

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.

SELPA WORKSHOP SERIES FOR BETTER IEP OUTCOMES

September 8-21, 2023

Intended Audience: Psychologists, behaviorists, special education teachers, general education teachers, OT, PT, APE, SLP, DHH service providers, LEA representatives

Presenters: Various ([view list of presenters and schedule of sessions](#))

This workshop series will focus on understanding related services for better IEP outcomes. It will also include legal updates and special education process that help in building positive relationships.

Please click on title above to register and select your session/s, and to receive presentation notices and materials.

Some presentations will be conducted in person at the Santa Clara County Office of Education (1290 Ridder Park Drive, San Jose, CA 95131), and some will be presented via Zoom (link to be emailed to registered participants).

CREATING AN EFFECTIVE BEHAVIOR INTERVENTION PLAN- 2 PART TRAINING

Day 1: September 18, 2023; 9:00-11:00am

Day 2: September 25, 2023; 9:00-11:00am

Intended Audience: School psychologists, behavior analysts/behavior specialists, professionals who plan and write behavior plans

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

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

Participants will:

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

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FUNCTION TO REINFORCEMENT: A DEEPER DIVE INTO UNDERSTANDING WHAT TO DO ABOUT CHALLENGING BEHAVIOR

~~September 19, 2023~~ **DATE CHANGE! September 20, 2023; 3:00-5:00pm**

Intended Audience: Special education teachers, general education teachers supporting students with behavior needs

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

This training will focus on building understanding of functions of behavior that are commonly seen within the classroom setting. Case studies and examples will be used to support participants analyzing behaviors across an array of severity to determine appropriate strategy selection. Emphasis will be placed on how to match interventions and replacement behaviors to the function of behavior.

Participants will:

- Increase understanding of the 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
- Be able to identify appropriate interventions given specific behavior functions

DYSLEXIA ACADEMY: PART 1 – DYSLEXIA SCREENING

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

DYSLEXIA ACADEMY: PART 2 – DYSLEXIA ASSESSMENT

September 28, 2023; 3:00-4:30pm

****Registration is required for each session of this training.***

Intended Audience: General education teachers, education specialists, speech-language pathologists, school psychologists, administrators, paraprofessionals, any specialists who would like to gain a fundamental understanding of dyslexia and how it impacts student performance

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

Experts agree early identification is key to helping dyslexic students learn to read. 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 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 their reading intervention program.
- Learn academic interventions for students at-risk for dyslexia

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EXECUTIVE FUNCTIONING ACADEMY: PART 1- THE FUNDAMENTALS

October 24, 2023; 2:45-4:45pm

Intended Audience: General education teachers, education specialists, school psychologists, school counselors, administrators, paraprofessionals, any educator who would like to learn about how to support, accommodate, and teach EF skills

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

EF Academy Part 1: The Fundamentals – **October 24, 2023; 2:45-4:45 p.m.** *It is recommended that participants have a fundamental understanding of EF to participate in this training series. Participants are encouraged to attend Part 1 if their understanding of executive functioning is at a beginner level.*

EF Academy Part 2: Assessment and Analysis – **December 12, 2023; 2:45-4:45 p.m.** *(registration link to follow)*

EF Academy Part 3: Goal Writing – **January 16, 2024; 3:00-4:00 p.m.**

EF Academy Part 4: Supports, Strategies, and Intervention – TBD

EF Academy Part 5: How does Executive Functioning Affect Writing? – **March 21, 2024; 3:00-4:30 p.m.**

Executive Functioning (EF) refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. It is now commonly believed that executive functions are essential for purposeful, goal directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. In this beginning level training, educators will gain a fundamental understanding of executive functioning and its impact on student learning and development.

Participants will:

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

BEST PRACTICES IN ASSESSMENT FOR SPEECH PATHOLOGISTS

November 2, 2023; 9:00-10:30am

Intended Audience: Speech-Language Pathologists, administrators

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

Assessments are the foundation for the IEP process. However, myths abound about speech language assessment, how students are eligible and who gets served. Myths like writing a report isn't necessary for SLPs. It is fine to offer services without an assessment. A student needs to score below the 7th percentile for speech services. You can't serve students with a single articulation error. There is a "speech IEP." This seminar will tackle the requirements for assessment

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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

ADHD: WHAT IT IS, WHAT IT ISN'T, AND WHAT TO DO ABOUT IT

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

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

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

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

Participants will:

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

SUPPORTING GIRLS WITH AUTISM

November 6, 2023; 2:45-4:45pm

Intended Audience: School psychologists, Speech-language Pathologists, education specialists, general education teachers, administrators

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

Students, particularly girls, are being identified with subtle forms of autism. How can we support these students in school? This training will examine strategies and supports that address executive functions and social communication at school. Examples and opportunities to practice will be provided.

