

Monterey County  
Special Education Local Plan Area



**Staff and Parent Training Catalog**  
**2016 – 2017**

## **Introduction**

The Monterey County Special Education Local Plan Area (SELPA) is pleased to announce its 2016-2017 training program for staff and parents. This selection of lectures, seminars, and workshops reflects the results of needs assessments and workshop evaluations completed by special education teachers, assistants, specialists, school psychologists, parents, and administrators. SELPA workshops are funded by a federal staff development grant.

Sessions are offered in three goal areas:

### **Goal One – IEP Development**

Special educators will develop high quality, compliant IEPs.

### **Goal Two – Assessment/Instruction and Curriculum/Behavior**

Special educators will provide effective, research-validated instruction. Districts and the County Office of Education will have the capacity to serve students with a wide range of disabilities.

### **Goal Three – Parent Education**

Parents will be knowledgeable of public education services and community resources to support children with disabilities.

Special education teachers, instructional assistants, administrators and support personnel are invited to attend any of the sessions. One strand is especially designed for parents of students enrolled in special education programs; however, most sessions are open to these parents. General education staff members are also invited to attend sessions if space is available.

## **SELPA Contact Information**

<u>Name and Title</u>	<u>Telephone</u>	<u>Email Address</u>
Kenyon Hopkins, M.S., Executive Director	(831) 755-0342	<a href="mailto:khopkins@montereycoe.org">khopkins@montereycoe.org</a>
Patti Bangs, M.S., CCC-SLP, Program Specialist	(831) 755-0339	<a href="mailto:pibangs@montereycoe.org">pibangs@montereycoe.org</a>
Anna Kauble, Ed.D., Program Specialist	(831) 755-0337	<a href="mailto:akauble@montereycoe.org">akauble@montereycoe.org</a>
Jennifer Smith, M.A., Program Specialist	(831) 755-0334	<a href="mailto:jensmith@montereycoe.org">jensmith@montereycoe.org</a>
Val Wiltse, M.A., Program Specialist	(831) 755-0336	<a href="mailto:vwiltse@montereycoe.org">vwiltse@montereycoe.org</a>
Irenea Herrera, Executive Assistant	(831) 755-0342	<a href="mailto:irherrera@montereycoe.org">irherrera@montereycoe.org</a>
Gina Rosas, Information Specialist	(831) 755-0347	<a href="mailto:grosas@montereycoe.org">grosas@montereycoe.org</a>
Malissa Maravilla, Media Technician	(831) 755-6464	<a href="mailto:mmaravilla@montereycoe.org">mmaravilla@montereycoe.org</a>

Web site: [www.montereycoe.org/programs-services/selpa/index](http://www.montereycoe.org/programs-services/selpa/index)

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## **Workshop Information**

### **Registration**

Preregistration for all sessions is mandatory so that materials may be prepared. Enroll as early as possible but at least four working days prior to each session. Register online using the MCOE OMS system by going to [www.montereycoe.org/programs-services/selpa/index](http://www.montereycoe.org/programs-services/selpa/index) and selecting “Professional Development”. Participants who register through the OMS system will receive an email confirmation.

The OMS registration system requires an email address. If you do not have an email address, please preregister by telephone at (831) 755-6464. Please provide the following information: name, position, school, telephone number, and the title and date of the workshop(s). Once you have called, you will be enrolled in the session. The SELPA office does not confirm registrations made by phone so if you have any doubt about your enrollment, please call (831) 755-6464.

### **Canceling Enrollment**

In the event that you are enrolled in a session and find that you are unable to attend, please notify the SELPA as soon as possible so that we may adjust the number of handouts being duplicated and allow others to attend who may be on a waiting list. If you cannot attend and do not cancel at least three days prior to the workshop, you will be charged. Please call the office at (831) 755-6464 or send an email to [selpa@montereycoe.org](mailto:selpa@montereycoe.org) to cancel your registration.

### **SELPA Staff Development Catalog Online Only**

Find the SELPA staff and parent training courses you need online. Visit our searchable, online *SELPA Staff and Parent Training Catalog* and bookmark the page for your convenience by going to [www.montereycoe.org/programs-services/selpa/index](http://www.montereycoe.org/programs-services/selpa/index) and selecting “Publications”. If this URL changes during the school year, please locate the catalog in the SELPA section on the Monterey County Office of Education website.

### **Continuing Professional Development Credit**

The Monterey County SELPA is an approved Continuing Professional Development Provider – SELPA/PDP 24 for Speech-Language Pathologists. Continuing Professional Development Credit (CPDC) hours are noted for each eligible workshop. In order to receive a certificate with CPDC units, you must attend the entire session. Participants who miss more than 15 minutes of a half-day session or more than 30 minutes of a full day session will not receive certificates.

### **Need More Information About a Session?**

A SELPA Program Specialist is identified as the contact person for each workshop. The name of

the Program Specialist and his or her email address is located at the end of each workshop descriptor. Please contact the host Program Specialist for information about that session.

## **Changes in Workshop Schedule**

Please consult monthly workshop announcements at [www.montereycoe.org/programs-services/selpa/index](http://www.montereycoe.org/programs-services/selpa/index). Select "Professional Development" for any additional sessions, cancellations, or other schedule changes.

## **Cost**

The cost of a SELPA workshop is free to all educators and parents for public and private school agencies serving students within the Monterey County SELPA. Registrants who represent non-public agencies, third party providers within the Monterey County SELPA, and/or educators and staff who are employed outside of the Monterey County SELPA will be charged a registration fee of \$30.00 for most sessions at the time of workshop check-in. Make checks payable to Monterey County SELPA.

## **Structure of Staff Development**

Goal 1 – IEP Development

Goal 2 – Assessment and Instruction

Goal 3 – Parent Education

## **Ideas and Suggestions**

If you have ideas or suggestions for new workshops, or questions about any of the sessions, please contact the Monterey County SELPA at [selpa@montereycoe.org](mailto:selpa@montereycoe.org) or (831) 755-6464.

## **Documentation of Attendance**

A certificate of attendance will be available at the end of each SELPA workshop to document your attendance. Please keep these certificates in your records since it is not possible for the SELPA office to verify your attendance once the workshop has ended. A record of your attendance is also available in the OMS registration system.

## **Workshop Etiquette**

Workshops will start promptly at the time indicated in this catalog. Please plan to arrive 15 minutes prior to the start time to sign in and enjoy refreshments. It is requested that all cell phones be muted or turned off and that private conversations are kept to a minimum during the workshops. Thank you.

## **Workshops Supporting Goal 1 – IEP Development**

This strand provides training to support special educators in developing high quality Individual Education Programs (IEPs), including strategies for achieving compliance with special education legislation and training in using IEP forms and software.

### **Special Education Staff Orientation**

Wednesday, August 24, 2016

This workshop is designed to be an “orientation” for new staff members or a “refresher” for continuing staff. Information presented includes Monterey County SELPA procedures and policies; resources for special education staff, students, and parents; and organizational strategies for keeping track of referrals and assessments. This session will include guidelines for compliant completion of IEPs as well as a basic overview of SIRAS. The afternoon session will introduce participants to agencies and programs within Monterey County that provide services to students and families. Representatives from agencies such as Behavioral Health, San Andreas Regional Center, Department of Rehabilitation, Easter Seals, Special Kids Crusade, and others will be providing a short panel presentation describing the services offered by each agency and will be available to answer your questions.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Jennifer Smith, M.A., Anna Kauble, Ed.D., and Val Wiltse, M.A.; Program Specialists, and Kenyon Hopkins, M.S., Executive Director; Monterey County SELPA  
Participants: New and continuing special education staff  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 4:00 p.m.  
Host: SELPA Staff, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)



## **SIRAS: Pre-IEP and Basic IEP Forms**

Monday, August 29, 2016

Participants will learn how to complete Pre-IEP and Basic IEP forms following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEPs as well as an overview of the Pre-IEP and Basic IEP forms in SIRAS.

