

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS
DESERT/MOUNTAIN SELPA • DESERT/MOUNTAIN CHILDREN'S CENTER • DESERT/MOUNTAIN CHARTER SELPA

PROFESSIONAL LEARNING AND SERVICES GUIDE ²⁰¹⁶⁻¹⁷



CALIFORNIA ASSOCIATION OF
HEALTH & EDUCATION LINKED PROFESSIONS



Explore Our Professional Learning Opportunities

The 2016-17 professional learning opportunities provide an increasing inter-connectedness between the academic, behavioral, and social/emotional supports to keep you learning, growing, and working toward the relentless pursuit of whatever works in the life of a child.

Participate in just one course or attend a pathway that provides in-depth knowledge in a specific area. Several pathways provide a blended approach of face-to-face learning and online learning.

As always, all of the professional learning opportunities we offer are supported by research and are provided by specialists in their field. We believe that high quality professional learning will enhance your teaching practice and greatly benefit your students.



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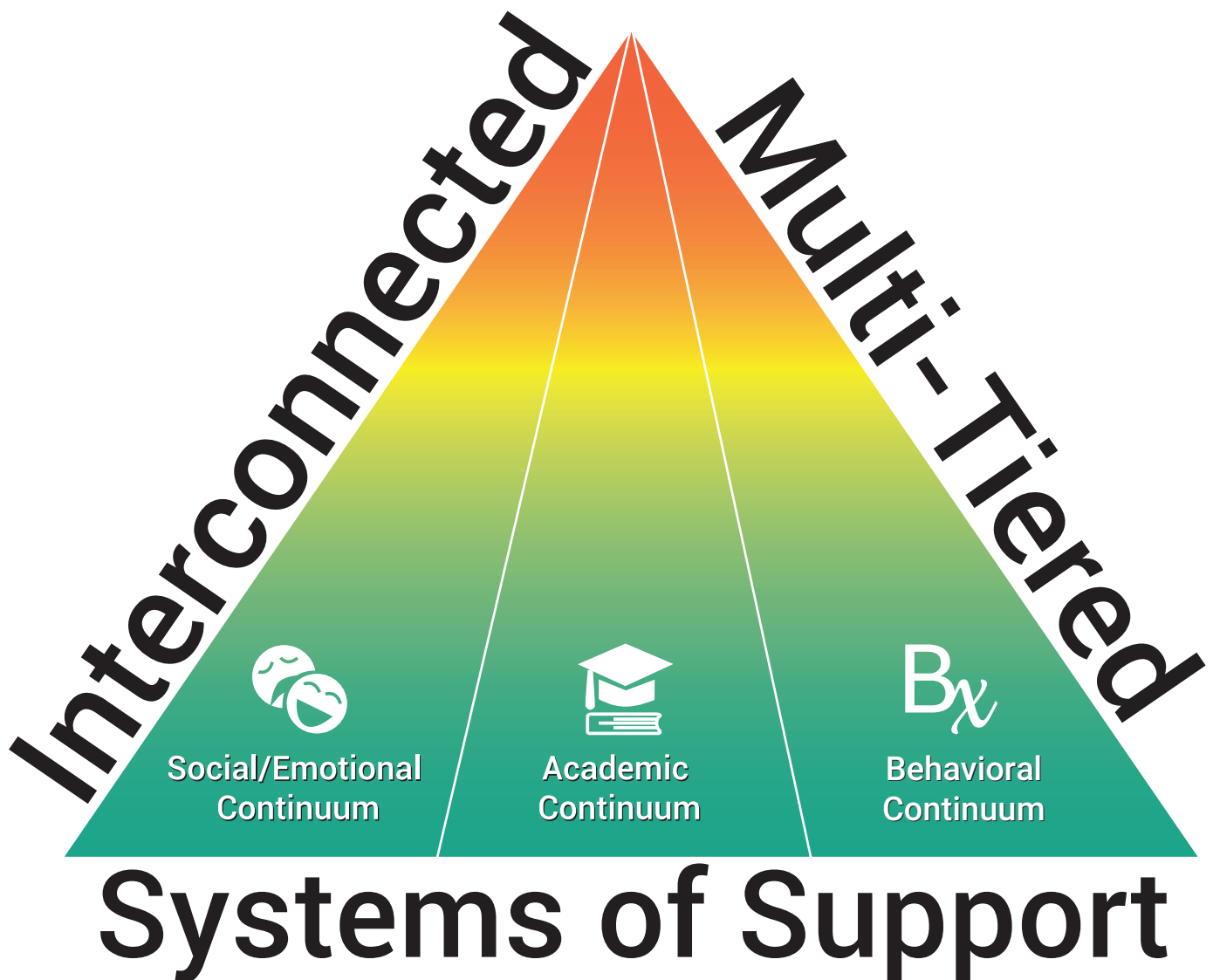