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Participants will:

- Learn classroom supports to help girls with autism with executive functions
- Learn about interventions to support girls with social communication

HOW TO CONDUCT MEANINGFUL ASSESSMENTS FOR STUDENTS WITH INTELLECTUAL DISABILITIES (ID) - PART 2

November 7, 2023; 1:30-3:30pm

Intended Audience: School psychologists, Speech-language Pathologists, special education teachers

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

Comprehensive psycho-educational assessments are the cornerstone of any well-developed Individual Education Plans (IEP) and are essential for program planning. However, conducting assessments that are legally defensible and meaningful for students with significant needs can be especially challenging. Often, students with significant needs have difficulty participating in formal assessment measures and may even be deemed "untestable". This training will include strategies for how to gain relevant and meaningful information through a combination of formal and informal measures and the use of dynamic assessment.

Participants will:

- Discuss the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM5) and special education eligibility criteria for Intellectual Disability.
- Learn how to conduct legally defensible assessments for students with ID that yield useful, meaningful information for goal writing and program planning.
- Discuss formal and informal assessment measures to help providers develop a well-rounded assessment battery.
- Learn strategies for dynamic assessment.
- Learn how to explain ID and the implications to parents.

EXECUTIVE FUNCTIONING ACADEMY: PART 2 – ASSESSMENT AND ANALYSIS *(registration link to follow)*

December 12, 2023; 2:45-4:45pm

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

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

[EF Academy Part 1: The Fundamentals](#) – **October 24, 2023; 2:45-4:45 p.m.** *It is recommended that participants have a fundamental understanding of EF to participate in this training series. Participants are encouraged to attend Part 1 if their understanding of executive functioning is at a beginner level.*

EF Academy Part 2: Assessment and Analysis – **December 12, 2023; 2:45-4:45 p.m.** *(registration link to follow)*

[EF Academy Part 3: Goal Writing](#) – **January 16, 2024; 3:00-4:00 p.m.**

[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.](#)

EF Academy Part 4: Supports, Strategies, and Intervention – TBD

[EF Academy Part 5: How does Executive Functioning Affect Writing?](#) – March 21, 2024; 3:00-4:30 p.m.

Executive Functioning refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. It is now commonly believed that executive functions are essential for purposeful, goal directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. In this intermediate level training, educators will learn how to write and develop executive functioning goals for IEPs.

Participants will:

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

EXECUTIVE FUNCTIONING ACADEMY: PART 3 - GOAL WRITING

January 16, 2024; 3:00-4:30pm

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

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

[EF Academy Part 1: The Fundamentals](#) – October 24, 2023; 2:45-4:45 p.m. *It is recommended that participants have a fundamental understanding of EF to participate in this training series. Participants are encouraged to attend Part 1 if their understanding of executive functioning is at a beginner level.*

EF Academy Part 2: Assessment and Analysis – December 12, 2023; 2:45-4:45 p.m. *(registration link to follow)*

[EF Academy Part 3: Goal Writing](#) – January 16, 2024; 3:00-4:00 p.m.

EF Academy Part 4: Supports, Strategies, and Intervention – TBD

[EF Academy Part 5: How does Executive Functioning Affect Writing?](#) – March 21, 2024; 3:00-4:30 p.m.

Executive Functioning refers to a set of processes that have to do with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and self-regulation. It is now commonly believed that executive functions are essential for purposeful, goal directed behaviors and actions, and there is substantial evidence that academic achievement and appropriate executive function skills are correlated. In this intermediate level training, educators will learn how to write and develop executive functioning goals for IEPs.

Participants will:

- Review Executive Functioning domains and develop strategies for executive functioning data collection.

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- Learn how to connect executive functioning goals to the California Content Standards
- Learn how to write SMART goals to develop and support executive functioning skills.

SOCIAL COMMUNICATION IN SCHOOL-AGE STUDENTS- PART 1

January 16, 2024; 3:00-4:30pm

SOCIAL COMMUNICATION IN SCHOOL-AGE STUDENTS- PART 2

January 17, 2024; 3:00-4:30pm

**Registration is required for each session of this training.*

Intended Audience: Speech-language Pathologists, administrators, special education teachers, school psychologists

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)

This training will address what social communication is, how we assess it and evidence-based strategies for intervening. The training will focus on students who are in late elementary through high school.

