



REGION 3 STAFF DEVELOPMENT TRAINING

July 2011 – June 2012

Staff Development Opportunities within Region 3

Region 3 membership is the 14 SELPAs in greater Northern California area. County represented in Region 3 (alphabetically): Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba. Multi-district SELPAs include: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba. Single district SELPAs include: Elk Grove, Folsom Cordova, Sacramento City, and San Juan. Plus, there are representatives from the MIND institute, State of California Department of Education, Department of Youth Authority, Non Public Schools, and California State University, Sacramento.

Interested persons are encouraged to contact persons/organization listed to confirm workshop information and registration procedures.

<p>August 30, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs</p> <p>8:30 – 11:30 am</p> <p>Wheatland Elementary</p>	<p>Behavior Basics for Paraeducators: Determining the Meaning of Challenging Behavior and Providing Positive Behavior Supports</p> <p>Presenter: Cathy Thoni</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn behavior basics • Practice proactive, positive behavior interventions and supports • Become familiar with the use of positive behavior supports 	<p><u>Intended Audience:</u> Paraeducators</p>	<p><u>Contact:</u> Angela Gouker</p>
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<p>August 30, 2011</p> <p>Elk Grove SELPA</p> <p>Instructional Time: 3 hrs.</p> <p>2:00 pm – 5:00 pm</p> <p>Room 117</p> <p><u><i>Video or Hosting Agency Site</i></u></p>	<p>Best Practices for Assessment of Autism: Advanced Course</p> <p>Presenter: Mirit Friedland</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> • Select appropriate tools and instruments for initial and triennial eligibility determinations of Autism • Evaluate functioning across domains, including cognitive, adaptive, behavioral, social emotional, academic, and up-to-date constructs • Utilize practical strategies for observing, collecting, and analyzing data • Integrate data from multiple sources • Practice interpreting and writing findings • Include differential diagnosis • Develop strategies for collaborative / interdisciplinary assessments 	<p><u>Intended audience:</u> School Psychologists and Speech and Language Pathologists</p>	<p><u>Contact:</u> Kevin Schaefer kschaefer@egusd.net (916) 686-7780</p>
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<p>September 1, 2011</p> <p>Sacramento City SELPA</p> <p>Instructional Time: 6 hrs.</p>	<p>Selective Mutism: Assessment and Intervention for Speech-Language Pathologists</p> <p>Presenter: Virginia Sanchez-Salazar</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • Conduct a speech and language assessment for Selective Mutism • Identify the members of the interdisciplinary team who should treat the student with Selective Mutism • Identify four stages of Selective Mutism • Identify the key treatment types • Employ collaborative treatment strategies for remediation of Selective Mutism 	<p><u>Intended audience:</u> Speech-Language Pathologists</p>	<p><u>Contact:</u> Linda Kawahara-Matsuo Phone: (916) 643-9122</p>
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<p>September 12, 2011</p> <p>El Dorado County SELPA</p> <p>Instructional Time: 2 hrs.</p> <p><u><i>Video Only</i></u></p>	<p>Serving Students with ASD in the Schools: Information the Administrator/IEP Team Coordinator Needs to Know</p> <p>Presented by: Ann England</p> <p>Participants will become familiar with:</p> <ul style="list-style-type: none"> • California’s New ASD Guidelines for Effective Interventions • The National Standards Project Report on ASD • California Department of Education’s partnership with the National Professional Development Center on ASD • Research supported, evidenced-based interventions recommended for students with ASD 	<p><u>Intended audience:</u></p>	<p><u>Contact:</u></p>
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<p>September 12, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs.</p> <p>1:30 – 4:30 pm</p> <p>Wheatland Elementary</p>	<p>For Paraeducators Only: Teaching Students with Autism – An Overview</p> <p>Presenter: Rebecca Steinberger</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand how the diagnosis of Autism influences the student’s learning and behavior • Leave with an understanding of specific strategies that can be effective for students with Autism 	<p>Intended Audience: Paraeducators / Preschool – 8th grade</p>	<p>Contact: Angela Gouker</p>
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<p>September 12, 2011</p> <p>Twin Rivers USD</p> <p>Instructional Time: 3 hrs.</p> <p><u><i>Video or Hosting Agency Site</i></u></p>	<p>ASD: Communication Assessment and the SLP</p> <p>Presenter: Michelle Derryberry</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Define the role of the SLP in an ASD assessment • Review the DSM-IV descriptions and qualifiers and discuss the characteristics listed • Identify and discuss the pros and cons of various formal and informal assessment measures • Discuss and analyze other disorders that may be diagnosed as an ASD • Learn about reporting methods required of this type of assessment 	<p><u>Intended audience:</u> Speech-Language Pathologists</p>	<p><u>Contact:</u> Nancy Nos (916) 566-1617 nancy.nos@twinriversusd.org</p>
