

**ALIGNING SUPPORTS WITH STUDENT VOICES: NEURODIVERGENT AFFIRMING BEHAVIOR ASSESSMENTS & BIPs FOR INTENSE BEHAVIOR**

**August 8, 2025; 8:30AM - 2:30PM** *IN PERSON-OAK GROVE ELEM SCHOOL*

**Intended Audience:** Experienced School Personnel including: BCBAs, School Psychologists, Special Education Teachers, Speech and Language Pathologists, & School Administrators

*Presenter: Jandy Pastore, MA BCBA, Education Specialist and Behavior Analyst*

This training provides a comprehensive, neurodivergent affirming approach to behavior assessment, determining the need for aide support, and Behavior Intervention Plans (BIPs) writing for students with complex behavior needs. It will provide a more in-depth application for staff who already have foundational knowledge of behavior assessment and BIP writing. Participants will learn how to move beyond compliance-based models by conducting assessments that capture student voice, identify underlying needs, and develop meaningful supports. This training equips Board Certified Behavior Analysts (BCBAs), teachers, administrators, school psychologists, and related service providers with strategies to assess behavior accurately, determine when and how to provide aide support without over-reliance, and write BIPs that foster independence and opportunities for inclusion.

**Participants will:**

- Learn how to shift from compliance-based models to ND-affirming behavior assessments
- Recognize how underlying factors such as anxiety, rigid thinking, and processing differences influence behavior
- Explore ways to capture student voice and identify underlying needs in behavior assessments
- Understand how to determine when and how to provide aide support while promoting independence
- Discover strategies for writing meaningful, strengths-based BIPs that support inclusion

**BACK TO SCHOOL LEGAL UPDATE: SPECIAL EDUCATION YEAR IN REVIEW**

**August 26, 2025; 9:00AM - 11:30AM** *IN PERSON-SAN JOSE UNIFIED SCHOOL DISTRICT*

**Intended Audience:** Special Education Directors, Special Education Coordinators, Program Specialists, School Administrators

*Presenter: Jan E. Tomsy, J.D., Partner, Fagen Friedman & Fulfrost LLP*

This presentation will present a comprehensive "Year in Review", highlighting the most important legal developments and special education cases from the past year.

**This session will provide:**

- In-Depth Analysis: Understanding the implications of recent legal decisions.
- Lessons Learned: Practical takeaways from key special education cases.
- Looking Ahead: Proactive strategies and insights into emerging legal trends.

**BACK TO SCHOOL SUCCESS: A VIRTUAL SUMMIT FOR EDUCATORS****August 28, 2025; 9:00AM - 11:30AM**

**Intended Audience:** General & Special Education Administrators, School Psychologists, Speech-Language Pathologists, Education Specialists, and other team members

**Concurrent Sessions (select one):**

- [\*\*Diagnostic and Statistical Manual \(DSM\) and Educational Eligibilities\*\*](#)

*Presenter: Jenny Ponzuric, Ponzuric Learning Solutions*

Examine the similarities and differences between DSM Diagnoses and special education criteria.

- [\*\*Intent vs. Impact: How to Have Hard Conversations While Maintaining Relationships\*\*](#)

*Presenter: Jason Harper, Harper Conflict Resolution LLC*

Learn strategies to manage contentious conversations, tailoring our messaging to be mindful of impact in our search to reach common ground.

- [\*\*The IEP Journey: Tools for Educators on the IEP Team\*\*](#)

*Presenter: High Quality IEP Team*

Leave with actionable tools, renewed clarity, and a deeper understanding of how to create high-quality, student-centered IEPs that result in educational benefit for our students.

**[SIMPLIFY WITH ARTIFICIAL INTELLIGENCE \(AI\): PRACTICAL MAGIC FOR SCHOOL PSYCHOLOGISTS](#)****September 24, 2025; 3:00PM – 4:30PM**

**Intended Audience:** Teachers, School Psychologists, Speech-language Pathologists, & Administrators

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

Discover how artificial intelligence (AI) can be a game changer in your daily school psychology practice. This session is all about sharing cool AI tools and tips that can make your work life easier and more enjoyable. We'll look at how AI can help us manage data better, streamline report writing, and even support our interventions. It's not about being an expert; it's about learning together and finding new ways to prevent burnout and enhance our effectiveness. Whether you're curious about AI or ready to dive in, you'll leave with practical ideas that you can start using right away.

