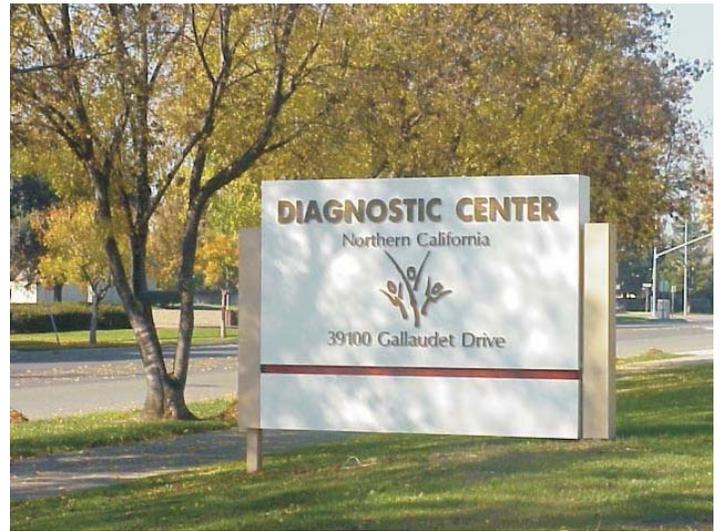


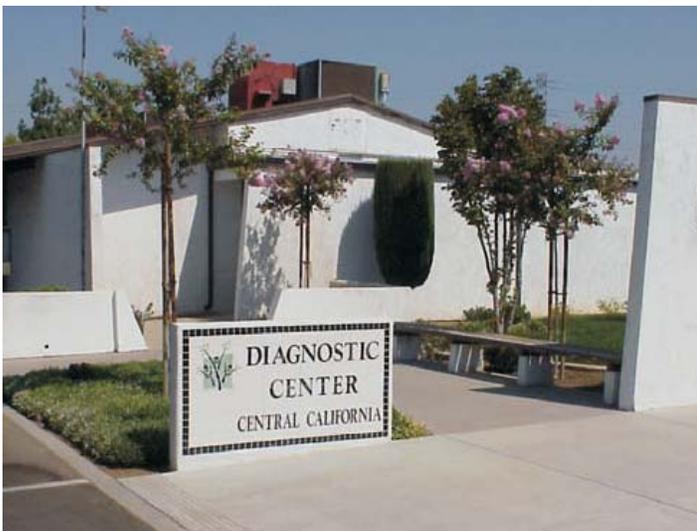


California Department of  
**EDUCATION**

# DIAGNOSTIC CENTERS



**Robin Zane, Director**  
*Diagnostic Center, North*



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



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

## End of the Year Report 2012-2013

**California Department of Education**

## **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 Fremont, Fresno, and Los Angeles. 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.

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

“This has been by far the best experience our family could have had. We have learned the one thing that I feel is the most important information when dealing with your child. We have learned to talk, listen, and react to our son which is invaluable. Thank you!”

~ Parent  
Southern California

“Very impressed with speed, efficiency, and professional manner in which the Diagnostic Center team conducted itself.”

~ Program Specialist  
Northern California

“I appreciated the way the assessment included trial teaching to determine the best instructional strategies. I was amazed at the expertise of the staff in providing numerous ways for my son to demonstrate what he does and does not know. The assessment exceeded our expectations. We have a guide to follow for many years.”

~ Parent  
Central California

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

To address these questions, the Assessment Teams develop individual assessment plans to serve the child at the school site, at the Diagnostic Center, or in both school and Center settings.

Field-Based Assessments are generally 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. Sixty-two percent, 62%, 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. Three percent, 3%, of Diagnostic Center assessments were conducted at the Diagnostic Center.

Combined-Location 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. Thirty-five percent, 35%, of Diagnostic Center assessments were Combined-Location Assessments.

# Assessment Services *(cont.)*

“Thank you for all the time and energy you spent on this assessment. I appreciate that when you had unanswered questions, you went back for a second look. The pediatrician really helped clarify the possibility of some neurological differences due to birth trauma. This was very enlightening for the team and I think for parents as well. Thanks again for the wonderful work!”

