

BEST PRACTICES IN ASSESSMENT FOR SLPs

August 22, 2024; 2:30 – 4:00pm

Intended Audience: Speech-Language Pathologists, Administrators

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist

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 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.

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

IN A GALAXY FAR FAR AWAY – USING THE FEIFER ASSESSMENT OF READING

August 27, 2024; 3:00 – 4:30pm

Intended Audience: Education Specialists, Speech Language Pathologists, School Psychologists, Administrators, Any specialists who would like to gain a fundamental understanding of how to administer and use the Feifer Assessments

Presenter: Daniel Silberstein M.Ed, Educational Specialist

The Feifer Assessment of Reading (FAR), provides school teams with cognitive clues to why a student is struggling academically especially in reading. How do we use these assessments to inform our teaching and support academic development.

Participants will:

- Review how to administer the FAR
- Learn what indexes in the Feifer assessments indicate specific cognitive weakness
- Learn through case studies how to identify students with dyslexia
- Learn how to write up a quality academic report based on the FAR assessment

ADMINISTRATOR DESIGNEE TRAINING: SUPPORTING THE IEP PROCESS (5 sessions)

September 3, 9, 17, 23, 30, 2024; 8:15-10:15am

Intended Audience: Administrator designees for IEP Meetings

Presenter: *Jenny L. Ponzuric (Ponzuric Learning Solutions)*

Participants will:

- Understand the role of the administrator designee, including familiarity with the wide range of environments that are available at the site, district, and county levels.
- Understand what to “look/listen” for during the IEP meeting including the use of an agenda and norms, family-friendly language, student confidentiality, and a discussion of the student beyond test results.
- Learn about the Do’s and Don’ts Related to IEP pages including Present Levels, Goals, Services/FAPE, and the Notes.
- Understand ways to deal with difficult situations during an IEP meeting.
- Learn the importance of debriefing an IEP with the school-based team members to provide feedback

DYSLEXIA ACADEMY: PART 1 – DYSLEXIA SCREENING

September 17, 2024; 2:30 – 4:00pm

Intended Audience: General education teachers, Education specialists, Speech-language pathologists, School psychologists, Administrators, Para-educators, any specialists who would like to gain a fundamental understanding of dyslexia and how it impacts student performance

Presenter: *Daniel Silberstein M.Ed, Educational Specialist (In partnership w/ the Diagnostic Center North; held jointly with Twin Rivers Unified SELPA)*

California passed SB114 in 2023 a bill that will require screenings for kindergarten - second grade students throughout the state of California. This training will clarify California's definition of dyslexia and provide screening materials to help school teams identify and support students who may be at risk for reading difficulties such as dyslexia.

Participants will:

- Learn components of phonological processing
- Learn how to screen a student's phonological processing and early reading skills
- Learn how their screening data can inform components of a reading intervention program
- Learn academic interventions for students at-risk for dyslexia

DYSLEXIA ACADEMY: PART 2 – DYSLEXIA ASSESSMENT

September 18, 2024; 3:00 – 4:30pm

Intended Audience: School psychologists, Administrators, Speech-language pathologists, Education specialists, any specialists who would like to gain a fundamental understanding of dyslexia and how it impacts student performance.

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

Feifer, Comprehensive Test of Phonological Processing (CTOPP), and Test of Auditory Processing Skills (TAPS) oh my! What is orthographic processing anyway? How do I rule out exclusionary factors? This training will support educational teams in using their clinical judgment to make specific learning disability (SLD) dyslexia determinations.