**Participants will:**

- Discover simple and effective ways to integrate AI into everyday tasks
- Learn about AI tools that make data collection, analysis, and observations more seamless
- Explore how AI can help in writing reports that are strengths-based and accessible
- Understand the dos and don'ts of AI to keep things ethical and practical

**BRIDGING THE GAP: A GUIDE FOR NAVIGATING SCHOOLS AND PARTNERING FOR SUCCESS - PART 1**

**October 28, 2025; 8:30AM – 3:00PM** *IN PERSON-FRANKLIN MCKINLEY ELEM SCHOOL*

**Intended Audience:** BCBAs, School Administrators, preferably these would be BCBAs and Administrators that work together or will work together during the school year

*Presenter: Jandy Pastore, MA BCBA, Education Specialist and Behavior Analyst*

Board Certified Behavior Analysts (BCBAs) play an essential role in supporting students in public schools, yet they often face challenges in integrating their expertise within the educational system. Schools operate within a complex framework of policies, procedures, and multidisciplinary collaboration, which can sometimes create barriers to effective behavioral support. Likewise, school administrators must balance student needs, staff resources, and compliance requirements while striving to create a positive and productive learning environment.

This two-day workshop is designed to bridge the gap between behavior analysis and educational practice, equipping BCBAs with the tools to navigate school systems effectively while fostering stronger partnerships with administrators. By developing a shared understanding of responsibilities, challenges, and strategies, participants will leave with actionable plans to enhance collaboration, improve student outcomes, and create sustainable behavioral support models.

**Day 1: Understanding the BCBA Role in Public Schools (BCBAs Only)**

On the first day, BCBAs will focus on building a strong foundation for working effectively within school systems. This session will provide practical guidance on how to align behavior analytic practices with school culture, understand the broader educational landscape, and ethical considerations for behavioral assessment.

**Day 1 - Participants will:**

- Understand the structure of public schools and clarify the BCBA's role within the system
- Understand how to interpret educational assessments and IEPs to guide behavior planning within the BCBA scope
- Learn the components of an effective and legally defensible Functional Behavior Assessment (FBA)
- Prepare for collaboration with administrators for Day 2

**HONORING EVERY VOICE: UNDERSTANDING COMMUNICATOR PROFILES AND SUPPORT STRATEGIES**

**October 28, 2025; 3:00PM – 4:30PM**

**Intended Audience:** Special Education Teachers, Speech Language Pathologists (SLPs), Paraprofessionals, any support staff or professionals who want to understand how to support different types of communicators

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

This session is designed to explore the diverse ways students communicate. Participants will be introduced to the means and functions of communication, discover different communicator profiles through real-life examples and videos, and dive into a case study that highlights unique strengths and challenges. The session will also provide practical strategies and supports tailored to honor and enhance each student's individual

communication style, whether they use speech, gestures, aided communication tools or a combination of methods. By the end of this training, educators and support staff will feel more confident in recognizing, respecting, and fostering authentic communication for all students.

**Participants will:**

- Identify the means and functions of communication, recognizing diverse ways individuals communicate.
- Analyze communicator profiles through example videos to explore unique characteristics and communication strategies.
- Explore how multimodal communication can be used effectively by different communicators based on their individual strengths and needs.
- Adapt communication supports and strategies to enhance engagement and promote independence for diverse communicators.
- Apply strategies from case studies to create individualized communication plans for diverse communicators.