~ *Director of Special Education  
Northern California*

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. During the 2012-13 academic year, 963 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 1,513 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Assistive Technology, and Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

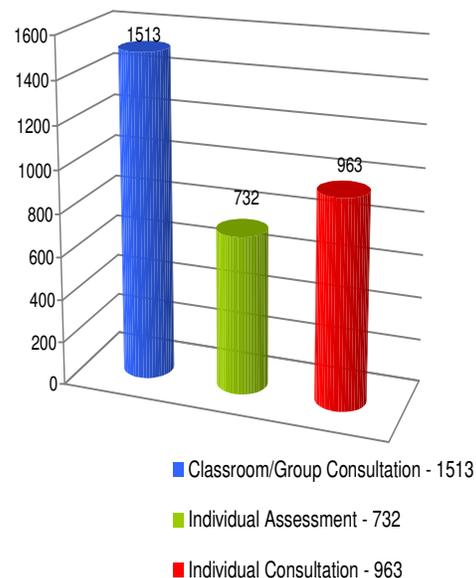
During 2012-13 school year, 3,208 students were provided services. Figure 1 illustrates the assessment services provided.

“Throughout the years we have found that the assessment services provided by the Diagnostic Center have guided us in providing better services to our students. The information you collect and share, it does what it intended to do: guide instruction and interventions.”

~ *Administrator  
Southern California*

## 2012-2013 Assessment Types Total Student Assessments = 3,208

Figure 1



“Being at the Diagnostic Center with my son was an eye-opening experience. I was able to take the information gathered and use it to find better ways to assist him and meet his needs.”

~ *Parent  
Central California*

# Referral Trends

“I cannot express my gratitude enough on how much you helped our student. This has been the BEST year of his life because of the assistance and information from the Diagnostic Center.”

~ Administrator  
Central California

“I feel like unlike in any other settings my child got the attention and focus that she deserves. All the staff that participated in the assessment treated her with respect and showed an interest in finding a way to help her learn. Thanks to the Diagnostic Center, we now know and will help the IEP team members plan for a most successful education plan for our child.”

~ Parent  
Southern California

“I have re-read the summary from the Center many times. This information is presented in a way that is easy for me to understand and I truly agree with the Center’s conclusions.”

~ Teacher  
Central California

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs most challenging-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	62%
Communication	42%
Behavior	30%
Diagnosis	32%
Impact of Medical Conditions on Education	15%
Autism	31%
Conflict Resolution	12%
Mental Health	11%
Secondary Issues	5%
IEE: Independent Educational Evaluation	8%

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 10.

The effectiveness of the services provided by the Diagnostic Centers is 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 777 surveys were returned from school staff and 278 parent surveys were returned. Their responses indicated that:

- ❖ **95%** of administrators reported positive outcomes for the students as a result of the assessment.
- ❖ **96%** of teachers and specialists reported that the assessment services were useful to the IEP Team
- ❖ **99%** of parents reported that the Diagnostic Center responded to their concerns.
- ❖ **89%** of parents reported that the assessment provided them with new information.

“The process was flawless!! The people are wonderful and professional. I don’t know where my daughter would have been without the services of the Center. I can tell you that I believe the outlook for her scholastic career is definitely brighter due to the Center and its staff.”

~ Parent  
Southern California

“We thought we had a good handle on this student’s needs, but the Diagnostic Center’s assessment findings revealed new and pertinent information to guide significant instructional and services changes.”

~ Teacher  
Central California

“This service provides parents with true guidance and findings that we so desperately need for our children. My greatest fear was that my child would disappear into the back of the class and eventually get so behind and frustrated that she would simply give up. Thanks to your support and assessment I now have formal findings to support her needs.”

