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TIPS AND TRICKS FOR ORGANIZING YOUR CASELOAD

September 15, 2022; 3:00-4:30pm

Intended Audience: Special Education Teachers

Presenter: Joey Chapman, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Join us for a virtual 90-minute training dedicated to sharing various organizational strategies that help special education teachers manage their caseloads.

Participants will:

- Organize their assessment calendar
- Create a shared team planning document for all IEP meetings
- Create their own "IEP At A Glance"
- Create small groups

3-PART TRAINING: DEVICES AND BEYOND – EXPLORING INNOVATIVE AAC AND AT SOLUTIONS FOR STUDENTS WITH COMPLEX COMMUNICATION AND LEARNING NEEDS *(registration is required for each session of this training)*

Intended Audience: This series of interactive workshops are appropriate for anyone serving students with complex communication and learning needs, including administrators, general ed teachers, special ed teachers, speech-language pathologists, psychologists, AT/AAC specialists and support staff.

Presenter: Betsy Caporale, M.S., CCC-SLP, AAC/AT Specialist

Day 1: Identifying the Skills Sets and Needs of Complex Students

September 16, 2022; 8:30-11:30am

- The seven stages of learning based on Bloom's Taxonomy.
- Five ways to informally assess the skills sets of a student with complex communication needs (observation, trials, diagnostic therapy, review of records, criterion referenced measures/checklists)
- Select a student with complex communication needs with whom you work
- Identify specific strengths/challenges/barriers to learning for that student
- ON YOUR OWN: Conduct an informal assessment of skill sets in collaboration with IEP team members.

Day 2: Selecting Appropriate AAC/AT Tools and Strategies

December 16, 2022; 8:30-11:30am

- Review of Skill Set Analysis for Student with Complex Communication Needs
- Completion of Skill Set Analysis by participants

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- Selection of appropriate AAC/AT tools and strategies based on Skill Set Analysis
- Adapting curriculum to provide relevant, meaningful instruction
- ON YOUR OWN: Conduct trials with the AAC/AT tools you selected for your student, in collaboration with IEP team members. Document results.

Day 3: Implementing AAC/AT Tools and Strategies

March 10, 2023; 8:30-11:30am

- Development of AAC/AT Implementation Plans
- Writing meaningful, measurable, and relevant goals which incorporate the use of AAC/AT tools and strategies.
- ON YOUR OWN: Develop an AAC/AT Implementation Plan in collaboration with IEP team members. Use the Implementation Plan to incorporate the use of AAC/AT when writing IEP goals.

EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA

September 20, 2022; 1:30-4:30pm

Intended Audience: School Psychologists and IEP Team Members

Presenter: Stephen E. Brock, PhD, NCSP, LEP

This presentation will primarily focus on the three elements of IDEA's Emotional Disturbance (ED) eligibility criteria. Additional related issues to be examined include the social maladjustment exclusion, disproportionality, and the use of ED vs. OHI or Autism criteria. From this presentation is it anticipated that participants will be better prepared to help IEP teams determine special education eligibility using ED criteria.

2-PART TRAINING: SOCIAL COMMUNICATION AND THE SLP

Day 1: September 22, 2022; 9:00-10:30am

Day 2: September 23, 2022; 9:00-10:30am

Intended Audience: Speech Language Pathologists

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

George is having a hard time making friends. In conversations, he sometimes interrupts or changes the topic abruptly. He doesn't pick up on nonverbal cues and often misinterprets his classmates' intentions or feelings. In the classroom, he struggles to follow rules. He always seems to be in trouble. His classmates sometimes tease him. More and more SLPs are being asked to evaluate and intervene with students who, like George, struggle with social communication. This training will address what social communication is, how we assess it and evidence-based strategies for intervening. Suggestions for providing services through an online format will be provided throughout the presentation. The training will focus on students who are in late elementary through high school.

