

Click on the links 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.

[Books, Bells, and Counseling: In-Person School is Back. Are you ready?](#)

September 1, 2021; 9:00-10:30am

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

The COVID-19 pandemic changed our education system overnight. Teachers and students were forced to adapt rapidly to remote ways of learning and engaging with one another. For a small cohort, this modality was positive, and their academic performance and participation improved. But for most, this was a difficult and stressful time. Students reported feeling isolated, bored, and unmotivated. Many experienced hardship and loss, and school may have been one additional stressor. This training will highlight the mental health and behavioral issues school personnel will likely encounter when school returns to full-time, in-person learning. In addition to understanding how to identify various signs and symptoms in our students, participants will also learn intervention strategies to support students as they re-integrate into pre-pandemic school routines.

Participants will:

- Identify the mental health symptoms students may exhibit after prolonged time spent remote learning
- Learn strategies to help students with mental health and behavioral distress
- Learn immediate interventions to support students at school and at home.

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

[Best Practices in Assessment for Speech and Language Pathologists](#)

September 14, 2021; 9:00-10:30am

Intended Audience: Speech Pathologist, Administrators

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

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)

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[Social Emotional Learning \(SEL\)](#)

September 28, 2021; 9:00-10:30am

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

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

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

[Math Disabilities and Assessments](#)

September 29, 2021; 9:00-10:30am

Intended Audience: Special Education Teachers

All Special Education Teachers are invited to join 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.

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

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[Assessment of Dual Language Learners: An Overview \(2-part training\)](#)

PART 1: October 13, 2021; 9:00-10:30am

PART 2: October 20, 2021; 9:00-10:30am

Intended Audience: Speech Language Pathologists

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

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

[When They Don't Show Up: Dealing with School Avoidance](#)

October 19, 2021; 9:00-10:30am

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

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

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

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[A Culturally Responsive Approach to Working in the Schools: A Guide for Speech-Language Pathologists](#)

October 28, 2021; 9:00-10:30am

Intended Audience: Speech Pathologists

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.

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

[Data Design and Collection in the Classroom \(2-part training\)](#)

PART 1: ~~November 4, 2021; 9:00-11:00am~~ Updated! November 9, 2021; 2:00-4:00pm

PART 2: ~~November 5, 2021; 9:00-11:00am~~ Updated! November 19, 2021; 9:00-11:00am

Intended Audience: Special Education Teachers

The task of writing 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.
- Learn strategies for organization and design of systems for data collection and progress monitoring.

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

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Morphology – Overview and Strategies

November 17, 2021; 9:00-10:30am

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

Morphology is an area of language that encompasses the meaning parts of words, including prefixes, suffixes, base words. Recent research has shown that teaching students morphology increases spelling, reading, writing and vocabulary skills. Yet it is an often-overlooked area of language. This seminar will look at morphology. What it is and why it is important to reading and writing. Participants will learn about the development of morphology and some fun and engaging activities to support its development for a wide range of students.

Participants will:

- Describe morphology and why it is important to literacy.
- Teach fun and engaging activities to support the development of morphology.

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)

Phonemic Awareness – Overview, Interventions and Strategies

December 1, 2021; 9:00-10:30am

Intended Audience: Speech Language Pathologists, Early Elementary General Education Teachers, Resource Specialists, Special Education Teachers, Administrators, School Psychologists

At this point most educators have heard that phonemic awareness is important for students' literacy learning. But what exactly is it? How is it related to reading and writing? How do I know if my students have it? How do I teach it if they don't? This seminar will take a deep dive into phonemic awareness. We will talk about what it is, why it is important for reading and writing, ways to assess it and evidence-based ways to teach it. The content will be appropriate for those professionals working with early readers and writers of any age or grade level.

Participants will:

- Define terms such as phonics, phoneme, phonemic and phonological awareness
- Describe the development of phonemic awareness and its importance to literacy learning
- Implement evidence-based intervention to support the development of phonemic awareness.

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)

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[Planning and Implementing an Effective Reading Intervention](#)

December 8, 2021; 9:00-10:30am

Intended Audience: Special Education Teachers, including RSP, SDC and Reading Specialists

How do we plan effective reading intervention programs for our students who continue to struggle with reading? Learn how to use screening and formal assessment data to develop a student profile that will guide your decisions as you design that student's educational program.

Participants will:

- Learn about the California Dyslexia Guidelines.
- Learn how to screen students for phonological processing or orthographic deficits.
- Learn instructional supports for students with phonological processing deficits.
- Learn instructional supports for students with orthographic processing deficits. functioning deficits.
- Learn how technology can support students reading intervention programs.
- Learn how to write an IEP goal focused on a student's reading development

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

[Planning and Implementing Math Instructional Strategies](#)

January 12, 2022; 9:00-10:30am

Intended Audience: Special Education Teachers

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

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

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[How to Interpret a Psychoeducational Evaluation for Teachers](#)

February 2, 2022; 9:00-10:30am

Intended Audience: School Psychologists; General Education and Special Education Teachers, especially those working with students who are hyperactive and/or inattentive

Teachers receive psychoeducational evaluations about each of their students with Individualized Education Plans (IEPs). What do all those standard scores really mean? How can the information in a psychoeducational report support teachers with planning effective academic interventions and quality educational programs?

