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DIAGNOSTIC CENTERS End of The Year Report 2007-2008

Diagnostic Centers

Mission Statement

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

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

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, County Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

Assessment Services

The DC provided excellent information to enable staff to better support the student. This assistance improved the students access to the core curriculum. Parents had a better understanding of student's needs and were able to adjust expectations. New expectations of family and staff helped to reduce anxiety in student.

-Administrator-

The Diagnostic Center staff conducted an excellent assessment. Because of you, my son will be able to have the best educational experience by using the information you gathered.

-Parent-

I believe my son's time at the Diagnostic Center was a turning point for him. The staff was great, and everyone's input was framed in a positive and encouraging way which has helped us to envision a bright future. We greatly appreciate the staff's expertise and professionalism.

-Parent-

The Diagnostic Center always does an outstanding job. The assessments are thorough and very informative and useful, especially when there is a conflict between the district and the parents.

-Administrator-

Districts who have directed available resources to serve a child often have unanswered questions and request the Diagnostic Centers' assistance. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis and level of functioning, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans by serving the child at the school site, at the Diagnostic Center, or at both school and Center sites.

Field Based Assessments are conducted over a span of one to three days at the student's school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. 56% of Diagnostic Center assessments were provided in the field.

Center Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel.

6% of Diagnostic Center assessments were conducted at the Diagnostic Center.

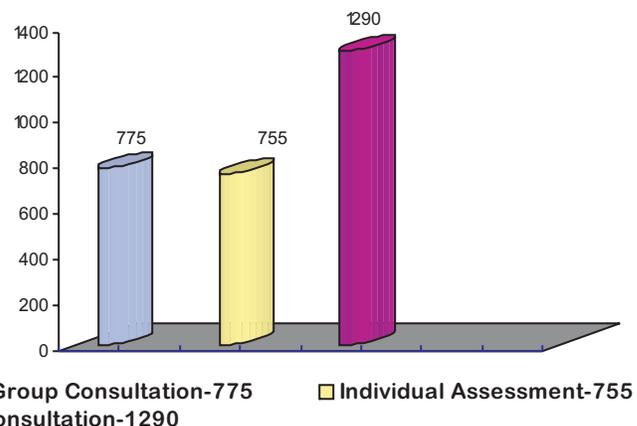
Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. 38% of Diagnostic Center assessments were Combination Assessments.

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. 1,290 follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with 775 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2007-08 school year, 2,820 students were provided services. (Figure 1 illustrates the assessment services provided.)

2007-08
Assessment Types
Total Assessments
2,820



Referral Trends

The District chose to refer to the Diagnostic Center to get an independent, unbiased opinion regarding the student's category of disability, appropriate services and critical IEP goals/objectives. Individuals within our team had differences of opinion, as well as the parents.

-Special Education Administrator-

What a great positive team to work with. They were very professional, respectful and knowledgeable. An intimidating process was made very comfortable and positive.

-Teacher-

Overall, the report will be a "Bible" for his life. It will stay with him wherever he goes to help caregivers understand his needs. Thank you all so much.

-Parents-

We are very fortunate to be able to access the resources of the Diagnostic Center for guidance and assistance with our most challenging students. The Center's team is truly a group of unique experts, whose dedication, commitment and compassion is outstanding.

-Director of Special Education-



Diagnostic Center, North

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs' most difficult-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs.

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Instructional Strategies/Programming	76%
Diagnosis	44%
Communication	44%
Behavior	42%
Autism	29%
Conflict Resolution	27%
Mental Health	24%
Impact of Medical Conditions on Education	22%
Secondary Issues	11%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for local educational agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 8.

Evaluation of Assessment Services

Having had too many "top specialists" over the years, no one has even provided such a comprehensive and accurate assessment of my son, how he functions and most importantly, what he needs from us. The team was excellent in "reading" him and trying to unravel what lies at the center of his difficulties.

-Parent-

We continue to value the service provided by Diagnostic Center. It is very important as we consider the unique needs of our students with the most complex problems.

-Special Education Administrator-

Any parent with a child who has a difficult diagnosis or unmet educational needs, needs this Center.