## **BRIDGING THE GAP: A GUIDE FOR NAVIGATING SCHOOLS AND PARTNERING FOR SUCCESS - PART 2**

**October 29, 2025; 8:30AM – 3:00PM** *IN PERSON-FRANKLIN MCKINLEY ELEM SCHOOL*

**Intended Audience:** BCBAs, School Administrators, preferably these would be BCBAs and Administrators that work together or will work together during the school year

*Presenter: Jandy Pastore, MA BCBA, Education Specialist and Behavior Analyst*

Board Certified Behavior Analysts (BCBAs) play an essential role in supporting students in public schools, yet they often face challenges in integrating their expertise within the educational system. Schools operate within a complex framework of policies, procedures, and multidisciplinary collaboration, which can sometimes create barriers to effective behavioral support. Likewise, school administrators must balance student needs, staff resources, and compliance requirements while striving to create a positive and productive learning environment.

This two-day workshop is designed to bridge the gap between behavior analysis and educational practice, equipping BCBAs with the tools to navigate school systems effectively while fostering stronger partnerships with administrators. By developing a shared understanding of responsibilities, challenges, and strategies, participants will leave with actionable plans to enhance collaboration, improve student outcomes, and create sustainable behavioral support models.

### **Day 2: Strengthening BCBA and Administrator Partnerships (BCBAs and Administrators)**

On the second day, BCBAs and school administrators come together to bridge the gap between behavior analysis and school-based implementation. While BCBAs bring expertise in behavioral assessment and intervention, administrators provide insight into school systems, policies, and resource limitations. This session fosters collaborative problem-solving to ensure behavior support strategies are effective, feasible, and sustainable in real-world school settings.

**Day 2 - Participants will:**

- Strengthen understanding between BCBAs and Administrators as they learn more about each other's important roles in supporting student behavior
- Clarify the BCBA's role in the IEP process and in larger school systems of support
- Collaborate to identify current behavior challenges and priorities, align behavior supports with school goals, and ways to allocate BCBA

resources to maximize effectiveness

- Learn strategies for sustaining and improving BCBA and Administrator collaboration

### **PSYCHOSOCIAL ASSESSMENT: EMOTIONAL DISABILITY (ED) ELIGIBILITY AND EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS)**

**November 4, 2025; 3:00PM – 4:30PM**

**Intended Audience:** School psychologists, ERMHS assessors

*Presenter: Melodi Dewey, M.S., L.E.P., School Psychologist*

This session focuses on building skills for effective interdisciplinary assessment of preschoolers. Participants will learn to review records, design and conduct interviews, and perform dynamic assessments that provide a complete portrait of their students' skills and areas of need. The focus is on interdisciplinary practice and collaboration.

**Participants will:**

- Describe a process to complete a collaborative and legally defensible assessment
- Identify tools to determine students' pre-academics, language and communication, cognition, adaptive behaviors, and socialization
- Develop skills for interdisciplinary collaboration

### **ASSESS SMARTER, TEACH BETTER: PINPOINTING STUDENT SKILLS FOR EFFECTIVE INSTRUCTION OF INDIVIDUALS WITH EXTENSIVE LEARNING NEEDS (FOR TEACHERS)**

**November 5, 2025; 2:30PM – 4:30PM**

**Intended Audience:** Special Education teachers supporting students with extensive learning needs, School psychologists

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

Assessing students with extensive learning needs can be challenging. Too often, their skills are vaguely defined and unclear, leading to ineffective learning goals. Traditional standardized assessments may not capture their true abilities and are often inappropriate for this population of students, making it difficult to design effective instruction. This training will provide special education teachers with the tools and strategies needed to gather meaningful assessment data. Through case studies, participants will analyze real student profiles to practice identifying developmental, pre-academic, and functional skills. The session will also cover how to select the right assessment methods, adapt evaluation techniques for diverse learners, and write effective, individualized goals. By the end of this training, educators will feel confident in using assessment data to inform instruction that truly meets each student's need.