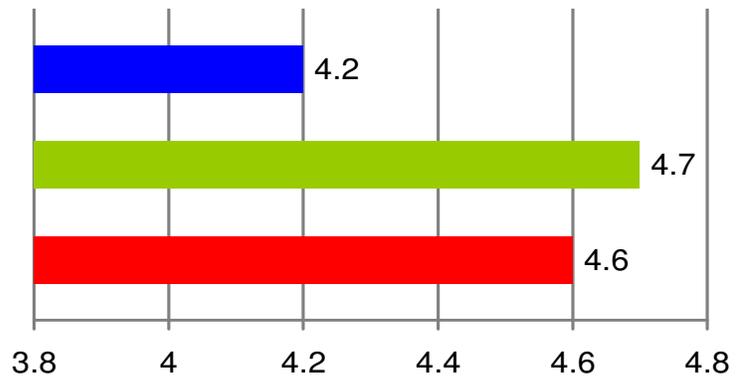
~ Parent  
Northern California

Figure 3

### LEA Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 3

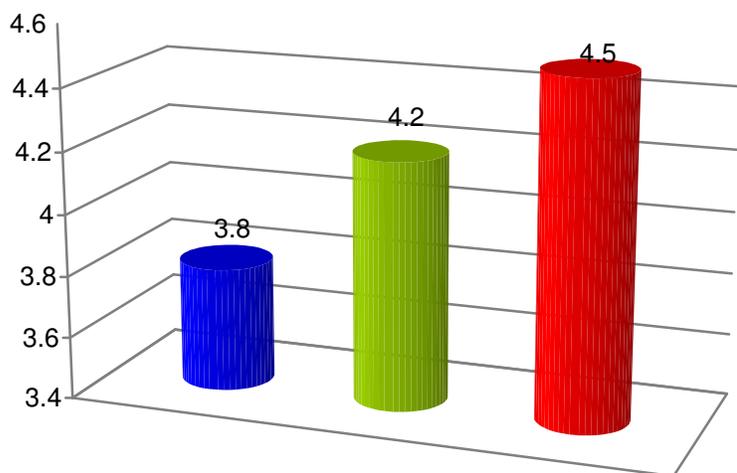


- Useful to IEP Team - 4.2
- Overall Teacher/Specialist Satisfaction - 4.7
- Overall Administrator Satisfaction - 4.6

### Parent Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 4



- Assessment Promoted Collaborative Planning Between Family and IEP Team - 3.8
- Information Assisted You With Dealing More Effectively With Your Child - 4.2
- Overall Parent Satisfaction - 4.5

# Professional Development

## Sessions Offered

**Regional Coordinating  
Councils  
130**

**Districts  
68**

**SELPAs  
168**

**County Office  
of Education  
105**

**Colleges & Universities  
16**

**State, National &  
Professional  
Organizations  
33**

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs, County Offices of Education, and Regional Coordinating Councils continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2012-13 school year; 520 presentations to 19,312 individuals were provided at local school sites, regional workshops, and state and national conferences.

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. The most frequently requested topics were those dealing with:

Training Topics	Percentage
Autism Spectrum Disorders	29%
Instructional Strategies	31%
Assessment Issues and Strategies	14%
Special Education Issues	4%
Improving Paraprofessional Skills and Expertise	10%
Language and Communication Issues	15%
Culturally Responsive Assessment and Instruction	4%
Behavior/Mental Health Issues	19%
Secondary Students	4%
Teaching Students with Moderate-to-Severe Disabilities	12%

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 13 to 18 describe those collaborative projects.

# Training Evaluation

“They went above & beyond—we feel like the assessment was very thorough and not just a snapshot of our daughter.”

~ Parent  
Southern California



“The collaborative efforts from the Diagnostic Center and the school allowed for additional services and options that had not been considered before.”

~ School Personnel  
Central California



“I am very pleased and satisfied with work done. Evaluation was very appropriate focusing on what my child “does,” not what he doesn’t do. This was a big difference from other evaluations or tests done in the past.”

~ Parent  
Southern California



“Gratitude to those who dedicate their careers to helping our special children!”