-Parent-

It was tremendously helpful for me as his teacher. The assessment provided me with an accurate update of present levels, a clear direction and distinction of areas of need, and meaningful resources.

-Teacher-



Diagnostic Center, Central

The effectiveness of the services provided by the Diagnostic Centers are measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 786 surveys were returned from school staff and 305 parent surveys were returned. Their responses indicated that:

- 93% of administrators reported positive outcomes for the students as a result of the assessment.
- 88% of teachers and specialists reported that the assessment services was useful in developing educational programs for students.
- 96% of parents reported that the Diagnostic Center responded to their concerns.
- 90% of parents reported that the assessment provided them with new information.

Figure 3

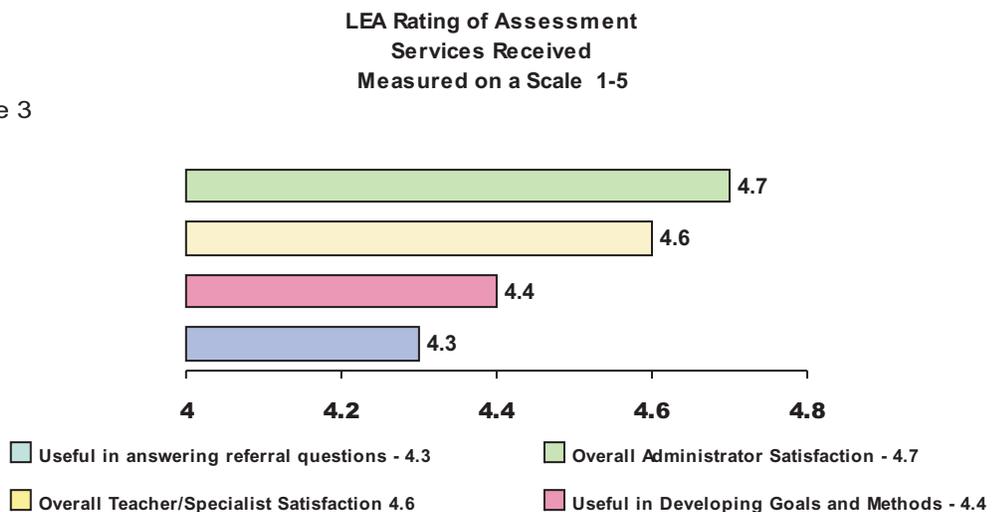
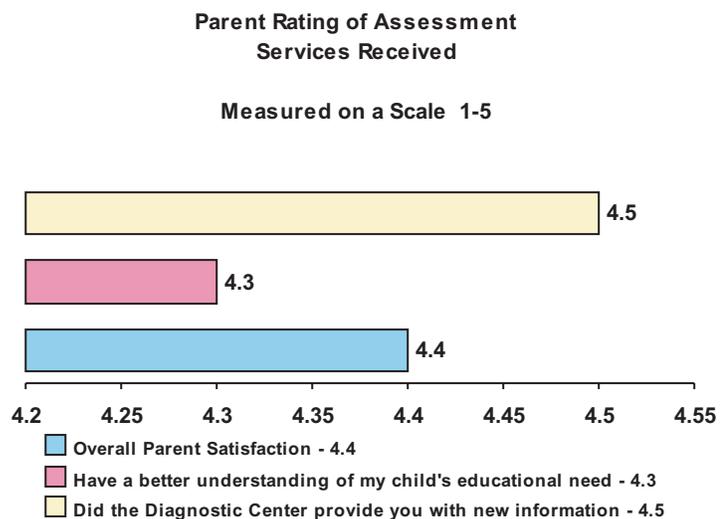


Figure 4



Professional Development

Sessions Provided

**Regional
Coordinating
Councils**
89

Districts
51

SELPA's
220

**County Offices of
Education**
61

**Colleges and
Universities**
11

**State and National
Organizations**
45

**Diagnostic Center
Co-Sponsored
Conferences**
6

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs and County Offices of Education continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2007 - 2008 school year; 488 presentations to 18,585 individuals were provided at local school sites, regional workshops, and state and national conferences. In addition, workshops were available to families and services agency personnel.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. Out of the 488 presentations provided statewide, the most frequently requested topics are those dealing with:

- **Autism Spectrum Disorders - 149 sessions**
- **Instructional Strategies - 119 sessions**
- **Behavior Support - 50 sessions**
- **Assessment Issues and Strategies - 30 sessions**
- **Mental Health Issues - 29 sessions**
- **Improving Para-professionals' Skills and Expertise - 28 sessions**
- **Preschool - 15 sessions**
- **Transition Planning for Secondary Students - 14 sessions**
- **Teaching Students with Moderate to Severe Disabilities - 13 sessions**

In addition to these formal presentations, school districts, SELPAs and County Offices of Education have requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 8-13 describe those collaborative projects.

Training Evaluation

Evaluations of your trainings are always highly positive. I really appreciate the affection with which you speak of these complicated youngsters, your common sense and insight into what makes them tick, your practical interventions and recommendations, your sense of humor. Our educators value your expertise and the excellent handout packages they leave with.

- SELPA Director-

The trainings provide wonderful support for parents who want to know how to help their children at home.

-Parent-

I am always amazed by the workshops presented by the Diagnostic Center. We get the most current research and can feel confident that evidence-based instructional strategies are being presented.

-Special Education Administrator-

The information presented was clear, concise, timely and informative, and your knowledge and expertise, coupled with the ease with which you built a rapport with our teachers, made this presentation a tremendous success.

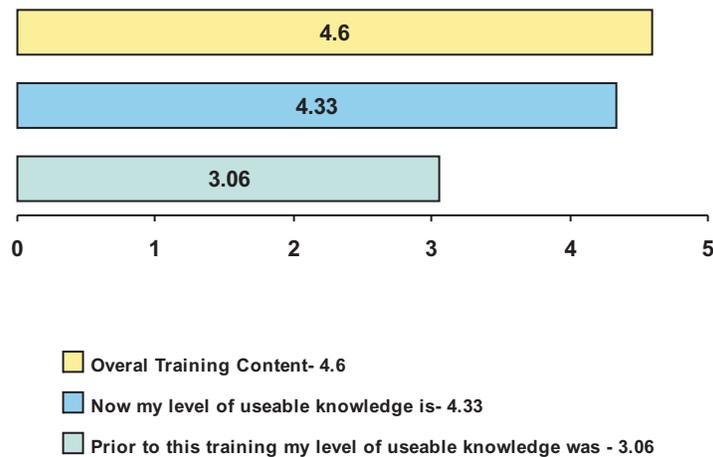
-Director, Pupil Personnel-

The effectiveness of the professional development services offered by the Diagnostic Centers are measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 488 formal presentations, 12,212 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.6.
- Participants reported a 1.27 point average gain in knowledge

Participants' Rating of Training Received

Measured on a 5 Point Scale



Average Attendees per Sessions	Percentage
Teacher: Special Education	28%
Other Certificated	26%
Paraprofessional	22%
Teacher: General Education	9.9%
Other	4.6%
Administrative: Special Education	3.6%
Family	2.9%
Program Specialist	1.7%
Administrative: General Education	1.6%

Technical Assistance

I've regained motivation to continue my job knowing that I can exact more change by working directly with teachers. The shared forms and online resources were especially helpful. I loved the "Teacher strategy cards idea. I will implement it.

-Speech and Language Pathologist-

I am always eager to attend trainings provided by the Diagnostic Center. I always learn something new and come away inspired to be a better teacher!

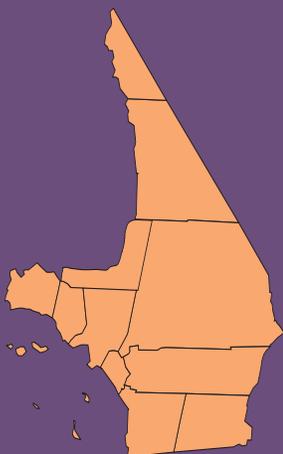
-Teacher-

The whole training was beneficial. It taught the basics of what aides should know. Various hints and techniques were taught to facilitate better and effective teaching and job implementation.