**Participants will:**

- Understand the challenges of assessing students with extensive learning needs
- Explore tools and strategies for gathering meaningful assessment data
- Recognize how to determine key developmental, pre-academic, and functional skills in students

- Discuss how to adapt individualized learning goals based on sample student profiles
- Apply assessment data in case study scenarios to inform instructional decisions

## **IS IT PSYCHOSIS? UNDERSTANDING AND DIFFERENTIATING SEVERE MENTAL HEALTH PRESENTATIONS**

**December 3, 2025; 3:30PM – 5:00PM**

**Intended Audience:** School psychologists, School counselors

*Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist*

At any point in time, students may present with a complex array of symptoms that can leave one asking, "Is this psychosis?" Overlapping social-emotional and behavioral complexities can make it difficult to ascertain what is actually occurring. This training will provide information on how to recognize severe mental health presentations. Case vignettes will be provided. Appropriate accommodations and treatment strategies for the academic setting will be reviewed.

### **Participants will:**

- Learn how to differentiate psychosis from other mental health presentations
- Learn strategies to support students with severe mental health in the classroom
- Learn interventions to support students with severe mental health in counseling sessions

## **ALTERNATIVE & AUGMENTATIVE COMMUNICATION (AAC) IN THE CLASSROOM BASICS**

**December 4, 2025; Session 1 is 2:30PM – 3:30PM, Session 2 is 3:30PM – 4:30PM**

**Intended Audience:** Paraprofessionals, General Education Teachers, any support staff or professionals who need foundational AAC training

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

This training provides a foundational introduction to Augmentative and Alternative Communication (AAC). It covers key topics such as debunking common myths, an overview of AAC systems, universal strategies, and teaching strategies. Designed for districts in need of a flexible option of either a 2-hour session or concise, one-hour sessions, this training helps support staff and classroom teams develop a shared understanding of communication modalities and universal supports for AAC users. Attendees will gain practical strategies and resources that can be applied directly to their students, fostering more inclusive and effective communication in the classroom.

### **Participants will:**

- Develop understanding of the research behind AAC Implementation
- 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
- Understand and implement universal strategies to support skill development with AAC systems

**BEGINNING WORD READING AND SPELLING FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION USERS****December 10, 2025; 2:30PM – 4:30PM**

**Intended Audience:** Professionals interested in improving the literacy skills of AAC users including but not limited to: Speech-language pathologists, Special education teachers, Psychologists, Administrators, Occupational therapists

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

Professionals working with Alternative and Augmentative Communication (AAC) users often find it challenging to assess and intervene with conventional beginning literacy skills. How do I know if my students are learning if they can't read aloud? How do I know if they are learning sounds and letters if they can't tell me? How can I modify phonemic awareness lessons if they can't say the sounds? How do I know if they are understanding what they read? This training will answer these questions and many more. Join us as we take a deep dive into word learning for students who are non-speaking.

**Participants will:**

- Describe the importance of word level reading and spelling for AAC users
- Explain current models of word reading and spelling as related to AAC users
- Explore assessment of word level reading and spelling skills for AAC users
- Modify instruction and intervention for AAC users to improve word level reading and spelling

**DEVELOPING RESILIENCE IN OUR YOUTH****January 6, 2026; 3:30PM – 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: Melodi Dewey, M.S., L.E.P., School Psychologist*

Studies show an increased prevalence of children and adolescents experiencing mental health issues, including depression, anxiety, and suicidal thoughts. To counter this growing trend, schools are in a position to play a major role in promoting resilience and grit in their students. Grit is a personality factor that has been identified in current research as a stronger predictor of academic, health, and life success over Intelligence Quotient (IQ). It also has been identified as a protective factor against negative consequences as individuals with higher grit show a stronger ability to persevere when encountering obstacles or setbacks.

**Participants will:**

- Increase their understanding of grit and the role it plays in promoting positive academic and mental health outcomes.
- Learn about the traits found in resilient people.
- Learn about interventions and strategies that can be used to improve grit in their students.



**ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC) IN THE SPECIAL EDUCATION CLASSROOM**

**January 7, 2026; 2:30PM – 4:30PM**

**Intended Audience:** Special Education Teachers, Speech Language Pathologists (SLPs), Any professionals who support AAC users in classroom settings

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

This training focuses on integrating Augmentative and Alternative Communication (AAC) into the classroom environment and daily instruction. Participants will explore strategies for designing inclusive learning spaces, embedding AAC into lesson planning, and implementing effective teaching techniques that support all communicators. This session is designed to equip teachers and classroom teams with practical tools to create communication-rich environments, adapt instruction for AAC users, and foster student engagement. Attendees will leave with actionable strategies and resources to enhance their teaching practices and support AAC implementation across the school day.

