmentative and Alternative Communication series*

**Participants will be able to:**

- Develop knowledge of the unique learning needs of students with severe/profound intellectual disabilities
- Understand how to define and teach an observable, measureable skill using systematic instruction
- Select prompting systems that match the complexity and nature of the target skill to be taught
- Integrate knowledge into effective teaching practice
35. Building Communication Opportunities Throughout the Day for Students with Complex Communication Disorders

Presenter: Michelle Austin

Intended Audience: Educators, Speech Pathologists, School Psychologists, Paraeducators and Parents

Time: 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 generalize specific communication strategies and build upon functional communication.

Participants will be able to:

- Understand naturalistic language approaches
- Develop a communication script
- Infuse language opportunities into everyday activities
36. Developing a Language Enriched Environment

Presenter: Michelle Austin, Laura Lavery

Intended Audience: Special Education Teachers, Speech Pathologists, School Psychologists, Parents, School Nurse, Adapted PE Specialists, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Research has shown that individuals with complex communication needs have less opportunities to communicate. When developing a language enriched environment the selection of functional and motivating vocabulary is critical for effective use of an augmentative alternative communication device. To build on communication opportunities, communication partners must have guiding beliefs: presume competence, AAC is a right, communication system is always available and learning AAC language should be fun. AAC language should focus on Core Vocabulary and include individual fringe vocabulary as well. Communication opportunities should focus on multiple language functions (i.e. comment, greet, ask/answer, direct, argue, protest, share, social communication, express emotions, and gain attention).

It has been proven that students use their communication systems in the way they were first trained to use them. If the student is taught to use the system in a structured, stimulus-response format, they tend to use the system only when asked to do so. However, if the student is trained in a highly interactive format, he/she tends to use the system in a spontaneous and interactive manner. This technique can be used with individuals who demonstrate complex communication and intellectual need. Constant exposure to the symbols will encourage them to learn and use the symbols appropriately.

Participants will be able to:

- Delineate and prioritize classroom environment and activities to develop language enriched environments
- Analyze the environment to use Core words to access multiple communication opportunities throughout the day
- Create a list of activities conducive to interactive communication
37. Evidence Based Practices for Students with Severe to Profound Intellectual Disabilities  **NEW!**

Presenter: Ananda Aspen  
Intended Audience: Special Education Teachers, Speech Language Pathologists, School Psychologists, School Nurse, Adapted PE Specialists, Special Ed. Admin: Program Specialists, SELPA Directors

Time: 2 hours, 2.5 hours, 3 hours, 3.5 hours

This training provides an overview of educational evidence-based practices for students with significant cognitive disabilities, including how to teach, what to teach, and how to best support this population. Emphasis on preparing students for their current and future environments using the criterion of ultimate functioning are covered, as well as strategies for developing engaging classroom activities and academic interventions. Other DCC compatible training include *Applied Behavior Analysis and Systematic Instruction for Students with Severe to Profound Intellectual Disabilities*, and the *Augmentative and Alternative Communication series.*

**Participants will be able to:**
- Develop knowledge of the unique learning needs of students with severe/profound disabilities
- Develop knowledge of curriculum and instruction that support students with severe/profound disabilities in academic and functional areas of learning
- Integrate knowledge into effective teaching practice.
38. Evidence Based Practices that Support Students with Complex Communication and Significant Cognitive Disabilities

Presenter: Michelle Austin & Laura Lavery

Intended Audience: Special & General Education. Teachers, Speech Language Pathologists, School Psychologists, Administrators General Education, Parents, Special Education Admin: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Individuals with Complex Communication and Significant Cognitive Disabilities require specialized instruction to support their diverse learning needs. Specialized instruction can include: design and differential instruction, assistive technology/augmentative alternative communication, and engineering the learning environment.

Participants will be able to:

- Discuss assistive technology tools/augmentative alternative communication strategies to support individuals with complex communication needs and significant cognitive disabilities
- Discuss evidence-based practices to support individuals within the learning environment
- Describe strategies and develop goal matrices and opportunities within the learning environment
39. Functional Communication Training

Presenter: Michelle Austin, Laura Lavery

Intended Audience: Special Education Teachers, Speech Pathologists, School Psychologists, Parents, School Nurse, Adapted PE Specialists, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Functional communication training (FCT) is one of the most common and effective interventions for severe behavior problems. FCT is a systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills. Non-Symbolic communicators, or individuals with significant communicative needs, often require augmentative or alternative language supports to address their behavioral communication. This training will address the evidence-based practice of FCT and the steps to implementation and development of a more socially acceptable form of communication.