~ Parent  
Northern California

The effectiveness of the professional development services offered by the Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 520 formal presentations, 10,887 surveys were completed. Highlights from the ratings:

- ❖ The trainings received high overall ratings of 3.7.
- ❖ Participants reported a .9 point average gain in knowledge.

## Participants’ Rating of Training Received Services Received

Measured on a Scale of 1-5



Average Attendees Per Session	Percentage
Other Certificated	29%
Teacher: Special Education	26%
Paraprofessional	18%
Other	19%
Teacher: General Education	5%
Administrator: Special Education	2%
Program Specialist	3%
Family	1%
Administrator: General Education	1%

# Technical Assistance

"The report and presentation provided many strategies and practical ideas for helping or student. The assessment truly filled in the "missing" pieces that the school and parents need to help her progress."

~ *Director of Special Education  
Northern California*

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"Your sincere efforts demonstrate a well-organized team, with attention to details, follow-ups, and extensive accurate diagnosis. Tremendously valuable in seeking appropriate treatment for my son. Thank you."

~ *Parent  
Southern California*

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"The Diagnostic Center consistently provides extensive testing results and strategies for student success that can be realistically implemented – amazing resource for parents and educators."

~ *Administrator  
Central California*

In addition to the formal 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 professional or the Internet (i.e., resources or referral information, to on-site demonstration teaching and the Ask a Specialist web based discussion forum). 200,707 Individuals were provided with technical assistance.

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 10), colleges and universities, (reported on pages 17 and 18), 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.

## 2012-2013 Technical and Resource Assistance

- ❖ 638 demonstration teaching sessions were provided to 12,362 school personnel
- ❖ 1,219 individuals were provided direct resource and consultation assistance
- ❖ Internet and On-line trainings provided to 200,707 individuals
- ❖ Total Participants: 214,288

# Comprehensive Professional Development Projects

“Having individualized and personalized attention from the DCN staff for creating an AAC profile for students was very helpful. It gave a different perspective to the process. Great project!”

*Diagnostic Center, North Teacher*



“The Autism Project not only provided our teachers with the knowledge evidence-based practices and practical implementation tools, but unified them as a team with expertise to share. Student outcomes have shown a significant improvement!”

*Diagnostic Center, Central Administrator*



“It was extremely beneficial for our students to examine their learning preference, their skills and strengths, and moreover how important it is to know the process of their IEP meetings.”

*Transition Project  
Diagnostic Center, South Teacher*

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 the 2012-2013 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 begins on the following page.

Client Effectiveness Surveys were also distributed to teachers, administrators, designated service providers and paraprofessionals who engaged in Diagnostic Center Projects.

Of the 146 Surveys returned, ratings were as follows: scale of 1 (low) to 5 (high)

3.9	The areas of concern, identified as the focus of the project, were addressed.
3.8	Practical strategies and/or interventions were provided.
3.8	I have increased my knowledge regarding types and methods of strategies to use with students.
3.7	The information provided will result in improved student outcomes.
3.8	Overall, this project was an effective use of LEA resources.



# ***Comprehensive Professional Development Projects***



## **DIAGNOSTIC CENTER, NORTHERN CA**

**Berryessa Union School District, Santa Clara County**, requested assistance in redesigning their programs for students with an Autism Spectrum Disorder (ASD). Staff was provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD. Assessments were also conducted for individual students. In addition, the BUSD Leadership Team participated in a strategic planning process to develop “BUSD Standards for Special Education Leaders, Teachers, Related Services, and Paraeducators”.

**Fremont Unified School District, Alameda County**, requested assistance in redesigning their programs for students with an Autism Spectrum Disorder. Teachers, Related Service Providers, Paraeducators and families were provided professional development and their leadership participated meetings to develop a strategic plan for their district to serve students with an ASD.

**North Region SELPA, Santa Cruz SELPA, Contra Costa SELPA** all received extensive training for their selected Speech-Language Pathologists to gain competency and earn certification in the area of Alternative and Augmentative Communication (AAC) assessment and service delivery.