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Interconnected Multi-Tiered Systems of Support (IMTSS)

Our Interconnected Multi-Tiered System of Supports (IMTSS) framework will help ensure that all students have an evidence-based system of instruction, school climate, and comprehensive social/emotional supports that will assist them in achieving success. This unique combination:

- Embraces and addresses the diverse needs of ALL students
- Provides high-quality curricula aligned with resources and supports
- Provides additional supports and interventions for students when necessary
- Aligns the systems necessary for academic, behavioral and social/emotional success



Legend



Social/Emotional Continuum



Academic Continuum



Behavioral Continuum



This event is a regional event, hosted at the Desert Mountain Educational Service Center. 17800 Highway 18, Apple Valley, CA 92307



This event can be scheduled to be hosted on-site.* For more information, please visit www.cahelp.org/onsite

**A minimum number of participants may be required for specific trainings due to the content and/or interactive nature of the training.*

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Professional Learning Pathways Leading to a Certificate of Completion

Participating in a Pathway allows for a deeper understanding and integration of the academic, behavioral, and social/emotional needs of the students we service. Participants are able to prioritize courses to attend that fit the unique practices, values, and beliefs of their school site or LEA. Opportunities for learning may include technical assistance and coaching, depending on the course and needs of the participants. This also allows for learning over time and for building long-term professional relationships with participants and the program staff of the Desert/Mountain SELPA, Charter SELPA and Children's Center.



**NEW
THIS YEAR**
★ ★ ★

Building Bridges to Inclusion: Access for All

Building Bridges to Inclusion: Access for All was developed in recognition of California's shift towards a universal education system that provides all children with education and supports that maximize their development and potential. While implementing California's Common Core State Standards (CCSS), teachers and staff can build capacity to meet the needs of all children by integrating Universal Design for Learning (UDL) as the foundation to an academic Multitiered System of Supports (MTSS). A tier one support, UDL addresses the myth of the average student by acknowledging learner variability and capitalizing off of the assets of diversity. Examined within the context of MTSS, UDL provides principles that guide instruction and contribute to success in the CCSS.

Courses are designed as face-to-face and online classes. Participants will need to bring and use their own devices (e.g., Chromebook, laptop, iPad, etc.). Additional on-site coaching is also provided as requested. There are four required face-to-face courses and three online self-paced courses.

Required Course(s)

Course One - September 12, 2016

Introduction to Building Bridges to Inclusion: Access for All

In this three-hour face-to-face course, participants will be introduced to UDL. UDL recognizes the myth of the average student by addressing variability of learners. It recognizes that diversity exists in classrooms and uses that wealth of difference as assets for building instruction. Participants will explore educational policies and initiatives that are shifting instruction to include more inclusive practices. Participant will also identify their current knowledge about UDL theory and practices. Participants will discuss the remainder of the courses in the Building Bridges to Inclusion: Access for All pathway. Set-up activities will be completed by each participant to begin the online courses and technology trainings.

Course Two - September 16, 2016

Expert Learning and the Variability of Learners

In this three-hour online self-paced course, participants will investigate the qualities needed to develop expert learners, expert teachers and expert systems. Participants will describe learner variability and analyze how student differences influence instruction. Upon completion of the course, participants will be able to apply expert systems and assess learner variability to improve learning by meeting the strengths and needs of all students. Participants will engage in a community of learning through online discussions and extension activities.

Course Three - October 17, 2016

Principles and Foundations of UDL

In this three-hour online self-paced course, participants will unpack the principles of UDL. Participants will also evaluate the networks of UDL that coincide with the three principles. Understanding how the principles and networks of UDL intertwine and function simultaneously, participants will begin to explore how their relationship addresses learner variability while developing expert learners. During this course, participants will engage in a community of learning through online discussions and extension activities.

