

### SOCIAL COMMUNICATION IN SCHOOL-AGE STUDENTS

**August 11, 2026; 8:30AM – 11:30AM; in person**

**Intended Audience:** Speech-language pathologists, Administrators, Special education teachers, School psychologists

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

George wants friends. He wants to belong. But social interactions don't always go the way he expects. He may interrupt, shift topics quickly, or miss the nonverbal cues others seem to intuitively understand. He's often corrected, misunderstood, or blamed, and over time, these experiences can affect his relationships, participation, and sense of belonging.

Students like George are in every school--and school staff such as psychologists, teachers, counselors and speech Language pathologists play a critical role in understanding and supporting their social communication.

This dynamic training will reframe how we think about social communication. You'll deepen your understanding of what social communication is, how to assess it in meaningful and respectful ways, and how to implement evidence-based supports that promote authentic connection, autonomy, and participation. Designed for school staff working with students in late elementary through high school, this session will provide practical, immediately usable strategies to support students across educational settings.

**Participants will:**

- Define social communication and describe its core components, including the interaction of social cognition, language, executive functioning, and contextual factors across late elementary through high school settings
- Identify and apply evidence-based assessment practices to evaluate social communication in ways that distinguish difference from disorder and prioritize authentic participation and student perspectives
- Interpret assessment findings to determine how social communication differences affect students' access to curriculum, relationships, and participation across educational environments
- Select and implement evidence-based intervention strategies that support students' autonomy, self-advocacy, and meaningful engagement in social and academic contexts

### HOW PARAPROFESSIONALS CAN SUPPORT THE COMMUNICATION OF STUDENTS USING AAC

**August 11, 2026; 12:00PM – 3:00PM; in person**

**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*

Are you a paraprofessional who works with students who use augmentative and alternative communication (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 two 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. Plenty of examples and opportunities to practice will be provided.

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

**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 and storybook interactions

**TIPS AND TRICKS ON HOW TO ORGANIZE YOUR CASELOAD**

**August 13, 2026; 3:00PM – 4:30PM; virtual**

**Intended Audience:** New elementary resource teachers

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

Being a new teacher can be very overwhelming and one of the best ways to decrease that stress is to stay organized! There is not a class in graduate school that teaches you all these tricks to help make your first few years of teaching run as smooth as possible, so that is why we have created this training for new teachers! In this training you will learn helpful beginning of the year tips and tricks that can make your life in the classroom so much easier!

**Participants will:**

- Learn strategies to organize your assessment calendar for the entire school year
- Create a shared team planning document for all Individualized Education Plan (IEP) meetings
- Create your own "IEP at a Glance" separate from the one provided on Special Education Information System (SEIS)
- Learn various ways to create student groups that you pull throughout the week
- Learn strategies on how to connect with the general education teachers and help them become aware of their students' needs, accommodations, and modifications that will take place in all classroom settings

**EXECUTIVE FUNCTIONING ACADEMY: PART 3 – GOAL WRITING**

**September 16, 2026; 9:00AM – 11:00AM; in person**

**Intended Audience:** General education teachers, Education specialists, School psychologists, Speech-language pathologists, School counselors, Administrators, any educator who would like to learn about how to support, accommodate, and teach EF skills

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

In this intermediate level training, educators will learn how to collect baseline data and write Executive Functioning goals for Individualized Education Plans (IEPs) and align them to the California Content State Standards (CCSS).

**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 (Specific, Measurable, Attainable, Relevant, Time-bound) goals to develop and support executive functioning skills

## EXECUTIVE FUNCTIONING ACADEMY: PART 5 – HOW DOES EXECUTIVE FUNCTIONING AFFECT WRITING

**September 23, 2026; 9:00AM – 11:00AM; in person**

**Intended Audience:** Special ed teachers (transitional kindergarten - high school), General ed teachers (transitional kindergarten - high school)

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

Executive functions help us to set goals, plan, and organize our writing. They also help us manage our thoughts, feelings, and behaviors during the writing process. This type of self-management is known as self-regulation, and it's critical for writing. Many students who struggle in writing have a hard time with the various executive functions that they rely on to create a sentence or multi-paragraph essay. This training takes a deep dive into what exact executive functioning skills are required in writing and how we can support our students in each of these areas when they are given writing assignments.

**Participants will:**

- Explore the various executive functioning skills that are required during the writing process
- Learn various executive functioning strategies and accommodations to support students
- Review a case study of a middle school student
- Receive access to a Padlet filled with resources, links, and printouts to support students

## MODELING LANGUAGE DURING PLAY

**September 24, 2026; 1:30PM – 2:30PM; virtual**

**Intended Audience:** Pre-School Teachers and Support Staff, Speech-Language Pathologists

*Presenter: Sharon L. Reyes, M.S., CCC-SLP-L, Speech-Language Pathologist*

This focused training equips staff in preschool classrooms with the knowledge to infuse language learning opportunities throughout the day. Participants will explore how the concepts of play, language, and communication interact and support each other and techniques to support students outside of speech-language sessions.