Participants will:

- Learn the components of phonological processing and orthographic processing
- Learn formal assessment tools to identify Specific Learning Disability (SLD) dyslexia
- Learn through case studies how to use their clinical judgment to decide if the student meets psychoeducational criteria for dyslexia
- Learn how to talk to families and educational stakeholders about a student with a dyslexic profile

ASSESSMENT OF DUAL LANGUAGE LEARNERS: AN OVERVIEW – PART 1

September 26, 2024; 9:00 – 10:30am

ASSESSMENT OF DUAL LANGUAGE LEARNERS: AN OVERVIEW – PART 2

September 26, 2024; 3:00 – 4:30pm

**This is a two-part training. Registration for both sessions is required.*

Intended Audience: Speech-Language Pathologists

Presenter: Liz Arenas, M.S., CCC-SLP-L, Speech-Language Pathologist

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 (DCN). 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
- How to implement the DCN framework to conduct language and communication assessments. Participants will receive copies of the forms used at the center to guide future assessments
- Learn about resources to support and inform assessments of Dual Language Learners

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (ACC) IN THE CLASSROOM: CREATING AN ENVIRONMENT WITH UNIVERSAL COMMUNICATION ACCESS SUPPORTS

October 1, 2024; 2:30 – 4:30pm

Intended Audience: Teachers, Speech Language Pathologists, Board Certified Behavior Analysts, Occupational Therapists, Para-educators, any professionals supporting students using augmentative and alternative communication (AAC) devices

Presenter: Casandra Guerrero, M.S., CCC-SLP-L, Speech-Language Pathologist

Many teachers and support providers work with students who use AAC and rely on the District Speech Language Pathologist (SLP) to support implementation. But communication happens all day, every day, not just in the speech room. What happens when the SLP is not around? How do you create an inclusive classroom and school environment that supports students with a range of communication access needs? This session is designed to get the classroom team on the same page by building a shared understanding of communication modalities and universal classroom supports for AAC users. We highly recommend that classroom teams and service providers attend together. Attendees will leave with resources and practical strategies that can be implemented immediately!

Participants will:

- See all students as communicators and understand that there are no prerequisites to communication access
- Recognize their active role as communication partner
- Learn to build opportunities for students to participate in their educational environment consistently across settings
- Support implementation of low, mid and high-tech tools throughout the school day (universal and student specific)
- Ensure that classrooms are designed for communication access and have embedded language enriched supports
- Understand and implement universal strategies to support skill development with AAC systems

EXECUTIVE FUNCTIONING ACADEMY- PART 1: THE FUNDAMENTALS

October 21, 2024; 2:30 – 4:30pm

Intended Audience: General education teachers, Education specialists, Intern and early career school psychologists, School counselors, Administrators, Para-educators, any specialists who would like to gain a fundamental understanding of the executive functioning domains and how they impact student performance.

Presenter: Natalie Corona, M.S., L.E.P., School Psychologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Executive Functioning (EF) refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. 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. In this beginning level training, educators will gain a fundamental understanding of executive functioning and its impact on student learning and development.

Participants will:

- Gain a fundamental understanding of executive functioning skills and how EF skills develop
- Learn about the executive functioning domains, and how they impact student learning and behavior
- Develop foundational skills needed to plan effective executive functioning accommodations and interventions

EXECUTIVE FUNCTIONING ACADEMY- PART 2: ASSESSMENT & ANALYSIS

October 30, 2024; 2:30 – 4:30pm

Intended Audience: School Psychologists

Presenter: Natalie Corona, M.S., L.E.P., School Psychologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

Executive Functioning (EF) refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. 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. In this intermediate level training, educators will learn about the assessment and analysis of executive functioning skills.

It is recommended that participants have a fundamental understanding of Executive Functioning to participate in this training. Participants are encouraged to take EF Academy Part 1 if they are early career practitioners, or if their understanding of executive functioning is at a beginner level.

Participants will:

- Learn how to assess EF skills through formal and informal measures, rating scales, interviews, and observations
- Develop an efficient EF testing battery
- Learn about common EF profiles and assessment patterns
- Discuss educational impact and decision making for Individual Education Plans (IEP) and 504 eligibilities

EXECUTIVE FUNCTIONING ACADEMY- PART 3: GOAL WRITING

November 1, 2024; 3:00 – 4:30pm

Intended Audience: General education teachers, Education specialists, Administrators, Any educator who would like to learn about how to support, accommodate, and teach EF skills

Presenter: Daniel Silberstein M.Ed, Educational Specialist

Executive Functioning refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. 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. In this intermediate level training, educators will learn how to write and develop executive functioning goals for IEPs.