-Paraeducator-

We are very grateful that the Diagnostic Centers keep developing new workshops and that you all are so willing to share your knowledge out in the field.

-SELPA Director-



Diagnostic Center, South

In addition to the formal professional development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone or the internet, (i.e., resources or referral information, to on-site demonstration teaching and the Ask a Specialist web based discussion forum). 707,082 individuals were provided with technical assistance.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. 890 individuals participated in these presentations.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, County Offices of Education and SELPAs (reported on page 8), the Special Education Division of the California Department of Education, colleges and universities, (reported on page 13 and 14), various education and service agencies and organizations, including the California Association of School Psychologists, American Speech and Language, Hearing Association, and California Association of Resource Specialists.

2007-2008 Technical and Resource Assistance

480 demonstration teaching sessions were provided to 2,380 school personnel

8,775 individuals were provided direct resource and consultation assistance

Internet and On-line trainings provided to **695,927** individuals

Total Participants: 726,557

Comprehensive Professional Development

The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. The Comprehensive Professional Development Projects are designed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation services. During 2007-2008 school year districts, County Offices of Education and SELPAs were selected to develop model programs highlighting best practices and teaching strategies. Each project was designed to be easily replicated. A sampling of the projects include:

- **ABC Unified School District, Los Angeles County** requested assistance with their project, Response to Intervention: Restructuring for Student Success. Five pilot sites participated in a restructuring process designed for transitioning into an Rtl Model. In the second year of this project, elementary school staff were trained in REACH: Corrective Reading and Horizons, the programs selected for strategic and intensive interventions.
- **Alameda, Contra Costa, Marin, and Santa Clara Counties** selected program specialists and resource specialists to participate in a year long seminar focusing on academic assessment. Following seminar sessions, participants were mentored at their school sites.
- **Alvin Elementary School District, Fresno County** requested technical assistance, consultation and coaching to improve student outcomes and instructional practices in reading.
- **Arcadia Unified School District, Los Angeles County** requested assistance with restructuring for Rtl models at elementary sites. The Rtl Task Force met regularly with the Diagnostic Center specialist for strategic planning and problem solving sessions. To improve student outcomes in special education classes, assistance and support was provided for the REACH program implementation. Classroom visits and feedback sessions occurred, with follow-up meetings for program fidelity.
- **Bass Lake Joint Elementary District, Madera County** requested assistance in refining their Response to Intervention model of leveled services focusing on implementing and monitoring reading instruction. On-site training, consultation and technical assistance was provided.
- **Dos Palos Oro Loma Joint School District, Merced County** requested assistance to focus on the identification of instructional strategies, curriculum resources and classroom management strategies to increase student engagement and academic learning. On-site assessment, consultation and conferencing was provided.
- **Dunham School District in Sonoma County** requested assistance to meet the needs of students with social-cognitive differences. Training and guidance was provided to all staff to develop a common framework to understand student behavior, implement intervention strategies and improve student success. Monthly consultation, demonstration teaching, coaching and problem solving sessions were provided.
- **Exeter Union High School District, Tulare County** requested assistance in developing levels of intervention for reading instruction utilizing research-based curriculum and instructional practices at both the high school and middle school levels. On-site training, consultation and technical assistance was provided .

Comprehensive Professional Development

● **Fresno Unified School District, Fresno County** requested assistance at the elementary, high school and middle school levels. Services were provided to two high schools focusing on assessment and implementation of instruction in reading skill development and content area vocabulary development for struggling older readers. Consultation, training and technical assistance was provided. Another high school and middle school requested assistance in developing appropriated and research based social skill instruction for students with Aspergers Syndrome. Training and assistance was provided including transition planning for students advancing to high school. At the elementary level, training and consultation in reading and behavior was provided focusing on students who struggle to read and present with challenging behaviors that interfere with learning.

● **Foothill SELPA, Los Angeles County** requested assistance for elementary special and general education teacher teams in designing and implementing curriculum using Universal Design for Learning (UDL) principles. Selected teachers from the three districts participated in multi-day trainings which culminated in participants designing and conducting a UDL lesson for their students with on-site classroom coaching and consultation.