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Participants will:

- Define social communication and its disorders
- Describe assessment strategies for students' social communication
- Explain how to implement evidence-based interventions for students who struggle with social communication

PREPARING FOR SB-237: SCREENING STUDENTS FOR DYSLEXIA

September 23, 2022; 3:00-4:30pm

Intended Audience: General Ed & Special Ed Teachers, Administrators

Presenter: Daniel Silberstein, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Universal dyslexia screenings may soon come to classrooms in California. Prepare and learn how to screen students for dyslexic profiles and support students in both general education and special education settings.

Participants will:

- Learn the components of phonological processing
- Learn the differences between phonological processing and orthographic processing
- Learn how to screen students for dyslexic profiles
- Learn how to take their screening data to create an effective intervention
- Communicate with families and colleagues about students with dyslexic profiles

UNLOCKING GOALS THROUGH PROGRESS MONITORING

September 27, 2022; 1:00-2:30pm

Intended Audience: IEP Team Members, Administrators

Presenter: Sarah L. Garcia, J.D., Partner, Lozano Smith Attorneys at Law

This session will focus on the practical connection between goal writing and progress monitoring, allowing attendees to work through hypotheticals and goal samples to focus on using progress on past goals and present levels of performance to inform baselines, connecting those baselines to clearly measurable goals and utilizing progress on those goals to inform future goals and programming.



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[2-PART TRAINING: CREATING AN EFFECTIVE BEHAVIOR INTERVENTION PLAN](#)

Day 1: September 27, 2022; 9:00-10:30am

Day 2: October 18, 2022; 9:00-10:30am

Intended Audience: School Psychologists, Behavior Analysts/Specialists, Professions who plan and write Behavior Plans

Presenter: Tara Zomouse, M.Ed., NCED, BCBA, Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

The implementation of a Behavior Intervention Plan (BIP) is only as effect as the precision, specificity, and creativity of the written plan. This training will cover how to accurately align individualized replacement behaviors to function, selecting an appropriate reinforcement system, and writing a measurable plan to track progress. Included in this training will be practical tools for writing BIPs that are user friendly to those implementing them while also providing enough detail that consistent implementation with fidelity is more likely.

Participants will:

- Gain an increased understanding about necessary components of a Behavior Intervention Plan
- Learn how to create aligned pathways between function of behavior and functionally equivalent replacement behaviors
- Take away key concepts in writing a comprehensive BIP
- Engage in case discussion to identify appropriate, creative, and doable reinforcement systems

[2-PART TRAINING: WHAT'S LANGUAGE GOT TO DO WITH IT](#)

Day 1: September 28, 2022; 3:00-4:30pm

Day 2: September 29, 2022; 3:00-4:30pm

Intended Audience: Speech Language Pathologists, Teachers, Reading Specialists, Psychologists, Administrators

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

John can't remember sight words! Jose knows a word on one line and then on the next he doesn't! Jane doesn't understand anything she reads! Joe can't spell! Maria just guesses at words! Daniel just sits in front of a blank page! What can an educator do? Many students struggle with language that impairs their ability to acquire reading and writing skills. In this training we investigate the impact of language on reading and writing, why traditional approaches to reading and writing may not work for these students and how we can collaborate to use evidence-based practices to move these students forward.

Participants will:

- Gain a better understanding of language and how it impacts reading and writing
- Learn why traditional literacy programs may not work for all students
- Learn how to implement the latest evidence-based practices in reading & writing as part of a collaborative school-based team to support students

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TREATING TRAUMA

September 29, 2022; 9:00-10:30am

Intended Audience: School Psychologists, School-based Mental Health Professionals

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

The Substance Abuse and Mental Health Services Administration (SAMHSA) estimates that more than two thirds of school aged children have experienced at least one traumatic event by age 16. This staggering statistic suggests that a significant number of students are likely struggling with mental health issues related to trauma. This training will teach therapeutic, evidence-based practice interventions for working with students who have experienced trauma. The trainer will break down the steps involved in a cognitive behavioral approach and will share resources and strategies for working with students in an academic setting.