It is recommended that participants have a fundamental understanding of Executive Functioning to participate in this training. Participants are encouraged to take EF Academy Part 1 if they are early career practitioners, or if their understanding of executive functioning is at a beginner level.

Participants will:

- Review Executive Functioning domains and develop strategies for executive functioning data collection.
- Learn how to connect executive functioning goals to the California Content Standards
- Learn how to write SMART goals to develop and support executive functioning skills.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD): WHAT IT IS, WHAT IT ISN'T, AND WHAT TO DO ABOUT IT

November 4, 2024; 3:00 – 4:30pm

Intended Audience: School psychologists, General education and special education teachers, especially those working with students who are hyperactive and/or inattentive, Mental health counselors

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 2022 indicate that approximately 9.8% of children ages 3-17 have received a diagnosis of attention deficit hyperactivity disorder (ADHD). This statistic suggests that 6.2 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

STRENGTHENING AUTISM ASSESSMENTS THROUGH BEHAVIORAL OBSERVATIONS

December 2, 2024; 1:30 – 4:30pm

Intended Audience: Intermediate to advanced practitioners, School psychologists, Speech-language pathologists, Educationally Related Mental Health Services (ERMHS) assessors

Presenter: Amy Allen, Ph.D., NCSP, LMFT School Psychologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

This training is intended for intermediate to advanced school-based practitioners who conduct autism assessments. The primary focus is to sharpen and expand assessors' ability to operationalize and collect observational data as part of a comprehensive assessment. This training will build capacity to identify and document obvious and subtle social and behavioral features of autism.

Participants will:

- Understand the value of diagnostic criteria to determine autism educational eligibility
- Anchor behavioral observations with key indicators of autism
- Identify varying degrees of autism-related behaviors

INTRODUCTION TO UNIVERSAL DESIGN FOR LEARNING (UDL) – PART 1

December 10, 2024; 3:00 – 4:30pm

Intended Audience: Education Specialists, General Education Teachers, Reading Specialists, Administrators, Speech-Language Pathologists, Any specialists who would like to gain a fundamental understanding of UDL

Presenter: Daniel Silberstein M.Ed, Educational Specialist

How can we support our students in the classroom no matter their function? California's Education Task Force (2015) determined that Universal Design for Learning (UDL) is the framework for improving educational outcomes for all students. Learn how Universal Design for Learning can improve outcomes and accessibility for all students.

Participants will:

- Review CAST.org checkpoints for UDL implementation
- Learn the basics of UDL implementation
- Learn technology tools to support curriculum access for all students

UNIVERSAL DESIGN FOR LEARNING (UDL): ENGAGEMENT, REPRESENTATION, AND ASSESSMENT CHOICE BOARDS – PART 2

December 11, 2024; 2:30 – 4:30pm

Intended Audience: Special Education and General Education Teachers TK - High School, Administrators

Presenter: Joey Chapman, M. Ed, Education Specialist

Universal design for learning (UDL) helps create inclusive and accessible learning environments for all students. By providing multiple means for action, expression and engagement, UDL allows for different learning styles and abilities to be accommodated. This leads to increased student engagement, motivation, and success in the classroom. This training takes a deep dive into understanding the three pillars of UDL (engagement, action & expression, and assessment). You will also learn how to create choice boards in each of those three pillars and have access to an extensive Padlet that contains ready to use resources for teachers to include on their choice boards.

It is recommended that participants have a fundamental understanding of UDL to participate in this training. Participants are encouraged to take "Introduction to Universal Design for Learning (UDL)" prior to this training.