● **Golden Valley Unified School District, Madera County** requested assistance in the area of reading assessment, instruction, progress monitoring and curriculum planning. On-site training, technical assistance and consultation were provided at two elementary sites.

● **Hanford Unified School District, Kings County** requested assistance in the interpretation of assessment findings as related to the impact on educational decision-making for reading. On-site consultation, technical assistance and training was provided at the elementary level.

● **Hayward Unified School District, Alameda County** participated in year three of a four year project. This project was designed to assist the administration in developing seventeen model classrooms for students with autism (pre-school through high school). Teachers were provided training, demonstration teaching, coaching and technical assistance. The administrative staff completed their strategic planning and began the development of Special Education Teacher Standards for the district.

● **Konocti Unified School District, Lake County** requested assistance at the elementary level for teachers of students with moderate to severe disabilities. The focus was to develop effective behavior and learning interventions. Inclusion and social skills development was emphasized. On-site training, assessment, consultation and technical assistance was provided.

● **Madera County Office of Education** requested assistance to increase the instructional engagement of student with severe disabilities, including functional skill curriculum planning. On-site training, assessment, consultation and technical assistance was provided.

● **Marin County Office of Education** requested assistance in the continued development and coordination of a county-wide Teen Screen Program. The focus was to develop awareness of mental health issues among high school students and identify local resources.

● **Mariposa County Unified School District** requested assistance to improve reading outcomes for elementary aged students who lack a foundation of established literacy skills. Training, technical and assessment was provided.

● **Martinez Unified School District, Contra Costa County** completed a two year project focusing on creation of a model high school classroom for students with moderate to severe disabilities and transition program for the 18-22 year old population. On-site training, consultation and technical assistance was provided. The project was recognized by the SELPA organization for it success.

Comprehensive Professional Development

- **Orcutt Union School District, Santa Barbara County** requested assistance with restructuring for Rtl. Consultation was provided to their administrative team for problem solving and next steps for implementation.
 - **Placentia Yorba Linda Unified School District, Orange County** requested assistance in their second project year with eight elementary and five middle schools implementing Rtl models. Based upon universal screening and progress monitoring data, appropriate student interventions were implemented. The district selected Voyager Passport as a district-wide strategic intervention for students in grades 2-6. As pilot sites refine the Rtl process, specific guidelines will be developed for a full district “roll out” within the next 2 years.
 - **Pomona Unified School District, Los Angeles County** requested training and consultation services to increase knowledge and skills related to assessment, curriculum and instructional strategies for students with moderate and severe disabilities. Six teams participated in and Educator Academy, which consisted of multiple days of training, classroom support and consultation.
- Rio Linda Elementary School District, Sacramento County** continued its project designed to address the needs of students with social-cognitive differences. Training was provided to develop a common framework to understand student behavior, implement intervention strategies, and improve student success. Eight elementary schools received monthly consultation, demonstration teaching, coaching and resource assistance. A second project involved one elementary school focusing on support to students with orthopedic impairments, improving their communication and increasing their opportunities for general education inclusion. Monthly on-site training, assessment, consultation and technical assistance was provided to staff to increase their skills with Augmentative and Alternative Communication.
- **Santa Ana Unified School District, Orange County** requested continued assistance with restructuring for Rtl and an alternative intensive intervention selection for students two or more grade levels below in reading. A district task force identified needs, set priorities for long term planning and identified specific goals. Five elementary, one intermediate and one high school will serve as pilot Rtl schools for the 2008-2009 school year.
 - **Santa Maria-Bonita School District, Santa Barbara County** continued this multi-year project which placed an emphasis on a) refining the implementation of the State Adopted Reading Intervention Programs: REACH and Reading Mastery programs, and b) training district coaches. Coaching and problem solving sessions were conducted on a regular basis to improve student performance and outcomes. Specific training in “Structuring for Academic Success”, emphasizing effective instruction strategies across disciplines was provided at the junior high school level. Guidance was provided in selecting appropriate intervention programs for strategic and intensive level students in need of support in reading and language arts. Support was also provided in the area of data analysis and appropriate intervention placement.
 - **Santa Maria Valley Direct Instruction Steering Committee, Santa Barbara County** continued its efforts in sponsoring and providing training, teaching clinics, Direct Instruction Coaching Institute, and inter/intra district communication regarding Direct Instruction program implementations across the Santa Maria Valley. Districts continue to host visitors at model sites, providing opportunities for cross-district networking and training.