**Participants will:**

- Recognize all the components to an AAC system
- Learn to build opportunities for students to participate in their educational environment consistently across settings through lesson planning and teaching strategies
- 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

**ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC) IN THE GENERAL EDUCATION CLASSROOM**

**January 28, 2026; 3:00PM- 4:30PM**

**Intended Audience:** General Education Teachers, Special Education Teachers, Paraprofessionals, Speech Language Pathologists, any professionals who support AAC users in gen ed classroom settings

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

This training focuses on integrating Augmentative and Alternative Communication (AAC) into general education settings to support diverse learners. It is recommended to attend AAC basics for participants who do not have a foundational knowledge of AAC. General and Special Educators will explore strategies for creating communication-friendly classrooms, embedding AAC into lesson planning, and fostering peer engagement. Participants will learn how to adapt instruction, utilize universal supports, and ensure AAC users have meaningful opportunities to participate in academic and social activities. This session equips general education teachers and support staff with practical tools and resources to make communication accessible for all students.

**Participants will:**

- Develop understanding of lesson planning and teaching strategies that provide consistent opportunities for AAC users to actively participate



across educational settings.

- Implement low, mid, and high-tech AAC tools throughout the school day, incorporating both universal and student-specific supports.
- Design classrooms that prioritize communication access by embedding language-rich supports and inclusive learning strategies.
- Apply universal strategies to foster AAC skill development and enhance student engagement.

## **EVERY STUDENT, EVERY DAY: COLLABORATIVE PATHS TO INCLUSIVE OPPORTUNITIES**

**February 4, 2026: 9:00AM – 11:00AM** *IN PERSON*

**Intended Audience:** General Education Teachers, Special Education Teachers, Service Providers, Administrators, Paraprofessionals

*Presenter: Jandy Pastore, MA BCBA, Education Specialist and Behavior Analyst*

Can inclusion really be successful for all students? Even the ones that become the center of the classroom universe at the expense of the learning of other students. The answer depends on how well they are set up for success. This training will emphasize meaningful collaboration between general and special educators to support inclusive opportunities that can truly meet individual student needs and contribute positively to the greater classroom community. Participants will explore barriers to inclusion from different perspectives, discuss inclusion myths and realities, and learn collaborative strategies to anticipate and support both every day and complex behavioral needs. Attending with your collaborative team members aligned in supporting inclusive opportunities is recommended to get the most out of brainstorming and collaborative training activities.

### **Participants will:**

- Explore student perspectives and clarify common misconceptions through guided collaboration
- Strengthen understanding of how collaborative support between general and special educators can effectively create inclusive opportunities
- Learn about proactive, practical supports to anticipate and respond to diverse student needs
- Explore the potential of inclusive classroom communities by collaboratively integrating student voice, strengths, and autonomy into everyday practices

## **CREATING AN EFFECTIVE BEHAVIOR INTERVENTION PLAN (BIP) SESSION 1 OF 2**

**February 5, 2026; 9:00AM – 11:00AM**

## **CREATING AN EFFECTIVE BEHAVIOR INTERVENTION PLAN (BIP) SESSION 2 OF 2**

**February 6, 2026; 9:00AM – 11:00AM**

**Intended Audience:** School psychologists, Behavior analysts/behavior specialists, Professionals who are responsible for writing behavior plans

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

The implementation of a Behavior Intervention Plan (BIP) is only as effective as the precision, specificity, and clarity of the written plan. This training will focus on how to clearly define and structure reinforcement procedures and teaching procedures to ensure effective behavior change. Participants will learn how to accurately align individualized replacement behaviors to function, select an appropriate reinforcement system, and write a

measurable plan to track progress. Additionally, the training will provide practical tools for writing BIPs that are both user-friendly for implementers and detailed enough to promote consistent, high-fidelity implementation.

