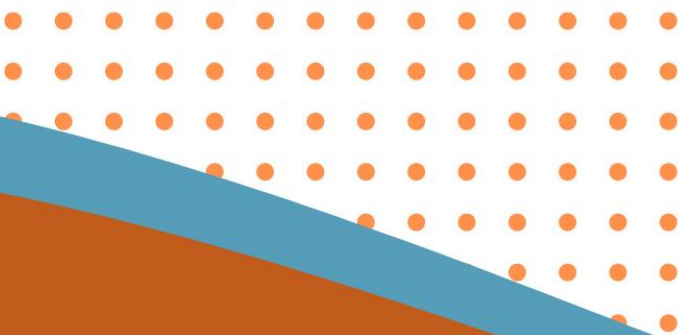




**DIAGNOSTIC CENTER,
SOUTHERN CALIFORNIA**

PROFESSIONAL DEVELOPMENT OPPORTUNITIES



2023-2024

CALIFORNIA DEPARTMENT OF EDUCATION

Diagnostic Center, Southern California Service Area



Service Area Counties and Regional Coordinating Councils (RCCs)

Region 8: Santa Barbara, Ventura, and Kern Counties

Region 9: Orange County, San Diego, and Imperial Counties

Region 10: Mono, Inyo, San Bernardino, and Riverside Counties

Region 11: Los Angeles County, DCS Center

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Diagnostic Center, Southern California

California Department of Education

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<https://www.dcs-cde.ca.gov/>

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Overview

The Diagnostic Center, Southern California offers formal professional development activities to local educational agency (LEA) staff and parents on a range of topics. Our topics are based upon both statewide and local needs assessment surveys as well as other areas of interest. Our primary charge, the provision of assessment services, limits our ability to accommodate multiple requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats.

How is our training disseminated?

Workshops:

In order to provide our services in an equitable manner to LEAs and Special Education Local Plan Areas (SELPA), most of our workshops are offered regionally on pre-set dates to the four Regional Coordinating Councils (RCCs) in our catchment area. Any remaining dates after June 1, 2023 are available for individual districts or SELPAs. While scheduled on a "first come, first served" basis, attempts are made to distribute workshops equitably.

Consultation Services:

The Diagnostic Center has the capacity to provide consultation services in one to two-hour sessions in a variety of formats. See page 55 for more information.

Comprehensive Professional Development Projects:

Comprehensive Professional Development Projects are individually designed to meet specific district or school site needs. Projects incorporate in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site collaboration. These systemic projects include multiple service days that may be interspersed over a period of weeks, months, or a year. For more information about projects, see pages 56 and 57.

How to Book a Workshop

Check for Dates:

If your LEA, SELPA, or school district would be interested in hosting an on-demand webinar, please contact Laura Anderson, Director, for available dates at:

train@dcs-cde.ca.gov or (323) 222-8090

What does the sponsoring agency (RCC, SELPA, LEA) need to do?

After a topic and date is confirmed, the sponsoring agency is responsible for:

- ❖ Assigning a contact person responsible for coordinating with the Diagnostic Center presenter
- ❖ Assigning administrator or designee to attend the workshop
- ❖ Securing a training site to accommodate audience size
- ❖ Creating and distributing a flyer **at least six weeks** before the training (see sample on page 7)
- ❖ Providing for audio-visual needs
- ❖ Duplicating handout packets for all participants (request master copy of handout package from presenter, allow a minimum of two weeks prior to training date)
- ❖ For electronic distribution of the handout packets, ensure all participants are provided with the links to download the materials
- ❖ Greeting and registering participants
- ❖ Introducing presenter
- ❖ Distributing and collecting evaluation forms
- ❖ Distributing Certification of Completion at the end of workshop
- ❖ Providing copies of sign-in sheets and evaluation forms for presenter

Note: While it is not required, providing lunch on-site for full day workshops is greatly appreciated. It ensures a timely resumption of the training after the lunch break.

A "Certification of Completion" is available upon request of the sponsoring agency for dissemination to participants at the conclusion of the workshop. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

We strongly recommend that the sponsoring agency ensures that parents, general education, and other agency staff (for example, Regional Center, Mental Health) as appropriate, are invited.

What is the cost?

There is no cost for our services. Sponsoring agencies have the responsibility for costs involved with any duplication of handout materials, securing the site, advertising the workshop, providing refreshments and other like costs.

Sample Flyer

The Essential 10: Essential Components of Behavior Intervention Plans (BIPs)

Sponsored by

Regional Coordinating Council # and the XYZ SELPA

- Presenter:** Martin Miramontes, M.A., BCBA, PENT Director
Diagnostic Center South, California Department of Education
- Date:** Thursday, March 7, 2024
- Time:** 8:00 am - 8:30 am — Registration/Coffee
8:30 am - 12:30 pm — Workshop (4 hours)
- Place:** Union School District Education Center
2786 Fifth Avenue, Los Angeles, CA 90032
- Cost:** \$15.00 (includes Lunch)

Content: Behavior intervention plans (BIPs) are often developed for students with IEPs exhibiting challenging behavior. However, just because a BIP is developed does not necessarily lead to improved outcomes, and reduction of challenging behaviors. The Essential 10 scoring rubric was developed to support educators in writing BIPs which are rooted in the science of behavior analysis, contain elements which are shown through research to be best practice, and to satisfy legal requirements of a behavior intervention plan. This training is intended to guide those developing BIPs, by providing a rubric to score plans and to identify areas of weaknesses which could lead to an ineffective plan. The Essential 10 use is to ensure the quality of BIPs in achieving its intended outcomes.

Intended Audience: Educators tasked with developing, supervising, and monitoring behavior intervention plans. School psychologists, behavior specialists, and special education teachers

Outcomes: Participants will:

1. Learn how to describe the purpose of the Essential 10.
2. Learn how to describe components of the Essential 10 Rubric.
3. Learn how to understand rules & scoring suggestions for tool.
4. Learn how to consider how implementing the Essential 10 can improve the quality your BIPs.

Registration Deadline: February 22, 2024

There are only 80 spaces available – FIRST COME, FIRST SERVED!

Name:

Telephone/FAX:

School District:

Email:

Please mail or fax registration to: Contact Person, XYZ SELPA

5323 Village Road, Los Angeles, CA 90032

Tel: (323) 888-8888 Fax: (323) 888-9999

Your place will be reserved unless notified.

Directions & Map on the Back

Workshop Strands

AUTISM STRAND

A-1 Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder

Presenter: Martin Miramontes, M.A., BCBA, PENT Director

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 1.75 hours

Many interventions exist for autism spectrum disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrate improved outcomes, the interventions are legally defensible, and the use of EBPs aligns with best practice in education. This training will provide the history on the identification of the EBPs for ASD and support the understanding and use of EBPs for individuals affected by mild-moderate ASD.

Intended Audience: School personnel working with students with mild-moderate ASD

Outcomes: Participants will:

1. Learn about the identification of the EBPs through research conducted by the National Autism Center and the National Professional Development Center on Autism Spectrum Disorders.
2. Learn how to use EBPs to assist students at the mild-moderate level in accessing the California Common Core State Standards.
3. Obtain resources that include detailed information on how to plan, implement, and monitor specific EBPs for students with ASD at the mild-moderate level.
4. Practice implementing various EBPs through case studies, instructional videos, resource development, and role-play.

A-2 Evidence-Based Practices for Students with Moderate-Severe Autism Spectrum Disorder

Presenter: Jill Martinez, M.A., Education Specialist or
Margot Johnson, M.A., BCBA, PENT Administrator

Time: In-Person Training by Jill Martinez: 5 hours (8:30-2:30) or
On-Demand Webinar by Margot Johnson: 2.75 hours

Many interventions exist for autism spectrum disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrate improved outcomes, the interventions are legally defensible, and the use of EBPs aligns with best practice in education. This training will provide information on several EBPs (such as Antecedent Based Interventions (ABI), Reinforcement, Prompting, Visual Supports, and Functional Communication Training (FCT), a general overview of how to match an intervention to meet the needs of a student with moderate/severe disabilities and ASD, and information about how to use EBPs to support student needs classwide.

Intended Audience: School personnel working with students with moderate-severe ASD

Outcomes: Participants will:

1. Learn about the identification of the EBPs through research conducted by the National Autism Center and the National Professional Development Center on Autism Spectrum Disorders.
2. Identify how to select an EBP for a student, given a learner profile of having moderate/severe disabilities and ASD.
3. Learn how to use EBPs to assist students with moderate-severe disabilities in accessing the California Common Core State Standards.
4. Obtain resources that include detailed information on how to plan, implement, and monitor specific EBPs for students with ASD at the moderate-severe level.