(Please note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own laptop. Access to SIRAS is required prior to attending the workshop.)

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: Special education directors, district special education representatives, program specialists, speech and language pathologists, occupational therapists, resource specialists, special education teachers, school psychologists, nurses, and any other service provider that is involved in writing IEPs.  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 11:30 a.m.  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **SIRAS: Assessment Reports**

Monday, August 29, 2016

Participants will learn how to create a multidisciplinary assessment report following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEP assessment reports as well as an overview of the IEP Assessment Report forms on SIRAS.

(Please note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own laptop. Access to SIRAS is required prior to attending the workshop.)

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: Special education directors, district special education representatives, program specialists, speech and language pathologists, occupational therapist, resource specialists, special education teachers, school psychologist, nurse, and any other service provider that is involved in writing IEPs.  
Location: MCOE, Room A/B  
Time: 1:30 p.m. – 4:00 p.m.  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Fagen Friedman & Fulfroft: Fall Special Education Symposium**

Thursday, September 29, 2016

**Here and Now: Emotional Disturbance or Social Maladjustment?**

Determining whether a student is eligible for special education on the basis of an emotional disturbance (“ED”) can pose particular problems for IEP teams, including weighing whether the student’s behavior results exclusively from a “social maladjustment,” which precludes eligibility. Unfortunately, the distinction between “socially maladjusted” and “emotionally disturbed” is often blurred, leaving the issue to be decided by a due process hearing. We cover this important eligibility issue by examining the legal definition of ED, as well as several recent illustrative case decisions that have weighed whether a student’s behaviors fall within the domain of “socially maladjusted” or whether the student requires special education services.

**All Things Considered: An Update on Mental Health Assessments and Services**

Since 2011, when responsibility for providing mental health services shifted to school districts, the Office of Administrative Hearings has decided several important due process disputes involving districts’ educationally related mental health services (“ERMHS”), including challenges to assessments, the qualifications of providers and the provision of appropriate services to address a student’s mental health needs. Through an in-depth look at a few selected OAH decisions in this rapidly expanding area of litigation, this session offers important lessons for school staff and administrators, along with several practical ERMHS compliance takeaways.

**Spotlight on Practice: LRE Beyond the Classroom**

The IDEA’s least restrictive environment obligation applies beyond instruction taking place in the typical classroom—it covers virtually all aspects of a student’s special education program. LRE extends to nonacademic areas such as gym, lunch, recess and extracurricular activities, as well as transportation. This session examines what IEP teams need to know about LRE in these areas and provides some important practice pointers to consider when designing a student’s program. We’ll also examine the LRE mandate as it applies to extended school year programs and to students who receive services in nontraditional settings, such as juvenile detention facilities.

**Legal Update**

This popular session brings you everything you need to know about the latest developments in special education law, including an overview of new decisions from the Office of Administrative Hearings and key court rulings, as well as important federal guidance and noteworthy legislative updates.

**Presenter(s):** Fagen Friedman & Fulfroft’s Attorneys

**Participants:** Special education administrators, school principals, special education teachers, resource specialists, school psychologists, related service specialists, Charter school, behavioral health, technology services, and educational services personnel

**Location:** MCOE Head Start Conference Room, via Live Feed

**Time:** 8:00 a.m. – 3:00 p.m.

**Host:** SELPA Staff, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **SIRAS: Pre-IEP and Basic IEP Forms**

Friday, September 30, 2016

This workshop is a repeat of the SIRAS trainings that were offered on August 29, 2016.

Participants will learn how to complete Pre-IEP and Basic IEP forms following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEPs as well as an overview of the Pre-IEP and Basic IEP forms in SIRAS.

Participants will learn how to create a multidisciplinary assessment report following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEP assessment reports as well as an overview of the IEP Assessment Report forms on SIRAS.

(Please note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own laptop. Access to SIRAS is required prior to attending the workshop.)

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA

Participants: Special education directors, district special education representatives, program specialists, speech and language pathologists, occupational therapists, resource specialists, special education teachers, school psychologists, nurses, and any other service provider that is involved in writing IEPs.

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Planning Effective Literacy Instruction for Struggling Readers**

Thursday, October 13, 2016

How do we plan effective programs for our students who continue to struggle despite intervention? When a student makes very slow progress in programs that others have succeeded with, IEP teams often don't know where to turn. How do we choose a curriculum that will match the student's unique needs? Learn how to use assessment data to develop a student profile that will guide your decisions as you design that student's educational program.

Participants will:

- Review the process of learning to read for the typically developing student
- Investigate assessment options – formal and informal assessment tools
- Learn how to develop and interpret the student profile reading proficiencies and weaknesses
- Learn how to use the profile to make instructional decisions
- Learn instructional strategies that align with areas of the student profile to address their areas of need

Presenter(s): Laura Denton, Ed. D., Education Specialist

Participants: Teachers-Special Education: including RSP and SDC Teachers

Location: MCOE, Room A/B

Time: 12:30 p.m. – 3:30 p.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **A Manifestation Determination Has Been Triggered: Now What? Using Your Professional Expertise to Strengthen the Process, That's What!**

Tuesday, October 25, 2016

School psychologists play a key role in Manifestation Determination Review IEPs. As experts in the assessment of relevant information, they are in a unique position to prepare the IEP team to make informed decisions about the relationship between a student's disability and misconduct while considering the applicable standards. School Psychologist's expertise in group dynamics lends itself well to facilitating such high stakes decision making. This training offers an opportunity to learn how to prepare for, carry out, and follow up on Manifestation Determinations Review IEPs.

Participants will:

- Prepare the IEP team for their roles and responsibilities
- Organize and gather relevant information
- Learn a strategy to write a manifestation determination report
- Facilitate and present at the IEP team meeting
- Follow up on the student

Presenter(s): Scott Schwartz, Ph.D., School Psychologist  
Participants: School Psychologists  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 11:30 a.m.  
Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Workshops Supporting Goal 2 – Assessment/Instruction and Curriculum/Behavior**

This strand provides training in various aspects of assessment, instructional planning and delivery, curriculum, and positive behavioral intervention. Background information is provided through resources on current assessment and instructional research and theory. These resources include a bibliography, selected research articles and suggested apps. Please contact the SELPA office to check out these resources. This strand also provides special and general educators as well as instructional assistants with the skills and knowledge to serve the students with more challenging disabilities who have returned to their districts after being served by the MCOE.

### **ASSESSMENT**

#### **Woodcock Johnson IV Tests of Achievement: Administration, Scoring and Interpretation**

Thursday, September 1, 2016

In this session, participants learn to administer and score the Woodcock-Johnson IV (WJ-IV) Tests of Achievement and to interpret test results. Participants have an opportunity to practice administering achievement tests, including those that comprise the math, reading and written language composite scores. The presenters will also provide information on scoring writing samples, using the WJ Score online software, interpreting scores in terms of academic performance, and explaining scores to other personnel and parents.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: Resource specialists, special education teachers and school psychologists. (Please Note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own testing kit including testing manuals and protocols.)  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 3:30 p.m.  
Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Wechsler Individual Achievement Test (WIAT-3): Traditional and Digital Formats**

Tuesday, September 20, 2016

In this workshop, participants learn to administer and score the WIAT-3, and to interpret test results. Interpretation of sub-test and composite scores will be discussed along with ways in which test results inform both the identification of learning disabilities and other disabilities, as well as intervention strategies. Focused attention will be paid to certain WIAT-3 subtests requiring particular examiner care and attention during administration and scoring. The WIAT-3 scoring software will be discussed.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA

Participants: Resource specialists, special education teachers and school psychologists. (Please Note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own testing kit including testing manuals and protocols.)