**San Leandro Unified School District, San Lorenzo Unified School District, Alameda County and Southeast Consortium SELPA, Santa Clara County**, all received extensive training for their selected Speech-Language Pathologists to strengthen their skills in developing and implementing intervention programs for culturally and linguistically diverse (CLD) students with language and communication disorders.

**San Mateo County Office of Education** requested assistance in redesigning their programs for students with an Autism Spectrum Disorder (ASD) and severe disabilities. Staff was provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD and severe disabilities. Assessments were also conducted for individual students. In addition, the SMCOE Leadership Team participated in a strategic planning process to develop “SMCOE Standards for Special Education Leaders, Teachers, Related Services, and Paraeducators”.

# ***Comprehensive Professional Development Projects***



**Twin Rivers Unified School District, Mt. Diablo Unified School District, San Leandro Unified School District and Santa Cruz City Schools** all participated in the piloting of the Diagnostic Center, Northern California’s newly developed protocol for assessing African American students for consideration of eligibility in special education. *The Best Practice Guidelines for the Assessment of African American Students* (The MATRIX) is a system designed to guide school professionals in assessing the cognitive and language and communication strengths and weaknesses (if any) of African American students. The intent of this guideline is to help school psychologists and speech- language pathologists comply with the Larry P. mandate when assessing African American students for eligibility for special education. The school psychologists from the participating school districts have participated in a two day summit this school year and have received hands on coaching and technical assistance to learn how to use this Best Practice Guidelines pilot.

**The Diagnostic Center Northern California website, “Ask A Specialist,”** provides individuals with resource and technical assistance and offers visitors the opportunity to ask questions of special education experts in the areas of Autism Spectrum Disorders, Behavior, Assistive Technology/AAC, Attention Deficit Disorder (AD/HD), Mental Health Issues, School-Related Medical Issues, Transition/Secondary Issues and Culturally Responsive Assessment. [www.askaspecialist.com](http://www.askaspecialist.com)

**The Diagnostic Center Northern California website** also provides other on-line trainings and resources such as the opportunity to learn about Section 504 mandates and district responsibilities, to develop an understanding of eligibility requirements, and to explore accommodations and program access. Transition Basics is another online training that is designed to help parents and their children become active participants in the Individual Transition Plan (ITP) process and preparation for life after high school. Resources in the area of Transition include downloadable Middle and High School Transition Portfolios and a Parent’s Guide to Transition.

**The Diagnostic Center Northern California hosts the website for CAPTAIN (California Autism Professional Technical Assistance and Information Network)** [www.captain.ca.gov](http://www.captain.ca.gov) which is an interagency organization committed to disseminating evidence-based information and resources for families and educators who work with students with ASD.

# ***Comprehensive Professional Development Projects***



## **DIAGNOSTIC CENTER, CENTRAL CA**

**The Diagnostic Center, Central continued their eight-year partnership with CalSTAT in the Effective Reading Intervention Academy (ERIA), providing support to 16 teams of educators from school districts in Fresno, Madera, Tulare, San Joaquin and Kings Counties.** This multi-year project focused on developing system-wide models of instruction for middle and secondary schools in core and intervention-level literacy and content area classes. General education, special education, ESL, and administrative staff benefitted from trainings, on-site support and on-line coaching. Schools conducted base-line assessments, provided interventions, charted progress and worked toward effective RtI2 models of instruction, driven by systematic assessment, screenings and progress monitoring. Trainings focused on student engagement, direct instruction and comprehension in response to core curriculum standards. Examples included evidence-based strategies for student engagement and direct instruction; building academic vocabulary; building background knowledge, and evidence-based models of teacher observation, including a collegial “Walk Through” to enhance self-accountability and skill development.

**San Luis Obispo County Office of Education** requested continuation of the “Core 7” project focused on evidence-based instruction for special education teachers, paraprofessionals, and support staff. Participants included educators from seven Special Day Classes, including one for medically fragile, one functional skills class at the secondary level, and those for preschool through 12<sup>th</sup> grade designed for students with autism and severe disabilities. A stand of trainings was provided by Diagnostic Center, Central staff, interspersed with classroom observations and technical assistance, with an emphasis on evidence-based instructional strategies and progress monitoring.