**Participants will:**

- Describe essential parts of a BIP, focusing on reinforcement and teaching procedures.
- Learn to develop specific, measurable reinforcement procedures aligned with behavior function.
- Understand how to outline effective, structured strategies for teaching replacement behaviors.
- Have increased ability to create BIPs that are detailed yet easy for implementers to follow.
- Select reinforcement and replacement behaviors based on function.
- Engage in case discussion to identify appropriate, creative, and doable reinforcement systems

**FROM CHAOS TO CONFIDENCE: TEACHING SELF-REGULATION THAT WORKS****February 5, 2026; 3:00PM – 4:30PM****Intended Audience:** Special education teachers, General education teachers, School psychologists, Behavior analysts*Presenter: Tara Zombres, M.Ed., NCED, BCBA, Education Specialist & Behavior Analyst*

Helping students manage their emotions and behavior is a critical part of supporting their success. This training gives special education staff the tools they need to teach self-regulation in a way that makes sense for students of all ages and ability levels. We'll break down what self-regulation really means, explore how the skill develops over time, and focus on practical strategies that work in real classrooms. From proactive teaching to in-the-moment supports, this session is all about making self-regulation a skill that students can actually use.

**Participants will:**

- Define self-regulation and understand its role in student success.
- Identify the stages of self-regulation development and how they build on each other.
- Learn practical, evidence-based strategies for teaching self-regulation across different ages and ability levels.
- Explore ways to support students in the moment when emotions run high.
- Discover tools and techniques that help prevent meltdowns and increase independence.

*Continued on next page.*

**ELEMENTARY AND MIDDLE SCHOOL MATH SCREENERS AND TIER 2 INTERVENTIONS****February 6, 2026; 3:00PM - 4:30PM**

**Intended Audience:** Special education teachers (transitional kindergarten - 8th grade), General education teachers (transitional kindergarten - 8th grade), TOSA (teachers on special assignment focused in math), School principals (elementary and middle school)

*Presenter: Joey Chapman, M. Ed, Education Specialist*

According to the Response to Intervention (RTI) model, before special education teams assess a student for a specific learning disability, it is best practice to have the student participate in a multi-tiered intervention program. This training will take a deep dive and investigate WHY intervention is important, why collecting data is important, and how to use our data to determine which students belong in Tier 2 and Tier 3 intervention programs. This training will also address Tier 2 and Tier 3 Math Intervention Programs that are currently being used in districts.

**Participants will:**

- Learn what RTI and Multi-Tiered System of Supports (MTSS) have in common and how they are different
- Discuss the importance of math screeners
- Explore both Tier 2 and Tier 3 interventions
- Discuss the most popular Tier 2 Math Interventions that are being used today
- Gain access to an online Padlet that is full of math intervention resources

**WHEN THEY DON'T SHOW UP: DEALING WITH SCHOOL AVOIDANCE****March 4, 2026; 9:00AM – 10:30AM**

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

*Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist*

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

**WRITE ON! UNDERSTANDING, ASSESSING, AND IMPROVING STUDENT WRITING - PART 1****March 4, 2026; 3:00PM – 4:30PM**

**Intended Audience:** Any educator interested in improving student writing including but not limited to: Teachers, Speech language pathologists, General education teachers, Special education teachers, Administration, Reading specialist

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

Writing is more than just an academic skill - it's a lifelong tool for communication and success. Yet, many students struggle to put their thoughts into words. This three-part training series equips educators with the knowledge and tools to assess, support, and improve student writing.

- **Session 1:** Build a strong foundation by exploring key writing models and instructional frameworks. Understand what language and cognitive processes are essential for writing, and common challenges students face.
- **Session 2:** Learn how to effectively assess writing using both informal and formal measures.
- **Session 3:** Discover practical, research-backed strategies to help students of all skill levels become confident, capable writers.