Participants will be able to:

- Identify the function of the student’s behavior
- Match the function of the behavior to its communication message
- Develop a plan to shape the behavior toward more social acceptable communication
40. 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 issue. 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.

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
41. Students with Complex Communication and Intellectual Disabilities... Avoiding the Impact of Learned Helplessness

Presenter: Michelle Austin, Laura Lavery

Intended Audience: Special Education Teachers, Speech Pathologists, School Psychologists, Parents, School Nurse, Adapted PE Specialists, Special Education Admin: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Students with complex communication needs require specialized interventions. These individuals may suffer from a sense of powerlessness arising from a persistent failure to succeed. For students with moderate severe and severe profound disabilities this may further be impacted by over prompting and ineffective assistance. As a result of this learning, an individual surmises that any response will be pointless; they learn that they have lost control and so they give up trying. This training will provide participants with factors to consider in avoiding learned helplessness and strategies to address these factors.

Participants will be able to:

- Assess barriers to student independence
- List two intervention strategies to overcome learned helplessness through empowerment and expectations.
- Develop appropriate plan to address motivation and effective teaching strategies to reduce learned helplessness
42. The Road Less Traveled: Working with Students with Non-Verbal Complex Communication and Cognitive Disabilities

Presenter: Michelle Austin

Intended Audience: Educators, Speech Pathologists, School Psychologists, Paraeducators and Parents

Time: 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 be able to:

- Discuss therapeutic interventions for students with limited verbal skills
- Explore therapeutic planning to support student learning
What To Do When You Don’t Know What to Do... Working With Individuals with Complex Communication and Disabilities

Presenter: Michelle Austin, Laura Lavery

Intended Audience: Special Ed Teachers, Speech Pathologists, School Psychologists, Parents, Adapted PE Specialists, Special Ed. Admin: Program Specialists, SELPA Directors, Paraprofessionals

Time: 3 hours

Supporting individuals with complex communication and intellectual disabilities requires a highly structured environment, differentiated instruction, and assistive technology. This will address the development of readiness skills, building communication opportunities and the use of assistive technology to support independence.

Participants will be able to:

- Assess learning needs and develop a systematic approach to teaching
- List three assistive technology tools to support communication and independence
- Develop a classroom environment to support learning and communication with embedded
44. From Counting to Calculus; It All Starts Here! **NEW**

Presenter: Jodie Dittmar

Intended Audience: Special, General Education, Preschool and Kindergarten Teachers, Speech Language Pathologists, School Psychologists, Administrators, Parents, Paraprofessionals

Time: 1.5 hours, 3 hours

This training focuses on the important conceptual focus of early childhood math learning. Typical development and activities for children 0-5 will be shared, as well as resources from which educators and parents can access evidence based practices and fun activities later on.

**Participants will be able to:**

- Note typical stages of conceptual language development as they relate to math skills and early learning
- Take away helpful activities for early math concept learning
- Prioritize the vital elements of early math learning likely to increase a child’s school success and higher math skill development
45. **Planting the Seeds of Early Literacy**

Presenter: Jodie Dittmar

Intended Audience: Early Childhood General and Special Education Educators (School Psychologists, Administrators, Teachers, School nurse, SLP’s, Paraeducators, and/or parents)

Time: 3 hours, full day staff development (or presented as an evening parent workshop)

Since becoming college, career and community ready begins in early childhood… we must ensure that ALL children enter school as ready to read as possible. Both research and resources will be the topics of this workshop. The benefits to talking, singing, and reading to young children (as well as other activities) will be explored to assist parents and educators in ensuring a good foundation for the young child. Additionally, examples and practice will be included in this *fun, interactive workshop.*

**Participants will be able to:**

- Review language, print and experiential foundations for building literacy skills

- Practice interactive everyday activities to help families enhance early phonological, vocabulary and language skills

- Consider specific children’s books (including video modeling and hands on application) as they apply to child development, language and learning

- Walk away with evidence based practices to ensure children gain good foundations in language and literacy (their best tools for later concept understanding, text comprehension, and classroom success)
46. Shaping Positive Early Childhood Behaviors

Presenter: Jodie Dittmar

Intended Audience: Special & General ed. Teachers, Administrators, Speech Language Pathologists, School Psychologists, Parents, School Nurse, Paraprofessionals

Time: 1.5 hours, 3 hours, 6 hours

Children’s behavior is dependent upon their developmental level and is also impacted by parenting styles. An important task for adults is to help the child learn what behaviors are appropriate and which behaviors are not. The way children are parented when they are young also 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 styles of parenting and behavior support.