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## Hearing Screening Protocols and Procedures in the Schools

Monday, September, 26, 2016 or

Wednesday, September 28, 2016

This workshop is offered on two different dates; participants need attend only one session.
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This workshop will provide an overview of protocols and procedures for a school hearing conservation program. The course will help those school employees who are responsible for hearing screenings to know program requirements and proper follow up. The participant will learn the following:

- Anatomy of the ear and types of hearing loss
- Elements of a Hearing Conservation Program
- Basic Hearing Screening Techniques and Protocols for conducting a hearing screening using an audiometer.
- Alternative/Additional screening techniques and equipment for difficult to test or special populations
- Equipment maintenance and calibration schedules
- Hands on practice with equipment (please bring your audiometer and otoscope)
- Referral process for Monterey County Office of Education Services

CPDC: 3.0 hours

Presenter(s): Deborah Homan Still, MCOE Educational Audiologist  
Participants: Speech-Language Pathologists, School Audiometrists, School Nurses  
Location: MCOE, Room D  
Time: 12:30 p.m. – 3:30 p.m.  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)



## **Desired Results Access Project 2015 (DRDP 2015) Training for Teacher of Infants, Toddlers and Preschoolers**

Tuesday, September 27, 2016

This workshop is offered at two different times; participants need attend only one session.

The purpose of this workshop is to train district personnel to administer the Infant and Preschool Desired Results Developmental Profile (DRDP-2015) to infant and preschool students with IEPs, to score the assessment, and to report the results. DRDP-2015 is used to assess the progress of all of California's infant and preschool children with disabilities.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA  
Participants: Teachers and service providers of infants and preschool students with disabilities  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 11:30 a.m. or 1:30 p.m. – 4:00 p.m.  
Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Differential Diagnosis of Childhood Apraxia of Speech and Intervention**

Tuesday, October 11, 2016

Childhood Apraxia of Speech (CAS) has become a growing diagnostic category and area of concern in our public schools. Often, it is unclear how to provide differential diagnosis of CAS within an educational setting, as opposed to a clinical setting. This training serves to outline the key components of assessment and interventions for CAS. SLPs will be able to make an accurate diagnosis, plan interventions and make recommendations for implementation in the school setting.

Participants will:

- Learn how to structure an assessment for Childhood Apraxia of Speech (CAS)
- Understand the underlying principles for a diagnosis of CAS
- Learn the implications of CAS on learning and communication
- Learn practical and best practices strategies for providing effective therapy to address CAS
- Understand the underlying principles of CAS interventions
- Learn how to integrate other team members into generalizing progress into the classroom

CPDC: 4 Hours

Presenter(s): Arlene Kim, M.A., M.P.H. CCC-SLP-L, Speech-Language Pathologist

Participants: Speech-Language Pathologists

Location: MCOE, Room A/B

Time: 8:30 a.m. – 12:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Executive Functions: Assessment and Implications to Support the Student**

Tuesday, October 18, 2016

Executive Functions are becoming an integral part of psycho-educational assessments. Executive Functions (EFs) essentially direct one's behavior in a purposeful, goal-directed or problem solving manner, and are directly related to academic production and everyday life. Weaknesses in EFs are common for many students being evaluated for special education and 504 Plans. Students meeting eligibility criteria for autism, SLD, SLI, and OHI / 504 related to ADHD often have associated difficulties with EFs. This training will focus primarily on the construct of EFs in addition to strategies and assessment tools using a multi-dimensional approach. By the end of the training, participants will have recommendations to assist their school teams on goals, interventions, and decision making related to EFs.

Participants will:

- Review the construct of Executive Functions (EFs)
- Understand the importance of EFs
- Review rating scales and performance measures
- Learn practical strategies to identify challenge areas
- Learn about the implications of EFs and eligibility decisions
- Understand EF deficits to better guide teams towards goals and interventions

Presenter(s): Mirit FriedLand, M.A., School Psychologist or Scoot Schwartz, Ph.D., School Psychologist

Participants: School Psychologists

Location: MCOE, Room A/B

Time: 8:30 a.m. – 11:30 a.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Assessment and Evidence-Based Interventions for Anxiety, Stress, and Trauma**

Wednesday, November 02, 2016

The Center for Disease Control (CDC) indicates at least 13% of youth experience a mental health disorder in any given year but only 20% of these youth receive treatment, the majority of which are related to anxiety, stress, and trauma. This training provides professionals serving these students with best practice guidelines for educationally-related assessments and school-based treatment.

Participants will:

- Receive an overview of the basis of anxiety, stress, and trauma and how they present
- Be introduced to multiple evidence-based programs and lessons
- Be introduced to research-based and emerging evidence-based supplemental supports to calm the deregulated brain
- Analyze and be coached through two case studies to determine if there are educationally interfering levels of anxiety and/or stress/trauma

Presenter(s): Natalie Jovic-Limm, M.S., LEP, School Psychologist, Diagnostic Center – Northern California

Participants: School-based mental health professionals (e.g., School Psychologists, MFTs', LCSW's), Administrators, and Special Education Teachers, including RSP and SDC Teachers

Location: MCOE, Room A/B

Time: 8:30 a.m. – 12:30 p.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## Advanced School Based Eligibility Assessment of ASD

Tuesday, November 11, 2016

**Prerequisite:** Attendance or review of previous DCN autism assessment training; experience assessing for autism eligibility.

There continues to be a large demand for evaluation and identification of autism or Autism Spectrum Disorder (ASD). Concerns related to behaviors, communication, emotional regulation, and social skills are usually associated with evaluation and eligibility determination of autism. This training will emphasize evaluation of students with more subtle symptoms of autism and determining whether their disability “adversely affects educational performance”; case studies from a variety of levels to assist with assessment, clear diagnostic reporting, sample presentations of results, and structured discussion will be included.

This advanced training is a continuation of previous autism assessment trainings provided by DCN; knowledge of best practice assessment guidelines for autism is a prerequisite.

Participants will:

- Identify characteristics of autism with an emphasis of DSM-5 criteria
- Review informal and formal tools to assess social, emotional and behavioral functioning
- Review constructs and measures for theory-of-mind and executive functioning
- Analyze characteristics to determine differential and comorbid diagnosis
- Practice reporting data using a DSM-5 report summary form
- Examine and identify data to determine effects on educational performance
- Begin to identify relevant goal and intervention area

Special Instructions:

- View the online PowerPoint presentation prior to attending the training
- Have the training handout materials ready for use during the training

CPDC: 4 Hours

Presenter(s): Mirit Friedland, M.A., School Psychologist, Diagnostic Center – Northern California

Participants: School Psychologists and Speech Pathologists

Location: MCOE, Room A/B

Time: 8:30 a.m. – 12:30 p.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

**INSTRUCTIONAL PLANNING AND DELIVERY/CURRICULUM**

## **TouchMath**

Wednesday, September 07, 2016

This session, provided by Innovative Learning Concepts, will include training in learning modalities as it relates to counting, skip counting, patterns, addition, and subtraction. Also discussed will be best practices for the classroom as well as the brain research behind TouchMath. Curriculum topics covered during the training will include: mastery of the sequential, step-by-step process for teacher TouchMath computation, TouchMath multisensory approach using manipulatives, worksheets, software and apps, how to differentiate instruction using TouchMath manipulatives, hands-on strategies to use TouchMath with students of all learning types, and creative ways to use TouchMath program materials. You do NOT need to own TouchMath kits in order to benefit from the training and implement the strategies in your classroom.