Participants will:

- Define social communication and its disorders
- Describe assessment strategies for students' social communication
- Explain how to implement evidence-based interventions for students who struggle with social communication
- Work as part of an interprofessional team to address social communication

MAXIMIZING BEHAVIORAL OBSERVATIONS TO STRENGTHEN AUTISM ASSESSMENTS

February 6, 2024; 1:30-4:30pm

Intended Audience: School psychologists, Speech-Language Pathologists, educationally related mental health services (ERMHS) assessors

Presenters: Scott Schwartz, Ph.D., Ed.M., M.A., LEP and Natalie Jovic, M.S., LEP, ABSNP (In partnership w/ the Diagnostic Center North; jointly with SE SELPA)

This training is intended for school-based personnel who conduct autism assessments on a regular or infrequent basis. The primary focus is to sharpen and expand assessors' ability to operationalize and collect observational data as part of a comprehensive assessment. This training will build capacity to identify and document obvious and subtle social and behavioral features of autism. Participants will be shown how to integrate observational data as evidence into reports.

Participants will:

- Understand the value of diagnostic criteria to determine autism educational eligibility

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- Anchor behavioral observations with key indicators of autism
- Identify varying degrees of autism-related behaviors
- Strengthen school-based autism assessment reports

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

February 13, 2024; 2:30-4:30pm

Intended Audience: Paraprofessionals, teachers new to supporting students who use AAC

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

Are you a paraprofessional who works with students who use 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.

Participants will:

- Learn about augmentative and alternative communication. What it is and why it is important
- Learn how to implement augmented language input and storybook interactions to support the communication of their students who use AAC

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

February 13, 2024; 2:45-4:45pm

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

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

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

Participants will:

- Receive clarity about what is included in Tier 1/Universal social-emotional supports, from a teacher perspective

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- 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

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

Day 1: February 13, 2023; 9:00-10:30am

Day 2: February 15, 2023; 9:00-10:30am

Intended Audience: Speech-Language Pathologists

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

This training will provide participants with 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

PERFECTIONISM: PURFICTLY IMPERFECT!

March 11, 2024; 2:45-4:15pm

Intended Audience: School Psychologists, mental health professionals, administrators, teachers, and paraprofessionals

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

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

Participants will:

- Learn how to identify perfectionism

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

DYSGRAPHIA AND WRITING SUPPORTS

March 19, 2024; 3:00-4:30pm

Intended Audience: Special education teachers (Grades TK-HS), paraprofessionals (Grades TK-HS)

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

All of us have students who struggle in writing; however, it can be hard to pinpoint what part of the writing process is giving our students the hardest time. This training will help participants get a better understanding of how to assess a student who struggles in writing. We will discuss what formal writing assessments to give, how to take the standard scores and determine which area of writing needs the most support, and finally how to create goals from that data. This training also offers a handful of writing supports, strategies, and accommodations that teachers can instantly implement in the classroom.

Participants will:

- Discuss the elements of dysgraphia.
- Explore which evaluation tools assess for dysgraphia.
- Practice reading data and using that data to determine which area of dysgraphia the student may need the most support with.
- Determine how to utilize data and create SMART Individual Education Plan (IEP) goals.
- Learn writing strategies, accommodations, and modifications that can be used across classroom settings.
- Receive access to a Padlet with various word documents, links, and printouts that the teacher can use immediately with their students in the classroom setting

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

Day 1: March 19, 2024; 3:00-4:30pm

Day 2: March 20, 2024; 3:00-4:30pm

Intended Audience: Teachers, resource specialists and reading specialists, program specialists, administrators and special education leadership, school psychologists, and Speech-Language Pathologists

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

California has approximately 17,000 students who are deaf and hard of hearing (DHH). Several types of DHH educational programs operate in California within two State Special Schools (SSS) and traditional schools. Approximately 85% of DHH students attend mainstream schools with their typically hearing peers, 30-40% of these students have one or more additional disabilities (Gallaudet Research Institute, 2005).

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School programs vary by classroom, setting, and instructional approach. Within the classes students use interpreters, sign language and state-of-the-art hearing technology. This training will support those who serve DHH students across the vast variance in programs.

Participants will:

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

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

March 21, 2024; 3:00-4:30pm

Intended Audience: Special education teachers and school psychologists

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

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EF Academy Part 2: Assessment and Analysis – December 12, 2023; 2:45-4:45 p.m. *(registration link to follow)*

EF Academy Part 3: Goal Writing – January 16, 2024; 3:00-4:00 p.m.

EF Academy Part 4: Supports, Strategies, and Intervention – TBD

EF Academy Part 5: How does Executive Functioning Affect Writing? – March 21, 2024; 3:00-4:30 p.m.

When it comes to writing, executive functions help us set goals, plan, and organize. It also helps us manage our thoughts, feelings, and behaviors during the writing process. This kind 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 to complete.

