

Diagnostic Center, Central California
DCC SENTINEL



Promoting Excellence in Special Education

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Diagnostic Center Sentinel: Linking You with DCC Services

The Sentinel will provide an update on DCC projects and services to better serve you in achieving high educational outcomes for all students. Issues will feature hot topics, key resources and techniques, research information and diagnostic issues. Comments and suggestions are welcomed by contacting cbence@dcc-cde.ca.gov.

What is the DCC?

Some of you are familiar with our services to SELPAs and Districts in the following counties in Central California: Fresno, Tulare, Kings, Kern, San Luis Obispo, Madera, Mariposa, Merced, Modesto, Stanislaus, Tuolumne, Calaveras, San Joaquin and Amador.

We continue to provide:

- Comprehensive, state-of-the-art assessment and educational planning services to assist school districts in meeting the needs of their most complex, challenging students with special education needs.
- Technical assistance and consultation in program and instructional design and delivery.
- Professional development opportunities for teachers, administrators, special education staff, families and service agency personnel.
- Focused on-site projects linking training and classroom implementation.

While there are no costs for DCC services, requests must be generated by local school districts. Please use our revised Application for Assessment Services forms. If you need copies, call to or e-mail your request

DCC Website:

Additions to our website include a series of video trainings designed to provide information for teachers working with students with autism. Powerpoint trainings developed by our pediatrician are also available.

A manual of Professional Development Opportunities is available on our website as well. Districts interested in scheduling a training for 2011-12 are encouraged to review the document to make selections and contact Carole Bence at cbence@dcc-cde.ca.gov with options regarding dates and times. Scheduling for next year will begin following spring break.

DCC Projects generally include a series of trainings, interspersed with in-class support and technical assistance. Interested in the possibilities? Contact the Director to collaborate!

UPCOMING EVENTS

April 29, 2011: DCC Autism Forum @ Fresno Pacific University.

May 12 and 13, 2011: Anita Archer presents "Rtl Best Practices: Focus on Writing" at Fresno Pacific University. Early Bird registration, by April 15th, is \$100 for both days!

May 20, 2011: Region 7 Regional Coordinating Council plans a "Parent Appreciation Day" Luncheon at the Diagnostic Center. CA Director of the Special Education Division, Dr. Fred Balcom, will be the guest speaker. Parents may attend at no charge; educator's fee is \$20.00.

Visit our website for more information.

[Http://www.dcc-cde.ca.gov](http://www.dcc-cde.ca.gov)

IN THE NEWS

African American Advisory Committee: Recommendations to the State Board of Education, January 12-14, 2011

On March 23rd and 24th, the African American Advisory Committee will present their initial report to the State Board of Education in Sacramento. The initial report focuses on three areas as follows:

Accountability: In 2009, there were approximately 14,500 African American students in California public schools, whose academic performance was not considered or monitored as a subgroup. Under the current accountability system, they may be grouped with all students when there are fewer than 50 African American students or less than 15% of the total school population. The Committee recommends lowering this to 10 students and revising assessment/accountability reports to display subgroup data.

Special Education: Most recent data from CDE DataQuest, 2010, indicates that from 2005 to 2008, the African American student population decreased, but at the same time, the number of those enrolled in special education programs increased. (16.3% in 12/ 2008). The number of males nearly doubled that of females. Not only were African American students disproportionately identified for placement in special education, they were disproportionately identified within certain disability categories. The research indicates that African American students were most likely identified as Speech Language Impaired at school entry, Specific Learning Disabled at 4th grade, and Emotionally Disturbed in grades 7-12. The longer these students were in school, the more likely they were to be labeled Emotionally Disturbed.

The commission has many recommendations including revision of assessment and accountability data; corrective actions for districts with disproportionality issues; proactive early intervention measures; tracking data involving entry/exit from special education; identification of best practices in special education, as well as ineffective practices; ensure daily access to core curriculum, and identification of best practices for implementation in the general education classroom, etc.

Teacher Quality and Instruction: “Disparity in the allocation of funds to schools, combined with inequitable teacher assignment and transfer policies, result in massive teacher turnover and a preponderance of inexperienced teachers services the highest concentrations of African American and Latino students.” The commission recommends a keen review of teacher salary allocations and teacher assignment policies. Also recommended is an “Effective Teacher Index,” calling for a review of university coursework to include culturally responsive instruction and accelerated math instruction for the multiple subjects credential to ensure the teacher’s ability to teach foundational skills for higher level math instruction as a student advances through the grades.

The entire report is available on the website of the California Department of Education, Special Education Division.



Assembly Concurrent Resolution 22 introduced by Assembly Member Ben Hueso (D-Chula Vista) is proposing that March be California School Bullying Prevention Awareness Month. For current CDE policy on bullying, adopted in 2001, go to:
<http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>

Additional Resources on Bullying:

ABILITY PATH REPORT: *Walk a Mile in Their Shoes: Bullying and Special Needs*
<http://www.abilitypath.org/areas-of-development/learning-schools/bullying/articles/walk-a-mile-in-their-shoes.pdf>

U.S. Department of Education:
www.StopBullying.gov

California Department of Education:
<http://www.cde.ca.gov/ls/ss/se/bullyres.asp>

PENT: Positive Environments Network of Trainers
(Diagnostic Center, Southern CA)
<http://www.pent.ca.gov/pos/sd/bullying>