**Participants will:**

- Describe benefits and elements of play
- Define "Play" and "Language"
- Identify communicative functions
- Recognize ways that play, language, and communication are interconnected
- Learn to model language during existing routines

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## **ASSESSMENT OF DUAL LANGUAGE LEARNERS: AN OVERVIEW PART 1**

**September 29, 2026; 9:00AM – 10:30AM; virtual**

**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

## **AAC IN THE CLASSROOM: FROM FOUNDATIONS TO PRACTICE**

**October 20, 2026; 8:30AM – 1:30PM; in person**

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

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

This training provides a comprehensive introduction to Augmentative and Alternative Communication (AAC), covering foundational principles and research, communicator profiles, case studies, universal strategies, lesson planning, and classroom application. While many educators and support staff rely on Speech-Language Pathologists (SLPs) for AAC guidance, communication happens all day, every day--not just in the speech room. This session equips classroom teams with the knowledge and strategies to create inclusive environments that support students with diverse communication needs. By fostering a shared understanding of communication modalities and universal classroom supports, educators can confidently integrate AAC into daily instruction. We highly recommend that classroom teams and service providers attend together. Attendees will leave with practical strategies and resources for immediate implementation.

**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
- 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

### **A CULTURALLY RESPONSIVE APPROACH TO WORKING IN THE SCHOOLS: A GUIDE FOR SPEECH-LANGUAGE PATHOLOGISTS**

**October 20, 2026; 9:00AM – 10:30AM; virtual**

**Intended Audience: Speech-Language Pathologists**

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

Speech-language pathologists (SLPs) working in schools work with students from a variety of cultural and linguistic backgrounds. This training will provide participants with an overview of best practice guidelines to consider when planning intervention.

**Participants will:**

- Become familiar with terms. What does it mean to be culturally responsive?
- Become familiar with current research findings regarding effective, successful, and appropriate therapy
- Learn resources to help support speech-language therapy
- What to do when the SLP does not share the student's language(s) or culture

### **MATH DISABILITIES AND ASSESSMENTS FOR TEACHERS**

**October 21, 2026; 1:30PM – 3:30PM; in person**

**Intended Audience:** Special education teachers (transitional kindergarten - high school)

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

Do you find yourself creating the same one or two math goals on your Individualized Education Plans (IEPs)? If you do, you are not alone. Creating a goal to work on math word problems and a goal to work on skip counting are the two most common math goals found on IEPs. This training will go over how to take a deeper dive in math to determine exactly what aspect of math your student is struggling in so that we can create math goals that are more specific and relevant to their needs. In this training we will go over what dyscalculia is. We will also look at formal math assessments that are currently being used and how to take the standard scores from the assessments and turn them into IEP goals.

**Participants will:**

- Discuss the term dyscalculia
- Understand that a math disability can be broken down into various components
- Learn various formal math assessments that are currently being used in districts
- Practice how to break down the assessment results and create specific SMART (Specific, Measurable, Attainable, Relevant, Time-bound) math goals from the data

**THE PARAPROFESSIONAL ROLE: SUPPORTING INSTRUCTION, BEHAVIOR, AND STUDENT SUCCESS**

**October 27, 2026; 2:30PM – 4:00PM; virtual**

**Intended Audience:** Paraprofessionals/Instructional aides, Special education staff, General education teachers working with paraprofessionals

*Presenter: Samson Mai, M.A., School Psychologist*

Paraprofessionals play a critical role in supporting students with diverse learning and behavioral needs in special education settings. This training provides foundational knowledge and practical strategies to help paraprofessionals effectively support instruction, behavior, and student independence. Participants will learn how disabilities impact learning, clarify their roles and responsibilities within the classroom, and understand how to support students using proactive strategies, prompting, and consistent communication. This training emphasizes teamwork and consistency to ensure all staff are working together to support student success.

**Participants will:**

- Understand how disabilities and developmental levels impact student learning
- Identify the roles and responsibilities of paraprofessionals within the classroom
- Apply prompting strategies to support student independence and engagement
- Recognize how behavior communicates student needs and how to respond effectively
- Implement proactive strategies to support student success during daily routines
- Describe how data collection supports student progress and instructional decisions
- Use effective communication strategies to collaborate with teachers and support staff

**BEYOND THE STANDARD SCORES: WRITING MEANINGFUL ACADEMIC REPORTS**

**October 29, 2026; 3:00PM – 4:30PM; virtual**

**Intended Audience:** Resource Specialist, Special Day Class Teachers, Reading Specialist, School Psychologists, Administrators

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

The gap between a standardized test score and high-impact instruction can feel vast. This training is designed to help educational teams bridge that gap. Participants will learn how to write up data from the Woodcock-Johnson, Wechsler Individual Achievement Test (WIAT), Kaufman Test of Educational Achievement (KTEA), and Feifer assessments to best capture a student's profile and drive instructional goals. We'll examine reading, writing, and math domains to identify students' strengths and weaknesses and learn how to write a clear academic report.