Presenter(s): Michael Soria, Executive Director of Education, Innovative Learning Concepts Inc., Creators of TouchMath  
Participants: Special Education Directors, Program Specialists, Resource Specialists, and Special Education Teachers  
Location: MCOE, Room D  
Time: 8:30 a.m. – 3:30 p.m.  
Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

**(CANCELLED) For Paraeducators: Teaching Students with Moderate to Severe Intellectual Disabilities (Preschool through 8th grade)**

Thursday, September 08, 2016

- Review how the diagnosis of moderate to severe intellectual disability influences the student's learning style and needs
- Describe teaching strategies and tools to address behavior, communication and social interaction
- Show video clips to illustrate intervention strategies

Participants will:

- Gain a deeper understanding of the needs of students with moderate to severe intellectual disabilities □
- Learn strategies to prevent and/or reduce problem behavior
- Understand the importance of providing meaningful, age-appropriate activities and tasks
- Learn ways to help students become as independent as possible
- Learn strategies to help students with moderate to severe intellectual disabilities reach their full potential

Presenter(s): Shannon Johns, M.S., Education Specialist, Diagnostic Center – Northern California

Participants: Paraeducators who support students with moderate to severe intellectual disabilities in grades preschool through 8<sup>th</sup> grade

Location: MCOE, Room D

Time: 8:30 a.m. – 11:30 a.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Transition Practices for Part C to Part B**

Tuesday, September 27, 2016

*It is highly recommended that every district should be represented at this workshop.*

Registration starts at 8:00 a.m.

This workshop will:

- Clarify CDE regulations regarding Part C to Part B transition
- Define local procedures for insuring compliant Part C to Part B transitions
- Review changes in SELPA forms for completing the IFSP

Presenter(s): Patti Bangs, MS, CCC-SLP Program Specialist Monterey County SELPA

Participants: District Administration, Early Start Providers/Infant Providers, District Preschool Staff, SARC coordinators

Location: MCOE, Room A/B

Time: 8:30 a.m. – 11:30 a.m.

Host: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)



## **CAPTAIN 007 Regional Autism Training**

Friday, October 07, 2016

In January 2014, the National Professional Development Center on Autism Spectrum Disorders updated their research and published a new review of the autism intervention literature and increased the number of identified practices that meet the criteria for classification as an evidence-based practice (EBP). Implementation of interventions that are evidence-based help our students with ASD make the most progress. Over the last three years, through the California Autism Professional Training and Information Network (CAPTAIN) Project we have provided workshops that have discussed the background and the research that supports these practices and we have introduced many of the EBPs to professionals in the field of education. This workshop will provide a more advanced look into some of the EBPs that can be utilized to help address the challenges educators often face when working with students identified with autism spectrum disorder.

This workshop will address the following

- Fostering Improved Classroom Participation through Visual Supports, Task Analysis and Social Stories (Monterey County CAPTAIN Cadre)
- Fostering Social Skills and Peer Interactions through the use of Peer Mediated Instruction and Social Skills Training (San Benito CAPTAIN Cadre)
- Fostering Improved Behavior through Response Interruption/Redirection, Function Communication Training and Video Modeling (Alisal School District)

Participants will be asked to check in to Room D to pick up their assigned schedules. Each topic will be presented in a different room at the MCOE campus. Participants will be asked to rotate through each session in the order they are assigned so that our rooms do not become overcrowded. Each participant will attend three separate sessions each one will last 1.5 hours. CPDC units will be made available for 4.5 units if all three sessions are attended. Partial units are not available.

There will be no charge for participants outside of Monterey County as long as they are employed in the public schools.

Presenter(s): Lia McFarland and Cathy Alvarez, Alisal USD, Casandra Guerro, Gwendolyn Baquiran, and Vicki Wanken, San Benito County CAPTAIN Cadre, Patti Bangs and Rae Ditty, Monterey County CAPTAIN Cadre

Participants: General and Special Education Teachers, Paraprofessionals, School Psychologists, SLPs, Counselors and Administrators

Location: MCOE

Time: 8:30 a.m. – 3:00 p.m.

Host: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Providing Social Skills Coaching for Teens and Young Adults with ASD**

Tuesday, November 01, 2016

Deficits in social skills are considered one of the defining challenges among young people with Autism Spectrum Disorder (ASD), yet few evidence-based social skills programs exist for higher functioning youth with ASD. Using the techniques outlined in the book, *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults*, Dr. Aarti Nair will be providing an overview of the social skills needed for making and keeping friends and handling peer conflict and rejection.

In this interactive and engaging one-day workshop, attendees will be given tips on how to provide social coaching using concrete rules and steps of social behavior derived from the widely popular *PEERS*® program, the only known evidence-based social skills program for teens and young adults with ASD. Within the framework of solid research evidence about what works and what doesn't work socially, attendees will be given easy-to-use strategies to assist young people with making and keeping friends. The workshop will include topics such as appropriate use of conversation skills; strategies for entering and exiting conversations; organizing successful get-togethers with peers; and advice for managing arguments and handling teasing, physical bullying, cyber bullying, rumors, and gossip.

CPDC: 5 Hours

Presenter(s): Dr. Aarti Nair, UCLA Semel Institute for Neuroscience and Human Behavior  
Participants: General and Special Education Teachers, Paraprofessionals, School Psychs, SLPs, Counselors, Administrators, Parents, BCBAs (especially those who work with Middle School, High School and Adult Students)  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 3:30 p.m.  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Trauma Informed Care and Mindfulness in the Classroom**

Tuesday, November 15, 2016

The purpose of this all-day workshop is to support school staff and teachers to understand the nature of trauma, how it affects a child's ability to be present and ready/available for instruction, and to provide training in mindfulness strategies that enhance student learning.

The morning session will focus on how to identify behavioral triggers and manage the difficult or perplexing behaviors that arise as a by-product of experiencing traumatic events such as domestic violence, abuse, harsh parenting, community violence and prenatal drug exposure. Participants will learn strategies for building and fostering a trauma-informed classroom environment in order to become trauma-informed educators. Secondary trauma, burnout and compassion fatigue will also be explored.

During the afternoon portion of this training, participants will learn mindfulness strategies that are effective to use with students, in addition to incorporating mindfulness as a self-care practice to reduce burnout and managing secondary trauma that arises as a result of working with students that have experienced trauma.

Presenter(s): Kacey Rodenbush & Mark Sayre

Participants: General and Special Education Teachers, Paraprofessionals, School Psychologists, Speech Language Pathologists, Counselors, Administrators, and Parents

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Practical Application of Evidence Based Interventions for Students on the Autism Spectrum**

Monday, January 09, 2017

In 2008, the National Professional Development Center on Autism Spectrum Disorders conducted an extensive review of the autism intervention literature. As a result of this review the NPDC identified 24 practices that meet the criteria for evidence-based interventions for children and youth with ASD. Since the release of that initial report, NPDC has updated their research and published a new report in January 2014, which increases the number of identified practices that meet the criteria for classification as an evidence-based practice (EBP). Implementation of interventions that are evidence-based help our students with ASD make the most progress.