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<p>September 13, 2011</p> <p>Elk Grove SELPA</p> <p>Instructional Time: 1.5 hrs.</p> <p>3:30 pm – 5:00 pm</p> <p>Room 117</p> <p><u>Video Only</u></p>	<p>Writing Measurable Post-Secondary Goals</p> <p>Presenter: Renee A. Dawson or Cathy Thoni</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • Writing how to's... • Key goal language • Examples • Resources 	<p><u>Intended audience:</u> Secondary Special Education Educators</p>	<p><u>Contact:</u> Kevin Schaefer kschaefer@egusd.net (916) 686-7780</p>
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<p>September 15, 2011</p> <p>Sutter County SELPA</p> <p>Instructional Time: 3 hrs</p>	<p>What Do You Mean my Child has and Intellectual Disability? Talking to Parents about Intellectual Disability</p> <p>Presenter: James Hiramoto</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn how ID/MR is currently defined • Review best practices for the assessment of Intellectual Disability • Understand the process in accepting the diagnosis 	<p>Intended Audience:</p> <p>School Psychologists and Special Education Administrative Designees</p>	
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<p>September 16, 2011</p> <p>Twin Rivers USD</p> <p>Instructional Time: 3 hrs</p> <p><u><i>Video or Hosting Agency Site</i></u></p>	<p>Creating Equity in Education for African American Children</p> <p>Presenter: Renee Dawson</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn how disproportionality is determined • Identify some of the root causes • Consider possible solutions • Develop a plan to address some of these root causes <p>Note: This is a follow-up to the project that our psychologists participated in this year with the Diagnostic Center.</p>	<p><u>Intended audience:</u> All educators</p>	<p><u>Contact:</u> Nancy Nos (916) 566-1617 nancy.nos@twinriversusd.org</p>
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<p>September 16, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 2 hrs</p> <p><u><i>Video Conference</i></u></p> <p>1:30 – 3:30 pm</p> <p>Yuba County Office of Ed.</p>	<p>Restraint and Seclusion: What the IEP Team Needs to Know</p> <p>Presenter: Cathy Thoni</p> <p>Participants will:</p> <ul style="list-style-type: none"> • The scope of the problems and concerns about restraint and seclusion • California and national legislation as well as various organizations' position statements that address the problems about the use of restraint and seclusion • How to prevent the use of restraint and seclusion through the implementation of positive behavior supports 	<p><u>Intended audience:</u> Administrators, Program Specialists, Teachers, Psychologists and others involved in developing or evaluating educational programs for students with challenging behavior.</p>	<p><u>Contact:</u> YCOE Curriculum and Instruction Administrator</p>
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<p>September 20, 2011</p> <p>Elk Grove SELPA</p> <p>Instructional Time: 6 hrs.</p> <p>8:30 am – 5:00 pm</p> <p>Room 117</p>	<p>Selective Mutism: Assessment and Intervention for Speech-Language Pathologists</p> <p>Presenter: Virginia Sanchez-Salazar</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • Conduct a speech and language assessment for Selective Mutism • Identify the members of the interdisciplinary team who should treat the student with Selective Mutism • Identify four stages of Selective Mutism • Identify the key treatment types • Employ collaborative treatment strategies for remediation of Selective Mutism 	<p><u>Intended audience:</u> Speech-Language Pathologists</p>	<p><u>Contact:</u> Kevin Schaefer kschaefer@egusd.net (916) 686-7780</p>
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<p>September 21, 2011</p> <p>Folsom Cordova SELPA & San Juan SELPA Hosted by Twin Rivers USD</p> <p>Instructional Time: 2 hrs</p> <p><u>Video Only</u></p>	<p>Serving Students with ASD in the Schools: Information the Administrator/IEP Team Coordinator Needs to Know</p> <p>Presented by: Ann England</p> <p>Participants will become familiar with:</p> <ul style="list-style-type: none"> • California's New ASD Guidelines for Effective Interventions • The National Standards Project Report on ASD • California Department of Education's partnership with the National Professional Development Center on ASD • Research supported, evidenced-based interventions recommended for students with ASD 	<p><u>Intended audience:</u></p>	<p><u>Contact:</u> Nancy Nos (916) 566-1617 nancy.nos@twinriversusd.org</p>
