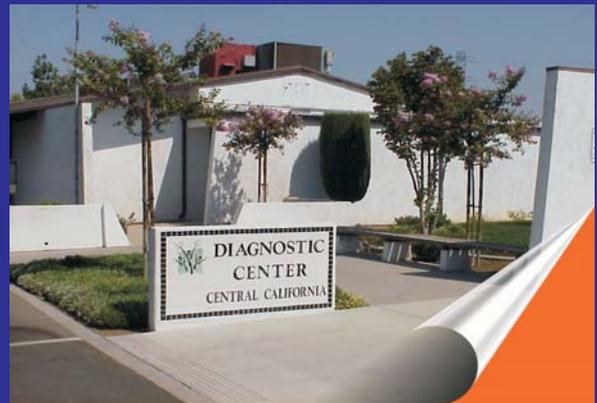




**Mary Anne Nielsen, Director
Diagnostic Center, North**

DIAGNOSTIC CENTERS

End of The Year Report 2009-2010



**Carole Bence, Director
Diagnostic Center, Central**



**Valerie Johnson, Director
Diagnostic Center, South**

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

I liked how the Diagnostic Center provided a non-judgmental, outside opinion based on assessments, observations and interviews. The assessors were straight forward, honest, and sensitive which is exactly what the parents needed.

Teacher
Southern California

The Diagnostic Center consistently provided strategies for student success that can be realistically implemented. Your efforts on behalf of our students are greatly appreciated.

Administrator
Central California

I only wish I could have received this help sooner! It has made such a difference for my child and my family.

Parent
Northern California

I am extremely grateful. My son had seen a number of specialists, but they did not have the unusual specialization and training your staff has. The evaluation was very thorough and recommendations for school officials very helpful.

Parent
Southern California

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. **71%** 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.

5% of Diagnostic Center assessments were conducted at the Diagnostic Center.

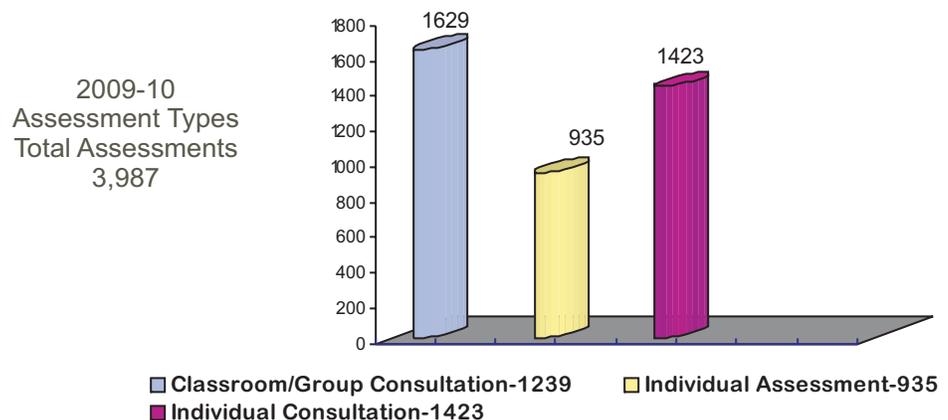
Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. **24%** of Diagnostic Center assessments 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. **1423** 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 **1629** students and addressed such issues as Literacy, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2009-10 school year, **3,987** students were provided services. (Figure 1 illustrates the assessment services provided.)

Figure 1



Referral Trends

The depth of the reports/assessments gave me insight into the student's learning style and behavior triggers. What a difference it had made!

Teacher
Central California

Teachers are happy to have recommendations that can be easily implemented and "make sense".

Administrator
Northern California

Your help was the key ingredient that helped the team come to a long debated agreement over the best course of action for her. Your diagnostic work and powerful presentation enabled everyone to get the "Big Picture". As a result, here entire program changed ans she is happy and successful.

Teacher
Northern California



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	87%
Behavior	42%
Communication	32%
Diagnosis	34%
Autism	32%
Impact of Medical Conditions on Education	20%
Conflict Resolution	25%
Mental Health	14%
Secondary Issues	14%

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

For the first time ever, we received your wonderful gift of an assessment that looked at our son's medical, educational and emotional histories. We now understand how to help.