This workshop will provide an overview of the most current EBP approaches for students with ASD and will familiarize participants with their practical applications. Objectives of this workshop are as follows:

- Overview of current autism statistics and identification criteria including the DSM-V and CA Ed Code Eligibility;
- Identify EBPs from the National Professional Development Center on Autism Spectrum Disorders (2008/2014), the National Autism Center's publication National Standards Report (2015), and the California Department of Developmental Services report (if available in time for presentation)
- Familiarize participants with practical EBP interventions including visual supports, task analysis, video modeling, peer mediated interventions and social narratives and the steps for implementation of each of these practices. Including instruction in the use of iPads or iPhones to make videos and social narratives. If you own one of these devices, please bring it to the workshop. You will leave the workshop with at least one social story and one video that you have created on your own device.
- Familiarize participants with computer resources including informational/training sites and iPad apps

CPDC: 5.5 Hours

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA  
Participants: Speech-Language Pathologists, Occupational Therapists, School Psychologists, Special Education Teachers, Instructional Support Staff, and Administrators  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 3:30 p.m.  
Host: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Best Practices in the Alternative Assessment of Language and Communication Abilities of African American Students in California**

Tuesday, January 31, 2017

This workshop will provide speech language pathologists with training in the best practice guidelines for the assessment of language and communication skills of African American Students. Participants will be provided with an opportunity to learn about an alternate assessment model that has been developed by the Diagnostic Center of Northern California. Specifically, the informal assessment component of the DCN MATRIX will be examined as it relates to the role of the SLP in California schools. This workshop will also demonstrate how this tool is an information gathering method that can capture far more data than traditional standardized testing for all students regardless of language and ethnicity. A brief recap of the historical Larry P case and the legal and ethical issues the outcome of that case has presented for educators.

This workshop will address the following:

- How to assess African American students in accordance with California State Laws and the CA Education Code
- Innovative alternative assessment procedures that are culturally fair and unbiased
- How to collaborate with school psychologists and teachers to complete a “MATRIX” to delineate student strengths and challenges (MATRIX examples provided for ID, SLI, SLD)
- Example caveat statements which can be employed when subtests must be used from a standardized test but standard scores and scaled scores may not be used
- Example case studies
- How to enhance language sample analysis with a software program such as SALT and determine language disorders profiles
- How to use the resource binder: The Best Practice Guidelines for the Assessment of African American Students: Language and Communication

CPDC: 4 Hours

Presenter(s): Virginia Sanchez-Salazar, MA, CCC-SLP-L Speech Language Pathologist  
Diagnostic Center, Northern California

Participants: SLPs and SLPAs

Location: MCOE, WC8

Time: 8:30 a.m. – 12:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Using the SCERTS Framework to Guide Priorities for Children with Autism Spectrum Disorder**

Thursday, March 09, 2017

Amy Laurent, Ed. M, OTR/L is a pediatric occupational therapist who holds a Master's degree in Special Education and is completing a doctorate in Experimental Psychology at the University of Rhode Island. Currently in private practice, Amy specializes in the education of children with autism spectrum disorders (ASD) and related developmental disabilities. The majority of Amy's work involves collaborating with and supporting school teams and families. Her consultative services focus on the creation of educational programs and environments that facilitate children's active engagement and learning at home, in schools, and throughout their communities. The SCERTS Model along with differentiated instruction and developmental theory guide her practice.

Amy is also a co-author of the SCERTS (Social Communication Emotional Regulation Transactional Support) Model. This is a Comprehensive Educational approach for Children with Autism Spectrum Disorders. This model can be put in to action and applied in both general and special education settings. Amy will be presenting the SCERTS Model and sharing what has been learned from recent research on SCERTS in the classroom setting.

CPDC: 6 Hours

Presenter(s): Amy Laurent, Ed. M, OTR/L

Participants: General Education Teachers, Special Education Teachers, SLPs, Occupational Therapists, Psychologists, Paraeducators, Special Education Administrators and Site Level Administrators

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Meeting Students' Needs Through Universal Design for Learning**

Thursday, March 16, 2017

Twenty first century classrooms are full of diverse learners with varying needs. It is the job of all teachers to meet students where they are and bring them to where they need to be. This workshop is designed to provide participants with innovative and fresh ideas that will help drive instruction to meet the needs of the diverse learners in your classroom. Be prepared to pull up your sleeves and try new instructional strategies and technology that can meet the needs of twenty first century learners.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Jennifer Smith, M.A., and Anna Kauble, Ed.D.,  
Program Specialists, Monterey County SELPA

Participants: Special education teachers, speech language pathologists, and special education  
service providers

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## BEHAVIOR

### **Behavior Series Part 1: Tier 1 and Tier 2 Interventions to Promote Positive Classroom Behavior**

Wednesday, October 12, 2016 or

Thursday, October 27, 2016

This workshop is offered at two different dates; participants need attend only one session.

This workshop provides an overview of Tier 1 interventions and supports to create a positive classroom learning environment for all students. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction. Tier 2 supports and progress monitoring strategies will also be presented.

Participants will learn strategies to:

- Increase positive behavior for all students in a classroom environment
- Decrease or prevent disruptive behavior from occurring
- Structure and organize classroom activities
- Match appropriate interventions to student needs

Presenter(s): Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA  
Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Everett Sivils, Behavior Specialist Monterey County Office of Education

Participants: General Education Teachers, Special Education Teachers, School Psychologists,  
Behavior Specialists and BCBA's

Location: MCOE, WC 8

Time: 8:30 a.m. – 3:30 p.m.

Host: SELPA, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)



## **Behavior Series Part 2: Preventative Strategies for Dealing Effectively with Escalating Misbehavior**

Wednesday, November 16, 2016 or

Tuesday, November 29, 2016

This workshop is offered at two different dates; participants need attend only one session.
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Problem behaviors usually start small and escalate. In this workshop, participants will learn to catch students early in the escalation cycle and interact with them in ways that prevent behaviors from escalating.

Participants will receive an overview of the following behavior management components:

- Choosing specific preventative strategies
- Using progress-monitoring tools
- Multiple ways of collecting data
- Selecting appropriate replacement behaviors

Participants will also have an opportunity to complete an ECMP (Escalation Cycle Management Plan) with guided practice and discuss strategies for determining when formal assessment is necessary.

Presenter(s): Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA  
Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Everett Sivils, Behavior Specialist Monterey County Office of Education

Participants: General Education Teachers, Special Education Teachers, School Psychologists, Behavior Specialists and BCBA's

Location: MCOE, WC 8

Time: 8:30 a.m. – 3:30 p.m.

Host: SELPA, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Behavior Series Part 3: Behavior Pathway Charting**

Wednesday, January 24, 2017

Creating a Behavior Pathways Chart allows the behavior consultant to formulate the results of a Functional Behavioral Assessment into a one-page document which will be the “map” for behavior plan development. This requires consultation and assessment skills, and is important to master prior to moving a team toward developing an effective behavior plan.

- Overview of PENT forms and rationale for use of Pathway Chart
- Guided practice with Simple Pathway Charting and more complex charting
- Using the Consultant’s Script

Presenter(s): Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA  
Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Everett Sivils, Behavior Specialist Monterey County Office of Education

Participants: General Education Teachers, Special Education Teachers, School Psychologists,  
Behavior Specialists and BCBA’s

Location: MCOE, Room A/B

Time: 8:30 a.m. – 2:30 p.m.

Host: SELPA, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Behavior Series Part 4: Conducting Functional Assessments to Determine the Cause of Problem Behavior**

Wednesday, March 06, 2017

This workshop will focus on effective strategies for conducting functional behavioral assessments (FBA). While an FBA is required prior to developing a positive behavioral intervention plan, an FBA may also provide useful information when developing and implementing behavioral goals and behavior support plans. Information on how to develop operational definitions for behavior will be shared, along with strategies for collecting and analyzing data on a student's challenging behavior. Participants will learn how to utilize various data collection methods and tools necessary for conducting a functional assessment. Information on how this process naturally leads to the selection of effective intervention procedures will also be covered.

Presenter(s): Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA  
Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Everett Sivils, Behavior Specialist Monterey County Office of Education

Participants: General Education Teachers, Special Education Teachers, School Psychologists,  
Behavior Specialists and BCBA's

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: SELPA, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Conducting an Augmentative and Alternative Communication Assessment in the Educational Setting**

Tuesday, April 04, 2017

Description to be added soon.