**Kern County Consortium Special Education Local Plan Area (SELPA)** requested a project involving trainings, in-class observations, consultation, technical assistance and group/individual assessments in the area of autism. A cadre of special and general education teachers participated in a rigorous series of trainings with Diagnostic Center, Central staff and SELPA staff, resulting in a SELPA Certificate of Completion in Autism Evidence-Based Practices.

# ***Comprehensive Professional Development Projects***



**Manteca Unified School District in San Joaquin County** requested an autism project focused on evidence-based practices. A series of trainings was provided by Diagnostic Center, Central staff, interspersed with in-class observations, consultation, technical assistance and individual field assessments.

**Lindsey Unified School District, in Fresno County**, requested a continuation of a project focused on evidence-based practices for students with autism spectrum disorders. As a district that seeks to prioritize inclusive educational placements to the greatest extent appropriate, trainings were followed by in-class support, technical assistance and on-line coaching by Diagnostic Center, Central staff.

**San Luis Obispo County Office of Education** requested a Diagnostic Center, Central project focusing on building an Assistive Technology Team that would conduct county-wide assessments and make recommendations for program interventions. A series of formal and informal trainings was provided for education staff and families, with on-site support. Technical assistance was provided to facilitate the development of a county “Assistive Technology and Program Design Team.” Collaborative efforts were focused on developing guidelines for assessment and appropriate recommendations.

**The Diagnostic Center, Central provided an Assistive Augmentative Communication (AAC) Certification Project for central valley educators.** A cadre of 25 speech-language pathologists and special education service providers attended a series of 7 full-day rigorous trainings, with additional course work assignments. In-class support and technical assistance was provided with regard to interventions, assessments and report writing. Participants who attended all of the coursework and completed assignments at a satisfactory level were given a certificate of successful coursework completion.

**The Diagnostic Center, Central provided a one-week AAC Summer Academy (Assistive Augmentative Communication)** which was attended by ten students from several districts who use electronic communication devices, as well as ten general education peers (friends of students and children within DCC staff’s families). The project focused on improving the quality, variety and frequency of communicative intents of preschool through secondary students who use augmentative communicative devices. The students engaged in a variety of reading/math periods, and problem-solving activities including puzzles and games. Thematic instruction was utilized with a “Space Cowboys” theme. Parents and educators were invited to participate, observe, ask questions, and receive guidance. The project involved direct student instruction, modeling of AAC device programming, consultation, technical assistance and individual student assessment reports. Teachers and parents were invited to participate and observe. Short informal trainings were held for educators at the end of each day, to debrief, garner input, and plan the next day’s events. Individual assessment/progress reports were generated for each special education student attending and provided to both the parents and districts. A horseback riding activity in the community was successfully planned as the culminating event of the week.

# ***Comprehensive Professional Development Projects***



**The Diagnostic Center provided an Assistive Technology Certification project for Central Valley educators.** A cadre of 25 educators attended a series of 7 full-day rigorous trainings, with additional coursework assignments. Technical assistance and on-line coaching support was provided. Certificates of completion were provided to all those who attended all inservice trainings and provided a satisfactory level of assignments.

**San Luis Obispo County Office of Education** requested an Assistive Technology Certification project. A cadre of 28 educators from several school districts attended a series of seven full-day rigorous trainings provided by Diagnostic Center, Central staff, with coursework assignments. Technical assistance and on-line coaching support was provided to all those who attended all inservice trainings and provided a satisfactory level of assignments. Participants who successfully completed the project obtained certificates from the Diagnostic Center.

**San Luis Obispo County Office of Education** requested a project to focus on feeding issues with medically fragile students. A series of formal and informal trainings was held with staff and families. On-site, student specific consultations were provided. The goal of the project was to develop a district “feeding assessment and program design team.” The Diagnostic Center, Central staff provided collaborative input and recommendations to SLOCOE staff.