Participants will:

- Learn how to use Cognitive Behavioral Therapy interventions to support students who have experienced trauma.
- Understand how to utilize evidence-based treatment methods in the school setting.
- Learn how to adapt appropriate treatment interventions according to the type of trauma the student has experienced

ALTERNATIVE PLACEMENT SERIES (every Monday in October)

Introduction to Alternative Placement Issues – October 3, 2022; 10:00-10:45am

Independent Study – October 10, 2022; 10:00-10:45am

Medical Placements – October 17, 2022; 10:00-10:45am

Hybrid Placements and Series Wrap-Up – October 24, 2022; 10:00-10:45am

Intended Audience: General Ed and Special Ed Administrators, IEP Team Members

Presenter: Sarah L. Garcia, J.D., Partner, Lozano Smith Attorneys at Law

This series will address the current trend of requests for the design of IEP placements outside the traditional school setting. Whether it is independent study, home/hospital instruction, home placement, hybrid programs, shortened days, virtual instruction or services, the range of alternative options and requests is vast these days. During the series we will evaluate the legal landscape and discuss the practical considerations as well as the statutory and case law limitations on program planning.

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EDUCATIONAL BENEFIT

October 12, 2022; 9:00am-12:00pm

Intended Audience: Special Ed Teachers, Administrators

Presenter: Alison Rose, Ed. S., M.Ed., M.S.

The history of Special Education is rooted in the concept of educational benefit. From Rowley to Endrew F., the discussion of ensuring educational benefit through appropriate IEP development has been ongoing and practices ever improving. During this training, participants will be presented with information on:

- Important legal decisions that shape our current understanding of educational benefit.
- The thread of educational benefit from assessment through present levels, goals, services, and placement.
- Considerations that result in an IEP that is “reasonably calculated...in light of the child's circumstances”.

FOR FAMILIES LEAVING EARLY START AND TRANSITIONING TO SPECIAL EDUCATION: WHICH WAY NOW? PREPARING FOR THE NEXT STEP

October 17, 2022; 4:00-5:00pm

Presenters: Leo Mapagu, SELPA Executive Director, and Michelle Oliver, SELPA Consultant/Parent Engagement Specialist

Join us for an overview of the transition process into special education, review some of the common questions, and explore strategies for navigating next steps.

MATH ENGAGEMENT STRATEGIES

October 18, 2022; 3:00-4:30pm

Intended Audience: General Ed & Special Ed Teachers, Paraprofessionals

Presenter: Joey Chapman, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

In this training participants will learn how to create engaging and meaningful math strategies that are directly linked to the student’s formal and/or informal assessment scores.

Participants will:

- Learn how to teach math foundational skills
- Link assessment scores to academic planning
- Learn math engagement strategies
- Become familiar with resources to use in the classroom

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THE IMPACT OF TRAUMA AT SCHOOL: BETTER UNDERSTANDING, RECOGNITION, ASSESSMENT AND SUPPORT FOR STUDENTS WITH TRAUMA-RELATED CHALLENGES

October 18, 2022; 3:00-4:30am

Intended Audience: School Psychologists, General Ed and Special Ed Teachers (esp. those who serve students with emotional/behavioral problems), School-based Mental Health Professionals

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

According to data published in 2016 by the National Survey of Children's Health, an estimated 38 percent of children in every state have experienced at least one Adverse Childhood Experience (ACE). Individuals working in schools are becoming increasingly aware that many students are struggling with the psychological aftermath of exposure to trauma. By default, schools have become the frontline defense. They are tasked with recognizing students who have trauma-related symptoms and supporting them in overcoming their distress in order to promote academic learning and healthy social and emotional development. This training provides information about the impact of trauma on students' capacities to benefit from their educational programs, the signs and symptoms to look for when screening students for trauma-related problems, and assessment tips to help determine the extent to which a particular student's difficulties in school are likely related to traumatic experiences. A brief overview of evidence-based strategies to address trauma through school-based mental health services is also included along with resources to assist in service planning.