CPDC Hours: 5.5

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA  
Participants: Speech-Language Pathologists, AT  
Location: MCOE, Room A/B  
Time: 8:30 a.m. – 3:00 p.m.  
Host: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Behavior Series Part 5: Developing Effective Behavior Intervention Plans**

Wednesday, April 26, 2017

Positive behavioral intervention regulations provide for the needs of special education students with serious behavior problems. The law requires educators to design plans that result in lasting, positive behavioral changes without the use of aversive techniques. Behavioral Intervention Plans (BIPs) are developed through a collaborative team approach facilitated by qualified special education staff.

This workshop is designed to meet the following objectives. Participants will:

- Review principles of behavior intervention and strategies for team collaboration
- Become familiar with current strategies and practices for preventing behaviors from escalating
- Learn to evaluate behavior plans using a quality evaluation rubric
- Receive and provide constructive feedback on the development of BIP's and FBA's
- Discuss and generate solutions for implementation issues
- Increase knowledge of MC SELPA's behavior forms, policies and procedures; state-mandated requirements; and related federal requirements (i.e., FBAs and Manifestation Determinations).

Presenter(s): Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA  
Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Everett Sivils, Behavior Specialist Monterey County Office of Education

Participants: General Education Teachers, Special Education Teachers, School Psychologists, Behavior Specialists and BCBA's

Location: MCOE, Room A/B

Time: 8:30 a.m. – 3:30 p.m.

Host: SELPA, [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Workshops Supporting Goal 3 – Parent Education**

Parent Education workshops are being offered conjointly by the Monterey County Special Education Local Plan Area (SELPA) and the Monterey County SELPA Community Advisory Committee (CAC). Each session is designed to offer parents important information on topics related to needs of families with children served in special education programs. All special education staff members are welcome to attend these sessions. Watch for our parent fliers that are distributed by special education service providers and check out the Parents' Corner on the SELPA web site for more information at [www.montereycoe.org/programs-services/selpa/parents-corner/index](http://www.montereycoe.org/programs-services/selpa/parents-corner/index).

Spanish interpretation is available by request for many sessions. It is important to pre-register for workshops so that sufficient materials and refreshments are prepared and interpreters are available.

## **Community Resources Fair: Getting Help for My Child with Disabilities**

Wednesday, May 17, 2017

There is no childcare available and Spanish interpretation is available with prior request; there is, however, a roving interpreter, and Spanish is spoken at many tables.
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This Community Resources Fair is designed to help parents and caregivers become more aware of services and programs for children of all ages with a variety of disabilities. Representatives of agencies and programs serving special needs children and young adults in Monterey County will be available to discuss the services offered. Educational, recreational, health and governmental agencies will be invited to participate in a resource fair format.

Presenter(s): Representatives from community programs and agencies in Monterey County  
Participants: Parents and caregivers, and special education staff  
Location: MCOE  
Time: 7:00 p.m. – 9:00 p.m.  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **By Request**

### **Ability Awareness**

By Request

To request this workshop, send an email message to the contact person identified below.
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Ability Awareness workshops can be arranged to provide simulation experiences for students in grades 1-12, staff and parents. Simulations of autism, learning disabilities, cognitive impairments, vision impairments, hearing impairments, orthopedic disabilities – as well as Tourette’s syndrome, obsessive-compulsive disorder (OCD) and attention-deficit hyperactivity disorders (ADHD) – can be arranged depending on site need or preference. Sites are responsible for supplying volunteers to help run the simulation centers. Ability Awareness workshop dates are arranged on a first-come basis, with a limited number of dates available each year.

Presenter(s): Anna Kauble, Ed.D., Jennifer Smith, M.A., and Patti Bangs, M.S., CCC-SLP, Program Specialists, Monterey County SELPA  
Participants: Students in grades 1 through 12, school staff and parents  
Time: The length of this presentation varies according to district needs  
Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Dealing with Misbehavior: 1-2-3 Magic! and MORE 1-2-3-Magic!**

By Request

To request these workshops, send an email message to the contact person identified below.
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Join us in learning how to teach your children – preschoolers to preteens – to do what you want them to do. Participants will learn effective methods for managing the behavior of children 2 to 10 years old. The first presentation will focus on encouraging appropriate responses to arguing, whining, demanding, and disrespectful behavior (STOP behaviors). Strategies will be discussed for handling sibling rivalry, temper tantrums, and pouting. 1-2-3 Magic! is simple, practical, and relatively easy to learn and use. The second presentation, MORE 1-2-3 Magic focuses on encouraging and supporting positive behaviors (START behaviors).

Presenter(s): Jennifer Smith, M.A., Program Specialist, Monterey County SELPA  
Participants: Parents of students in special education and educators  
Time: This is a 3-hour presentation  
Contact: Jennifer Smith, [jensmith@montereycoe.org](mailto:jensmith@montereycoe.org)



## Evidence-Based Practices for Students with ASD in the School Setting

By Request

To request this workshop, send an email message to the contact person identified below.
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As Monterey County school districts progressively serve more students with autism spectrum disorders, special educators need to be informed about instructional principles that address the universal as well as unique learning needs of this population. This workshop will define characteristics of students who can benefit from specialized programs in language and social communication. Participants will become familiar with interventions meeting standards established by the National Research Council in Educating Children with Autism (2001) and the National Professional Development Center on Autism Spectrum Disorders. The significant role that general education administrators, teachers, and related special services personnel – including occupational therapists, speech-language pathologists, behavior and inclusion specialists, and instructional assistants – play in effectively supporting these learners along a continuum of program delivery will be discussed.

CPDC: 2 hours

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA

Participants: Speech-language pathologists, occupational therapists, school psychologists, general and special education teachers, instructional support staff, general education and special education administrators

Time: This is a 2-hour presentation, but the length of the presentation can be tailored to the needs of the district.

Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **SIRAS**

By Request

To request this workshop, send an email message to the contact person identified below.

Participants will learn how complete Pre-IEP forms, Basic IEP forms, Assessment Reports, and Other forms following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEPs as well as an overview of SIRAS. If you own a laptop and have access to SIRAS, please bring your laptop to the training.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, and Gina Rosas, Student Program Data Analyst, Monterey County SELPA

Participants: Special Education Staff

Time: The length of this presentation varies.

Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **Multi-Tiered System of Supports (MTSS)**

By Request

To request this workshop, send an email message to the contact person identified below.
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According to the California ELA/ELD Framework (2014), a coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students' needs. The Multi-Tiered System of Supports (MTSS) model expands California's Response to Intervention and Instruction (RtI2) process by aligning all systems of high quality first instruction, support, and intervention and including structures for building, changing, and sustaining systems. In addition, assessments and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making. The goal of this workshop is to encourage collaborative interactions that drive the analysis of data to determine appropriate student supports. District and/or school sites are encouraged to register for this workshop as a team.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: General Education staff, Special Education staff, and Administrators  
Time: The length of this presentation varies.  
Contact: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **The Instructional Assistant’s Role in Inclusive Classrooms**

By Request

To request this workshop, send an email message to the contact person identified below.
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This workshop will provide introductory information on the roles and responsibilities of instructional assistants who are supporting students with significant disabilities in general education classrooms. These roles and responsibilities include working as part of the team, communicating with team members, teaching new behaviors, dealing with challenging behaviors, selecting instructional strategies and materials, and developing adaptations. Each participant will receive a manual that can serve as a reference when working with students who are included.

Presenter(s): Anna Kauble, Ed.D., Jennifer Smith, M.A., and Patti Bangs, M.S., CCC-SLP, Program Specialists, Monterey County SELPA  
Participants: Instructional assistants in inclusive settings and special education staff  
Time: This is a 1½-2-hour presentation  
Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **An Introduction to Autism Spectrum Disorders**

By Request

To request this workshop, send an email message to the contact person identified below.
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What is meant by a “spectrum disorder”? What are early “red flags” of autism? How is the diagnosis made? What should I know about the unique learning styles of autistic children? What evidence-based approaches are there for treating autism? How can I support a student’s needs in the areas of social communication, sensory processing, and emotional regulation?