Participants will be able to:

- 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
- Consider three styles of parenting/discipline
- Consider evidence based strategies in behavior support
47. The Vital Role of Building Language in Early Childhood

Presenter: Jodie Dittmar

Intended Audience: Special and General Educators, Speech and Language Pathologists, School Psychologists, Administrators, Parents, School Nurses, Paraprofessionals

Time: 1.5 hours, 3.5 hours, 6 hours

This workshop explores the impacts of strong or limited language on a child's early development. Participants will view examples and research showing the powerful role of early childhood learning on later school success. Specific relationships of language to math, reading, behavior and social emotional growth will be included, as well as examples and tools for implementation in everyday activities.

**Participants will be able to:**

- Consider typical stages of language growth and common impacts of delayed learning, including signs which may denote a speech hearing disability or dyslexia
- Consider common impacts and strategies when English is the student’s second language
- Consider “Power Words” and other vocabulary considerations
- See connections between behavior and communication
- Generally make stronger language support for their child (or student) part of daily life
48. Understanding Emotions and the “Rage Cycle”

Presenter: Jodie Dittmar

Intended Audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, General Education Administrators, Parents, School Nurse, Special Education Administrators: Program Specialists, SELPA Directors, Paraprofessionals

Time: 2, 3, or 3.5 hours

This workshop is beneficial to parents or educators dealing with children’s difficult behaviors and “meltdowns” at home or in the classroom. Special consideration will be given to the communicatively challenged child (whether related to the child’s age, developmental level or emotional stress). Research regarding the “rage cycle” will be shared, as well as helpful considerations in addressing behaviors displayed.

Participants will consider:

- Frequent reasons for childhood “meltdowns” at home and in school
- Myths when addressing emotional outbursts, defiance and “meltdowns”
- The “Rage Cycle” and intervention related considerations
New Series: Teaching Reading to Struggling Readers

This NEW SERIES is an outgrowth of the previous workshops “Assessing Reading; Making it Meaningful, Making it Work” and “Assisting Older Struggling Readers”.

The series can be presented in two (9 a.m. to 3:00 p.m.) sessions, or if requested may be altered to a series of shorter sessions. It is appropriate for schools formally implementing MTSS, or anyone prioritizing student language and literacy development.

Presenter: Jodie Dittmar (in conjunction with Gwen Deeter and other DCC specialists)

Intended Audience: General educators, special educators and English as Second Language Educators, Paraeducators, Administrators, Psychologists, SLPs and Parents

Part One:

49. Assessing Language and Literacy in a Multi-Tier System of Support

Presenter: Jodie Dittmar (in conjunction with Gwen Deeter and other DCC specialists)

Intended Audience: General educators, Special educators and English as Second Language Educators, Paraeducators, Administrators, Psychologists, SLPs and Parents

Time: 6 hours

This interactive workshop offers educators an opportunity to consider individual and larger group screenings, assessment and progress monitoring for dyslexia and reading related skills, including:

- Phonological awareness
- Decoding
- Phonics
- Vocabulary
- Comprehension

Participants will:

- Examine and discuss with others impacts on students as they relate to language/literacy related needs, dyslexia and other
- Participate in hands on interaction with multiple evidence based tools for literacy related assessments
- Gain tools and resources for immediate classroom use as well as for further exploration
Part Two:

50. Addressing Language and Literacy in a Multi-tier System of Support

Presenter: Jodie Dittmar (in conjunction with Gwen Deeter and other DCC specialists)

Intended Audience: General educators, Special Educators, and English as Second Language Educators, Paraeducators, Administrators, Psychologists, SLPs and Parents

Time: 6 hours

This workshop addresses essential elements of literacy instruction and intervention, with particular regard to the needs of struggling students. Evidence based practices and interventions will be shared, as well as tools addressing the difficulties of students with language deficits, limited backgrounds and/or dyslexia. Resources provided will include:

- Integration of general and special education as it relates to meeting the needs of “at-risk” students, English Language Learners, students with Dyslexia and others
- Roles within Multi-Tier Systems of Success (including general and special education, teachers, administrators, SLP’s, psychologists and more)
- Scaffolding, Accommodations and Assistive Technology
- Emotional and behavioral considerations of the struggling reader

Participants will be able to:

- Review foundational elements of effective literacy instruction and intervention
- Consider language as it relates to early literacy development, reading comprehension, content vocabulary and (more briefly) behavior
- Consider elements of effective instructional materials and typical “torpedoes” to effective implementation
- Consider the CA Dyslexia Guidelines and implications of practice
- Gain resources for scaffolding and supports to struggling students – including Universal Design (UDL) and Assistive Technology (AT)
51. What’s the Word on Words? Vocabulary Support to Assist CCSS Text Comprehension

Presenters: Jodie Dittmar

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

Time: 3.5 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, pre-teaching and other activities to prompt immediate classroom application will be used within the workshop. Participants will engage in practice and plan application to bridge the use of similar activities in their own classroom.

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:
  - Select, prioritize and teach content vocabulary.
  - Use graphic organizers for both instruction and student demonstration of learning.
  - Provide effective whole group and individual vocabulary instruction.
  - Individualize student instruction and accommodations, and to enhance content comprehension, meet Common Core Standards, and increase vocabulary knowledge overall.
52. Maximizing Student Engagement, Minimizing Disruptive Behaviors – How a Paraeducator Can Help

Presenter: Jodie Dittmar

Intended Audience: Paraeducators

Time: 2-3 hours

This workshop will focus on successful strategies the Paraeducator can use to increase the engagement of all students, most especially those with ADHD and students with “non-severe disabilities” in RSP, intervention or general education settings. Proven accommodation strategies for inclusive settings will be shared, as well as tips for dealing with student attention, anxiety, sensory, and social difficulties. Collaboration and communication strategies will be briefly highlighted, as well as executive functioning, learned helplessness, and impacts of environmental adversity.

Participants will:

- Review various disabilities and other student needs that impact student participation in the classroom
- Participate in activities to proactively increase student engagement
- Participate in activities to proactively and reactively address common classroom behavior problem.
- Leave with resources and tools appropriate to classrooms in every tier of Multi-Tier Systems of Support
53. Understanding and Supporting Reading and Writing Development

Presenter: Jodie Dittmar

Intended Audience: Paraeducators, and others supporting students in the classroom

Time: 6 hours

This workshop is for the Paraeducator, after-school support provider, tutor or mentor seeking to better understanding and support reading and written language. The workshop will cover the development of reading and writing in light of both oral and written language and from early language through later text comprehension. A specific focus will be on activities and scaffolding for vocabulary, writing, and demonstration of content learning in the general education classroom.

Participants will gain:

- A better understanding of the connections of language and literacy
- A better understanding of oral and written language development
- A better understanding of impacts interrupting reading and writing development (including, limited English, environmental impacts, dyslexia, and other disabilities)
- Sample activities to enhance reading comprehension, vocabulary and written language success
54. A Paraeducators Role in Assisting Struggling Readers

Presenter: Jodie Dittmar
Intended Audience: Paraprofessionals
Time: 2-3 hours

This workshop provides a solid background of the essential elements of teaching reading and reading intervention. Instructional elements necessary for the development of literacy will be reviewed, and paraeducators will practice some skills themselves. Typical language and literacy development will be covered with relationship to the causes and impacts of limited reading skills. Particular focus will be given to students, reading at 1st-4th grade level (no matter their age or grade).

Participants will be able to:

- Note essential elements of teaching reading according to the CA Content Standards and the CA Dyslexia Guidelines
- Address the essential reading elements of:
  - Phonology/Phonemic Awareness
  - Decoding
  - Reading fluency
  - Vocabulary and Word Study
  - Comprehension (in narrative and content text)
- Consider common emotional and behavioral impacts for the older struggling reader
- Independently access evidence based resources regarding reading development, MTSS, and/or RSP supports and interventions.
55. A Pareducator’s Role in Assisting Students Impacted by Environmental Adversity

Time: 2 - 3 hours

This workshop will review such impacts as poverty, homelessness, foster care placement and/or trauma on student’s development and academic success. Both academic and behavioral impacts will be included, along with opportunities for participants to consider positive impacts they may have on student’s social/emotional, behavioral and academic success.