A-3 Social Narratives and Story-Based Interventions

Presenter: Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist

Time: On-Demand Webinar: 1.75 hours

Social narratives and story-based interventions are visually presented stories or scripts that describe social situations and outline possible responses and outcomes. These strategies are designed to help autistic students navigate social situations. Skills that can be supported include communication, problem-solving, decision-making, self-management, and peer relationships. This training is an introduction to using multiple story-based intervention strategies to support social needs of autistic students. It prioritizes using these tools to promote student independence, while emphasizing that these tools should never be used to force compliance or mask autistic traits. Strategies covered include social narratives, cartooning or comic strip conversations, power cards, and social autopsies.

Intended Audience: School personnel supporting autistic students

Outcomes: Participants will:

1. Understand the research and theory behind social narratives and how they can be an effective tool for a variety of student needs.
2. Understand how visual mediums can be used to positively support student understanding of others' perspectives.
3. Learn to develop story-based interventions based on individual student needs using specific strategies that are research-based.

A-4 Autism Spectrum Disorder (ASD): What Every Paraeducator Should Know

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 3 hours (8:30-11:30) or
On-Demand Webinar: 2.5 hours

An overview of autism spectrum disorder (ASD) and practical information paraeducators can use for effective teaching. Strategies and behavior supports will be discussed and include visual pacing and closure systems, schedules, prompting hierarchies, and reinforcement principles.

Intended Audience: Paraeducators working with students with ASD

Outcomes: Participants will:

1. Become familiar with the major characteristic of autism spectrum disorders.
2. Become familiar with a variety of teaching strategies and behavior supports.



B-1 A Guide for Paraeducators: Developmentally Appropriate Supports for Students with Intellectual Disabilities and Challenging Behaviors

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 3 hours (8:30-11:30) or
On-Demand Webinar: 2.5 hours

Ever wonder why your student does not respond to a particular support? Ever wonder why reinforcement “doesn’t work” with your student? Ever wonder why your student needs so much prompting? Have you ever considered nontraditional approaches and matching supports and strategies to the student’s developmental level of functioning? This workshop will address these questions and explain how developmentally-appropriate supports and strategies can help increase positive engagement in students. Providing smart schedules, functional work systems, meaningful visual supports, and effective reinforcement can increase students’ independence and engagement while reducing challenging behavior. Understanding the implications of a student’s developmental level is critical to this process, which will be discussed in this workshop. Some of the themes to be addressed include, “Making Time and Activities Concrete and Experiential,” “Making Work Systems Come Alive and Increasing Engagement,” and of course, “Matching Behavior Strategies to Behavior Function and Developmental Level.”

Intended Audience: Paraeducators and individual aides

Outcomes: Participants will:

1. Understand the role of development when designing supports for students.
2. Describe and select strategies that match the student’s developmental level, which may be used to increase positive engagement and learning, and prevent and intervene with challenging behavior.

B-2 Behavior Is Communication

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator

Time: On-Demand Webinar: 2.5 hours

Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate replacement behaviors for maladaptive behaviors, which are already within their repertoire. This will serve as a guideline for selecting replacement behaviors during the development of appropriate behavior intervention plans. Additional topics will include identifying the student's level of symbolism and implementing developmentally appropriate supports.

Intended Audience: Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

Outcomes: Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student's forms and functions of communication and identify behaviors to target for increase to expand a student's communicative repertoire.

B-3 The First Fron(tier)!: An Overview of Tier 1 Positive Behavior Supports for ALL Students

Presenter: Martin Miramontes, M.A., BCBA, PENT Director

Time: In-Person Training: 4 hours (8:30-12:30) or
On-Demand Webinar: 1.5 hours

There is an abundance of empirical research to indicate it is best practice to intervene before problematic behaviors occur. The application of universal interventions (primary prevention) can lead to a reduction in office discipline referrals, reduction in suspensions, referrals for special education, and improved academic performance. Universal supports and instruction are the core supports and strategies provided to all students within the school to promote successful student outcomes and prevent school failure. This training will focus on the behavioral strand of MTSS and provide an overview of the Tier 1 positive behavior intervention supports (PBIS), strategies, and universal interventions available for all students.

Intended Audience: Administrators, classroom teachers, school psychologists, school counselors, behavior specialists, and other related service providers who support students with behavioral needs

Outcomes: Participants will:

1. Receive an overview of how a Multi-Tiered System of Support (MTSS) framework is used to support the majority of students' behavioral needs.
2. Obtain information, resources, and materials related to development of systems to support implementation Tier 1 PBIS interventions.
3. Become familiar with Universal Tier 1 Positive Behavior Intervention Supports.
4. Review strategies and materials used to measure implementation effectiveness (i.e., Fidelity).

B-4 The Essential 10: Essential Components of Behavior Intervention Plans (BIPs)

Presenter: Martin Miramontes, M.A., BCBA, PENT Director

Time: In-Person Training: 4 hours (8:30-12:30)

Behavior intervention plans (BIPs) are often developed for students with IEPs exhibiting challenging behavior. However, just because a BIP is developed does not necessarily lead to improved outcomes, and reduction of challenging behaviors. The Essential 10 scoring rubric was developed to support educators in writing BIPs which are rooted in the science of behavior analysis, contain elements which are shown through research to be best practice, and to satisfy legal requirements of a behavior intervention plan. This training is intended to guide those developing BIPs, by providing a rubric to score plans and to identify areas of weaknesses which could lead to an ineffective plan. The Essential 10 use is to ensure the quality of BIPs in achieving its intended outcomes.

Intended Audience: Educators tasked with developing, supervising, and monitoring behavior intervention plans. School psychologists, behavior specialists, and special education teachers

Outcomes: Participants will:

1. Describe the purpose of the Essential 10.
2. Describe components of the Essential 10 Rubric.
3. Understand rules & scoring suggestions for tool.
4. Consider how implementing the Essential 10 can improve the quality your BIPs.

B-5 What Should I Do?! Effective Strategies for Paraeducators to Support Positive Student Behavior

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator

Time: On-Demand Webinar: 1.5 hours

This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, active engagement, and student learning. Strategies such as reinforcement, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.

M-1 Case by Case: Mental Health Disorders in Schools

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: hours TBD

This enlightening primer to the world of mental health diagnoses can help set the stage for proper support and intervention for students identified with emotional-behavioral disorders. Based on real case studies, this training helps educators broaden their understanding of mental health conditions including the functional consequences of the major disorders and the implications for learning and behavior. Understanding the basis of treatment planning in the schools can begin the process toward improved student outcomes. The training includes tips for screening, assessment, classroom support, educational priorities, and setting up for less educational stress.

Intended Audience: Special education teachers, school psychologists, administrators, Licensed Clinical Social Worker (LCSWs), Licensed Marriage and Family Therapist (LMFTs), Licensed Professional Clinical Counselor (LPCCs), clinical psychologists, Educationally Related Mental Health Services (ERMHS) staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn how the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5 TR) criteria for various disorders have implications for learning, behavior and functional capacity.
2. Gain a basic understanding of the etiology, trajectory and socially mediated factors of various diagnostic profiles.
3. Learn the implications of each disorder, which will help you identify the proper supports, strategies, and educational approaches.
4. Learn about skill-based treatment planning approaches, how they dovetail with therapy, and medications, as well as how they differ from behavioral planning approaches.

M-2 Do This, Not That!: The Educator's Guide to Working with Mental Health Conditions

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 1.5 hours

Oops! You did it again. You stepped on a student's emotional land mine. Are you spending too much time dealing with the behavioral fallout from emotions you accidentally triggered? Are there things you should have avoided saying or doing? The short answer: Yes! In this program, you'll learn practical steps to change the environmental structures for students with emotional-behavioral disorders. With this half-day presentation, you will learn triggers and side-stepping them without walking on eggshells, as well as proactive supports and strategies that reduce unwanted behaviors and improve learning outcomes.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn what factors underlie common emotional-behavioral disorders.
2. Learn common factors that exacerbate student distress and how to avoid these.
3. Learn how to engineer classrooms/programs to improve affective and behavioral stability.
4. Learn easy-to-use methods and technologies known to be effective in supporting and teaching students with emotional-behavioral disorders.
5. Learn curricular planning methods to help target and time effective instruction.
6. Identify various functional deficits of student disorders as well as the corresponding methods of support, direct instruction, and behavioral reinforcement necessary for student improvement.