Participants will:

- Learn to screen for possible trauma-related problems
- Recognize some major signs and symptoms consistent with trauma which may be observed in students
- Learn assessment practices identify students whose trauma-related symptoms decrease their capacity to benefit from school
- Learn about evidence-based practices for addressing trauma through school-based mental health interventions
- Gain an increased awareness of emotional functioning in order to help guide teams towards appropriate goals and interventions



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2-PART TRAINING: ASSESSMENT OF DUAL LANGUAGE LEARNERS – AN OVERVIEW

Day 1: October 24, 2022; 3:00-4:30pm

Day 2: October 25, 2022; 3:00-4:30pm

Intended Audience: Speech Language Pathologists

Presenter: Liz Arenas, M.S., CCC-SLP-L, Speech-Language Pathologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This training will provide participants with a guided overview of the best practice guidelines for assessing culturally and linguistically diverse students as conducted by Diagnostic Center-Northern California. The framework was developed to address the disproportionate number of culturally and linguistically diverse students being over-and under-identified for speech-language services.

Participants will:

- Become familiar with best practice guidelines for designing and conducting an unbiased language and communication assessment
- Become familiar with the DCN framework to conduct language and communication assessments. Participants will receive copies of the forms used at the center to guide future assessments.
- Become familiar with additional resources to support and inform assessments of Dual Language Learners

RELATED TO INCLUSION

November 8, 2022; 1:00-2:30pm

Intended Audience: General Ed and Special Ed Administrators and Staff

Presenter: Sarah L. Garcia, J.D., Partner, Lozano Smith Attorneys at Law

This session will focus on analyzing the relationship between related services and access to the general education curriculum, focusing on case law examples outlining how to provide the supportive services appropriate to facilitate inclusion to the maximum extent appropriate for student progress and access.



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UNIVERSAL DESIGN AND ACCOMMODATIONS/MODIFICATIONS

November 9, 2022; 8:30am-3:00pm

Intended Audience: Special Ed Teachers, Administrators

Presenter: Alison Rose, Ed. S., M.Ed., M.S.

Curricular adaptations like accommodations and modifications help ensure students with IEPs and 504s can access and benefit from instruction. But what if those adaptations could help students without these supports access the instruction as well? Universal design ensures that instruction is planned to incorporate strategies for ALL students. During this training, participants will be presented with information on:

- The difference between an accommodation and a modification.
- How to incorporate both into lesson planning instead of as an afterthought.
- How to use these same strategies to create a more robust lesson plan for ALL students, even the advanced students in the class.

SOCIAL EMOTIONAL LEARNING (SEL)

November 18, 2022; 3:00-4:30pm

Intended Audience: School Psychologists, Mental Health Professionals, Administrators, Teachers, Paraprofessionals

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Social Emotional Learning (SEL) is the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). Given the current academic climate, the adoption and implementation of SEL has never been more important. This training will review domains critical to SEL, the guidelines introduced by the State of California Department of Education (CDE), and strategies targeted at supporting the development of SEL in both the classroom and via remote learning.

Participants will:

- Learn the basic domains related to SEL
- Learn strategies and interventions that support and prompt SEL
- Learn how to implement the strategies in person and via remote instruction

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WRITING MEASURABLE GOALS WITH SOCIAL EMOTIONAL LEARNING (SEL)

December 1, 2022; 3:00-4:30pm

Intended Audience: Teachers supporting individuals with mental wellness, School-based Therapists, Counseling Enriched Program Therapists, School Psychologists, School Counselors, Behaviorists

Presenter: Natalie Jovic, M.S., LEP, ABSNP, School Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

The purpose of this training is for service providers to have a framework to address social-emotional needs with an operationally defined and measurable system. This means first conceptualizing the problem into three categories: symptom, self-report, and coping skill. Conceptualization is followed by data collection, defining measurable goals, and identifying processes to monitor progress. All steps of this framework will be defined and explained in this training.