MTSS Area



Recommended for:

Special Education Teachers,
General Education Teachers,
Paraprofessionals,
Instructional Coaches

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ Other Pupil Outcomes
- ⊕ School Climate

Building Bridges to Inclusion: Access for All

Required Course(s) *Continued*

Course Four- November 1, 2016

Building Bridges to Inclusion: Access for All in Math, Reading/Writing, and Executive Functioning/Speaking and Listening

In this six-hour face-to-face course, participants will evaluate and discuss their new knowledge of UDL. Founded on their understanding of the principles, expert learning, and learner variability, participants will identify UDL supports in the areas of math, reading/writing, and executive functioning/speaking and listening. A Building Bridges to Inclusion: Access for All Tech and Flex Guide will also be included for participants during this course. Using the Building Bridges to Inclusion: Access for All Tech and Flex Guide, participants will align the supports to three UDL principles.

Course Five- December 1, 2016

Instructional Components of UDL Curriculum

In this three-hour online self-paced course, participants will explore four interrelated instructional components that comprise the UDL curricula. Participants will apply the components as they engage in an exploration of the implementation of UDL, continuing to learn to apply the principles and networks of UDL and the qualities of expert learning. During this course, participants will engage in a community of learning through online discussions and extension activities.

Course Six- January 31, 2017

Building Bridges to Inclusion: Access for All in Math, Reading/Writing, and Executive Functioning/Speaking and Listening & Team-Based Considerations

In this six-hour face-to-face course, participants will continue to identify UDL supports in the areas of math, reading/writing, and executive functioning/speaking and listening. In this course, participants will also be given the opportunity to assess the current practices present in their classrooms and at their schools, as well as consider their needs for implementation. Participants will engage in inquiry regarding the special education legal requirements that must be considered when implementing the principles and frameworks of UDL and AT. In addition to the evaluating, assessing, planning, and gathering of UDL supports, participants will review the Student, Environment, Tasks, and Tools (SETT) framework. Participants will discuss how the SETT framework guides further considerations of AT services and practices. Critiquing and analyzing their own current instructional practices, participants will begin to prepare for their own team based-considerations.

Course Seven - February 28, 2017

Building Bridges to Inclusion: Access for All Designs for All

In this six-hour face-to-face course, participants will collaboratively analyze the considerations of their teams concerning the development of a Building Bridges to Inclusion: Access for All learning environment. Aware of the considerations, participants will adapt a lesson plan or curriculum applying the UDL framework and AT supports and predict student outcomes based on their design. Participants will also begin collaboratively designing an action plan for implementation at their site, as well as continued engagement in the community of learning established throughout the pathway and online discussions.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117431>

Building Successful Readers in the Age of Common Core

Designed to provide the theoretical background and practical application for teaching beginning reading to special education students, this pathway provides instruction and experience with the assessment of reading skills and the use of systematic and explicit methods of teaching. The areas of phonological awareness, phonics, fluency, vocabulary, and comprehension will be covered in courses designed to give instructional staff the background, knowledge, strategies, and materials to allow them to support students with special needs in the area of literacy. Participants will also be provided with resources and supports to assist them in passing the RICA – Reading Instruction Competence Assessment.

In answer to AB1369, which is sometimes called the Dyslexia Bill, all students are going to be required to be assessed in the area of phonological processing. Given that 42% of all students qualify under the category of Learning Disabilities and 70-80% of those students have reading disabilities, many school personnel are needed to support literacy assessment and instruction.

Required Course(s)

Course One - January 5, 2017

Purpose, Background, Introduction to Reading Methods, and Phonological Awareness, Part 1

This course will provide the background needed to understand the impact of new federal and state legislation regarding reading and will discuss recent research on what areas of reading are needed to give students the foundation for becoming skilled readers. The assessment and instruction of phonological awareness skills will be explored and strategies for intervention examined.

Course Two - January 12, 2017

Purpose, Background, Introduction to Reading Methods, and Phonological Awareness, Part 2

This course will continue to focus on phonological awareness skills and what happens when a child struggles with those skills. Levels of acquisition will be defined and activities for building skills at each level will be demonstrated. Additionally, the Alphabetic Principle will be defined and instructional strategies explored.