M-3 Cognitive-Behavioral Techniques for Educators

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 2.25 hours

Behavior Intervention Plans (BIPs) may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students’ mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice “mindfulness” techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

M-4 Game Plan: Putting the Mental Health Treatment Plan Into Action

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 2.25 hours

Treatment plans?! What do we do first? Who does what? Planning for students with emotional-behavioral disorders (EBDs) is confusing without systematic implementation and treatment fidelity. In this course, you'll learn the basic nuts and bolts of setting up your school's EBD classroom/specialized program. You'll prepare a complete case plan from scratch for one or more of your students and learn the week-by-week system for integrating treatment components to improve implementation and fidelity.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn what treatment plans do and do not effectively cover.
2. Learn how interventions may differ across developmental stages.
3. Identify and document students' functional needs to determine academic readiness, intervention level, and progress monitoring.
4. Develop active plans for support, direct instruction, and behavioral reinforcement to address and remediate functional needs and improve learning readiness.
5. Learn the top five easy-to-manage environmental factors to improve student outcomes.
6. Identify staff roles, needed skills, and responsibilities for effective case planning.

M-5 It's Just a Phase

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 2.5 hours

Tired of writing the umpteenth behavior plan for the same student with an emotional disturbance? It's not your fault. Many behaviors are the result of long-standing and reinforced "internal working models" of self, others, and the world. This inner model determines how students perceive and receive their experiences, including school participation. Join Tim Halphide who will guide you through the development of these internal models and how to address them with therapeutic "treatment-planning" techniques. Evidence for these forms of supports, strategies and interventions are found in the research of such iconic therapeutic figures as Erickson, Bowlby, Ainsworth, Winnecott and more. Through understanding psychosocial stages of development and the processes of attachment, you will learn how to properly match easy-to-use, skill-based supports and strategies to your student's unique needs. Is it really just a phase? Come find out.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn how to apply psychosocial stages to student affect, self-concept, and interaction.
2. Learn about attachment theories, and corresponding methods for strengthening bonds that prevent behavioral blow-outs.
3. Learn how to quickly match psychosocial needs to specific, easy to use, supports, strategies and interventions.
4. Learn how to struggle less and boost behavioral control with simple but effective applied psychological principles.

M-6 The Trauma-Informed School

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 2 hours

Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic stress. In this training, educators learn methods for establishing clear expectations and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

M-7 Keeping the Day Sane: Mental Health 101 for Paraeducators

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: In-Person Training: 4.25 hours (8:30-12:45) or On-Demand Webinar: 1.25 hours

Are your paraeducators prepared with little more than good intentions to handle the challenges of children identified with emotional-behavioral disorders? Are you noticing a lot of turn around, injury and stress? Many adults inadvertently handle behavioral scenarios with tactics that actually escalate student emotions rather than improve them, resulting in a decrease in student readiness for participation and learning. This training will equip your staff with basic knowledge and easy-to-learn strategies that can help them be more successful and keep students safe and ready to learn. Let's get everyone on the same page!

Intended Audience: Paraeducators, special education teachers, administrators, school psychologists, ERMHS staff or school counselors specifically designated to working with special needs students, behaviorists, and other IEP team members who support these students are strongly advised to attend.

Outcomes: Participants will:

1. Learn the basics of most frequently encountered mental health profiles.
2. Learn how to side-step emotional triggers.
3. Learn basic learning supports and strategies to help develop student readiness and active participation.
4. Learn how to collect proper data to support teachers, behaviorists, counselors, and school psychologists.
5. Learn proactive strategies for reducing emotional responses from students.

M-8 Mental Health Risk Assessment Basics

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist

Time: Live Virtual Training: 2 hours or
On-Demand Webinar: 1 hour

The CDC and hospital statistics have tracked a sharp rise in emergency room mental health visits and pediatric suicide attempts for individuals under the age of 18. Per the CDC, the deterioration of mental health had been hastened and exacerbated by pandemic stress, abrupt daily life disruptions, anxiety about illness, social isolation, and interrupted connectedness. Other factors, such as family stress, deaths, social unrest, community safety concerns, and job loss have added to this crisis. Schools are the sole access to mental health services for many families. Risk assessment is more crucial than ever. Serious risk can be helped by swift intervention. In this one-hour online presentation, Tim Halphide will explore the starting point for school-based risk assessment and will provide you with direction, including tips, tools, and links. If you or someone you know may be at risk for suicide, contact the National Suicide Prevention Lifeline at 1-800-273-8255 (En Español: 1-888-628-9454; Deaf and Hard of Hearing: dial 711, then 1-800-273-8255) or the Crisis Text Line by texting HOME to 741741.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students, behaviorists, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn the possible warning signs and symptoms associated with suicide risk.
2. Learn about environmental factors that increase risk.
3. Learn which risk factors are priorities.
4. Learn immediate steps for intervention as well as some strategies for long term planning.
5. Learn which areas your team might assess for suicide risk.

M-9 Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness

Presenter: Mojgan Moshtael, Ph.D., Clinical Psychologist

Time: On-Demand Webinar: 1 hour

There is a growing body of research that shows the effectiveness of mindfulness practices for children and adolescents to help regulate their emotions and develop positive coping strategies. Mindfulness practices are also considered an effective intervention to develop empathy and decrease anxiety and aggressive behaviors.

Intended Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students and students with mental health concerns

Outcomes: Participants will:

1. Learn the meaning, history, and reasons behind implementing mindfulness.
2. Learn the impact of mindfulness and how it improves different aspects of individuals.
3. Learn the importance of teaching children about mindfulness.
4. Learn about several considerations when implementing mindfulness.
5. Learn some examples of mindfulness practices and several resources to explore more options.



S-1 An Introduction to the What's & Not's of Attention Deficit Hyperactivity Disorder (ADHD) and Implications

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 3 hours (8:30-11:30) or
On-Demand Webinar: 2.5 hours

This training is an introduction to understanding the complexity and multifaceted aspects of Attention Deficit Hyperactivity Disorder (ADHD). Cognitive, behavioral, social, and academic issues associated with the condition will be discussed. Focus is placed on the critical role of executive function (i.e., self-regulation and self-goal directed behavior) and how this functioning explains many of the challenges faced by students with ADHD. Professionals require the understanding of the disorder as it is necessary for effective development and implementation of strategies and supports. Techniques and strategies will be shared that can support students who face challenges associated with ADHD.

Intended Audience: Professionals working with students with ADHD

Outcomes: Participants will:

1. Become familiar with the diagnostic criteria associated with ADHD.
2. Understand the relationship between executive functions and ADHD.
3. Identify how executive functions impact performance and daily living at home and school.
4. Become familiar with environmental, executive function, and behavioral supports that can facilitate positive life outcomes.

S-2 Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 3.75 hours

This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

Intended Audience: Special educators, program specialists, administrators, and parents

Outcomes: Participants will:

1. Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
2. Review developmental expectations and their implications for students with developmental disabilities.
3. Review tools for transition planning and assessment.
4. Interpret and translate students' developmental profile into specific postsecondary goals and activities that are consistent with Indicator 13 and Transition guidelines.

S-3 The Missing Link: Leveraging SLP Expertise to Promote Literacy Development

Presenter: Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist

Time: In-Person Training: 4 hours (8:30-12:30) or
On-Demand Webinar: 2.5 hours

ASHA has clearly defined roles and responsibilities related to dyslexia and other written language disorders, which fall within our scope of practice. Despite this, SLPs in the schools are largely not targeting literacy. With enormous caseloads and other professionals “in charge” of providing reading and written language instruction, many SLPs are reluctant to get involved. Research has shown that children with language disorders and/or speech sound disorders often struggle with learning to read and write, and many are at-risk for persistent learning problems related to literacy. As SLPs, we are uniquely qualified to support struggling readers and their educational teams given our knowledge of the components of language and the structure of its sound system. Students with learning disabilities and concomitant speech and language disorders would benefit from a transdisciplinary approach to literacy instruction. Often times, students have made limited progress in both speech and literacy because they have never received coordinated, systematic intervention where they are consistently cued by all team members in order to link sounds and symbols to meaning during reading and spelling tasks.

Please note: The webinar and live trainings cover the same content, but the in-person version is longer, allowing for more in-depth analysis, collaborative case studies/activities, and interactive discussions, questions, and answers.

Intended Audience: Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs)

Outcomes: Participants will:

1. Understand the rationale for supporting literacy skills for students on your caseload who are struggling with reading and writing, including those with Dyslexia, Developmental Language Disorder, and/or Speech Sound Disorder.
2. Identify practical ways to build literacy skills into existing therapy sessions.
3. Learn specific strategies to strengthen the core language skills that will enable your students to become better readers.