Participants will:

- Describe the three pillars of UDL (engagement, action- & expression, and assessment)
- Explore a variety of choice boards and discover how important they are in the UDL framework
- Engage in instruction on how to create choice boards in all three pillars (engagement, action & expression, and assessment)
- Receive access to a UDL Padlet that is full of resources, templates, examples, videos, and suggested reading materials

HOW PARAPROFESSIONALS CAN SUPPORT THE COMMUNICATION OF STUDENTS USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

January 28, 2025; 2:30 – 4:30pm

Intended Audience: Para-educators, Teachers new to supporting students who use augmentative and alternative communication (AAC).

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)

Are you a paraprofessional who works with students who use AAC? Ever wonder how you can help support your students' communication? Well, this is the training for you. We will start with an overview of AAC. Then we will dive deep into three research-based techniques to support communication. First, we will discuss augmented language input. What it is and why it is essential for your students. Next, we will talk about storybook interactions and how to get the most out of them. Finally, we look at how you can help with a shared writing activity. Plenty of examples and opportunities to practice will be provided.

Participants will:

- Describe augmentative and alternative communication - what it is and why it is important
- Support students who use AAC with techniques such as augmented language input, storybook interactions, and shared writing

DATA DESIGN AND COLLECTION IN THE CLASSROOM – PART 1

January 28, 2025; 3:00 – 4:30pm

DATA DESIGN AND COLLECTION IN THE CLASSROOM – PART 2

January 29, 2025; 3:00 – 4:30pm

**This is a two-part training. Registration for both sessions is required.*

Intended Audience: Special Education Teachers, Administrators and Professionals supporting goal and learning data collection

Presenter: Tara Zombres, M.Ed., NCED, BCBA, Education Specialist & Behavior Analyst

The task of writing Individual Education Plan (IEP) goals that are objective and measurable can be difficult. However, the task of implementing valid measurement systems for all 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
- Discover organizational strategies and design systems to collect data & monitor progress

SUPPORTING DEAF AND HARD OF HEARING STUDENTS IN A HEARING ENVIRONMENT PART 1

February 4, 2025; 3:00 – 4:30pm

SUPPORTING DEAF AND HARD OF HEARING STUDENTS IN A HEARING ENVIRONMENT PART 2

February 5, 2025; 3:00 – 4:30pm

**This is a two-part training. Registration for both sessions is required.*

Intended Audience: Teachers - general education, special education, deaf and hard of hearing, special day class, Resource specialists and reading specialists, Program specialists, Administrators and special education leadership, School psychologists, Speech-language pathologists

Presenter: Michelle Kooyman, M.Ed., Education Specialist & Sharon L. Reyes, M.S., CCC-SLP-L, Speech-Language Pathologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

California has approximately 17,000 students who are deaf and hard of hearing (DHH). Several types of DHH educational programs operate in California within two State Special Schools (SSS) and traditional schools. Approximately 85% of DHH students attend mainstream schools with their typically hearing peers, 30-40% of these students have one or more additional disabilities (Gallaudet Research Institute, 2005). School programs vary by classroom, setting, and instructional approach. Within the classes students use interpreters, sign language and state-of-the-art hearing technology. This training will support those who serve DHH students across the vast variance in programs.

Participants will:

- Describe the benefits of access
- Identify technology services and devices
- Learn how to recognize and repair malfunctions with technology
- Identify necessary and appropriate assessments
- Identify strategies that support Deaf and Hard of Hearing students including accommodations listed on the Individual Education Plan (IEP)
- Understand American Sign Language educational interpreters and their roles

PARENT INFORMATION SESSION 4: OVERVIEW OF TRANSITION PLANNING FOR STUDENTS WITH AN IEP

February 27, 2025; 6:30 – 7:30pm

Intended Audience: Parents/guardians, caregiver community, NW SELPA

Presenter: Namita Maunder, M.A. CCC/SLP, NW SELPA Coordinator

THE IMPACT OF TRAUMA AT SCHOOL: UNDERSTANDING, ASSESSMENT, AND INTERVENTION

March 3, 2025; 3:00 – 4:30pm

Intended Audience: School psychologists, General education and special education teachers, especially 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 2020 by the National Survey of Children's Health, an estimated 33 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 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 and recognize some major signs and symptoms consistent with trauma which may be observed in students
- 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