Participants will:

- Determine the need for IEP goals for social-emotional needs
- Increase skills to operationalize SEL as measurable goals
- Increase awareness for monitoring goal progress and competency

ALL ABOARD: TRANSPORTATION AS A RELATED SERVICE

December 6, 2022; 1:00-2:30pm

Intended Audience: General Ed and Special Ed Administrators, IEP Team Members

Presenter: Sarah L. Garcia, J.D., Partner, Lozano Smith Attorneys at Law

This session will focus on the legal landscape of special education transportation with practical discussion regarding the implementation of the law. Attendees will leave with a flow chart, one sheet, and resource guide regarding transportation issues.



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BEST PRACTICES IN THE ASSESSMENT FOR SPEECH AND LANGUAGE PATHOLOGISTS

January 17, 2023; 9:00-10:30am

Intended Audience: Speech Language Pathologists, Administrators

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Assessments are the foundation for the IEP process. However, myths abound about speech language assessment. How students are eligible and who gets served? Myths like writing a report isn't necessary for SLPs. It is fine to offer services without an assessment. A student needs to score below the 7th percentile for speech and language services. You can't serve students with a single articulation error. There is a "speech IEP." This seminar will tackle the requirements for assessment under IDEA and the California Education Code. What to assess, what to include in the report and how students become eligible will be discussed. The content is appropriate for speech language pathologists serving students at all grade levels and disabilities who are new to school practice or those who want a refresher.

Participants will:

- Describe what to include in an assessment of speech and language skills
- List what to include in the assessment report
- Discuss eligibility under Speech Language Impairment and the speech language pathologist's role as a related service provider

PRINCIPALS/LEA DESIGNEE INSTITUTE SERIES

FAPE and IEP Basics Revisited & Procedural Pitfalls – January 23, 2023; 8:30am-12:00pm

Special Ed Timelines & Documentation Woes – January 30, 2023; 8:30am-12:00pm

Determining Placement, Educational Benefit & LRE – February 6, 2023; 8:30am-12:00pm

Transportation, Extended School Year, Parental Requests, Oh My! – February 13, 2023; 8:30am-12:00pm

Intended Audience: General Ed and Special Ed Administrators, IEP Team Members

Presenter: Elizabeth Rho-Ng, Esq., Partner, Atkinson Andelson Loya Ruud & Romo Attorneys at Law

This series is specifically targeted to novice and veteran site administrators in both elementary and secondary local educational agencies (LEA), as well as other LEA Designees at IEP meetings, who are interested in increasing their skills and proficiency in legal compliance, specifically procedural compliance under the IDEA and Education Code. Topics we will be delving into include what to do to ensure defensible practices at IEP meetings (as well as before and after), what NOT to say at an IEP meeting, and how to run a productive and successful IEP meeting while learning lessons from collective experiences and instructive case studies. Virtual audience participation is a must!

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[ADHD: WHAT IT IS, WHAT IT ISN'T, AND WHAT TO DO ABOUT IT](#)

January 24, 2023; 3:00-4:30pm

Intended Audience: School Psychologists, General Ed & Special Ed Teachers (especially those working with students who are hyperactive and/or inattentive)

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Results from the National Survey of Children's Health (NSCH) from 2016 indicate that approximately 9.4% of children ages 2-17 have received a diagnosis of ADHD. This statistic suggests that 6.1 million children grapple with ADHD symptoms and the number is on the rise. This training highlights the historical implications of the current increase in this diagnosis and offers information on how to accurately identify and assess for ADHD. This training also reviews best practice and evidence-based interventions to support students with an ADHD diagnosis in an academic setting.