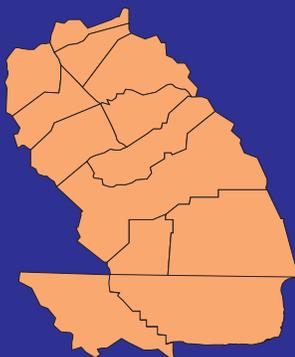
Parent
Central California

We can always depend on the Diagnostic Center! Your impartial assessments bring to light issues we are unaware of. The experience strengthened school and parents relationship.

Administrator
Northern California

I believe my son's time at the Diagnostic Center was a turning point for him. Everyone's input was framed in a positive and encouraging way which helped us envision a bright future.

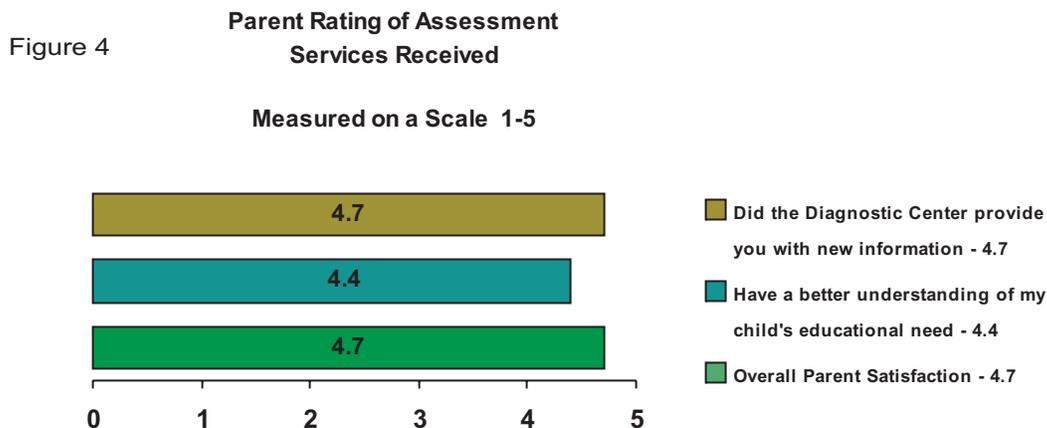
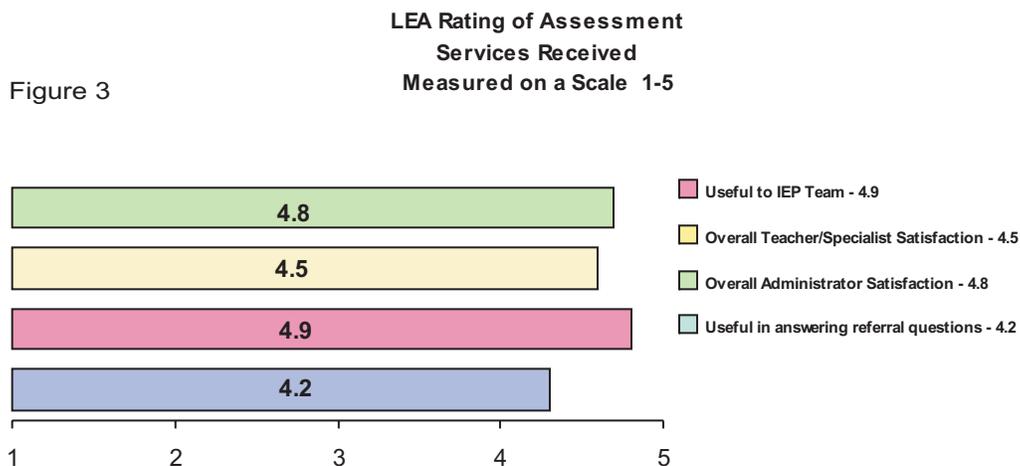
Parent
Central California



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 **819** surveys were returned from school staff and **225** 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 were useful in developing educational programs for students.
- **97%** of parents reported that the Diagnostic Center responded to their concerns.
- **93%** of parents reported that the assessment provided them with new information.



Professional Development

Regional
Coordinating
Councils
106

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 2009 - 2010 school year; 471 presentations to 16,339 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.

Districts
48

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.