Participants will:

- Explore the various executive functioning skills that are required during the writing process
- Learn various strategies and accommodations that can support students depending on which executive functioning area they need support in
- Review a middle school student case study
- Receive access to a Padlet filled with resources, links, and printouts to support their students in the classroom

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SOCIAL EMOTIONAL LEARNING (SEL)

March 21, 2024; 3:00-4:30pm

Intended Audience: School psychologists, mental health professionals, administrators, teachers, paraprofessionals

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

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

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 the classroom and in counseling sessions

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

March 25, 2024; 9:00-10:30am

Intended Audience: School psychologists, general education and special education teachers (especially those who serve students with emotional/behavioral problems), and School-based mental health professionals

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

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

Participants will:

- Learn to screen for possible trauma-related problems and recognize some major signs and symptoms consistent with trauma which may be observed in students

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- Learn assessment practices to identify students whose trauma-related symptoms decrease their capacity to benefit from school
- Learn about evidence-based practices for addressing trauma through school-based mental health interventions
- Gain an increased awareness of emotional functioning to help guide teams towards appropriate goals and interventions

WRITING MEASURABLE SOCIAL-EMOTIONAL GOALS

March 25, 2024; 3:00-4:30pm

Intended Audience: Special education teachers, counseling enriched program teachers, school psychologists and counselors, mental health clinicians

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

This training introduces service providers to a framework that addresses social-emotional needs using an operationally defined and measurable system. This framework emphasizes conceptualizing the problem into three categories: symptom, self-report, and coping skill. Definitions of these categories will be expanded upon, and sample IEP goals will be discussed.

Participants will:

- Discuss when social-emotional goals are required
- Increase skills to operationalize and measure social-emotional goals

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

April 8, 2024; 9:00-10:30am

Intended Audience: Speech-Language Pathologists

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

Speech-language pathologists 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:

- Explore terminology. What does it mean to be culturally responsive?
- Discuss current research findings regarding effective, successful, and appropriate therapy
- Review resources to help support speech-language therapy

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

April 9, 2024; 3:00-4:30pm

Intended Audience: School psychologists, school counselors, teachers (counseling enriched classrooms)

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

Educationally Related Mental Health Services (ERMHS) are provided when a student has significant social-emotional and behavioral needs that impede his/her/their ability to benefit from the academic curriculum. In order to gain a better understanding of a student's level of mental health functioning, and the degree to which it is impairing learning, we need to conduct an assessment that examines social, emotional, and behavioral capacities. This training will review common means of assessing and exploring a student's mental health using projective storytelling cards, drawings, checklists, and other assessment measures. An in-depth analysis of how to use emotional themes and drawing interpretations to guide decisions and recommendations will be provided. By the end of the presentation, participants will feel more comfortable completing ERMHS assessments and have new tools to gather data and explain results.

Participants will:

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

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

May 1, 2024; 2:45-4:45pm

Intended Audience: Special education teachers and general education teachers (serving students with emotional, behavioral, and mental health needs)

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

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

Participants will:

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

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

AUTISM AND MENTAL HEALTH

May 2, 2024; 3:00-4:30pm

Intended Audience: School psychologists, mental health professionals, administrators, teachers, paraprofessionals

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

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

Participants will:

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

DYNAMIC ASSESSMENT: A GUIDE FOR SPEECH-LANGUAGE PATHOLOGISTS

May 7, 2024; 9:00-10:30am

Intended Audience: Speech-Language Pathologists

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

Dynamic assessment (DA) is often proposed as an alternative assessment approach. This training will provide participants with an in-depth look at utilizing dynamic assessment (DA) as part of your testing battery.

Participants will:

- Become familiar with the components of Dynamic Assessment
- Identify the various methods considered Dynamic Assessment
- Become familiar with guidelines for designing and conducting Dynamic Assessment
- Be able to use the findings to help make differential diagnoses of diverse learners

**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.**

LANGUAGE AND LITERACY INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

May 7, 2024; 2:45-4:45pm

Intended Audience: Special education teachers, school psychologists, administrators, and Speech-Language Pathologists

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

Even small, incremental improvements in independent reading and writing skills can have drastic effects on quality of life. Students who acquire even elementary language and literacy skills can access many more texts than a nonreader. Alone, functional literacy programs which focus on rote visual learning of words do not provide the skills needed to read text with understanding and write independently. Recent research has found comprehensive literacy programs focusing on word level reading and language comprehension skills are most effective for students with intellectual disabilities. In this training we will explore this recent research, what to include in a comprehensive approach to language literacy instruction and practical activities to implement tomorrow.

Participants will:

- Define comprehensive and integrated literacy instruction
- Describe research aligned instruction for students with intellectual impairments
- Implement engaging instruction to develop language and literacy skills for students with intellectual disabilities