SUPPORTING SOCIAL EMOTIONAL NEEDS IN THE CLASSROOM THROUGH ENHANCING THE ENVIRONMENT THROUGH TIER 1 STRATEGIES FOR ALL STUDENTS

March 5, 2025; 2:30 – 4:30pm

Intended Audience: Special education teachers serving students with emotional, behavioral, and mental health needs; General education teachers serving students with emotional, behavioral, and mental health needs

Presenter: Tara Zombres, M.Ed., NCED, BCBA, Education Specialist & Behavior Analyst

Supporting the mental health needs of students in the classroom has become an increasingly important component of providing comprehensive education. This training will describe specific environmental supports that increase students' ability to access learning in the classroom by designing a safe and supportive environment. The emphasis of strategies will be placed on creating a safe, supportive, and inclusive classroom environment through a classroom environmental analysis of Tier 1 social/emotional and mental health-oriented interventions. Examples and videos will be used to demonstrate the strategies within the classroom setting.

Participants will:

- Receive clarity about what is included in Tier 1/Universal social-emotional supports, from a teacher perspective
- Explore how to integrate environmental mental health/social-emotional supports and practices into classroom instruction
- Work with colleagues to select specific strategies that they can implement in their classrooms

SILENT SUFFERING: WHAT TO KNOW AND WHAT TO DO FOR STUDENTS WITH INTERNALIZING DISORDERS

March 11, 2025; 3:00 – 4:30pm

Intended Audience: School psychologists, Mental health professionals, Teachers (counseling enriched classrooms)

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

It can be difficult to identify students who are struggling with an internalizing disorder. Internalizing disorders are so named because individuals rarely demonstrate overt behaviors that let others know they are in pain. The most common internalizing disorders are anxiety and depression; however, self-harm behavior and suicide are also important to consider. This training will highlight symptoms consistent with anxiety and depression, and provide information on how to assess for and treat such disorders. Strategies and recommendations for treatment will include evidence-based and best practice interventions.

Participants will:

- Identify symptoms consistent with various internalizing disorders
- Learn best practices for assessing students who may present with an internalizing disorder
- Learn evidence-based interventions for working with students who have internalizing disorders

UNDERSTANDING NEURODIVERSITY AFFIRMATIONS AND RESOURCES

March 20, 2025; 6:00 – 8:00pm

Presenter: CAPTAIN and PENT

Seeking to create a more inclusive environment? Join us to explore Neurodiversity Affirming practices and discover helpful resources from CAPTAIN and PENT. A panel discussion will offer firsthand perspectives from professionals.

- [Register to attend on Zoom.](#)
- [Register to attend in person at SJ State University.](#)

IEP Overview: Part 1

March 27, 2025; 6:00 – 7:30pm

Intended Audience: parents/guardians of students with disabilities, CAC representatives, advocates

Presenter: Jenny Ponzuric

Review the IDEA and CA Education Code as it relates to Child Find, Assessment for Special Education consideration, 13 areas of eligibility, and learn about tips/strategies when reviewing your child's assessment report.

WHEN THEY DON'T SHOW UP: DEALING WITH SCHOOL AVOIDANCE

April 7, 2025; 3:00 – 4:30pm

Intended Audience: School psychologists, Mental health professionals, Administrators, Teachers

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

There has been a steady increase in the number of students who are refusing to attend school. Chronic absenteeism and frequent tardies are significant problems that not only plague schools, but families as well. This training will help provide information on how to identify the reason(s) behind the student's school refusal (whether in person or while engaged in remote learning), and outline evidence-based practice interventions to help students return to class. Case examples will be offered to illustrate the various methods and intervention strategies. Attendees will have the opportunity to share their own case examples.