Course Three - January 19, 2017

Vocabulary and Academic Language Development

This course is designed to provide an understanding of the underpinnings of vocabulary knowledge and its correlation to language development. Research and instructional strategies for teaching vocabulary will be explored.

Course Four - January 26, 2017

Fluency: Assessment and Instruction

This course will provide an introduction to fluency through definition and key factors. Assessment of this important fraction of literacy will be explored and practiced. Fluency norms study and practice determining if students need assistance in this area will be provided. Activities for instruction will be investigated and practiced.

IMTSS Area



Recommended for:

General and Special Education,
Elementary Level Teachers,
Speech Language Pathologists,
Paraprofessionals

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Course Access

Building Successful Readers in the Age of Common Core

Required Course(s) *Continued*

Course Five - February 2, 2017

Syllabic Analysis; Structural Analysis and Orthographic Analysis

This course will provide definitions and an understanding of how words in the English language are put together in prefixes, suffixes, and roots and how they are spelled. The process of teaching students how to analyze words will be studied and practiced. Research supporting the teaching of this aspect of reading will be explored.

Course Six - February 8, 2017

Comprehension: Assessment and Understanding of Narrative and Literary Texts

Designed to develop an understanding of the basic concepts and factors influencing comprehension, this course will focus on assessment and understanding of literary text.

Course Seven - February 16, 2017

Comprehension: Understanding Expository and Informational Texts and Research Skills

Designed to assist educators by considering content-area literacy skills needed by our students and ways to assist them in comprehending what they read, this course will explore the characteristics of expository text, describe what our students need to know, and provide strategies to scaffold learning.

Course Eight - February 23, 2017

Case Study and RICA Preparation

Designed to give participants experience in answering possible RICA questions and studying a student with special needs reading profile, this course will be the culminating class for the pathway.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117182>

Effectively Supporting Individuals with Autism

The Effectively Supporting Individuals with Autism Pathway was created to support the professional in becoming more proficient when working with individuals on the autism spectrum by focusing on the core deficits and challenges that individuals with autism struggle with on a daily basis. Additionally, focus will be placed on the use of evidence-based practices to support individuals with autism in the acquisition of new skills and successful participation in the educational environment.

The courses offered will help participants develop increased knowledge related to the specific characteristics of autism, communication deficits, impaired social understanding, behavioral challenges, and improving academic performance.

There are two different certificates being offered for this pathway. A Level 1 certificate requires participation in the five required courses and three additional elective courses. A Level 2 certificate requires the completion of all Level 1 requirements plus participation in an additional four elective courses. After completion of all required and additional elective courses, participants will receive either an Effectively Supporting Individuals with Autism Level 1 or Level 2 certificate.

Required Course(s)

Course One - September 6, 2016 & January 24, 2017 - Autism Spectrum Disorders & Evidence-Based Practices- An Overview
(Online Course Available) see Autism section for course description

Course Two - October 11, 2016 - Autism Spectrum Disorders and Communication
see Autism section for course description

Course Three - January 31, 2017 - Autism Spectrum Disorders and Social Understanding
see Autism section for course description

Course Four - February 24, 2017 - Autism Spectrum Disorders and Behavior
see Autism section for course description

Course Five - March 21, 2017 - Helping Students with Autism Access the Common Core State Standards
see Autism section for course description

IMTSS Area



Recommended for:

Special Education Teachers,
Administrators, General
Education Teachers,
Paraprofessionals

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ Other Pupil Outcomes
- ⊕ School Climate

Effectively Supporting Individuals with Autism

In addition to the required courses, this pathway allows the participant to choose three or four elective courses based on level of certification. The following courses are eligible for elective courses in this pathway. For additional course information, please see page number below.

Elective Courses	Course Date(s)	Section
Reinforcement	9/29/16, 3/28/17	Autism
Prompting	10/4/16, 4/11/17	Autism
Visual Supports	10/18/16, 4/25/17	Autism
Self-Management	11/15/16	Autism
Video Modeling	11/29/16	Autism
Social Narratives	12/8/16	Autism
PECS Basic, Level 1	10/26/16 and 10/27/16	Autism
PECS Advanced, Level 2	3/6/17 and 3/7/17	Autism
Structured Teaching: Visual Learning Supports Student Learning	10/10/16 and 10/17/16	Autism

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-118495>

Supporting Students with Hearing Loss in the General Education Setting

Often students with hearing loss participate in general education classes with teachers and support staff who have minimal knowledge about hearing loss and its effects on learning. This pathway will help teachers and support staff learn about hearing loss, investigate equipment to assist students, and implement strategies to assist their students with hearing loss achieve their academic and social learning goals.