These questions, and more about Autism Spectrum disorders (ASD) are answered in this “user-friendly” hour and one-half presentation for teachers, administrators and other interested participants who need the basics and/or an update about this disability. Participants will also learn strategies for supporting children with ASD at school, at home and in the community.

Classroom suggestions and environmental supports will be provided in an interactive lecture format. There will be a display of visual language materials and activities to support the autistic learner’s speech-language development, social communication, and emotional regulation.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA  
Participants: General and special educators, administrators and instructional assistants  
Time: This is a 1½-hour presentation  
Host: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## **Evidence-Based Interventions for Your Child with an Autism Spectrum Disorder**

By Request

To request this workshop, send an email message to the contact person identified below.

Children diagnosed with Autism Spectrum Disorder (ASD) benefit from individualized interventions that are research-based. This workshop will familiarize parents with several approaches that meet this requirement.

The following topics will be discussed:

- New information about Autism Spectrum Disorder
- A definition of ‘evidence-based’ interventions
- A description of various evidence-based interventions and their implementation
- An introduction to Internet resources for parent training or information gathering
- Exploration of apps that benefit children diagnosed with ASD

Presenter(s): Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA

Participants: Parents and family members of children with special needs

Time: This is a 2-hour presentation

Contact: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org)

## Writing Legally Defensible IEPs

By Request

To request this workshop, send an email message to the contact person identified below.

Participants will learn the Essential IEP Elements as stated in IDEA, how to write present levels of academic achievement and functional performance, and how to write legally defensible IEP goals in alignment with the Common Core State Standards.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: Special Education Staff and Administration  
Time: This is a 2-hour presentation  
Contact: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Provision of Related Services for Students Who Have Emotional and Behavioral Needs**

By Request

To request this workshop, send an email message to the contact person identified below.
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This interagency workshop is designed to provide participants with information about meeting the needs of students who receive special education services and who have identified needs in the area of social/emotional/behavioral development. It will cover legal requirements, referral and assessment procedures, the provision of district-level related services, and the provision of related services for students who have emotional and behavioral needs through the Monterey County Health Department, Behavioral Health Division (DBH).

Presenter(s): Monterey County SELPA; Monterey County Health Department, Behavioral Health Division (MCBH)  
Participants: Special education staff and administrators; MCBH clinicians and administrators  
Time: This is a 2-hour presentation  
Host: Jennifer Smith, [jensmith@montereycoe.org](mailto:jensmith@montereycoe.org)



## **SELPA Forms**

By Request

To request this workshop, send an email message to the contact person identified below.
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This workshop will introduce participants to the array of SELPA forms that are available for competing their IEP paperwork.

Presenter(s): Anna Kauble, Ed.D., Program Specialists, Monterey County SELPA

Participants: Special education staff

Time: This is a 2-hour presentation

Contact: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **TouchMath: The Essentials**

By Request

To request this workshop, send an email message to the contact person identified below.
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Hold on to your pencils...put those fingers away...erase those hash marks...here comes TouchMath to the rescue! What is TouchMath? It's a simple system that gives students instant power and mastery over the most challenging calculation problems. Once the "touch points" and a few simple rules are learned, students can add, subtract, multiply and divide with ease, confidence and understanding. Touch Math is a must for all who teach emerging math skills.

Presenter(s): Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA  
Participants: Special education teachers in grade levels K through 8, general education teachers in Grade Levels K through 5, RtI teachers, remedial middle school teachers, administrators, curriculum specialists, and parents  
Time: This is a 2-hour presentation  
Contact: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Read Naturally for Support Staff**

By Request

To request this workshop, send an email message to the contact person identified below.
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This training is meant to give support staff the tools they need to monitor and assist the special education or the general education teacher in delivering the Read Naturally program. Once struggling readers know the fundamentals of decoding and can demonstrate a basic level of word attack skills, it is time to also focus on reading fluency and comprehension. Read Naturally combines three research-proven strategies to accomplish this. Participants will learn how when correctly implemented this simple, yet powerful, format can significantly improve reading achievement.

Participants will learn:

1. The importance of attaining fluency and how it directly correlates with the comprehension
2. Strategies for monitoring the research-based program to facilitate significant student growth
3. How to administer the reading fluency checks for cold and hot reads, and to calculate the words-correct-per-minute (WCPM) score
4. How the progress monitoring tools motivates students to become excited about reading

Presenter(s): Anna Kauble, Ed.D, Program Specialist, Monterey County SELPA

Participants: Special education teachers, instructional assistants

Time: This is a 2-hour presentation

Contact: Anna Kauble, [akauble@montereycoe.org](mailto:akauble@montereycoe.org)

## **Writing SMART IEP Goals that Align to CCSS**

By Request

To request this workshop, send an email message to the contact person identified below.
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This workshop is designed to provide participants with the rationale and processes involved in writing compliant IEP goals and objectives that are Specific, Measureable, Attainable, Relevant, Time-bound, and aligned to California's Common Core State Standards. Participants will begin by analyzing baseline data, identifying present levels of academic achievement and functional performance, and identifying individual student needs. Participants will get hands-on group and individual guided practice in developing measurable goals and objectives and choosing appropriate progress monitoring tools. This training will also take a brief look at the SIRAS Goal Wizard and other online references and applications to assist in compliant goal writing.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Jennifer Smith, and Anna Kauble, Ed.D., Program Specialists, Monterey County SELPA

Participants: Special education teachers, special education service providers, and administrators

Time: This is a 3-hour presentation

Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## Meeting Students' Needs Through Universal Design for Learning

By Request

To request this workshop, send an email message to the contact person identified below.

Twenty first century classrooms are full of diverse learners with varying needs. It is the job of all teachers to meet students where they are and bring them to where they need to be. This workshop is designed to provide participants with innovative and fresh ideas that will help drive instruction to meet the needs of the diverse learners in your classroom. Be prepared to pull up your sleeves and try new instructional strategies and technology that can meet the needs of twenty first century learners.

Presenter(s): Patti Bangs, M.S., CCC-SLP, Jennifer Smith, M.A., and Anna Kauble, Ed.D.,  
Program Specialists, Monterey County SELPA

Participants: Special education teachers, speech language pathologists, and special education  
service providers

Time: This is a 3-hour presentation

Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## **IEP Meeting Basics for Administrators and Administrative Designees**

By Request

To request this workshop, send an email message to the contact person identified below.

This workshop is intended to assist individuals who attend IEP meetings in the role of either Administrator or Administrative Designee. This workshop is meant to provide general information for new administrators and a refresher for existing staff.

This workshop will include:

- Brief overview of the SELPA Procedural Handbook
- Review of eligibility procedures and criteria
- Guidance for facilitating challenging IEP meetings
- Flowcharts for the referral to review process
- Sample IEP, meeting agendas, checklists, and timelines
- Requests for additional services and assessments
- Summary of Parent Rights and parent participation

Presenter(s): Patti Bangs, M.S., CCC-SLP, Jennifer Smith, M.A., and Anna Kauble, Ed.D.,  
Program Specialists, Monterey County SELPA

Participants: Special education and general education management and administrators

Time: This is a 1 ½ - 2-hour presentation

Contact: [selpa@montereycoe.org](mailto:selpa@montereycoe.org)

## Autism and Mental Health Issues

By Request

To request this workshop, send an email message to the contact person identified below.
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Research has established that students on the autism spectrum frequently have co morbid conditions including developmental diagnoses, psychiatric diagnoses, neurological diagnoses and genetic diagnoses. This workshop will focus on the most common co-occurring psychiatric disorders. It will focus on how the disorder presents in the general population, how it presents in individuals with ASD, describe briefly the possible treatments including therapeutic interventions and medications that might be used. In addition, the use of Cognitive Behavioral Therapy and ASD will be discussed.