Participants will:

- Learn how to identify reason(s) behind a student's school avoidance
- Learn evidence-based strategies to help students return to class
- Learn how to assemble an appropriate team to implement and monitor the transition plan

IEP Overview: Part 2

April 10, 2025; 6:00 – 7:30pm

Intended Audience: parents/guardians of students with disabilities, CAC representatives, advocates

Presenter: Jenny Ponzuric

Review the IDEA and CA Education Code as it relates to understanding the IEP document, including how the present levels of performance connect to the goals and accommodations/modifications and then to services/supports, key terms related to the IEP process, including Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE), and learn about tips/tricks for being an informed IEP team member.

HOW TO CONDUCT MEANINGFUL ASSESSMENTS FOR STUDENTS WITH INTELLECTUAL DISABILITIES – PART 1

April 23, 2025; 2:30 – 4:30pm

HOW TO CONDUCT MEANINGFUL ASSESSMENTS FOR STUDENTS WITH INTELLECTUAL DISABILITIES – PART 2

April 24, 2025; 2:30 – 4:30pm

**This is a two-part training. Registration for both sessions is required.*

Intended Audience: School Psychologists, Speech Language Pathologists, Special Education Teachers

Presenter: Natalie Corona, M.S., L.E.P., School Psychologist

Comprehensive psycho-educational assessments are the cornerstone of any well-developed Individual Education Plans (IEP) and are essential for program planning. However, conducting assessments that are legally defensible and meaningful for students with significant needs can be especially challenging. Often, students with significant needs

have difficulty participating in formal assessment measures and may even be deemed "untestable". This training will include strategies for how to gain relevant and meaningful information through a combination of formal and informal measures and the use of dynamic assessment.

Participants will:

- Discuss the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5) and special education eligibility criteria for Intellectual Disability (ID)
- Learn how to conduct legally defensible assessments for students with ID that yield useful, meaningful information for goal writing and program planning
- Discuss formal and informal assessment measures to help providers develop a well-rounded assessment battery
- Learn strategies for dynamic assessment
- Learn how to explain ID and the implications to parents

ASSISTIVE TECHNOLOGY CONSIDERATION

April 30, 2025; 3:00 – 4:30pm

Intended Audience: Administrators, Special Education Teachers, General Education Teachers, Speech Language Pathologists

Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist

Assistive technology must be considered for all students with an Individual Education Plan (IEP). What does this mean for professionals supporting students in special education? What assistive technology should be considered? This training will describe the process of assistive technology consideration, examine commonly available assistive technology, and explore how to effectively implement assistive technology.

Participants will:

- Describe the process of assistive technology consideration
- Recognize the role of IEP team members in considering assistive technology
- Support implementation of assistive technology

AUTISM AND MENTAL HEALTH

May 5, 2025; 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

PERFECTIONISM: PURFICLTY IMPERFECT!

May 7, 2025; 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)

Students grappling with perfectionistic tendencies are being observed at increasing rates in the classroom setting. They can become paralyzed by their inability to tolerate anything that isn't "just right." These students can hold such high expectations for themselves that they develop rigid, highly inflexible thoughts and standards. These expectations create a myriad of challenges including procrastination, work avoidance, self-criticism, emotional outbursts, and a strong desire for control. Perfectionism can present and overlap with anxiety, depression, Obsessive Compulsive Disorder (OCD), Attention Deficit Hyperactivity Disorder (ADHD), eating disorders, and cognitive rigidity. This presentation will focus on complex, neurodiverse profiles and how to assess for and design appropriate intervention strategies for students who demonstrate perfectionistic tendencies, inflexible thinking, and emotional distress.

Participants will:

- Learn how to identify perfectionism
- Learn how to assess students with complex, neurodiverse profiles
- Learn intervention strategies for working with inflexible thinking patterns

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

May 27, 2025; 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. In order 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. 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 in order to help guide teams towards appropriate goals and interventions