S-4 Teaching Students with Moderate to Severe Intellectual Disabilities

Presenters: Jill Martinez, M.A., Education Specialist or
Margot Johnson, M.A., BCBA, PENT Administrator

Time: In-Person Training by Jill Martinez: 5 hours (8:30-2:30) or
On-Demand Webinar by Margot Johnson: 2.75 hours

This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Intended Audience: Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

Outcomes: Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

S-5 Make a Play: Promoting Social Emotional, Communication, and Cognitive Development through Play

Presenter: Allease Glamore, M.S., School Psychologist

Time: In-Person Training: 5 hours (8:30-2:30)

Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young Children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

Intended Audience: Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, paraeducators, and psychologists

Outcomes: Participants will:

1. Become familiar with key milestones in the development of object and social play.
2. Understand the link between play and communication/cognition.
3. Recognize delayed and disordered play and the associated implications.
4. Learn techniques to facilitate the development of play skills.

S-6 Supporting Language throughout the School Day

Presenter: Elizabeth Stiles Beirne, M.S., CCC-SLP,
Speech-Language Pathologist



Time: In-Person Training: 4 hours (8:30-12:30)

Do you work with students who struggle with following directions, understanding what's being read/discussed in class, or have a hard time putting their thoughts into words to express ideas? Want to help students with comprehension and expression, but you aren't a speech-language pathologist? If so, this training is for you! Come learn how and why to support language development in the classroom based on area of difficulty.

Intended Audience: Paraeducators, teachers, and support staff working with students with mild-moderate language difficulties

Outcomes: Participants will:

1. Gain an overview of language disorders, learning disabilities, autism, intellectual disability, ADHD, and their impact on comprehension and verbal expression.
2. Learn practical ways to support receptive and expressive language in the classroom and throughout the school day.
3. Engage in case study discussions and identification of appropriate strategies.

S-7 Navigating Through the Day One Step at a Time

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

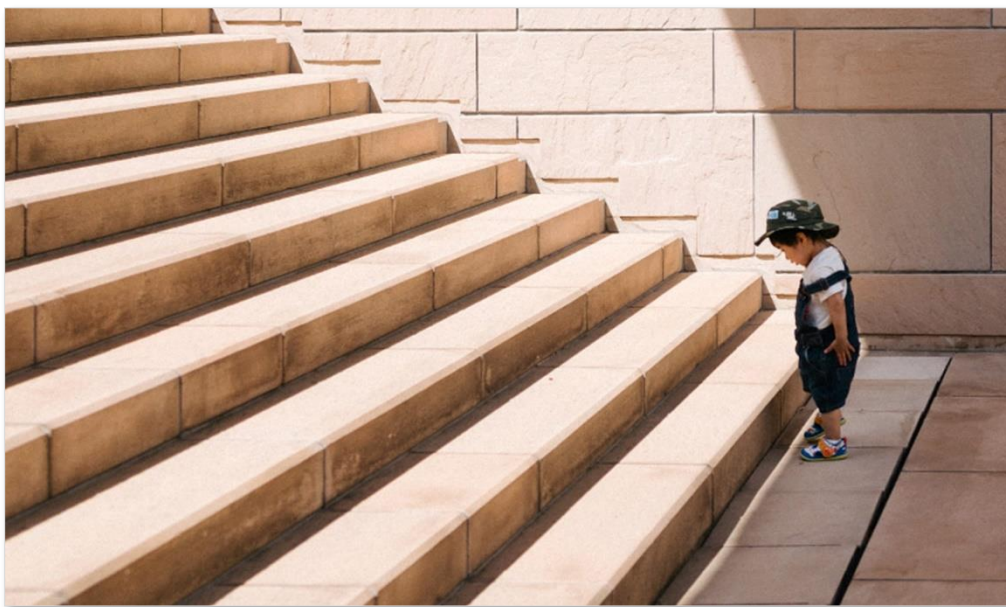
Time: On-Demand Webinar: 1 hour

This brief training goes over a sample of effective tools to help students navigate through their day including can-do schedules for all ages, enticements, structuring up the “funs” and “icks” of the day, breaking down expectations into bite size pieces, and simple strategies to support one’s overall health. Practical examples are provided, and supports are embedded within the presentation for all to experience.

Intended Audience: Educators and parents

Outcomes: Participants will:

1. Become familiar with the benefits of structure and routine.
2. Understand the importance of executive function in achieving goals.
3. Learn ways to help students build independence, motivation, and goal directed behavior.
4. Learn how to break down large goals into bite size pieces.
5. Learn simple ways to support themselves and others while helping students.



S-8 Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator

Time: On-Demand Webinar: 1.5 hours

This 90-minute webinar is designed for teachers and paraeducators to complete together, allowing the team to discuss and explore their individual roles, develop clear understanding of responsibilities, and begin to develop frameworks for effective teacher/ paraeducator/student relationships. Participants will be encouraged to actively complete activities throughout the webinar; additionally, handouts and resources will be provided to further support educator development.

Intended Audience: General education teachers, special education teachers, paraeducators, behavior specialists, speech-language pathologists, service providers, and administrators

Outcomes: Participants will:

1. Identify and describe key concepts related to supporting students with special education services (e.g., IEPs, goals, confidentiality, etc.).
2. Identify the key roles and responsibilities for teachers and paraeducators in supporting students.
3. Describe important components for effective teaming (e.g., time management, communication, team meetings, feedback, etc.).
4. Utilize resources provided to support further learning.

R-1 Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing

Presenter: Melissa Gardner, M.S., CCC-SLP, Speech-Language Pathologist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 1.5 hours

Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students can access a formal test battery. Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a consistent and purposeful response pattern to even begin testing. This training will emphasize integrating theory with practice, conceptualizing the impact of cognitive, perceptual, and motor deficits on communicating; and explore the selection, modification, and use of appropriate assessment tools designed to assess a student who cannot access traditional measures.

Please note: The on-demand webinar is a broad overview without case studies, opportunities for discussion, or exploration of assessment measures. Outcomes will emphasize understanding versus application of knowledge.

Intended Audience: Speech-Language Pathologists. If an attendee is not a speech-language pathologist, they need to attend with an SLP from their district to facilitate appropriate teaming. For example, school psychologists, childhood special education teachers, and/or occupational therapists who are qualified to conduct AAC assessments for their school district.

Outcomes: Participants will:

1. Differentiate and determine whether an action constitutes intentional behavior, pre-intentional communication, or intentional communication.
2. Determine potentially communicative acts in persons with complex physical/sensory impairments.
3. Understand the most current and supported theories on the development of symbolic representation.
4. Explore testing materials with a current student's case in mind to cultivate an assessment plan to reveal the student's strengths and reliable abilities.

R-2 Reading Between the Lines

Presenter: Andrea Abrishami, M.A., Education Specialist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 1 hour

According to the International Dyslexia Association, one-half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

Please note: The on-demand webinar is a broad overview without opportunities for discussion, where outcomes will emphasize understanding versus application of knowledge.

Intended Audience: Educators working with students with reading difficulties

Outcomes: Participants will:

1. Review and discuss the components of reading.
2. Learn about the characteristics of dyslexia.
3. Become familiar with strategies, appropriate interventions, and accommodations for students with reading difficulties.
4. Learn about evidence-based practices and why they are effective for struggling readers.

R-3 Still Not Producing: Assessment and Intervention for Executive Function Difficulties

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 3 hours (8:30-11:30) or
On-Demand Webinar: 2.5 hours

Every goal in one's life involves executive function (EF). EF is more than strategies. The purpose of this training is to present an overview of the professional field's current thinking about the role and complexity of executive function, the process of measuring executive function, and practical supports and take-home strategies to help build executive function. It doesn't happen overnight, but with an understanding of what EF really is and lots of practice, a student's EF can be improved. Importantly, ways to apply assessment results to real-world supports and interventions will be discussed. Methods of supporting the student's executive function system including self-awareness, self-determination, strategy development, time management, and breaking down long term goals to short term goals within the school environment will be discussed.

Intended Audience: School psychologists and anyone with knowledge of psychological tests and psychometrics. Participants should have a basic understanding of executive function.

Outcomes: Participants will:

1. Develop a deeper understanding of executive function.
2. Learn to use multiple sources of information in assessing executive function/self-regulation.
3. Learn methods to help students develop and build their executive function system.

R-4 I Don't Have Time! How to Make School-Based Interventions Work in the Elementary School

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist

Time: In-Person Training: 3 hours (8:30-11:30) or
On-Demand Webinar: 2.75 hours

This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the box thinking, which will also be presented.