Participants will:

- Gain a better understanding of the historical implications of the current rise in ADHD diagnoses
- Learn strategies to assess for ADHD
- Learn evidence-based strategies and treatment interventions for working with students who have an ADHD diagnosis

[2-PART TRAINING: SECTION 504](#)

Day 1: February 8, 2023; 8:30-10:00am

Day 2: February 15, 2023; 8:30-10:00am

Intended Audience: Administrators, Section 504 Team Members (teachers, counselors, school psychologists, nurses, etc.) who are relatively new to the Section 504 process or would like a refresher

Presenter: Alefia Mithaiwala, Esq., Partner, Atkinson Andelson Loya Ruud & Romo Attorneys at Law

This 2-part presentation will focus on the legal requirements under Section 504, including the Child Find mandate, evaluation requirements, how to make legally compliant eligibility determinations, and strategies for drafting effective Section 504 plans. These presentations will also highlight some key differences between Section 504 and the IDEA, to better inform decision making when a student needs additional support.

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[INTERDISCIPLINARY ASSESSMENT OF GIRLS WITH SUSPECTED AUTISM: REFRAMING OUR THINKING](#)

February 14, 2023; 9:00-10:30am

Intended Audience: Speech Language Pathologists, School Psychologists

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist and Natalie Corona, M.S., School Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Far more boys than girls are diagnosed with autism, but that might not be because more boys have autism. Often, autism in girls looks different from the stereotype of autistic behavior, which makes it more difficult to diagnose and easier for professionals to miss. When girls with autism are not accurately identified, they miss out on support that can help them understand their challenges, build skills, and excel in school. In this training, school psychologists and speech language pathologists will learn how to work together to better assess and identify girls on the spectrum.

Participants will:

- Learn how girls with autism differ in their presentation
- Learn about assessment tools and methods to identify ASD in girls
- Learn how to work as an interdisciplinary team when conducting these assessments



[UNDERSTANDING AND SUPPORTING STUDENTS WITH EXECUTIVE FUNCTION \(EF\) DEFICITS](#)

February 16, 2023; 3:00-4:30pm

Intended Audience: Special Ed & General Ed Teachers, Administrators, Educational Specialists, Paraprofessionals, School Psychologists, Speech Pathologists

Presenter: Daniel Silberstein, M.Ed., Education Specialist and Natalie Corona, M.S., School Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Executive function (EF) is an umbrella term for a collection of cognitive and behavioral functions such as problem solving, reasoning, planning and organization, inhibiting action or speech within context and managing attention control. It is now commonly believed that executive functions are essential for purposeful, goal-directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. This training will help teachers understand what executive functions are and how to best support students with executive functioning deficits.

Participants will:

- Understand the Executive Functioning domains.
- Understand how Executive Function deficits are assessed and the link between ADHD and executive functioning.
- Learn how Universal Design for Learning (UDL) strategies can support executive functioning deficits.
- Learn strategies for academic and behavioral support for students with executive functioning deficits.

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ISSUES IN THE IDENTIFICATION OF EMOTIONAL DISTURBANCE

March 3, 2023; 1:30-4:30pm

Intended Audience: School Psychologists and IEP Team Members

Presenter: Stephen E. Brock, PhD, NCSP, LEP

This presentation will primarily focus disproportionality, use of ED vs. OHI criteria, use of ED vs. autism criteria, and collaboration with clinically trained ERMS counselors.

SUPPORTING STRUGGLING STUDENTS THROUGHOUT THE DAY: DEMYSTIFYING TIER 2 SOCIAL EMOTIONAL SUPPORTS IN THE CLASSROOM

March 14, 2023; 3:00-5:00pm

Intended Audience: Special Ed & General Ed Teachers serving students with emotional, behavioral, and mental health needs

Presenter: Tara Zomouse, M.Ed., NCED, BCBA, Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

The focus of this training will be on discussing and identifying specific mental health conditions and how they present in the classroom through an educator's lens. Participants will discuss how to recognize academic and behavioral symptoms and how to implement preventative and proactive supports prior to student distress. There will be greater emphasis on case studies and identifying strategies for struggling learners from the mental health/Social emotional perspective.