SELPAs
143

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 471 presentations provided statewide, the most frequently requested topics are those dealing with:

County Offices of
Education
134

- **Autism Spectrum Disorders - 194 sessions**
- **Instructional Strategies - 100 sessions**
- **Improving Para-professional Skills and Expertise - 45 sessions**
- **Assessment Issues and Strategies - 34 sessions**
- **Transition Planning for Secondary Students - 28 sessions**
- **Special Education Law and Issues - 26 sessions**
- **Behavior Support - 25 sessions**
- **Teaching Students with Moderate to Severe Disabilities - 15 sessions**

Colleges and
Universities
12

State and National
Organizations
16

Diagnostic Center
Co-Sponsored
Conferences
3

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 8-12 describe those collaborative projects.

Training Evaluation

I gathered a wealth of instructional strategies that will bring positive results as well as fun to my classroom.

Teacher
Central California

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 471 formal presentations, 9,300 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.6.
- Participants reported a 1.2 point average gain in knowledge

This training was very informative. I truly felt like I found a new way to look at my students with autism.

Teacher
Southern California

Figure 5

Participants' Rating of Training Received

Measured on a 5 Point Scale

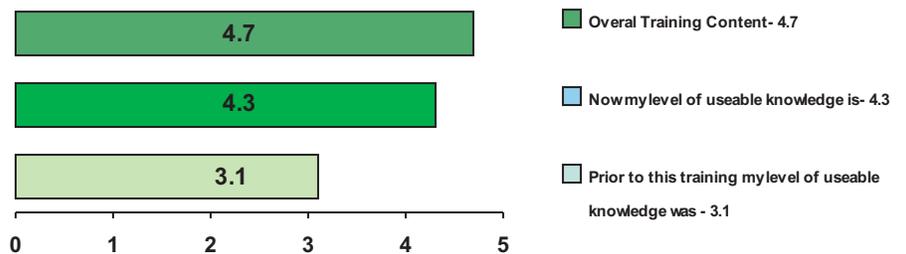


Figure 6

Average Attendees per Sessions	Percentage
Teacher: Special Education	27.5%
Other Certificated	21.5%
Other	21.5%
Paraprofessional	16.2%
Teacher: General Education	5%
Program Specialist	3%
Administrator: Special Education	2.7%
Administrator: General Education	1.6%
Family	1%

I learned so much in such a short period of time. I can't wait to try out these strategies and to share them with my colleagues.

Paraeducator
Northern California

The Diagnostic Center is an incredible asset to the children of our state.

Parent
Southern California

Technical Assistance

I always walk away from a Diagnostic Center workshop feeling like I learned so much and will be a better teacher for my students.

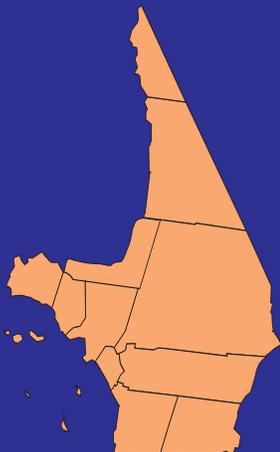
Teacher
Central California

In a time of such limited resources, I am so grateful to work with the Diagnostic Center. I can always count on the center to provide my staff with credible information and do-able instructional strategies. My staff always leave inspired!

SELPA Director
Northern California

This is the only workshop that has ever touched on the kinds of student I have in my class.

Teacher
Southern California



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). 895,709 individuals were provided with technical assistance.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. 820 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*), 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 Interagency Autism Planning Group.

2009-2010 Technical and Resource Assistance

673 demonstration teaching sessions were provided to **3452** school personnel

3388 individuals were provided direct resource and consultation assistance

Internet and On-line trainings provided to **892,321** individuals

Total Participants: 915,500

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 2009-2010 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:

- **Arcadia Unified School District, Los Angeles County** requested continued support for the district's Rtl Task Force as the district designed an Rtl framework and completed a CDE Coordinated Early Intervening Services report. Task force members received training in Supportive Coaching. Teachers received training in Direct Instruction Overview, REWARDS Tune-Up, and Phonics for Reading.
- **Burton School District and Woodville Child Development Center, Tulare County** requested a project to focus on strategies to maximize language enrichment throughout the day for preschool students with disabilities. Project components involved consultation, professional development trainings, in-class observations, technical assistance, assessments, and reports.
- **Compton Unified School District, Los Angeles County** requested assistance to develop The Collaborative Teaching Project designed to promote a more collaborative RSP model. Workshops for all special education teachers, and consultation to two elementary schools were provided. Over ninety professionals, including teachers, program specialists, principals, and administrators were trained and/or provided direct consultation.
- **Davis Unified School District, Yolo County** requested consultation and technical assistance for the district's special education secondary programs. The focus was to support staff serving students in the Transition to Independence Program; students with moderate to severe disabilities, including autism. All staff participated in trainings, consultations, and coaching sessions.
- **Fresno Unified School District/SELPA Fresno County** requested assistance to develop an effective, intensive social skills program for K-12th grade students with Asperger Syndrome or high functioning autism. The FUSD Autism Leadership Project included special education teachers, general education teachers and administrators. Components included observations, technical assistance, collaboration, student assessments and reports.
- **Fresno Unified School District, Fresno County** also requested assistance planning, curriculum development, and lesson implementation for the Summer 2009 Autism Leadership Academy. Students with autism spectrum disorders were enrolled in the academy, a public school program. The curriculum focused on increasing student engagement in "social thinking" and flexibility in thinking and problem solving. Consultation and technical assistance, as well as demonstration teaching, coaching and problem solving sessions were provided.
- **Kern County Office of Education** requested assistance in developing highly qualified and highly trained teachers and paraprofessionals who could provide quality support for students with autism. This was the 2nd year of an intensive SELPA Certification Program for paraprofessionals. The project expanded to include a second cadre of special education teachers. Project components included classroom observations, coaching, trainings, student assessments, and a certificate of completion of the trainings series.

Comprehensive Professional Development

- **Kings County SELPA** requested assistance in providing evidence-based core curriculum for students with autism attending district Special Day Classes. Educators attended a series of monthly trainings between in-class support activities including observations, consultation, technical assistance and demonstration teaching.
- **Lemoore Union Elementary School in Kings County** requested a project to focus on evidence-based practices for students with disabilities involving communication, social, sensory and organizational deficits. Special education students and staff participated in the project. Classroom observations, a series of trainings and assessments were conducted and provided.
- **Lynwood Unified School District, Los Angeles County** requested training and assistance in the area of transition. This transition project was conducted at Lynwood High School and included 28 high school students and their teachers. Teachers and students completed numerous activities which culminated in the development of a Transition Portfolio.
- **Madera County Office of Education** requested assistance to develop a new class for students with autism. Project components involved consultation with administrators and teachers focused on classroom set-up, curriculum and instructional materials. Classroom observations, technical assistance and student assessment services were provided.
- **Oxnard Union High School District, Ventura County** requested assistance to support the REACH program implementation throughout all high schools in both general and special education settings. “In class” Supportive Coaching training, and Direct Instruction Practitioner’s Clinics were provided for all district teaching staff. Ongoing meetings were facilitated with the administrative leadership team, and assistance and guidance with program problem solving and implementation planning was provided.
- **Petaluma School District, Sonoma County** requested assistance to meet the needs of students with social-cognitive differences. Training and guidance was provided to 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.
- **Placentia Yorba Linda Unified School District, Orange County**, in the fourth year, all elementary schools implemented Rtl models. *Supportive Coaching* was a major focus in special education classrooms implementing the *Reading Mastery Plus* program. The Rtl leadership team was provided assistance in reviewing school, making recommendations following site visitations, and providing feedback on Rlt plans.
- **Sacramento City Unified School District, Sacramento County** requested assistance in implementing Curriculum Relevant Therapy throughout the district. Speech and Language Pathologists were trained and coached in how to use a Classroom Based Language Assessment and implement interventions relevant to the classroom curriculum and California standards.
- **Sanger Unified School District, Fresno County** requested a project titled, “Paraprofessional and Student Success Project.” The project focused on the differentiated assessment and identification of appropriate instructional strategies to meet individual needs. The project included formal trainings, on-site observations, consultation sessions and student assessments.