Intended Audience: Elementary school personnel involved in the process of implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that don't work and why.
2. Learn strategies to build relationships necessary for successful implementation
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

R-5 Assessment and Intervention for Childhood Apraxia of Speech (CAS)

Presenter: Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist

Time: In-Person Training: 4 hours (8:30-12:30) or
On-Demand Webinar: 2.25 hours

Speech-Language Pathologists (SLPs) play a central role in the screening, assessment, diagnosis, and treatment of Childhood Apraxia of Speech (CAS). As indicated in the Code of Ethics (ASHA, 2016), SLPs who serve this population should be specifically educated and appropriately trained to do so. SLPs who diagnose and treat CAS must possess skills in differential diagnosis of motor speech disorders and co-morbid language disorders, have specialized knowledge in phonological encoding disorders and motor learning theory, and have experience with appropriate intervention techniques.

Please note: The webinar and live trainings cover the same content, but the in-person version is longer, allowing for more in-depth analysis, collaborative case studies/activities, and interactive discussions, questions, and answers.

Intended Audience: Speech-Language Pathologists

Outcomes: Participants will:

1. Review the components of a comprehensive assessment for students suspected of having Childhood Apraxia of Speech.
2. Compare behavioral features that are commonly seen in other speech sound disorders in order to conduct a differential diagnosis.
3. Identify the elements of intervention for Childhood Apraxia of Speech that are validated by research.

R-6 Untestable to Testable: Transforming Students Who Are “Difficult” to Assess

Presenter: Allease Glamore, M.S., School Psychologist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 3 hours

We all have a basic understanding of the principles of assessment. But, what happens when students are unable to sit at a table, cannot point to a picture or symbol in a stimulus book or provide a verbal response, or engage in behaviors that impact their participation in testing? Typically, we describe these students as untestable and resort to using assessment and evaluation methods that are less accurate and do not provide complete information. This training will explore the selection and use of appropriate assessment measures, the development, implementation and use of alternative assessment procedures, ways adapting and modifying assessment measures, strategies for identifying alternative response formats, and quick and easy interventions that can be used to support participation and engagement.

Intended Audience: School psychologists, speech-language pathologists, occupational therapists, and special education teachers

Outcomes: Participants will:

1. Learn to use multiple sources of information for assessments and how to modify and adapt testing materials.
2. Learn to understand the implications of a student’s level of functioning and how it can impact testing behaviors.
3. Learn to identify and reduce or remove barriers to assessment by supporting student engagement and participation.

R-7 Inclusive Education for Students with Mild-Moderate Disabilities

Presenter: Nicole Ward, M.A., Education Specialist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 1.75 hours

This training will focus on inclusive education and the best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations versus modifications, differentiation and universal design.

Intended Audience: Ideal audience will include multidisciplinary teams working with students with mild-moderate disabilities in inclusive settings, however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Materials: Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

Outcomes: Participants will:

1. Increase awareness of the various working models for implementing inclusive education.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

R-8 Inclusive Education for Students with Moderate-Severe Disabilities

Presenter: Nicole Ward, M.A., Education Specialist

Time: In-Person Training: 5 hours (8:30-2:30) or
On-Demand Webinar: 2 hours

This training will focus on inclusive education and the best practices for educating students with moderate to severe disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, gaining buy-in from key stakeholders, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while accessing the standards, and effective use of staff and peers.

Intended Audience: Ideal audience will include multidisciplinary teams working with students with moderate-severe disabilities in inclusive settings; however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Materials: Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

Outcomes: Participants will:

1. Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

R-9 Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms

Presenters: Allease Glamore, M.S., School Psychologist and Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist



Time: In-Person Training: 5 hours (8:30-2:30)

Oftentimes we find ourselves reflecting on how to structure our learning environments in a more meaningful and cohesive way. How can we stop putting out fires and start igniting active engagement and meaningful participation? This can only be done when educators understand development, effectively use routines, and build background knowledge and novelty through themes. This training will provide a blueprint for establishing effective classroom programs by facilitating a deeper understanding of development so educators can ensure activities are well-matched to the level of the child, designing purposeful routines, and using themes to provide a rich context for learning.

Intended Audience: Special education teachers, school psychologists, speech-language pathologists, occupational therapists, instructional assistants, and program specialists. It is recommended to attend with your cross-disciplinary team.

Outcomes: Participants will:

1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within activities.
3. Learn the importance of themes and be able to create theme-based activities across domains and developmental levels.

R-10 Establishing Predictable Routines to Support Skill Acquisition and Independence

Presenter: Jill Martinez, M.A., Education Specialist

Time: On-Demand Webinar: 1 hour

This training provides a general overview of how instruction within the context of predictable routines can increase students' skill acquisition and independence across school and community settings. Participants will learn how to systematically embed developmentally appropriate instructional targets within predictable routines and tips for instructional planning to maximize student progress and support positive behavior.

Intended Audience: School personnel working with students with moderate-severe disabilities

Outcomes: Participants will:

1. Become familiar with the benefits of providing instruction within the context of predictable routines.
2. Understand the importance of aligning learning targets and supports with students' learner profile.
3. Learn how to break down the school day to systematically establish routines and embed learning targets.



R-11 Multisensory Math! What Is It and Why Is It Important?

Presenter: Heather Barakat, Ed.D., BCASE, Education Specialist

Time: On-Demand Webinar: 1.5 hours

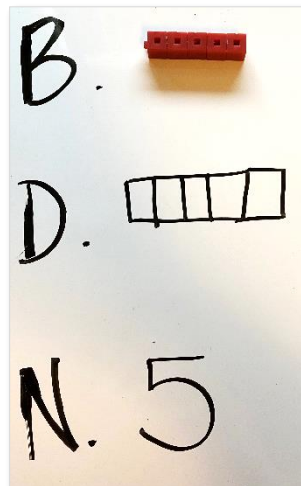
During this webinar, participants will learn the Piaget's developmental stages in regards to mathematics and the importance of a multisensory approach. Participants will learn the components of multisensory instruction and how to apply them to basic math facts instruction (e.g., whole numbers, addition, subtraction, multiplication, and division). Participants will walk away with knowledge on who will benefit from multisensory instruction and step-by-step instructions on how to implement multisensory instructional strategies when teaching mathematics.

Intended Audience: General education teachers, special education teachers, administrators, and paraeducators

Materials: Participants are encouraged to print and cut the math bars (provided in the handout packet), in color, to participate and practice in the webinar.

Outcomes: Participants will:

1. Become familiar with Piaget Stages of Development and how the stages support math development
2. Review multisensory instruction and how it supports students.
3. Learn how to use multisensory math instruction to build students understanding of basic math facts.



R-12 Multisensory Math! Advanced Math Skills

Presenter: Heather Barakat, Ed.D., BCASE, Education Specialist

Time: On-Demand Webinar: 1.5 hours



During this webinar, participants will review the Piaget's developmental stages in regards to mathematics and the importance of a multisensory approach. Participants will learn the components of multisensory instruction and how to apply them to advanced math instruction. This webinar will review multisensory instruction in the following areas:

- Place Value Review
- Multi-digit Multiplication and Division
- Fractions (addition, subtraction, multiplication, division)
- Integers (addition, subtraction, multiplication, division)
- Simplify Expressions
- Equations

Participants will walk away with knowledge on who will benefit from multisensory instruction and step-by-step instructions on how to implement multisensory instructional strategies when teaching mathematics.

Intended Audience: General education teachers, special education teachers, administrators, and paraeducators

Materials: Participants are encouraged to print and cut the base ten blocks, double sided circles, double sided squares, and algebra tiles (provided in the handout packet), in color, to participate and practice in the training.

Outcomes: Participants will:

1. Become familiar with Piaget Stages of Development and how the stages support math development
2. Review multisensory instruction and how it supports students.
3. Learn how to use multisensory math instruction to build students understanding of basic math facts.

R-13 Difference vs. Disorder: Demystifying the Assessment of English Language Learners

Presenter: Melissa Zavala Arauz, M.S., CCC-SLP, Speech-Language Pathologist

Time: On-Demand Webinar: 1.5 hours

Non-biased assessment of English Language Learners (ELLs) has long been viewed as a complex process that is often outside of the comfort zone of monolingual SLPs - and with good reason. ELLs are a heterogeneous group who come from a great variety of linguistic and cultural backgrounds; therefore, many variables must be taken into account to provide adequate assessment. Skills in the non-biased assessment of ELLs are essential to reduce over- and under-identification of Speech and Language Impairment (SLI) and referral for speech and language services, particularly given the diverse cultural landscape of Southern California. This training provides an informal protocol that compiles the tasks found most effective in distinguishing between difference and disorder among the ELL population, along with resources to give SLPs the information and tools they need to immediately increase their confidence in this area.

Intended Audience: Speech-Language Pathologists

Outcomes: Participants will:

1. Identify the factors in support of informal assessment of English Language Learners (ELLs).
2. Develop understanding of the components and rationale of an informal assessment protocol for ELLs.
3. Develop understanding of the purpose and limitations of the informal assessment protocol discussed.
4. Learn to administer and interpret informal assessment tasks discussed during the training.