Participants will:

- Consider research finding on the impacts of environmental adversity on child development and academic skills
- Consider their own perceptions of student behaviors and responses to limited academic success
- Consider evidence based effective supports in developing student success
56. The Paraeducator’s Role in Differentiating Instruction

Presenter: Jodie Dittmar

Time: 2 – 3 hours

Audience: Paraeducators

Paraeducators work with students with many different abilities and needs, and in varied settings. This workshop is to assist paraeducators in understanding how Universal Design thinking can maximize efficiency while effectively working with groups of students. Effective practices for implementing scaffolding and supports during instruction, as well as classroom and homework times will be shared.

Participants will:

- Define Universal Design for Learning (UDL) and consider roles a paraeducator might play in implementation
- View examples of differentiation for varied student needs (including time, presentation, and demonstration of knowledge)
- Leave with tools they can implement immediately, and resources for further exploration
57. A Paraeducator's Role in Supporting Reading Comprehension

Presenter: Jodie Dittmar

Time: 2 - 3 hours

This workshop will review key components of language and literacy development as they pertain to content comprehension and classroom success. Evidence based instructional practices will be shared for reading and writing, as well as tools for supporting students in content work. Impacts of limited vocabulary will be demonstrated, and a combination of hands on practice, as well as resources for future use will give paraeducators tools to support students day to day.

Participants will:

- Gain an understanding of the key factors within students' successful reading and understanding of text

- Gain additional skills for addressing reading comprehension in both individualized intervention and group instruction (and considering both prepared curricula as well as "on the fly" supports)

- Gain an understanding of the differences, and the integration of, reading, writing, and written language
58. Para Pro: Practices in an MTSS Setting  **NEW!**

Presenter: Jodie Dittmar  
Length: 2 hours, 3.5 hours

Utilizing key components of the well-known “How to Be a Para Pro”, and combining them with typical needs in the Tier One and Tier Two Settings, this workshop reviews evidence based practice for the paraeducator wanting to play a professional (and effective) role in student support. Workshop content is relevant to all paraeducators in SDC, RSP, ELL, general education, health aide or behavior support roles… but most especially, this workshop will cover evidence based practices (EBP’s) and professional protocol for those in integrated instructional settings. EBP’s will be combined with practical scenarios that relate to instructional supports, assisting teachers, and communication (with students, peers, and supervisors).

The paraeducator attending will consider:

- Development as a lens through which to view student needs related to communication, academic and/or behaviors
- Varied disability (and non-disability) related student struggles as they relate to Multi-tier Student Supports (MTSS)
- Evidence based practices in explicit instruction, support and coaching roles
- Paraeducator “roles” and “scope of practice”
- Professional pathways for communication with teachers and others
59. How to be the Best Para-Pro You Can Be

Presenter: Michelle Austin, Laura Lavery

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

Time: 3 hours

Paraeducators need to have tools to support individuals with ASD in the classroom. Based on the “How to be a Para Pro” book, by Diane Twachtman-Cullen, this training includes information on supporting students with autism spectrum disorders (as well as other developmental disabilities). 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 with ASD within the classroom environment. These tools will address visual strategies, behavioral concerns, organization of materials, and environmental supports, in addition to others.

Participants will be able to:

- Become familiar with characteristics associated with Autism Spectrum Disorder
- Identify tools to support students
- Learn to implement the Transactional Interaction Model for Educational and Behavioral Support
60. Assessing Social Pragmatic Language Skills for individuals with an Autism Spectrum Disorder

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

Intended Audience: Speech Language Pathologists,

Time: 3 hours

Individuals with a social pragmatic language disorder show signs and symptoms of social communication disorders including problems with social interaction (e.g., speech style and context, rules for linguistic politeness), social cognition (e.g., emotional competence, understanding emotions of self and others), and pragmatics (e.g., communicative intentions, body language, eye contact). Social communication challenges can result in multiple problems, including difficulties with shared enjoyment, social reciprocity in verbal and nonverbal interactions, play, peer interactions, comprehension of others’ intentions, emotional regulation, spoken and written narratives, and literacy skills. Assessment of social communication should be culturally sensitive and functional and involve the collaborative efforts of families, caregivers, classroom teachers, SLPs, special educators, and psychologists as needed. Assessment is sensitive to the wide range of acceptable social norms that exist within and across communities. (The Practice Portal, ASHA policy documents)