Comprehensive Professional Development

- Santa Ana Unified School District, Orange County** requested continued assistance with RtI planning and restructuring. The RtI Task Force was provided training and support. All sites implemented and RtI model, administered DIBELS as a universal screening tool, and used DIBELS data for progress monitoring and data-based decision-making. All special education staff received training in the REWARDS program.
- Santa Clara County Office of Education** requested assistance in the redesigning their programs for students with severe disabilities and for students with autism. Teachers were provided training, demonstration teaching, coaching, resource and technical assistance. Assessments were conducted for individual students. In addition, the SCCOE Leadership Team participated in a strategic planning process to develop “SCCOE Standards for Special Education Teacher.”
- Simi Valley Unified School District, Ventura County** requested a project that focused on programming and supports for students with selective mutism. The project included classroom observations, consultations and a summary presentation to the educators and administrators who participated in the project.
- Snowline Joint Unified School District, Orange County** requested a collaborative project with the district and the Desert Mountain SELPA focusing on RtI restructuring. A leadership team from the district and SELPA received support. The SELPA and Diagnostic Center provided staff development in the areas of academic and behavioral RtI. Classroom demonstrations, lessons and feedback sessions at all elementary sites were provided to develop RtI coaches.
- Soquel Union Elementary School District, Santa Cruz County** requested assistance to restructure service delivery, using a Response to Intervention model. Through a series of trainings, consultations, and coaching information on increasing evidence based practices and effective curriculum materials was provided. In addition, recommendations for an effective transition process for students changing schools, teachers, and grade levels were made.
- Tulare City Elementary School District, Tulare County** requested trainings and classroom-based support to special education staff. The project focused on working with students with autism and included a teacher needs assessment; classroom observations, consultations, technical assistance and demonstration teaching. Staff development trainings were provided between in-class support activities.
- Tuolumne County Office of Education** requested assistance for staff who work with students with autism. Trainings involved 46 educators from kindergarten to 12th grade. In addition, in-class support including observations and coaching, consultations, and technical assistance sessions were provided. Individual assessments were conducted.
- Walnut Valley Unified School District, Los Angeles County**, in the fourth and final year of this project, the district implemented Reading Mastery Plus in all elementary special day class and resource specialist programs. Classroom visitations, coaching and feedback sessions were provided using the Supportive Coaching model. Ongoing meetings were held with the administrative leadership team for problem solving, program planning and implementation issues.
- West Contra Costa Unified School District, Contra Costa County** requested assistance to improve the middle school curriculum in the area of Transition for students with mild to severe disabilities. The Middle School Transition Portfolio (MSTP) was used. Classroom observations, assessment of targeted students, collaboration/consultation, demonstration teaching and resource assistance were provided.

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 Centers, Southern, Central and Northern The Diagnostic Centers, are working in partnership with the National Professional Development Center (NPDC) to develop model classrooms for students with Autism Spectrum Disorders. Three districts representing southern, central and northern California were selected as the model sites. Diagnostic Center autism specialists and representatives from the University of California Davis, M.I.N.D. Institute will provide onsite consultation and technical assistance throughout the 2010-2011 school year. The goal is to increase local district staff's knowledge of and skill in implementing evidence-based practices with student who have an Autism Spectrum Disorder. These model classrooms will be available for educators and administrators to visit at the beginning of the 2011-2012 school year.

This endeavor is a result of the grant awarded to California based on the input from California's Interagency Autism Planning Group (IAPG). The IAPG includes staff from the Diagnostic Centers, California Department of Education, UC Davis M. I. N. D. Institute, Department of Developmental Services and other state agencies. The IAPG was formed to implement many of the recommendations of the California Legislative Blue Ribbon Commission on Autism and the California Superintendent of Public Instruction Autism Advisory Committee.

The Diagnostic Center, Central California (DCC) continued their five-year partnership with CalSTAT in the Effective Intervention Academy (ERIA), providing year-long support to 20 districts/schools within the San Joaquin Valley. The multi-year project focused on developing system-side models of effective literacy instruction for elementary and older struggling readers. The project involved formal and informal training, on-site coaching, teleconferences, on-line progress charting and an on-line environment for providing consultation to more than 200 teachers involved in the project.