*Sessions can be taken individually, but participants will get the most benefit by attending the full series, as each session builds on the one before it. Join us to gain actionable insights and strategies that will make a lasting impact in your classroom or intervention room!*

**Participants will:**

- Describe the importance of written expression
- Explore the connection between reading and writing
- Explain the major components of written expression
- Identify how students may struggle with these components of writing

**WRITE ON! ASSESSING WRITTEN EXPRESSION - PART 2****March 11, 2026; 3:00PM – 4:30PM**

**Intended Audience:** Teachers, School psychologists, Speech-language pathologists, Administrators

*Presenter: Daniel Silberstein M.Ed., Educational Specialist*

Written expression is not only a fundamental aspect of academic achievement, but it is also an essential life skill that plays a crucial role in personal development. The ability to communicate clearly and effectively through writing is a key asset in contexts, ranging from career advancement to everyday interactions. This second training in our three-part series will explore both informal and formal assessment of written expression with a focus on the Feifer Assessment of Writing (FAW). Learn to assess the many factors that impact writing including: graphomotor, spelling, language and executive functioning skills

- **Session 1:** Build a strong foundation by exploring key writing models and instructional frameworks. Understand what language and cognitive processes are essential for writing, and common challenges students face.
- **Session 2:** Learn how to effectively assess writing using both informal and formal measures.

- **Session 3:** Discover practical, research-backed strategies to help students of all skill levels become confident, capable writers.

*Sessions can be taken individually, but participants will get the most benefit by attending the full series, as each session builds on the one before it. Join us to gain actionable insights and strategies that will make a lasting impact in your classroom or intervention room!*

**Participants will:**

- Describe the elements of dysgraphia
- Explore the implementation of informal and formal writing assessments.
- Explain the different components of the Feifer Assessment of Writing (FAW)
- Illustrate how written expression assessment data can drive instruction and goal development.

**WRITE ON! EMPOWERING STUDENT WRITERS: PRACTICAL STRATEGIES FOR EVERY CLASSROOM - PART 3**

**March 17, 2026; 3:00PM – 4:30PM**

**Intended Audience:** Teachers, General Education Teachers, Special Education Teachers, Admin, Reading Specialist

*Presenter: Joey Chapman, M. Ed., Education Specialist*

Writing is a complex process that requires multiple skills working together - idea generation, organization, spelling, grammar, and motor skills, just to name a few. Many students struggle with at least one of these areas, and without the right support, writing can feel overwhelming. In this session, we'll explore a variety of strategies to help students at all skill levels become more confident, capable writers. Topics will include structured approaches to breaking down the writing process, tools for planning and revising, accommodations for students with writing challenges, and ways to increase student engagement in writing tasks. Whether you teach young students just learning to write or older students refining their skills, you'll walk away with practical techniques, technology tools, and easy-to-implement strategies to make writing more accessible for all learners.

- **Session 1:** Build a strong foundation by exploring key writing models and instructional frameworks. Understand what language and cognitive processes are essential for writing, and common challenges students face.
- **Session 2:** Learn how to effectively assess writing using both informal and formal measures.
- **Session 3:** Discover practical, research-backed strategies to help students of all skill levels become confident, capable writers.

*Sessions can be taken individually, but participants will get the most benefit by attending the full series, as each session builds on the one before it. Join us to gain actionable insights and strategies that will make a lasting impact in your classroom or intervention room!*

**Participants will:**

- Learn practical, research-based writing strategies that can be easily implemented in any classroom.
- Explore structured approaches to breaking down the writing process for students.
- Gain tools and techniques to support students in planning, organizing, and revising their writing.
- Discover accommodations and modifications to support students with writing challenges.
- Learn ways to increase student engagement and confidence in writing tasks.
- Explore technology tools that can assist students in the writing process.

- Receive resources and examples that can be immediately applied to their teaching practice.
- Receive access to a Padlet filled with writing supports, videos, TikToks, suggested apps, articles, graphic organizers, sentence frames, and much more!