Participants will be able to:

- Define the role of the SLP in the assessment process
- List components of social communication
- Utilize social communication benchmarks in comparison to age norms.
- Identify components of a comprehensive assessment including; standardized assessments, analog tasks, naturalistic observations, and dynamic assessment
61. Assessment and Treatment: Speech Fluency Disorders

Presenter: Michelle Austin

Intended Audience: Speech Language Pathologists

Time: 3 hours

Fluency Disorders (Stuttering and Cluttering) are multifaceted, and many factors impact the listener’s perception of disfluencies. Within the school setting, Speech Language Pathologists are tasked with addressing fluency disorders. This training will address the current methods of evaluating speech fluency disorders. This training will also describe key features of common treatment approaches to change communication behaviors as well as address social and emotional perspectives. The training will provide evidence-based practice in addressing fluency disorders.

Participants will be able to:

- Identify types of disfluencies
- Discuss assessment tools for speech fluency disorders
- Describe key features of common treatment approaches that support the development of Speech Fluency
- Identify the psychosocial issues that may impact a person who stutters and how these issues affect treatment and outcomes.
62. Building Social Skills Groups for Diverse Learners NEW!

Presenter: Michelle Austin, Laura Lavery

Intended audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, Parents, Adapted PE Specialists, Special Ed. Admin: Program Specialists, SELPA Directors, Paraprofessionals

Time: 6 hours

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Some kids learn to say “please” and “thank you” and to wait their turn by watching others. Kids with learning and attention issues might not pick up on common social interactions simply through observation. Social skills include far more than the ability to communicate with other people. Social skills are crucial to making friends, succeeding in school, later in life, as well as getting and keeping a job. Social skills groups are small groups (typically two to eight kids) led by an adult who teaches the kids how to interact appropriately with others their age. They can help kids learn conversational, friendship and problem-solving skills. They can also be useful in teaching kids to control their emotions and understand other people’s perspectives. This training will discuss how to assess social skills and determine strategies to support individuals with social needs.

Participants will be able to:

- Discuss assessment instruments that can assist the team in determining social/pragmatic needs
- Evaluate evidence based practices to support performance deficits or acquisition deficits of social skills
- Analyze and apply information utilizing case studies
63. 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 than 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 the differential diagnosis and various treatment approaches specific to each disorder.

Participants will be able to:

- Differentiate between
  - Articulation disorder
  - Phonological disorder
  - Apraxia
  - Dysarthria
- Determine appropriate assessment tools
- Understand treatment approaches related to the diagnosis
64. NO Good Very Bad Day... Could it be Communication?

Presenter: Michelle Austin, Laura Lavery
Intended Audience: Special and General Education Teachers, and Administrators
Time: 3 hours

Everybody communicates through behavior. An infant may cry when hungry or wet, just like an adult may yawn when bored. Adults and children are communicating something through their behavior during every moment in every day, even if they are not aware of it. A child’s problematic or inappropriate behavior is a sign that he is upset and that something is not right. Children sometimes have trouble communicating because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. If a child has an underlying communication disorder their behavior can often be a primary means for their communication. The purpose may be getting someone’s attention, stopping an activity they don’t like, or satisfying sensory needs — but there is always a reason behind the behavior. Once adults understand what children are communicating through their behavior, they can respond better. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.

Participants will:
- Identify ways to read non-verbal communication
- Discuss the relationship between communication and behavior
- Relate behavior to individuals with communication disorders and discuss possible underlying impact
- List evidence based practices to address behavior for individuals with communication disorders
65. Selective Mutism: Assessment and Intervention Strategies

Presenter: Michelle Austin

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.

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
66. Treatment Ideas for the SLP Working With the Student Diagnosed with ASD .... Building a Road Map for Successful Communication

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

Intended Audience: Speech Language Pathologists, SLP Assistants and Administrators

Time: 6 hours

Speech Language Pathologists play an integral role in supporting students with ASD from assessment to intervention. The SLPs role, in supporting students with ASD to develop communication skills varies from implementation of AAC strategies to teaching diverse pragmatic skills. SLP service delivery models may include direct therapy, consultation, and the collaborative/consultation model. Participants will be introduced to evidence-based practices (EBP) and therapy ideas for all aspects of verbal and non-verbal communication.