Participants will:

- Learn how mental health issues present in the learning environment
- Explore how to match educational and behavioral supports and accommodations to student needs when they are exhibiting behaviors consistent with mental health difficulties

EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS) ASSESSMENT: EXAMINING YOUR SOCIAL-EMOTIONAL DATA

March 21, 2023; 3:00-4:30pm

Intended Audience: School Psychologists, School Counselors, Teachers (Counseling Enriched Classrooms)

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Educationally Related Mental Health Services (ERMHS) are provided when a student has significant social-emotional and behavioral needs that impede his/her/their ability to benefit from the academic curriculum. To gain a better understanding of a student's level of mental health functioning, and the degree to which it is impairing learning, we need to conduct an assessment that examines social, emotional, and behavioral capacities. This training will review common means of assessing and exploring a student's mental health using projective storytelling cards, drawings, checklists, and other assessment measures.

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An in-depth analysis of how to use emotional themes and drawing interpretations to guide decisions and recommendations will be provided. By the end of the presentation, participants will feel more comfortable completing ERMHS assessments and have new tools to gather data and explain results.

Participants will:

- Learn how to comprehensively analyze data gathered from social-emotional testing measures
- Understand which social-emotional tests to administer based on presenting questions or concerns
- Learn additional interpretation techniques to support the assessment process
- Review cases and testing data to apply learned skills in the moment
- Gain an increased awareness of emotional functioning to help guide teams towards appropriate goals and interventions

[UNDERSTANDING MATH DISABILITIES](#)

March 23, 2023; 3:00-4:30pm

Intended Audience: Special Ed Teachers

Presenter: Joey Chapman, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This virtual 90-minute training dedicated to taking a deeper dive into understanding math disabilities, how to assess in the area of math, and breaking down what the assessments mean.

Participants will:

- Learn about math disabilities
- Determine which assessments to administer
- Learn how to interpret the assessment results



[A CULTURALLY RESPONSIVE APPROACH TO WORKING IN SCHOOLS: A GUIDE FOR SPEECH-LANGUAGE PATHOLOGISTS](#)

April 19, 2023; 9:00-10:30am

Intended Audience: Speech Language Pathologists

Presenter: Liz Arenas, M.S., CCC-SLP-L, Speech-Language Pathologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This training will provide participants with an overview of best practice guidelines to consider when planning intervention for culturally and linguistically diverse students with Speech-Language Impairments.

Participants will become familiar with current research findings regarding effective, successful, and appropriate therapy when the SLP does not share the student's language(s) or culture.

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[2-PART TRAINING: DATA DESIGN AND COLLECTION IN THE CLASSROOM](#)

Day 1: April 20, 2023; 3:00-4:30pm

Day 2: April 21, 2023; 3:00-4:30pm

Intended Audience: Special Ed teachers, Administrators and professionals supporting goal and learning data collection

Presenter: Tara Zomouse, M.Ed., NCED, BCBA, Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

The task of writing IEP goals that are objective and measurable can be difficult. However, the task of implementing valid measurement systems for all of those goals is often overwhelming! This training will provide information on how to write goals in a way that is easy to measure and track progress. Further, strategies will be presented for creating easy-to-use data collection forms and ideas for creating systems to organize and track student progress.

Participants will:

- Understand how to set attainable and reasonable mastery criteria for IEP goals.
- Identify the appropriate type of data collection to use based on IEP goal examples.
- Take away ideas for systems to implement ongoing data collection.
- Strategies for organization and design of systems for data collection and progress monitoring.

[INTRODUCTION TO CONCUSSIONS: WHAT THEY ARE AND WHEN TO CALL THEM TBIs](#)

April 21, 2023; 9:00-10:30am

Intended Audience: School Psychologists, School Counselors, 504 Plan Coordinators, School Nurses

Presenter: Natalie Jovic, M.S., LEP, ABSNP, School Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This is an introductory session on identifying concussions and when to call them traumatic brain injuries. 75-95% of brain injuries do not result in loss of consciousness but could still be concussions.