Participants will:

- Learn the basics of federal handicapping disability qualification for Specific Learning Disability (SLD) and Other Health Impairment (OHI).
- Learn the cognitive processing areas a psychoeducational report evaluates and how they are assessed.
- Learn the difference between a discrepancy model and the Patterns of Strengths and Weaknesses (PSW) model.
- Learn how information from a psychoeducational evaluation can focus educational strategies

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

[For Teachers – Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies \(2-part training\)](#)

PART 1: February 15, 2022; 9:00-10:30am

PART 2: February 17, 2022; 9:00-10:30am

Intended Audience: Special Education and General Education Teachers supporting students with special needs.

This training will discuss how to identify, understand, and intervene with individual student problem behaviors within the classroom. Through examples and case studies the steps of creating a classroom environment rich in positive behavior supports will be outlined and discussed. Evidence-based positive behavior intervention strategies will be covered that address how to support the vast array of problem behaviors that students may engage in, across all classroom settings.

Participants will:

- Increase understanding of functions of behavior
- Be provided with specific explanations of how to implement positive behavior strategies within the classroom environment from the *Prevent, Teach, Reinforce* model
- Create an action plan for how to enhance classroom positive behavior supports

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist, and Natalie Corona, M.S., School Psychologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

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[For Teachers – Creating a Safe and Supportive Learning Environment: Implementing Environmental Strategies to Support Mental Health in the Classroom \(2-part training\)](#)

PART 1: March 15, 2022; 9:00-11:00am

PART 2: March 16, 2022; 9:00-11:00am

Intended Audience: School Psychologists, Behaviorists, Special Education and General Education Teachers, Mental Health Professionals

Supporting the mental health needs of students in the classroom is becoming 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. Additionally, specific mental health conditions and how they present in the classroom through an educator's lens will be reviewed. Participants will discuss how to recognize academic and behavioral symptoms and how to implement supports preventatively and proactively prior to student distress.

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
- Learn how mental health issues present in the learning environment
- Explore how to match educational and behavioral supports and accommodations to student needs when considering mental health concerns

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

[California Dyslexia Guidelines – Next Steps](#)

March 23, 2022; 9:00-10:30am

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

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 learn:

- 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.

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

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[How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs \(2-part training\)](#)

PART 1: March 31, 2022; 9:00-10:30am

PART 2: April 1, 2022; 9:00-10:30am

Intended Audience: Special Education Teachers, Administrators, Staff supporting instruction within the SDC classroom setting

The design and implementation of instruction is the primary role of an effective teacher, who can impact student learning and success in the classroom. However, designing instruction that is effective and relevant for all students, when student ability and academic skills can vary widely can be difficult! This workshop will cover the basic elements of Direct Instruction and how to interpret cognitive profiles to design effective instruction. The training will include strategies for identifying how to group students for small group instruction, the important elements of direct instruction for all students, ideas for curriculum design, and tips for management and implementation of a well-designed educational day.

Participants will:

- Learn the critical elements of effective direct instruction for students at varying levels of support
- Understand how to read and interpret psychoeducational reports and testing
- Practice highly effective strategies for engaging all students in learning
- Understand how to create and manage staff, students, and instruction
- Create a plan for next steps in improving their classroom instruction practices.

Presenter: Tara Zomouse, M.Ed., BCBA, NCED, Behavior Analyst/Education Specialist, and Natalie Corona, M.S., School Psychologist (In partnership w/ the Diagnostic Center North; held jointly with SE SELPA)

[Universal Design for Learning \(UDL\) in the Age of MTSS](#)

April 12, 2022; 9:00-10:30am

Intended Audience: General Education and Special Education Teachers, Reading Specialists, Program Specialists, Special Education Leadership

In the age of Multi-Tiered System of Support (MTSS), how will teachers meet the needs of all students in their classrooms? 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:

- Learn the framework of Universal Design for Learning (UDL)
- Learn the basics of UDL implementation
- Learn how teachers can develop assessment measures that incorporate components of the UDL framework
- Learn how to use technology to break down barriers to learning.

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

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[Understanding and Supporting Students with Executive Function \(EF\) Deficits](#)

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

Intended Audience: Special Education and General Education teachers, administrators, educational specialists, paraprofessionals

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.

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

[Social Communication and the SLP \(2-part training\)](#)

PART 1: May 12, 2022; 9:00-10:30am

PART 2: May 13, 2022; 9:00-10:30am

Intended Audience: Speech Language Pathologists

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 the 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.

Participants will:

- Define social communication and its disorders
- Assess students' social communication
- Implement evidence-based interventions for students who struggle with social communication

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