Participants will be able to:

- Define the role of the SLP in an ASD assessment
- Recognize the characteristics associated with ASD
- Review qualifying criterion for an ASD diagnosis (DSM 5, Federal/State Education Code descriptions)
- Discuss and analyze other disorders that may be diagnosed as ASD
- Identify and discuss various formal and informal assessment measures
- Discuss evidence-based practices for support communication development for verbal and non-verbal student.
67. Maximizing Student Engagement and Minimizing Disruptive Behavior

Presenter: Jodie Dittmar

Intended Audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, General Education Administrators, Special Education Administrators: Program Specialists, SELPA Directors

Time: 3 hours, 3.5 hours

Do you need effective ways to increase the engagement of all students in the classroom (including mainstreamed, “at-risk” or struggling students)? If so, this workshop may be just what you’re looking for! The essential principles of direct instruction, differentiation, student engagement, and Multi-Tier behavioral support systems are included in this highly interactive workshop. Proactive strategies to increase student engagement will be shared to decrease the need for reactive behavioral strategies. The workshop keeps the Common Core State Standards in mind when focusing on student engagement, and RTI2/MTSS. Practical solutions, video modeling, and workable functional behavior supports for common attention or behavior problems will be included.

Participants will be able to:

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

- Relate their classroom, student and school site needs to Multi-Tiered models of Support (MTSS/RTI)

- 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
68. Looking at Behavior through a New Lens

Presenter: Jodie Dittmar

Intended Audience: Educators, Day Care Providers, Social Workers, Nurses, Paraeducators or Parents

Time: 1.5 to 2 hours

This workshop is for the new or experienced educator, parent or administrator who can benefit from a fresh set of eyes or new start in addressing particularly difficult behavior. In a unique and interactive way, participants will consider impacts on behavior including communication, cognition and anxiety and reconsider both traditional structures and personal beliefs. A practical look at the impacts of adult/child relationships, barriers to success, and ideas for renewed energy (for both adult and child) will be included:

Participants will:

- Note impacts to behavior, including typical and atypical child development, communication and/or adult and child experiences
- Consider self-beliefs and/or skill limits that can impact child or adult
- Consider strategies (and examples) for the classroom and other environments
- Use resources to reengage or reconsider a child’s behaviors and needs
69. MTSS Meets CCSS in the Land of UDL: Tiered Instruction and Universal Design for Middle and High School

Presenter: Jodie Dittmar

Intended Audience: All middle and secondary level educators

Time: 3.5 hours

Common Core State Standards have increased the complexity and higher order reasoning expectations in every content area. Yet as students move into upper grades, the gap between their learning and those of other students may grow. Literacy demands, as well as executive functioning (planning, organization, initiation and reflection), are embedded within upper grade Common Core Standards. Social and other stressors also increase. This workshop is for the teacher, administrator, or support staff interested in maximizing teaching efficiency, while addressing the literacy and other needs of older struggling students.

Participants will be able to:

- Acquire a working knowledge of UDL and effective differentiation.
- Discuss the impacts of RtI2, MTSS, Common Core State Standards, IEP's and 504 plans.
- Directly develop differentiation strategies for their own classroom and students.
- Consider needs specific to adolescents, including behavior, class scheduling, graduation requirements, and assessments.
70. Strategies for Organization, Attention and Behavior Support

Presenter: Jodie Dittmar

Intended Audience: Special and General Education Teachers, Speech Language Pathologists, School Psychologists, General Education Administrators, Special Education Administrators: Program Specialists, SELPA Directors

Time: 1.5 hours, 3 hours (or as a 3-Part Series of 2 hour sessions addressing and including hands-on strategy development in each area).

For students with Attention Deficit Disorders, learning disabilities, or otherwise hectic lives, organization can be challenging, stressful or unsuccessful. Executive functioning is also a component of the Common Core State Standards. Participants in this workshop will explore proactive, effective strategies to keep students on track, enhance engagement, increase metacognitive reflection and facilitate success.

Participants will develop strategies they can immediately employ to:

- Support students in meeting expectations of the Common Core State Standards in both general and special education settings
- Consider the needs of students who are disorganized, forget assignments, lack initiation or perseverance… or become frustrated in handling their daily work load
- Assist students who are easily distracted from learning activities
71. 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.