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

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

Fresno Unified School District and SELPA request the participation of **Diagnostic Center, Central California** staff in the planning, curriculum development and lesson implementation for the Summer Autism Leadership Academy. Students with autism spectrum disorders were enrolled in the academy, a public school program. The curriculum was designed to focus on increasing student engagement in "social thinking" and flexibility in thinking and technical assistance, as well as demonstration teaching, coaching and problem solving sessions.

Comprehensive Professional Development

The Diagnostic Center, Northern California (DCN) began piloting a newly developed protocol for assessing African American students enrolled in special education. The Alternative Assessment Matrix for African American Students is a system designed to guide school psychologists in assessing the cognitive strengths and challenges of African American students. The intent of the Alternative Assessment Matrix (AAM) is to help school psychologists comply with the Larry P. Mandate when assessing African American students for special education. School Psychologists from Mt. Diablo Unified School District, Antioch Unified School District, Twin Rivers Unified School District, and Fremont Unified School District, as well as students enrolled in the School Psychology Department of California State University, East Bay are participating in the development, piloting and validity of the Alternative Assessment Matrix.

The AAM is a multifaceted ecological approach to assessment rather than one that relies primarily on standardized testing. The AAM addresses the domains of cognitive development that are critical to students' success in school through an ecological approach that involves multiple sources of data collection. The domains cover information processing abilities and other cognitive foundations for learning, such as attention, memory, and executive functioning. The process can be applied when identifying high incidence disability categories such as those found in the California Education Code.

The Diagnostic Center Northern California's Ask A Specialist website, www.askaspecialist.ca.gov, provides individuals with resource and technical assistance and offers visitors the opportunity to ask questions of special education experts in the area of Autism, Behavior, Assistive Technology, Attention Deficit Disorder (ADHD), Mental Health Issues, Transition, and School-Related Medical Issues. DCN provides other on-line trainings such as Understanding Section 504 and Transition Basics. Curriculum Relevant Therapy is designed for Speech and Language Pathologists who can download materials related to curriculum relevant therapy, speech goals and objectives that correspond to the California Content Standards for Reading/language Arts, and updated resources.

The Diagnostic Center, Southern California (DCS) provided an Assistive Technology Assessment Certificate - High Incidence multiday training program focusing on preparing district staff to assess the assistive technology needs of students with high incidence disabilities. Participants attend six days of training over a period of four months. The training was hosted by the San Diego County Office of Education and included twenty-three participants with varied special education backgrounds. The participants represented San Diego, Los Angeles, and Orange counties. Participants gained knowledge and expertise in a range of technology tools and software programs to help struggling students succeed. Participants were required to demonstrate their knowledge by completing assistive technology assessments for their students.

The Diagnostic Center, Southern California completed its eighth year directing and supporting the Positive Environments, Network of Trainers (PENT). The PENT website, www.pent.ca.gov, received over 700,000 hits during the 2009 - 2010 school year. This resource is 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.

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.

- 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
- Chico State University
- Claremont University
- Fresno Pacific University
- Lehigh University
- Louisiana State University
- Loyola Marymount University
- Mt. St. Mary's College
- Portland State University
- San Diego State University
- San Francisco State University
- San Jose State University
- Texas A & M
- University of California, Davis
- University of California, Los Angeles
- University of California, Riverside
- University of Connecticut
- University of Maryland
- University of Oregon
- 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
- Advisory Committee - DDS: Autism Spectrum Disorders Guidelines for Effective Intervention
- California Association of Resource Specialists
- California Association of School Psychologists
- California Consortium for Post-Secondary Options for People with Developmental Disabilities
- California Department of Education Calstat
- California Endowment Leadership Council
- California Larry P. Task Force
- California Interagency Autism Planning Group
- California Speech-Language Hearing Association
- Central California Autism Society of America
- Central Valley Autism Regional Task Force
- Central Valley Community Autism Partnership
- Children and Adults with Attention Deficit Disorder
- Commission on Teacher Credentialing Board of Reviewers
- Early Act Summit
- Family Alliance for Teacher Education
- Fresno Early Childhood Coalition
- Fresno Interagency Focus on Unity
- Improving Special Education Services (ISES) Committee
- International Dyslexia Association
- National Association of Speech, Hearing, and Audiologists
- 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



Department of Education
Special Services and Support Branch
State Special Schools and Services Division