**Autism Forum:** The Diagnostic Center, Central initiated developed the Autism Forum to promote networking and sharing within local area educators and families, within a construct of staff development and enhanced parent/district collaborations. Each forum contains a presentation of ‘Hot Topics’ and “New Research or Developments,” in addition to guest speakers. This year the forum focused on “Transition Planning.” The forum has been well attended by individuals of various agencies and personal connections with positive commentaries.

**San Joaquin County Office of Education** requested a project involving a series of 23 trainings on the evidence-based practices for working with children with autism spectrum disorders. Individuals who attended all trainings within the series received a certificate of completion from the Diagnostic Center, Central.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

**Escondido Union School District** is in its 2<sup>nd</sup> year of support from the Diagnostic Center, Southern California. The district continues to train all mild/moderate teachers in the process of Assistive Technology consideration. Forty mild/moderate k-12 teachers attended four full days of training with specific assessment and data collection activities to complete in-between sessions.

**Santa Monica-Malibu Unified School District** requested a project from the Diagnostic Center, Southern California in the area of Assistive Technology. The Diagnostic Center specialist provided technical assistance and support to district staff in the implementation and use of assistive technology to support learning.

**The Diagnostic Center, Southern California provided an Assistive Technology Assessment Certificate-High Incidence** multiday training focused on preparing district staff to assess the assistive technology needs of students with high incidence disabilities. The training included participants from several counties in southern California. Participants attended multiple days of training throughout the school year. Participants gained knowledge and expertise in a range of technology tools and software programs that can be used to help struggling students succeed.

**Chaffey Union High School District** requested assistance in the area of transition. The Diagnostic Center specialist worked collaboratively with teachers to pilot a model and identify “best practices” leading to transition planning for students. These activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Seventy-eight students participated in creating a Transition Portfolio, Transition Planner and Transition Framework, which supports their ITP. In addition, participants completed additional activities designed to support the transition process, self-advocacy and creation of post-secondary goals. Activities were aligned to *Indicator 13* requirements, as well as addressing *Levels of Assessment* as recommended by the state guidelines.

**Compton Unified School District** requested a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support. Sixty students and their teachers participated in this project, which focused on the development and implementation of a model transition program.

**Escondido Union School District** is in its 2<sup>nd</sup> year of support from the Diagnostic Center, Southern California. The district continues to train all mild/moderate teachers in the process of Assistive Technology consideration. Forty mild/moderate k-12 teachers attended four full days of training with specific assessment and data collection activities to complete in-between sessions.

**The PENT Cadre**, 242 SELPA Director nominated trainers and consultants on behavior met in the annual PENT Forums.

# Interagency Collaboration

**Tom Torlarkson**  
State Superintendent of  
Public Instruction and  
Director of Education

**William Ellerbee, Jr.**  
Deputy Superintendent  
of Public Instruction  
Student Support &  
Special Services  
Branch

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-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.

- ✚ Alliant University
- ✚ California State University, East Bay
- ✚ California State University, San Francisco
- ✚ University of California, Davis
- ✚ University of North Carolina, Charlotte
- ✚ University of Southern California
- ✚ California State University, Fresno
- ✚ Fresno Pacific University

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 the following:

- ✚ ACSA ASD Goals Workgroup
- ✚ Adapted Physical Education Guidelines Committee
- ✚ American Foundation for the Blind
- ✚ ASHA Convention Committee
- ✚ ASHA Council for Clinical Certification
- ✚ ASHA Minority Student Leadership Program
- ✚ Association of California School Administrators

# Interagency Collaboration

**Scott Kerby**  
Director  
State Special Schools &  
Services Division

**California Department  
of Education**

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5<sup>th</sup> Floor  
P.O. Box 944272  
Sacramento, CA  
94244-2720