**Participants will:**

- Learn how to write up data from Woodcock-Johnson, WIAT, KTEA, and Feifer assessments
- Learn some of the cognitive domains that underly academic developments
- Learn how to identify student strengths and weaknesses in reading, writing, and math domains
- Learn how to write a clear academic report that can help drive goals and instruction

**SUPPORTING COMMUNICATION FOR STUDENTS WITH COMPLEX ACCESS NEEDS: A CASE STUDY EXPLORATION**

**November 2, 2026; 2:00PM – 4:00PM; virtual**

**Intended Audience:** Speech-Language Pathologists (primary), Assistive Technology Specialists, Special Education Teachers, Related service providers (Occupational Therapist / Physical Therapist) involved in access

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

This training examines how to support students with complex communication access needs who use Augmentative and Alternative Communication (AAC) through case studies. The session focuses on guiding frameworks for decision making that can be applied across students and settings. Participants will explore key factors that influence access, including motor, sensory, positioning, fatigue, and engagement, and how these interact with communication, language, and participation. Through guided case analysis, the training focuses on how to navigate access challenges, identify appropriate supports across low-, mid-, and high-tech options, and maintain a focus on robust communication systems and supports.

**Participants will:**

- Identify key factors that impact AAC access for students with complex communication needs
- Explore AAC access strategies across low-, mid-, and high-tech options through case study examples
- Describe considerations and general features of a range of alternative access methods (switches, scanning, head tracking, eye gaze)
- Apply a decision-making framework that prioritizes both access and robust language
- Develop practical next steps for trialing and supporting alternative access within school-based teams

**ROLE OF SPEECH LANGUAGE PATHOLOGISTS (SLP) IN SUPPORTING DEAF AND HARD-OF-HEARING (DHH) STUDENTS**

**November 4, 2026; 3:00PM – 4:30PM; virtual**

**Intended Audience:** Speech-Language Pathologists working with Deaf and Hard of Hearing students

*Presenter: Sharon L. Reyes, M.S., CCC-SLP-L, Speech-Language Pathologist*

This focused training equips speech-language pathologists with practical skills needed to support Deaf and Hard of Hearing (DHH) students. Participants will explore the concept of full accessibility and gain knowledge of assistive technology and essential assessments. The session also covers how to identify necessary and appropriate assessments and implement inter-professional practice when working with DHH students.

**Participants will:**

- Describe the benefits of access
- Identify technology services and devices
- Recognize malfunctions with technology
- Identify necessary and appropriate assessments
- Discuss ways to implement interpersonal practice
- Differentiate between language deprivation and language disorder

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

**December 1, 2026; 2:30PM – 4:00PM; virtual**

**Intended Audience:** School psychologists, general ed & special ed teachers, especially those who serve students with emotional/behavioral problems, school-based mental health professionals

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

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 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

**IS IT CHILDHOOD APRAXIA OF SPEECH (CAS)? SCHOOL BASED ASSESSMENT, ELIGIBILITY, AND NEXT STEPS**

**December 8, 2026; 9:00AM- 11:00AM; virtual**

**Intended Audience:** Speech-Language Pathologists

*Presenter: Angie Butler, M.A., CCC-SLP-L, Speech-Language Pathologist*

School-based SLPs are often asked to evaluate students with severe speech sound disorders and determine whether CAS may be present. However, differentiating CAS from other speech sound disorders and making eligibility decisions in school settings can be challenging. How do I know if the speech characteristics I'm hearing point to CAS? What assessment tasks best reveal motor planning difficulties? This training will explore these questions and more.

**Participants will:**

- Describe the core characteristics of childhood apraxia of speech (CAS) and how they differ from other speech sound disorders
- Explain key considerations for assessing suspected CAS in school-based evaluations
- Explore practical assessment tasks and tools that support differential diagnosis of CAS
- Apply strategies for determining educational eligibility and identifying appropriate next steps for support and intervention

**PSYCHOSOCIAL ASSESSMENT: EMOTIONAL DISABILITY ELIGIBILITY**

**January 27, 2027; 3:00PM – 4:30PM; virtual**

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

*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 and consequently there has been an increase in mental health referrals. To gain a better understanding of a student's level of mental health functioning, and the degree to which it is impacting learning, we need to conduct a thorough psychosocial assessment that examines social, emotional, and behavioral capacities. This training will provide a new model for gathering qualitative data that examines personality factors as well as mental health functioning to make informed decisions around eligibility under the Emotional Disability (ED) category and to determine whether school-based mental health services are warranted. By the end of the presentation, participants will feel more comfortable conducting ED and/or Educationally Related Mental Health Services (ERMHS) evaluations.