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<p>September 23, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs</p> <p><u><i>Video Conference</i></u></p> <p>12:30 – 3:30 pm</p> <p>Yuba County Office of Ed.</p>	<p>Guidelines for Intervention When Working with Dual Language Learners with Language and Communication Disorders</p> <p>Presenter: Liz Arzenas</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Intervention guidelines for treatment when working with children from LCD populations with communicative disorders • Intervention techniques when working with LCD populations using best practices • Language choice for intervention • Strategies for conducting an effective, successful and appropriate therapy when the student's language(s) are not shared by the SLP <p>Note: The focus of this presentation will be on Spanish/English Language Learners</p>	<p><u>Intended Audience:</u> Speech - Language Pathologists</p>	<p><u>Contact:</u> YCOE Curriculum and Instruction Administrator</p>
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<p>September 23, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs</p> <p><u><i>Video Conference</i></u></p> <p>8:30 – 11:30 am</p> <p>Yuba County Office of Ed.</p>	<p>Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations</p> <p>Presenter: Virginia Sanchez-Salazar</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Guidelines for designing and conducting an unbiased and best practices language and communication assessment • Strategies for conducting an effective, successful and appropriate assessment when the student's language(s) are not shared by the SLP 	<p><u>Intended audience:</u> Speech-Language Pathologists</p>	<p><u>Contact:</u> YCOE Curriculum and Instruction Administrator</p>
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<p>October 3, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs.</p> <p><u>Video Conference</u></p> <p>1:30 – 4:30 pm</p> <p>Wheatland Elementary</p>	<p>Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms</p> <p>Presenter: Cathy Thoni</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the theories associated with ASD learners • Gain specific teaching strategies necessary for instruction • Explore the hidden curriculum of social education • Learn basic behavior supports to use in the general education setting 	<p>Intended audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators</p>	<p>Contact: Angela Gouker</p>
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<p>October 3, 2011</p> <p>Yuba County SELPA</p> <p>Instructional Time: 3 hrs.</p> <p>1:30 – 4:30 pm</p> <p>Wheatland Elementary</p>	<p>Differentiated Instruction: A Practical Guide to Interventions and Strategies for the Elementary Classroom</p> <p>Presenter: Lynn Shuler</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • The principals of differentiating instruction • The impact of Roti, inclusive classrooms, and the varied needs of students in the classroom • Developing interventions to meet the needs of all students 	<p><u>Intended audience:</u> Teachers – Primary Grades Only</p>	<p><u>Contact:</u> Angela Gouker</p>
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<p>October 4, 2011</p> <p>Placer County SELPA</p> <p>Instructional Time: 3 hrs</p>	<p>Teaching Adolescents with ASD</p> <p>Presenter: Cathy Thoni</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Have a deeper understanding of ASD and how this diagnosis influences education, employment, and community activities • Become familiar with the Transition Law under IDEA 2004, National Standards Project Report on ASD, California's New ASD Guidelines for Effective Interventions, and Research Supported Evidence Based Practices (EBP's) for the student with ASD • Understand how to make use of effective visual supports • Leave with knowledge of EBP's, ideas, and tools to use for instruction and behavioral change to increase school success and prepare for post-secondary options 	<p><u>Intended Audience:</u> Secondary Educators, paraeducators and parents</p> <p><u>Note:</u> This training does <u>not</u> cover preschool and elementary school students.</p>	<p><u>Contact:</u></p>
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<p>October 5, 2011</p> <p>Elk Grove SELPA</p> <p>Instructional Time: 3 hrs.</p> <p>2:00 pm – 5:00 pm</p> <p>Room 111</p> <p><u><i>Video Only</i></u></p>	<p>Creating Equity in Education for African American Children</p> <p>Presenter: Renee Dawson</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn how disproportionality is determined • Identify some of the root causes • Consider possible solutions • Develop a plan to address some of the root causes 	<p><u>Intended Audience:</u> All educators</p>	<p><u>Contact:</u> Kevin Schaefer kschaefer@egusd.net (916) 686-7780</p>
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<p>October 5, 2011</p> <p>Sutter County SELPA</p> <p>Instructional Time: 3 hrs</p>	<p>Meeting the Needs of Middle to High School Age Students with ASD Who Are Served in General Education Classrooms</p> <p>Presenter: Cathy Thoni</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the theories associated with ASD learners • Gain specific teaching strategies necessary for instruction • Explore the hidden curriculum of social education • Learn basic behavior supports to use in the general education setting 	<p>Intended Audience: Middle and High School, General Education Teachers, Special Education Teachers, Inclusion Specialists and Administrators</p>	
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REGION 3 STAFF DEVELOPMENT TRAINING