Presenter(s): Patti Bangs, M.S., CCC-SLP, and Jennifer Smith, M.A., Program Specialists,  
Monterey County SELPA

Participants: Special Education Teachers and Administrators, Psychologists, Counselors, etc.

Time: This is a 2-3-hour presentation

Contact: Patti Bangs, [pjbangs@montereycoe.org](mailto:pjbangs@montereycoe.org) or  
Jennifer Smith, [jensmith@montereycoe.org](mailto:jensmith@montereycoe.org)

## **Presenters**

### **Anita Archer, Ph.D.**

Anita Archer, Ph.D., serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of many Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, University of Washington, and University of Oregon. She has co-authored numerous instructional materials with Dr. Mary Gleason and a textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching*.

### **Patti Bangs, M.S., CCC-SLP**

Patti Bangs, M.S., CCC-SLP, Program Specialist, Monterey County SELPA

### **Mirit Friedland, M.A.**

Mirit Friedland, M.A., School Psychologist, Northern California Diagnostic Center

### **Scott Schwartz, Ph.D.**

Scott Schwartz, Ph.D., School Psychologist, Northern California Diagnostic Center

### **Kenyon Hopkins, M.S.**

Kenyon Hopkins, M.S., Executive Director, Monterey County SELPA

### **Anna Kauble, Ed.D.**

Anna Kauble, Ed.D., Program Specialist, Monterey County SELPA

### **Jennifer Smith, M.A.**

Jennifer Smith, M.A., Program Specialist, Monterey County SELPA

### **Everett Sivils**

Everett Sivils, Behavior Specialist, Monterey County Office of Education



**Arlene Kim, M.A., M.P.H. CCC-SLP-L**

Arlene Kim, M.A., M.P.H. CCC-SLP-L, Speech-Language Pathologist

**Laura Denton, Ed. D.,**

Laura Denton, Ed. D., Education Specialist, Northern California Diagnostic Center

**Dr. Aarti Nair**

Dr. Aarti Nair, UCLA Semel Institute for Neuroscience and Human Behavior

**Natalie Jovic-Limm, M.S., LEP**

Natalie Jovic-Limm, M.S., LEP, School Psychologist, Northern California Diagnostic Center

**Amy Laurent, Ed. M, OTR/L**

Amy Laurent, Ed. M, OTR/L is a pediatric occupational therapist who holds a Master's degree in Special Education and is completing a doctorate in Experimental Psychology at the University of Rhode Island. Currently in private practice, Amy specializes in the education of children with autism spectrum disorders (ASD) and related developmental disabilities. The majority of Amy's work involves collaborating with and supporting school teams and families. Her consultative services focus on the creation of educational programs and environments that facilitate children's active engagement and learning at home, in schools, and throughout their communities. The SCERTS Model along with differentiated instruction and developmental theory guide her practice. She works with educational teams in K-12 schools, pre-schools, and early intervention programs. In addition to her role as a consultant, Amy serves as an adjunct faculty member for the Department of Communicative Disorders at the University of Rhode Island and for the Department of Communication Sciences and Disorders at Emerson College in Boston, MA. At these institutions, she teaches undergraduate and graduate courses focused on preparing graduating clinicians to meet the needs of children with ASD and the needs of their families. (see training page for information). Additionally, she is a co-developer of the SKIP (Super Kids Interactive Play) Program at the University of Rhode Island. Her publications, including a chapter in the Handbook of Autism and Pervasive Developmental Disorders (3rd Ed) have focused on emotional regulation in children and adolescents with ASD and its impact on later social competence. She frequently lectures and provides training throughout the United States and internationally on the SCERTS Model and other topics related to therapeutic and educational intervention for children with ASD.

**Michael Soria**

Executive Director of Education, Innovative Learning Concepts Inc., *Creators of TouchMath*

## Directions to MCOE

From Moss Landing take Hwy 183 through Castroville, then right on Davis Road. Turn left on Blanco, then turn left onto Blanco Circle which dead ends at the MCOE parking lot.

From San Jose take the second Monterey Peninsula exit from Hwy 101 and turn right onto Sanborn Road. Continue on Sanborn as it becomes Blanco Road. Then turn right onto Blanco Circle which dead ends at the MCOE parking lot.



From Monterey & Carmel take Hwy 68 toward Salinas. Turn right onto Blanco Road, then turn left onto Blanco Circle which dead ends at the MCOE parking lot.

From South County take Abbott Street exit, then turn left onto Blanco Road, then turn right onto Blanco Circle which dead ends at the MCOE parking lot.

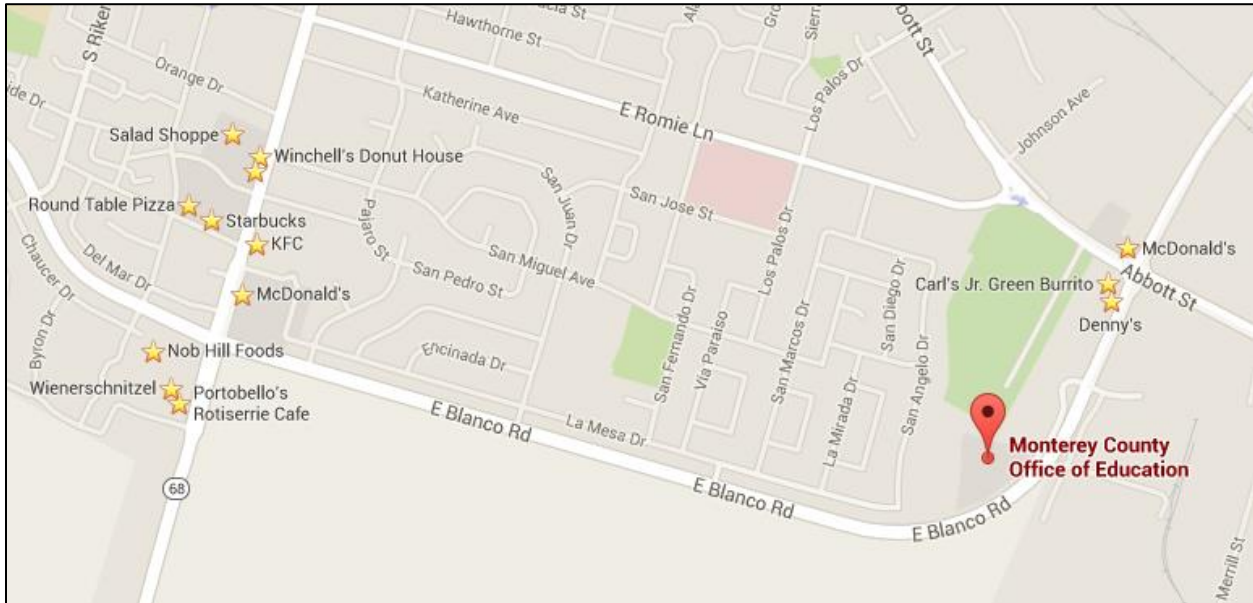
## Lunch Recommendations

### On Blanco Rd near Abbott St:

- McDonald's
- Carl's Jr.
- Green Burrito
- Denny's

### On Blanco Rd near South Main St:

- Nob Hill Foods
- Portobello's
- Wienerschnitzel



### On the right-hand side of South Main St (coming from Blanco Rd):

- McDonald's
- KFC

### On the left-hand side of South Main St (coming from Blanco Rd):

- Starbucks
- Round Table Pizza
- Jamba Juice
- Winchell's Donut House
- The Salad Shoppe
- Sea Harbor Fish Market