**Participants will:**

- Understand which social-emotional tests to administer based on presenting questions or concerns
- Gather qualitative data for a comprehensive social-emotional assessment
- Analyze data in a cohesive, systematic format to guide teams towards appropriate goals and interventions

**ASSESSMENT OF DUAL LANGUAGE LEARNERS: AN OVERVIEW PART 2**

**February 3, 2027; 9:00AM – 10:30AM; virtual**

**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

**NEURODIVERGENT AFFIRMING SUPPORT FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS**

**February 8, 2027; 2:00PM – 4:00PM; virtual**

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

*Presenter: Jandy Pastore, M.A., BCBA, Education Specialist and Behavior Analyst*

Students with extensive support needs often have complex learning profiles that include differences in communication, sensory processing, regulation, and cognitive development. When these differences are not well understood, student behavior can be misinterpreted or difficult for teams to interpret, making it challenging to identify the supports students need to successfully participate in school. This training introduces a neurodivergent-affirming framework for supporting Extensive Support Needs (ESN) students by examining how communication, predictability, meaningful engagement, and supportive instructional design influence behavior and participation. Participants will explore practical strategies for interpreting behavior, strengthening proactive supports, and designing classroom environments that increase access, autonomy, and engagement for students with complex learning profiles.

**Participants will:**

- Recognize how complex learning profiles influence behavior, communication, and engagement for students with ESN
- Identify environmental and instructional barriers that impact regulation and participation
- Implement proactive supports that increase communication access, predictability, and meaningful engagement
- Apply neurodivergent-affirming strategies that support autonomy, regulation, and learning in ESN classrooms

**DEVELOPING CONFIDENT COMMUNICATORS: SCHOOL-BASED ASSESSMENT AND INTERVENTION FOR STUDENTS WHO STUTTER**

**March 3, 2027; 2:30PM- 4:30PM; virtual**

**Intended Audience:** Speech-Language Pathologists

*Presenter: Angie Butler, M.A., CCC-SLP-L, Speech-Language Pathologist*

School-based speech-language pathologists play a critical role in supporting students who stutter across a wide range of ages and communication demands. This course will provide practical, school-based strategies for evaluating stuttering in students with an emphasis on functional communication and participation in the classroom and other educational environments. Participants will examine evidence-based approaches to intervention that address the broader impact on educational performance, social interaction, and self-advocacy.

**Participants will:**

- Examine the impact of stuttering on student confidence, participation, and communication identity across school settings
- Evaluate best practices for conducting comprehensive, school-based fluency assessments that include both formal and informal measures
- Examine student-centered goals that prioritize communication confidence, self-advocacy, and functional participation in academic and social contexts
- Select and implement evidence-based intervention strategies that support communication confidence and classroom participation

**EDUCATIONALLY RELATED MENTAL HEALTH SERVICES ASSESSMENT: EXAMINING YOUR SOCIAL-EMOTIONAL DATA**

**March 15, 2027; 9:00AM – 10:30AM; virtual**

**Intended Audience:** School psychologists, School counselors, Teachers (counseling enriched classrooms)

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

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

**PROMOTING CONFIDENT COMMUNICATION: CREATING SUPPORTIVE ENVIRONMENTS FOR STUDENTS WHO STUTTER**

**April 27, 2027; 2:30PM – 4:00PM; virtual**

**Intended Audience:** Speech-language pathologists, Special education teachers

*Presenter: Angie Butler, M.A., CCC-SLP-L, Speech-Language Pathologist*

School team members support students who stutter - and helping these students communicate confidently and participate fully in school is essential to their educational success. This workshop will review practical strategies for creating supportive classroom and school environments. Participants will explore approaches that foster student confidence, promote functional communication, and enhance participation across academic and social settings, including strategies that can be applied in a variety of settings.

**Participants will:**

- Describe common myths and misconceptions about stuttering and explain how stuttering may impact student communication
- Explain the role of classroom and school environments in supporting students who stutter
- Identify the core components of supportive environments that foster confidence and participation
- Learn practical strategies to promote confidence, engagement, and active participation in students who stutter



## SANTA CLARA NORTH WEST SELPA TRAININGS 2026-2027

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*\*For Special Education Resource Leads professional development opportunities, please visit <https://caltan.info/events/all> directly for session details.*