R-14 The ABCs of Preschool Assessment

Presenters: Amy L. Taylor, Ed.S., NCSP, School Psychologist and
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist

Time: On-Demand Webinar: hours TBD

This training will explore the laws and regulations around special education transition from Part C (Early Intervention) to Part B (Preschool Special Education: the foundation upon which special education and related services rest). The focus of this training will explore the selection and use of appropriate assessment measures designed to assess a preschool child's development including cognition, language, motor, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to discuss challenging cases to improve the transdisciplinary assessment process. Discussions and case studies will explore topics such as adaptations, accommodations, and supports for special populations in early childhood.

Intended Audience: School psychologists, speech-language pathologists, occupational therapists, and early childhood special education teachers. Ideally, entire preschool assessment teams would attend together.

Outcomes: Participants will:

1. Become familiar with developmental assessment methods for preschool students.
2. Understand the laws pertaining to the assessment of preschool students.
3. Understand language and play-based supports for engagement and social skills.

R-15 The XYZs of Preschool Assessment – The Extended Version

Presenters: Amy L. Taylor, Ed.S., NCSP, School Psychologist and
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist

Commitment: Two 1-day in-person sessions plus one live virtual session after completion of transdisciplinary preschool assessment and report for case presentation.

Time: 4.5 hours (8:30-2:00) for Days 1 & 2 (in-person), 4 hours (8:30-12:30) for Day 3 (virtual), plus time needed to complete a preschool assessment and report.

Content: This two-day training will focus on the selection and use of appropriate assessment measures designed to assess a preschool child's development including cognition, language, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to examine and discuss challenging cases to improve the transdisciplinary assessment process. Case studies will explore considerations when assessing young children with complex profiles. Participants will be required to submit one initial transdisciplinary report after the two-day training. They will receive feedback on their reports and be given the opportunity to present their case on the third day of the training.

Important Note: This training is an expansion of the one-day training, *The ABCs of Preschool Assessment*. If you have attended this training in the past, please note that there will be a significant overlap.

Intended Audience: Primarily intended for school psychologists, speech-language pathologists, and occupational therapists. Additional participants could include early childhood special education teachers who are on an assessment team. The expectation is that entire preschool assessment teams attend together to conduct the required initial assessment.

Audience Size: 30 participants

Outcomes: Participants will:

1. Become familiar with developmental assessment methods for preschool students.
2. Understand the laws pertaining to the assessment of preschool students.
3. Understand supports, accommodations, and modifications to support engagement during preschool assessments.
4. Participants will conduct an initial preschool assessment and write a transdisciplinary report.

To sign up for the trainings, please visit our website at <https://www.dcs-cde.ca.gov/prf/signup.aspx>.

R-16 Maximizing AAC Opportunities Within Daily Routines

Presenter: Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist, AAC Specialist

Time: In-Person Training: 4 hours (8:30-12:30) or
On-Demand Webinar: 1.5 hours

Young children learn through routines and play. As language learning requires a rich, meaningful context, it is important that we support our students using AAC within their daily routines at school and at home. This training will review why routines and understanding development matter, how to turn routines into learning opportunities, ways to create communication opportunities and support our students within their routines, and ideas on how to differentiate activities for a range of abilities.

Intended Audience: Speech-language pathologists, teachers, paraeducators, parents

Outcomes: Participants will:

1. Understand the benefits of learning within routines.
2. Consider the role of development and the learning profile of the student.
3. Implement strategies to support AAC users.
4. Differentiate instruction to meet the needs of students with a range of abilities.

R-17 Bolstering Our AAC Services: How Administrators Can Support AAC in the Schools

Presenter: Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist, AAC Specialist

Time: On-Demand Webinar: 1.5 hours

As more school-based professionals are becoming comfortable and competent in the area of AAC, districts can rely less on using private vendors. However, this requires a whole team approach that includes school district administrators. In order for school-based professionals to conduct valid AAC assessments and provide quality intervention, it is crucial that they have the support of their administration to assist in problem solving, facilitate training, create inclusive environments, and foster collaboration. This training defines AAC, reviews best practice for assessment and intervention, discusses barriers to quality AAC service in the schools, and provides ideas for breaking down those barriers so administrators can better support their teams.

Intended Audience: School district administrators

Outcomes: Participants will be able to:

1. Understand the importance of a team approach.
2. Describe components of an AAC assessment and recognize strong AAC assessment reports.
3. Understand the role of development.
4. Identify best practices for AAC intervention.
5. Implement systemic changes to better support their service providers and students.
6. Consider funding options for device acquisition.

R-18 Augmentative-Alternative Communication (AAC) Assessment Certificate

Presenter: Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist, AAC Specialist or
Melissa Gardner, M.S., CCC-SLP, Speech-Language Pathologist

Commitment: Four 1-day in-person sessions plus completion of AAC assessment and report and self-study assignments. Attendance on all four dates plus successful completion of self-study assignments and an AAC assessment and report yields the certificate.

Time: 5.5 hours (8:30-3:00) each day, plus time to complete an AAC assessment and report. Self-study work will also be assigned and must be completed by Day 1 of the training.

Content: This Certificate Program is intended to provide in-depth training in the area of augmentative-alternative communication assessment for AAC specialists and/or staff who serve children with complex communication needs in their school districts. Participants should have some experience with using several low- and high-tech devices with students in the classroom and/or therapy settings. The course will emphasize integrating theory with practice, conceptualizing the impact of cognitive, perceptual, and motor deficits on communicating and AAC recommendations, as well as provide direct experience with a sample of augmentative devices. This is not a beginner course.

Intended Audience: Speech-language pathologists, school psychologists, and occupational therapists who are qualified to conduct school-based assessments and who will be completing AAC assessments for their school district. This does not include teachers, administrators, paraprofessionals or SLPAs. If an attendee is not a speech-language pathologist, he/she needs to attend with an SLP from his/her district to facilitate appropriate teaming. It is highly suggested that a speech-language pathologist, school psychologist, and occupational therapist from the same district attend together as AAC assessments are a team approach.

Audience Size: 32 participants

Outcomes: Certificate recipients will be able to:

1. Understand the impact development has on AAC recommendations.
2. Understand the purposes and role of AAC for different levels of communicators.
3. Consider vocabulary, symbol sets, access methods within a variety of AAC systems.
4. Identify, describe, and interpret assessment procedures for children who may benefit from AAC.
5. Demonstrate the ability to conduct an AAC assessment and complete an AAC assessment report.

For information regarding the training, please contact Heather DeFelice at:

hdefelice@dcs-cde.ca.gov.

R-19 Administration and Interpretation of the Southern California Ordinal Scales of Development – Cognition

Presenter: Amy L. Taylor, Ed.S., NCSP, School Psychologist or
Allease Glamore, M.S., School Psychologist

Time: In-Person Training: 2 days, 5.5 hours each (8:30-3:00) or
On-Demand/Virtual Webinars: Eight on-demand webinars ranging from 15
minutes to about 2 hours in length, plus two 2-hour live virtual webinars.

The Southern California Ordinal Scales - Cognition, developed at the Diagnostic Center, provides educators a descriptive framework for understanding students' cognitive abilities based on Piaget's theory of cognitive development. It utilizes a flexible criterion-referenced approach to assessing the cognition of individuals at all developmental levels. The information derived is useful for developing instructional, communication, and behavioral support programming. This series of seminars will introduce and demonstrate Scales administration, scoring, and interpretation.

Note to SLPs: This training will mainly cover the Cognition Scale and touch briefly on some of the skills that overlap between the Cognitive and Communication Scales.

Intended Audience: School psychologists, speech-language specialists, teachers, and administrators

Outcomes: Participants will:

1. Review the developmental theory of Piaget, with particular emphasis on its applicability to educational settings, curriculum, and behavior.
2. Achieve basic competency in administering Scales items.
3. Understand the Scales' qualitative scoring system.
4. Interpret and translate the results into specific recommendations for educational staff.

Please note: Participants must have their own copy of the Cognition Scales manual and protocol to each session. For SLPs, the Communication Scales manual is recommended as it is useful if administered in conjunction with the Cognitive Scales. These manuals are available from Zilprint, <https://www.zilprint.com>. Participants must attend all sessions to receive a certificate. To sign up for the trainings, please visit our website at <https://www.dcs-cde.ca.gov/prf/signup.aspx>.



Positive Environments, Network of Trainers (PENT)

What is PENT?

PENT is a California Positive Behavior Initiative created in 1998 as a joint effort between the Diagnostic Center, Southern California and SELPA to build a statewide network of trainers in positive behavior supports.