July 2011 – June 2012

Staff Development Opportunities within Region 3

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<p>October 10, 2011</p> <p>El Dorado County SELPA</p> <p>Instructional Time: 3 Hrs.</p>	<p>Reach and Teach Students with Emotional and Behavior Disorders: An Educator's Guide</p> <p>Presenter: Shari Gent</p> <p>This seminar discusses quality and strategies for preventing problem behaviors in the classroom. The seminar will offer collaborative teaming, intervention strategies, and components of a quality educational program.</p> <p>NOTE: This training will not address behavioral interventions for severe behaviors.</p>	<p>Intended audience: Elementary Special Education Teachers and Paraprofessionals</p>	
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Interested persons are encouraged to contact persons/organization listed to confirm workshop information and registration procedures.

<p>October 11, 2011</p> <p>Elk Grove SELPA</p> <p>Instructional Time: 3 hrs.</p> <p>2:00 pm – 5:00 pm</p> <p>Room 117</p> <p><u><i>Video or Hosting Agency Site</i></u></p>	<p>The Activity Matrix: A Tool to Address IEP Goals in Meaningful Activities throughout the Day</p> <p>Presenter: Brian Mathis</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Receive instruction in how to design and use an Activity Matrix • Design and leave with an Activity Matrix for one of their students • Learn how the Activity Matrix supports IEP Team collaboration • Learn how many high-interest, meaningful activities in which to address IEP goals • Understand how the Activity Matrix can be used to support participation in the least restrictive environment 	<p><u>Intended audience:</u> IEP Team Members responsible for teaching Students with Moderate to Severe Intellectual and Developmental Disabilities</p> <p>Prerequisites: Each participant must bring a signed Parent permission form and the IEP for one of their students. This training is best when the IEP team attends together.</p>	<p><u>Contact:</u> Kevin Schaefer kschaefer@egusd.net (916) 686-7780</p>
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