Participants will:

- Identify concussion symptoms
- Identify considerations for TBI assessment for special education

**Click on the Titles to register online. Zoom login information will be sent to registered participants via email.
There are no fees associated with these events unless otherwise noted.**

[AUTISM AND MENTAL HEALTH](#)

April 27, 2023; 3:00-4:30pm

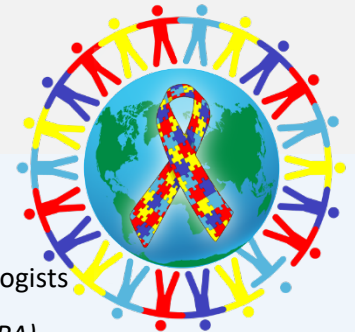
Intended Audience: School Psychologists, Mental Health Professionals, Administrators, Teachers, Paraprofessionals

Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

In 2021, the Centers for Disease Control and Prevention reported that approximately 1 in 44 children in the United States is diagnosed with an Autism Spectrum Disorder (ASD). Given the high prevalence of ASD, it is important for individuals in education to understand more about the disorder, as well as the mental health conditions that often present comorbidly. This training will provide education related to mental health disorders that frequently affect individuals diagnosed with ASD, as well as corresponding treatment interventions

Participants will:

- Learn about ASD and the mental health disorders that often present comorbidly
- Learn strategies to assess for mental health disorders and ASD
- Learn treatment interventions to utilize when working with students who have both ASD and a mental health disorder



[CA DYSLEXIA GUIDELINES NEXT STEPS](#)

May 2, 2023; 3:00-4:30pm

Intended Audience: Special Ed & General Ed Teachers, Reading Specialists, Administrators, School Psychologists, Speech Pathologists

Presenter: Daniel Silberstein, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Now that California's Dyslexia guidelines have been released, what's next? California legislation (AB1369, fall 2015) clarified how California educators will handle the reading disability called dyslexia. This workshop will discuss how to understand the guidelines, assess for dyslexia, and plan academic interventions for students with reading deficits.

Participants will:

- What is included in California's definition of dyslexia
- Considerations and tools for screening and assessing dyslexia
- Current research and considerations for assessing English Language Learners for dyslexia
- How to plan and implement academic interventions for students with reading deficits

Click on the Titles to register online. Zoom login information will be sent to registered participants via email. There are no fees associated with these events unless otherwise noted.

[DYSGRAPHIA ASSESSMENTS AND SUPPORTS](#)

May 4, 2023; 3:00-4:30pm

Intended Audience: Special Ed & General Ed Teachers, Paraprofessionals

Presenter: Joey Chapman, M.Ed., Education Specialist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

In this training participants will take a deep dive into the area of dysgraphia.

Participants will:

- Learn about what dysgraphia is
- Learn how to assess for dysgraphia
- Determine what strategies can be put in place for students who struggle in the area of writing

[INTRODUCTION TO INTEROCEPTION AND POLYVAGAL THEORY](#)

May 9, 2023; 3:00-4:00pm

Intended Audience: School-based therapists, Counseling Enriched Program Therapists, School Psychologists, School Counselors, Occupational Therapists

Presenter: Natalie Jovic, M.S., LEP, ABSNP, School Psychologist (in partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This is an introduction to interoception, polyvagal theory, and their relation to trauma-informed interventions. Interoception is the process by which the nervous system uses signals from within the body to support maintenance of homeostatic functioning. Polyvagal theory emphasizes the role of the vagus nerve in emotional regulation, social connection, and fear response. These theories will be used in this training to introduce a relatively new sub-study of neuroscience called affective neuroscience. These theories will be used as the basis for highlighting trauma-informed interventions based on internal arousal states.

Participants will:

- Increase awareness of up-and-coming fields related to emotional regulation and trauma-informed practices
- Increase awareness of the significance of basic biological awareness to access higher-order processing and responses to stress
- Obtain resources for additional topical edification