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.
**Introduction to Series on Emotional Behavioral Disturbance (EBD):**

This professional development series presents topics that build upon the foundational concepts addressed in Emotional and Behavioral Disturbance: A new approach to understanding (Foundational); and further developed in Designing Educational Environments and Instructional Practices to Support Active Student Response and Engagement for Students with EBD. Participants in this series should subsequently receive the trainings on “Supporting ELA and Mathematics Instruction for Students with EBD and end with “Positive Behavior Supports for Students with EBD. The importance of this progression is crucial to understanding how and why environmental issues and instructional practice can change the course of learning for students with EBD. These trainings should not necessarily be scheduled on the same day, as there are significant follow-up videos, resources, and activities given to participants to access individually or with their PD Teams after each workshop. These resources will further prepare them to absorb the information in successive trainings in the series.
72. Emotional and Behavioral Disturbance (EBD): A new approach to understanding (Foundational course)

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General Educators, Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, and Paraprofessionals interested in supporting universal access and literacy instruction for all students

Time: 1.5-2 hours

This training will examine the impact that adverse childhood experiences have on the developing child, and the behavioral manifestations and subsequent impacts on learning. Common behavioral responses that manifest in problems with self-regulation and academic learning will be discussed as they relate to common educator reactions to interfering behaviors.

Please Note:

*Participants should receive this foundational course preliminary to the other workshops in this EBD series.*

Participants will be able to:

- Participants will understand how many students’ adverse experiences are unrelenting, which is why these children live much of their lives in survival mode, responding to their world by fighting, by being frozen into inaction by fear, or by fleeing.

- Participants will evaluate current exclusionary discipline policies and develop a determination to support and understand why these students often can’t learn as well as those who haven’t been traumatized.

- Participants will discuss and analyze why trauma-exposed students often don’t form healthy relationships and how to support trust, safety, and build resiliency and protective factors.
73. Positive Behavior Supports for Students with EBD

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General Educators, Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, Program Specialists

Time: 1-.5-2 hours

This training focuses on using positive learning approaches to support the social, behavioral and academic performance of students with EBD. Participants will learn how to remove barriers to academic success by improving social behavior and emotional functioning, and participants will receive resources to help them apply these approaches.

Participants will be able to:

- Understand and discuss proactive classroom management for students with EBDs, including classroom rules and procedures for managing transitions, independent seatwork, and group instruction.

- Utilize resources from this workshop to enhance classroom programming that supports positive behaviors.
74. Research-based service delivery models for supporting students with EBD for Administrators

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special Educators, Psychologists, Special Education Administrators, Program Specialists, and SELPA Directors,

Time: 1.5 hours

This training offers overviews of administrative and operational structures and managerial components involved in providing evidence-based programming for students with EBDs. Designed for school personnel involved in leadership and decision-making aspects of services for these students.

Participants will be able to:

- Understand the structures and roadmaps for screening, assessing, providing continuums of placement, and supporting the implementation of evidence-based programming in classrooms serving these students.
- Utilize an ESSA approach to guide the team’s data-based decisions informing placement and progress.
75. **Supporting English Language Arts and Mathematics Instruction for Students with EBD**

**Presenters:** Ananda Aspen

**Intended Audience:** Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, School Nurses, Adapted PE Specialists, SELPA Directors, program specialists, and Paraprofessionals

**Time:** 1-.5-2 hours

This training focuses on using motivational and functional activity planning for supplementing existing ELA and Math instruction. Technology and continuing focus on active systems for student responding will be a strong focus.

**Participants will be able to:**

- Understand and discuss how to use technology, materials and motivational strategies to enhance student learning.
- Utilize a planning template for preliminary implementation and further exploration of topics discussed.
76. Designing Educational Environments and Instructional Practices to Support Active Student Response and Engagement for Students with EBD

Presenters: Ananda Aspen

Intended Audience: Speech Pathologists, Special & General educators. Psychologists, General and Special Education Administrators, Parents, School Nurses, Adapted PE Specialists, SELPA Directors, Program Specialists, and Paraprofessionals

Time: 1.5-2 hours

This training focuses on using the principles of learning sciences (including cognitive neuroscience) to guide instructional planning and provision of supports that stimulate student engagement and pro-learning responses.

Participants will be able to:

- Understand and discuss the purposes of designing instruction and learning spaces and procedures that are conducive to the varying needs of students with EBDs.
- Utilize planning template for preliminary implementation and further exploration of topics discussed
Location:
Diagnostic Center Central CA
1818 W Ashlan Ave
Fresno, CA  93705
Website link to the Diagnostic center
559-243-4047