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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 to help in building positive relationships. 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 95128), and some will be presented via Zoom (link to be emailed to registered participants).

CREATING AN EFFECTIVE BEHAVIOR INTERVENTION PLAN TRAINING

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

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

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 effective 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:

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



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EXECUTIVE FUNCTIONING ACADEMY: PART 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 below)

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

EF Academy Part 4: Supports, Strategies, and Interventions 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 deal with managing oneself and one's resources to achieve a goal. It is an umbrella term for neurologically based skills involving mental control and 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:

x



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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:

- x Describe what to include in an assessment of speech and language skills
- x List what to include in the assessment report
- x 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; 3:00-3:30pm

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 by SED and SE)

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



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Participants will:

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

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

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 psychoeducational 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:

- x Discuss the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM5) and special education eligibility criteria for Intellectual Disability.
- x Learn how to conduct legally defensible assessments for students with ID that yield useful, meaningful



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x Learn how to connect executive functioning goals to the California Content Standards

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x Anchor behavioral observations with key indicators of autism



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- x Explore how to integrate environmental mental health/social emotional supports and practices into classroom instruction
- x Work with colleagues to select specific strategies that they can implement in their classrooms

ASSESSMENT OF DUAL LANGUAGE LEARNERS: AN OVERVIEW TRAINING

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

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

Intended Audience: Speech (o)0.78531Dq 330 -s



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

DYSGRAPHIA AND WRITING SUPPORTS

March 19, 2024; 3:04:30pm

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 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 their classroom.

Participants will:

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



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EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMS) AS EXAMINING YOUR SOCIAL DATA

April 9, 2024; 3:0-4:30pm

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 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 means.



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AUTISM AND MENTAL HEALTH

May 2, 2024; 3:0-4:30pm

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 needs of students with ASD. This training will provide an overview of ASD and the mental health needs of students with ASD. This training is designed for school psychologists, mental health professionals, administrators, teachers, and paraprofessionals. This training is held jointly with SE SELPA.