Comprehensive Professional Development

Southwest SELPA, Los Angeles County participated in a year long project that focused on the review of a variety of assessment tools, curricula and best practice procedures aligned with the recommendations of IDEA '04 and National Standards and Quality Indicators for Secondary Education and Transition. Critical areas addressed were family Involvement, career preparatory experiences, and positive outcomes for young adults with disabilities.

•**Tehama County Office of Education** requested assistance in developing and implementing Activity Matrices for selected students. Twenty-nine teachers plus administrative staff received on-site training, consultation and technical assistance.

Ukiah Unified School District, Mendocino County requested assistance at the high school level for students with moderate disabilities. The High School Portfolio was introduced and modified to meet the needs of the students and teacher. On-site training, assessment, consultation and technical assistance was provided over the course of a year cumulating in the students presenting their individual portfolios via videoconferencing.

•**Ventura County Office of Education** requested consultation services for a preschool classroom for students with autism. The classroom team was provided a self-evaluation survey based upon program components recommended in the National Research Council's, Educating Young Children with Autism, in addition to the classroom observations, student consultations, demonstration teaching and a presentation of findings and recommendations was provided

•**Walnut Valley Unified School District, Los Angeles County** requested assistance in refining the implementation of the State Adopted Reading Intervention Program Language! (3rd) Edition. Coaching and problem solving sessions were conducted on a regular basis in order to improve student performance and outcomes. The project expanded to two district high schools. Specific training on Elements of Effective Instruction, was provided, which were incorporated into daily lessons. At the elementary level, specific training was provided in Reading Mastery Plus and the implementation was supported by classroom visitations and coaching sessions.

Comprehensive Professional Development

In addition, the Diagnostic Centers' Comprehensive Professional Development Projects to LEAs, regional and statewide projects are developed and implemented. A sampling of these projects includes:

The Diagnostic Center, Southern California (DCS) completed its sixth year of directing and supporting the Positive Environments, Network of Trainers (PENT). The PENT Website, www.pent.ca.gov received over 570,000 hits this year. This resource is being used daily by educators across California for resources and training materials to aid in the development of individual, class wide and school wide behavior support.

The PENT Cadre, 300 SELPA Director-nominated trainers and consultants met at the 2008 annual PENT Forums. This year's Forum focused on RtI and the identification of students with emotional disturbance; preventing restraint and seclusion; and focused feedback groups designed to provide each Cadre member with specific feedback on the behavior support plans they submitted at the 2007 Forum. All materials from the 2008 Forums are posted at www.pent.ca.gov/newinfo.htm.

A DCS specialist served from mid April 2008 through July 2008 as a Content Review Panelist for the 2008 Intensive Reading Intervention Programs for English Learners grades 4-8 Adoptions. As a Content Review Panelist, the DC specialist served on one of seven panels and was responsible for conducting an independent review of publisher submitted materials from May to mid July. In July, panels reconvened for deliberations at which time submitted programs were discussed and evaluated. Each panel produced a Report of Findings which reflected how programs aligned with the Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve.

The Diagnostic Center, Central California (DCC) continued their four-year partnership with CalSTAT in the Effective Reading Intervention Academy (ERIA), supporting ten districts/school within the San Joaquin Valley. This multi-year project focused on developing a system-wide model of effective literacy instruction for older, struggling readers. The project involved training, on-site coaching, teleconferences, and online consultation to more than 100 teachers involved in the project. A key component of the was the development of site-based literacy teams that utilized assessment and progress data to provide leadership within the school for reading instruction.