What has PENT accomplished?

- ❖ **Annual PENT Forums** since 2003 held North and South, providing 300 Cadre members yearly with evidence-based training materials and resources to build capacity at the local level.
- ❖ **PENT Research Team** demonstrated that a well-developed BIP increases student outcomes and staff fidelity. Research was published in four peer reviewed journals.
- ❖ **PENT Website** updated with useable documents and resources for educators on behavior intervention, instructional supports, child development, PBIS, and school mental health. Includes a searchable Cadre directory.

What's next for PENT Forum 2024:

- ❖ **South Forum: February 29, 2024; North Forum: March 14, 2024**
- ❖ Nomination forms for new Cadre or to replace Cadre members will be distributed to all SELPA Directors in October 2023.

Advantages of PENT Participation:

- ❖ Brings continuity throughout the state on evidence-based practices for social, emotional, and behavioral functioning.
- ❖ Creates a body of knowledgeable professionals that are a resource to not just the districts or SELPAs, but also to the state.
- ❖ Develops a collegial network of trainers that can share developed tools and resources.
- ❖ Creates a proactive movement to assist providers in the use of individualized, least restrictive interventions, within a context of tiered support.
- ❖ Provides a wealth of resources that have been reviewed, in an online system. Information from the forums is memorialized and available on the website. Presentations can be tailored to your own SELPA needs. Participants learn specific strategies, take away information, and build skills that they can use right away.
- ❖ Develop an understanding and consideration of the critical impact of cultural competency.
- ❖ Keep abreast of the current trends and compliance issues of Federal and State legislation.
- ❖ Documented quality training assists in creating a legally defensible system of practice that utilizes best practices in all areas including and not limited to assessment, analysis, intervention, data driven decisions and collaborative processes.
- ❖ It is expected that those participating will be in a position to train others and to be a resource for their community of educators and parents.
- ❖ Collaboration with multi-agencies is necessary for many of our students, and how to build a climate of shared vision, service, and communication is emphasized.

Assessment Services

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. The Diagnostic Centers provide individualized assessment and educational planning services for California's most difficult to serve special education students.

- ❖ Assessments are designed to meet the individual needs of each student and the diagnostic questions posed by the district. Assessments are completed at the Diagnostic Center and/or the school site.
- ❖ Assessments are provided by expert teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians, and other specialists.

Following the completion of an assessment a comprehensive report detailing findings and recommendations including evidence-based strategies and interventions is provided at a collaborative family/district conference.

Eligible Students:

Eligible students are California residents between the ages of 3 and 22 who:

- ❖ receive public special education services
- ❖ are not progressing despite local school efforts
- ❖ demonstrate a complex learning and/or behavioral profile
- ❖ require assessment beyond district capabilities to define educational needs
- ❖ would not be more appropriately assessed by other agencies.

Referral Process:

Referrals for assessment services must be made by the student's school district, County Office of Education, or SELPA. Contact the Diagnostic Center for an electronic copy of the application or to discuss the possibilities of a specific referral at (323) 222-8090.

Fees:

There are no charges to the LEA or family for any Diagnostic Center service.

Consultation Services

The Diagnostic Center is committed to utilizing our staff resources and expertise to meet your local needs by providing consultation services in the following areas:

Case Conferencing:

Diagnostic Center assessment team members can consult with district IEP team members to assist in assessment planning for an individual student. This can be particularly helpful when a differential diagnosis is in question, or when the IEP team would like consultation regarding “next steps” for an individual student.

Medical/Mental Health:

Assistance in understanding the educational implications of certain medical and/or mental health conditions. Examples of specific consultation topics include brain injury, genetic syndromes (such as Angelman, Williams, Prader Willi), Tourette Syndrome, Anxiety Disorders, Depression, Bipolar Disorder, etc.

Assessment Strategies:

Tools:

- ❖ Roundtable discussions on best practices in assessment instruments and methodologies. These discussions can be individually designed for specific disciplines, disabilities, or ages.

Techniques:

- ❖ Strategies to assist students with behavior problems to successfully participate in the assessment process.
- ❖ Strategies to assist district staff in giving the hard news well: effective ways of helping families understand new diagnoses such as intellectual disability and autism.

How are these services delivered:

These services are available via the use of phone, web, or videoconferencing. Due to staff time constraints, we are unable to travel to your site to provide these services.

The typical length of consultation services is from one to two hours. LEA is responsible for identifying a person to coordinate with the Diagnostic Center for this service.

Referral Consultation and Training:

In an effort to ensure that we are continuing to meet local district needs, we are offering to meet with SELPAs throughout Southern California to overview our services. Our administrative team has a 1½ to 2-hour presentation on accessing Diagnostic Center services, including a walkthrough of the assessment referral packet and time for questions.

How do I access these services:

Please contact Laura Anderson at (323) 222-8090 or landerson@dcs-cde.ca.gov if you wish to access these services. If you have a particular need that is not listed above, please feel free to call and inquire.

Comprehensive Professional Development Projects

The Diagnostic Center offers Comprehensive Professional Development Projects that are individually designed to meet specific district or school site needs. Projects typically include multiple service days that may be interspersed over a period of weeks or months. Project components are identified by DCS and the receiving district and may include:

- ❖ In-depth content training
- ❖ Full or half day institutes
- ❖ 1 to 1½ hour staff training sessions
- ❖ On-site consultation
- ❖ Planning sessions with teachers and administrative support team
- ❖ Demonstration teaching—including videotaping for future staff development
- ❖ Lesson observations with feedback sessions
- ❖ Problem solving/coaching sessions
- ❖ Data analysis, summative and formative evaluation

Due to our staff time commitment for these projects, they will be available on a limited basis. In many cases we begin the planning process with the local district or school site in the spring prior to the implementation year.

Sample Project: Mental Health

Mental Health projects are designed to provide technical assistance and training to school districts in developing and implementing best practices and evidence-based practices that both facilitate the expansion of educator knowledge and practice, as well as improve behavioral and educational outcomes for students. Project components are meant to address the needs of students at the elementary, middle, or high school level.

Mental Health Project Outcomes Include:

Mental health projects vary in their components, outcomes, and complexity, based on the need and interest of the district, SELPA, or program. Project outcomes may include:

- ❖ Increasing educator knowledge regarding types and methods of supports, strategies, and interventions appropriate to use with students identified with emotional-behavioral disorders.
- ❖ Provide practical guidance on strategies and/or interventions that educators may already have in use.
- ❖ Help improve student learning and behavioral outcomes through increased information and guidance of educational staff.
- ❖ Provide a forum for increased collaboration among all staff working with students identified with emotional behavioral disorders.

Comprehensive Professional Development Projects

General Requirements:

The following general requirements apply to each of the Comprehensive Professional Development topics:

- ❖ Evidence of strong administrative support for the project
- ❖ Completion of identified paperwork
- ❖ Participants must be part of district team; all team members must commit to fully participate in the trainings, collaborative meetings, and other project activities

Additional requirements, specific to each topic, may also apply. For more information, please contact Laura Anderson at (323) 222-8090 or landerson@dcs-cde.ca.gov.

We also offer several other project topics. Below is a complete Client List of projects we offered in 2022-2023.

Project Client List 2022-2023

Local Educational Agency (LEA)	Project Type
Anaheim Union High School District	Mental Health
Huntington Beach Unified School District	Mental Health
Newport-Mesa School District	Mental Health
Orange Unified School District	Mental Health
Oxnard Unified School District	Mental Health
Simi Valley Unified School District	Mental Health
Ventura County Office of Education	Mental Health
Santa Barbara SELPA	Patterns of Strengths and Weaknesses (PSW)
Coronado Unified School District	Inclusion Education
Orcutt Union School District	Inclusion Education
Santa Maria-Bonita School District	Inclusion Education
Village Elementary, Coronado USD	Assessment
Fontana Unified School District	Transition
Fallbrook Unified School District	Moderate-Severe Disabilities
Fontana Unified School District	Moderate-Severe Disabilities
Orcutt Union School District	Moderate-Severe Disabilities
Ramona Unified School District	Moderate-Severe Disabilities
Sage Oak Charter Schools	Moderate-Severe Disabilities
Sulphur Springs Union School District	Moderate-Severe Disabilities

About Our Presenters

Andrea Abrishami is an education specialist at the Diagnostic Center, Southern California. She holds an M.A. in Special Education from California State University, Los Angeles. Since 2005 Andrea has served students of all ages with mild-to-moderate disabilities in a variety of settings. She comes with extensive experience in developing and implementing programs that address the social emotional and academic needs of all learners. Areas of expertise include educational programming and instructional techniques for students with mild-moderate disabilities, positive behavior supports and supporting struggling readers across academic settings.