- ✚ Association of California School Administrators ACSA – Autism Goals and Objectives Task Force
- ✚ Augmentative and Alternative Communication and Assistive Technology Network
- ✚ Autism Society of America (ASA)
- ✚ Buddy Systems Therapeutic Horseback Riding
- ✚ CAPHERD
- ✚ California Association of African-American Superintendents and Administrator
- ✚ California Association of Resource Specialists – Local Chapters CARS+
- ✚ California Association of School Psychologists
- ✚ California Autism Professional Training and Information Network – CAPTAIN
- ✚ California Children's Services
- ✚ California Department of Developmental Services
- ✚ California Department of Education CalSTAT
- ✚ California Interagency Autism Planning Group
- ✚ California School Employees Association (California Paraeducators' Conference)
- ✚ California Speech, Language and Hearing Association (CSHA)
- ✚ California State Employees Association (CSEA)
- ✚ California State University, Fresno – School Psychology Advisory Committee
- ✚ California State University, Fresno – Special Education Advisory Committee
- ✚ Center for Excellence in Developmental Disabilities (CEED) MIND Institute
- ✚ Central California Chapter – Autism Society of America

# Interagency Collaboration

**Diagnostic Center,  
Northern California**  
39100 Gallaudet Drive  
Fremont, CA 94538

**Diagnostic Center,  
Central California**  
1818 W. Ashlan Avenue  
Fresno, CA 93705

**Diagnostic Center,  
Southern  
California**  
4339 State University  
Avenue  
Los Angeles, CA 90032

- ✚ Central Valley Community Autism Partnership – Autism Forum
- ✚ Central Valley Family Resource Centers
- ✚ Central Valley Regional Center – CVRC
- ✚ Children and Adults with AD/HD – CHAAD
- ✚ Children’s Hospital, Central California: Assistive Technology and Augmentative/Alternative Communication
- ✚ Closing the Gap
- ✚ Clovis Unified SELPA Community Advisory Committee
- ✚ CSUEB – Concord Educational Therapy Program
- ✚ Exceptional Parent’s Unlimited – Transition SOAR
- ✚ Families for Effective Autism Treatment – FEAT
- ✚ Family Resource Centers Network of California
- ✚ Fresno County Office of Education – Migrant Education
- ✚ Fresno Early Childhood Coalition
- ✚ Fresno Interagency Focus on Unity
- ✚ Fresno Pacific University Counseling and Faculty Advisory Committee
- ✚ Improving Special Education Services (ISES) Committee
- ✚ Interagency Autism Planning Group
- ✚ Linda Hodgdon’s Visual Strategies & Implementation Study
- ✚ National Association of Speech, Hearing, & Audiologists
- ✚ National College Association of Teacher Education Accreditation
- ✚ National Community of Practice
- ✚ National Professional Development Center on ASD
- ✚ National Professional Development Center on Autism Spectrum Disorders (NPDC)

# Interagency Collaboration

## DCN

Robin Zane  
Director  
Diagnostic Center,  
Northern CA

## DCC

Carole Bence  
Director  
Diagnostic Center,  
Central CA

## DCS

Valerie Johnson  
Director  
Diagnostic Center,  
Southern CA

- ✚ National Secondary Transition Technical Assistance Center
- ✚ OSEP
- ✚ Partners in Sustainable Learning
- ✚ Regional Centers of California
- ✚ Regional Coordinating Councils
- ✚ Resources for Independence, Central Valley
- ✚ San Joaquin SELPA Community Advisory Committee
- ✚ San Mateo County Speech-Language Hearing Association
- ✚ Santa Clara Speech-Language Hearing Association
- ✚ Selma Unified School District: Community Advisory Committee
- ✚ SELPA Behavior Committee
- ✚ Southern California Autism Training Collaborative
- ✚ Southern California K-12 Assistive Technology Network
- ✚ Special Education Administrators of County Offices (SEACO)  
– Aligning for Foundations/Standards in the Core Areas –  
Preschool Work Group
- ✚ State Council on Adaptive Physical Education
- ✚ Tri-County Regional Center
- ✚ WestEd Center for Prevention and Early Intervention