ERIA included full-day trainings that were provided to all general and special education staff, including administrators and paraprofessionals. The focus on reading instruction for older struggling readers included:

- Curriculum design and instructional strategies
- Core and support reading instructional materials
- Assessment design, including selection, scheduling, and recording
- Progress monitoring
- Building academic vocabulary

In addition, a growing number of districts and SELPAs in the Central Valley are extending efforts to provide differentiated instruction within a Response to Intervention (RtI) model at elementary sites, particularly in area of reading. DCC staff participated in numerous comprehensive professional development projects in the area of literacy, working with Mariposa County Office of Education, Fresno SELPA, Madera County Office of Education, Tulare County Office of Education, and Kings County Office of Education.

Madera County Office of Education requested assistance in curricular planning to increase the instructional engagement of students with severe disabilities through functional skills curriculum planning, as well as modifications and accommodations. On-site training, assessment, consultation and technical assistance was provided.

Comprehensive Professional Development

The Diagnostic Center, Northern California (DCN) continued to provide in depth training and multiple levels of technical support to selected districts. A multi-year project with Hayward Unified School District (HUSD) focused on the redesign of their special education delivery programs to reflect research based best practices aligned with the California Content Standards. It is the intent of the project to develop model pre-K through Adult classrooms for students with autism. Through strategic planning, the district developed its values, vision and mission statements for special education and established a culture of collaboration and communication. Using the California Teaching Standards, Standards for Hayward Unified School District Special Education Teachers were developed. To accompany the HUSD Standards, rubrics are being developed and field tested for each Standard. In addition, Standards for HUSD Special Education Administrators, Standards for HUSD Special Education Paraeducators, Standards for HUSD Related Services Staff and Expectations for HUSD Parents were developed. Seventeen teachers received monthly consultation, support, coaching and technical assistance.

DCN continued to upgrade and expand their web-based activities. 119,844 individuals visited online courses, Understanding Section 504; Transition Basics: What do I need to Know; and Curriculum Relevant Therapy. The DCN Ask A Specialist site added two new areas, Mental Health Issues, and Autism. Individuals may ask questions regarding Autism, Behavior, Secondary/Transition, Mental Health, ADHD and School-Related Medical Issues at <http://www.askaspecialist.ca.gov>.

Interagency Collaboration

The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech and language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees, and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- Argosy University
- Azusa Pacific University
- California State Polytechnic University, Pomona
- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, East Bay
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- Chapman University
- Chico State University
- Claremont University
- Columbia University
- Fresno Pacific University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Mt. St. Mary's College
- San Diego State University
- Portland State University
- San Francisco State University
- San Jose State University
- Saybrook Institute
- Sonoma State University
- Texas A & M
- University of California, Los Angeles
- University of California, Riverside
- University of Connecticut
- University of Maryland
- University of Oregon
- University of Redlands
- University of Texas
- University of Washington

Interagency Collaboration

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In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have served on Departmental advisory committees and work groups, interagency task forces, and consulted on various state projects. A sampling of Diagnostic Center participation includes:

- Alameda County Transition Interagency Committee
- ASHA Council for Clinical Certification
- ASHA Convention Committee
- ASHA Minority Student Leadership Program
- Advisory Committee - DDS: Autism Spectrum Disorders Guidelines for Effective Intervention
- California Association of Educational Therapists
- California Association of School Psychologists
- California Consortium for Post-Secondary Options for People with Developmental Disabilities
- California Speech-Language Hearing Association
- CDE RtI Task Group
- Central Valley Regional Center Autism Task Force Committee
- Children and Adult with Attention Deficit Disorder
- CSU, Fresno Special Education Advisory Committee
- Family Alliance for Teacher Education
- Fiesta Educativa
- Fresno Early Childhood Coalition
- Fresno Interagency Focus on Unity
- Fresno Pacific University Advisory Committee
- Improving Special Education Services (ISES) Committee
- International Dyslexia Association
- Marin Teen Screen
- National College Association of Teacher Education Accreditation
- National Alliance for Mentally Ill Community Task Force
- Physical Education Content Standards and APE Committee-CAHPERD
- Regional Coordinating Councils
- SELPA Behavior Committee
- Southern California Autism Training Collaborative
- State Improvement Grant Evaluation Task Force
- State Personnel Qualifications Workgroup
- Superintendents Autism Advisory Committee
- WorkAbility I Human Support Services



Department of Education
School and District Operation Branch
State Special Schools and Services Division