Heather Barakat is an education specialist at the Diagnostic Center, Southern California. She holds an Ed.D. in Education with a concentration in Special Education from Northcentral University and a M.A. in Special Education from Point Loma Nazarene University. She also holds three credentials: Special Education (Mild/Moderate), Multiple Subjects, and Reading. Heather has been in the field of education for over 10 years and has extensive experience working with students of all ages with mild-to-moderate disabilities in a variety of settings (e.g., public school, charter school, and non-public schools). Areas of expertise include assessment, autism, program and curriculum development and differentiating instruction for all learners. Heather has been a member of National Association of Special Education Teachers (NASSET) for several years.

Heather DeFelice is a speech-language pathologist at the Diagnostic Center, Southern California. She earned her M.S. in Communicative Disorders from University of Wisconsin-Madison. Heather holds California state licensure in speech-language pathology and the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA). She also earned an Assistive Technology Applications certificate through CSUN and has extensive experience working with children in public schools as well as in augmentative and alternative communication (AAC) camp settings. Areas of expertise include AAC, autism, and severe disabilities.

Melissa Gardner is a speech-language pathologist at the Diagnostic Center, Southern California. She holds an M.S. in Speech-Language Pathology from Ithaca College. Melissa holds California state licensure and a teaching credential in speech-language pathology as well as the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. She has extensive experience working with children 0-22 in public schools, clinics, home-hospital, and long-term care facilities. Areas of expertise include: Traumatic Brain Injury, Augmentative & Alternative Communication (AAC), and Naturalistic Developmental Behavioral Interventions. Melissa has assessed clients of all ages with mild-to-profound disabilities. She has an interest in transdisciplinary assessment and intervention and trauma-sensitive education.

About Our Presenters

Allease Glamore is a school psychologist at the Diagnostic Center, Southern California. She has an M.S. and Pupil Personnel Services credential in School Psychology and is a Licensed Educational Psychologist. Allease has more than 20 years of experience supporting students with exceptional needs. She has supported students of all ages (infants through adults) in many capacities and settings. Allease currently serves as an intern supervisor to graduate students, professor, consultant, professional development facilitator, assessor, and interventionist. She has also been a program administrator and has written research articles. Early childhood special education, autism, school readiness, alternative assessment, social emotional learning, development, building family and community partnerships, program development and improvement, and supporting students with behavior challenges and severe disabilities are among her many areas of expertise. Allease is native to the South Los Angeles and South Bay portions of the Los Angeles area. She is passionate about empowering educators/service providers and families and enhancing the progress of all students.

Scott Gutentag is a school psychologist at the Diagnostic Center, Southern California. He holds a Ph.D. in School Psychology with a specialization in Clinical Child Psychology from The Ohio State University. As a licensed educational psychologist, Scott holds the National Certification for School Psychology from the National Association of School Psychologists. Scott has provided psychological services in a variety of settings including schools, behavioral clinics, treatment programs, and hospitals. Additionally, he has taught undergraduate and graduate level university courses in psychology at several institutions.

Tim Halphide has an M.A. in Clinical Psychology and he is both a school psychologist and Licensed Marriage and Family Therapist at the Diagnostic Center, Southern California. Tim brings together his 22 years of experience working within diverse settings including private practice psychotherapy, community mental health clinics, psychiatric hospitals, social work and foster family agencies, as well as working directly with students, teachers, and parents in California's public schools. Tim brings into focus the best applied clinical psychology practices for school mental health via a combination of family systems therapies, cognitive behavioral methodologies, psychodynamically-informed classroom practices, and behavioral psychology. Tim approaches both assessment and school consultation as a collaborative process, with an open, non-judgmental style. He has worked with scores of school districts in southern California to train educators in mental health guidelines and in developing actionable treatment plans for elementary through high school populations.

Margot Johnson is an education specialist and assistant director at the Diagnostic Center, Southern California. Margot is a Board Certified Behavior Analyst (BCBA) and earned her M.A. in Special Education from Chapman University. She has extensive experience working with students of all ages who have moderate-to-severe disabilities in the public school setting. Areas of expertise include curriculum, differentiated instruction, and instructional techniques for students with moderate-to-severe disabilities, programming for transition-age students, and positive behavioral interventions for students who exhibit significant behavioral challenges.

About Our Presenters

Jill Martinez is an education specialist at the Diagnostic Center, Southern California. She earned her M.A. in Special Education from California State University, Los Angeles. Jill has been in the field of education for over 10 years and has worked as a paraeducator, special day class teacher, inclusion specialist, and program specialist. She has extensive experience in the areas of assessment, program and curriculum development, and positive behavior supports for students with moderate-to-severe disabilities across all grade levels including adult transition programs. Areas of particular interest include assessment and instruction of students who exhibit challenging behaviors and transdisciplinary assessment of students with multiple disabilities.

Martin Miramontes is a school psychologist at the Diagnostic Center, Southern California and director for the Positive Environment of Trainers (PENT), a statewide initiative to achieve high educational outcomes through the use of proactive positive behavioral strategies. He holds an M.A. in Education and is also a Board-Certified Behavior Analyst. Martin has worked with individuals with developmental disabilities across home, hospital treatment facilities, school, and community settings. Areas of expertise include autism, applied behavior analysis, and district-wide implementation of Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Supports (PBIS). His professional affiliations include the National Association of School Psychologists (NASP), California Association of Behavior Analysis (CalABA), and the Association for Behavior Analysis International (ABAI).

Mojgan Moshtael is a licensed clinical psychologist at the Diagnostic Center, Southern California. She specializes in the assessment and treatment of children and adolescents. Her passion is providing assessment, treatment and support to students and families with emotional/behavioral challenges related to ADHD, Autism, Learning Disorders, and other mental health disorders. She received her doctorate degree in clinical psychology from Alliant International University. Mojgan has provided psychological services in a variety of settings including schools, behavioral clinics, treatment programs, and hospitals for over 15 years.

Elizabeth Stiles Beirne is a speech-language pathologist at the Diagnostic Center, Southern California. Liz is originally from Massachusetts, where she received her B.S. in Communication Disorders from Boston University. In 2000 she relocated to Los Angeles and worked as a clinician and consultant at Lindamood-Bell Learning Processes providing academic intervention to children with learning disabilities and autism. Liz earned her M.S. in Communicative Disorders from California State University, Northridge, holds her Speech-Language Pathology Services Credential, is licensed by the state of California, and holds her Certificate of Clinical Competence

About Our Presenters

from the American Speech-Language-Hearing Association (ASHA). Her professional experience spans a variety of settings including public schools, hospitals, skilled nursing facilities, learning centers, and private practice. Liz has worked with children of all ages and abilities. Areas of expertise include Developmental Language Disorder, ADHD, Dyslexia, speech sound disorders, and Autism.

Amy Taylor is a school psychologist at the Diagnostic Center, Southern California. Amy holds a Master's in Education from Smith College, a Master's in Counseling and an Ed.S. in School Psychology from San Diego State University. Amy is a Nationally Certified School Psychologist. She has been an educator for nearly 20 years working as a general education teacher, reading intervention teacher, and as a school psychologist. Additionally, she has taught graduate level courses in school psychology. Amy has assessed children of all ages with mild-to-severe disabilities. She has a particular interest in transdisciplinary assessment and intervention of preschool age children.

Nicole Ward is an education specialist at the Diagnostic Center, Southern California. She holds an M.A. in both, Special Education and Educational Leadership and Policy Studies. Nicole has served students with special needs in a wide variety of settings since 2002. She comes with extensive experience in developing and implementing appropriate educational programs for students with developmental disabilities. Nicole has previously worked as a special day class teacher, inclusion specialist, assistive technology specialist and program specialist. Particular areas of expertise include program development, assistive technology, positive behavior support, and inclusive education.

Melissa Zavala Arauz is a bilingual speech-language pathologist at the Diagnostic Center, Southern California. She holds an M.S. in Communication Disorders from California State University, Northridge. Melissa holds California state licensure and a teaching credential in speech-language pathology as well as the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. She has worked in education since 2009, first as a general education elementary school teacher before beginning her training as a speech-language pathologist. Prior to entering education, Melissa worked in social work with immigrant communities and teenage parents. Her years in social work and education have provided her opportunities to work with students from a wide range of backgrounds, fostering special interests in culturally and linguistically diverse populations, the impact of mental health issues and trauma on communication, and collaboration across disciplines and agencies to support the unique needs of individual students. As a speech-language pathologist, Melissa has assessed and treated students and clients of all ages and ability levels in educational, medical, and private settings.

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