### **DYSLEXIA ACADEMY: READING DIFFICULTIES AND WHAT TO DO NEXT – PART 1**

**March 19, 2026; 3:00PM – 4:30PM**

**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*

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, DLD, ADHD – OH MY! USING EVIDENCE-BASED ASSESSMENT AND INTERVENTION TO SUPPORT STRUGGLING READERS- SESSION 1 OF 2**

**April 21, 2026; 2:30PM – 4:30PM**

### **DYSLEXIA, DLD, ADHD – OH MY! USING EVIDENCE-BASED ASSESSMENT AND INTERVENTION TO SUPPORT STRUGGLING READERS- SESSION 2 OF 2**

**April 22, 2026; 2:30PM – 4:30PM**

**Intended Audience:** Education Specialists, General Education Teachers, Reading Specialists, Administrators, Speech-Language Pathologists, Educational Psychologists, any specialists who would like to gain a fundamental understanding of the science of reading

*Presenter: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist, Daniel Silberstein M.Ed., Educational Specialist*

Why do so many students still struggle to read? Dyslexia, Developmental Language Disorder (DLD), and Attention Deficit Hyperactivity Disorder (ADHD) all impact literacy, but in different ways. In this engaging, practical session, we'll unpack the components of reading and explore why reading is so hard for so many. As school-based teams, we play a critical role in applying current reading research to support our most challenging learners. Through real-world case studies, participants will gain practical insights into effective assessment methods and targeted interventions that can make a meaningful difference in students' reading success.

**Participants will:**

- Explain the key components of reading and their importance in literacy development
- Explore evidence-based assessment practices for each component of reading
- Gain practical strategies and tools to support struggling readers and improve reading outcomes

**ADHD: WHAT IT IS, WHAT IT ISN'T, AND WHAT TO DO ABOUT IT****April 28, 2026; 3:00PM – 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*

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

**PROJECTIVE ASSESSMENT: DIVING DEEPER****May 19, 2026; 3:00PM – 4:30PM**

**Intended Audience:** School psychologists, Educationally Related Mental Health Services (ERMHS) assessors *(This is an advanced training for individuals who already have a foundational skillset in social-emotional projective measures)*

*Presenter: Kristin N. Moore, Psy.D., Clinical Psychologist*

Projective assessment measures can provide invaluable information regarding the social-emotional wellbeing of our students. These testing techniques offer youth an outlet to provide their own responses and additional information related to their internal processes. The measures go beyond "forced choice" responses on self-rating scales and that which can typically be obtained through behavioral observations. This training will review some of the more commonly used projective measures and serve as a "refresher and update" for those who have had more exposure to these techniques during their graduate studies. Participants will have the opportunity to ask questions pertaining to theory, research, and interpretation. Participants are encouraged to bring their own data, and case studies will be utilized to support skill acquisition.



**Participants will:**

- Learn theory relevant to the utilization of projective measures
- Identify projective measures they can add to their social-emotional or ERMHS assessments
- Refresh their skill set as it relates to projective assessment measures

**TELLING STORIES IN SCHOOL WITH AUGMENTATIVE AND ALTERNATIVE COMMUNICATION****May 28, 2026; 2:30PM – 4:30PM****Intended Audience:** Speech-Language Pathologists, Special Education Teachers

*Presenters: Janet McLellan, Ph.D., M.A., CCC-SLP-L, Speech-Language Pathologist, Sharon L. Reyes, M.S., CCC-SLP-L, Speech-Language Pathologist, Casandra Guerrero, M.S., CCC-SLP-L, Speech-Language Pathologist*

Narrative skills are essential to both social and academic development, but these important skills are often overlooked for students who require augmentative and alternative communication (AAC), particularly when students are at the beginning stages of language development and device use. How can we support the development of these crucial skills in storytellers who use AAC? This session examines the importance and assessment of narrative skills for these students. Finally, we explore evidence-based interventions to support the telling of both personal and fictional narratives from the beginning levels of storytelling to development of episodic stories.

**Participants will:**

- Describe the importance of narrative skills for the social and academic development of AAC users
- Evaluate students' current level of narrative skills
- Develop intervention plans to increase students' narrative skills