Required Course(s)

Course One – Navigating the Course to Receive Audiological Services and Equipment - September 1, 2016

Designed to teach staff how to complete referrals for audiological services, this course will assist SLPs, nurses, special education staff, and clerical staff in learning the SELPA process for obtaining audiological services and equipment, as well as help them become familiar with newly revised forms and procedures. Participants will:

- ⊕ Be introduced to newly revised referral forms
- ⊕ Become familiar with D/M SELPA Audiological Procedures
- ⊕ Practice developing a referral
- ⊕ Learn what to do once the assessment is complete, the report is received, and the IEP meeting to review the assessment has been completed
- ⊕ Learn important points of consideration if a recommendation or request for equipment has been received

Course Two – So You Have a Student with Hearing Loss in Your Class...How Can You Support Learning Success? - September 12, 2016

This course is designed for teaching and support staff who are serving students with hearing loss in their class and therapy rooms. Participants will:

- ⊕ Learn the types, causes and effects of hearing loss
- ⊕ Gain strategies for working with students with hearing loss
- ⊕ Know what students with hearing loss wished you knew
- ⊕ Learn how to refer students for audiological services
- ⊕ Learn about technology to maximize hearing

Course Three – How Do They Hear? - September 26, 2016

This course is an introduction to how we actually hear and how assistive technology equipment can assist when there is a malfunction of the hearing mechanism. Participants will:

- ⊕ Learn the parts of the human hearing mechanism and how they transmit sound
- ⊕ Know how types of equipment such as hearing aids, cochlear implants, and FM systems can assist their students
- ⊕ Learn about the education and access laws effect students with hearing loss

IMTSS Area



Recommended for:

Special and general education teachers, paraprofessionals, speech-language pathologists, and anyone who interacts with students with hearing loss.

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ Other Pupil Outcomes
- ⊕ School Climate

Supporting Students with Hearing Loss in the General Education Setting

Required Course(s) Continued

Course Four – Troubleshooting Equipment for Students with Hearing Loss - October 24, 2016

Designed to give participants hands-on learning and practice with assistive equipment to assist their students with hearing loss. Participants will:

- ⊕ Learn the parts of FM systems and how they work.
- ⊕ Learn the components of Troubleshooting Kits* and their function.
- ⊕ Discover and “fix” malfunctioning systems.

** Those participants who have a student with hearing loss who uses an FM system in class may receive a Troubleshooting Kit*

Course Five – Lesson and Therapy Ideas to Support Students with Hearing Loss - December 5, 2016

How can a general education teacher and speech-language pathologist work together to maximize the mainstream experience for their students with hearing loss? This course is designed to focus on specific academic and social issues that may be co-taught or co-supported to assist their students. Participants will:

- ⊕ Explore issues for students with hearing loss in the mainstream
- ⊕ Learn ways to foster self-advocacy skills
- ⊕ Learn strategies for teaching some components of English Language Arts
- ⊕ Learn ways to collaborate with other site educators

Optional Course(s)

Course Six – Region 10 Deaf and Hard of Hearing Committee Training

Program Specialist/Presenter will provide details during Course 1

CEUs will be offered for Speech-Language Pathologists for all courses. A Certificate of Completion will be given to participants who complete the five required courses.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117166>

Applied Behavioral Interventions

This pathway is intended to assist practitioners in using evidence-based practices to prevent behavioral challenges. In addition, a team-based approach will be the focus of intervention for early stages, moderate, serious, and extreme behavioral challenges. Finally, the goal is to support educators in creating and evaluating behavioral intervention plans and implementing research-supported strategies.

Note: All participants must take the Disabilities Awareness Overview course before beginning the pathway leading to the level 1, level 2 and level 3 certificates of completion. Pathway requirements will be discussed during this course. It is advised that participants take courses in the order suggested below. Upon completion of the level 3 pathway, participants will have completed a minimum of 42 hours of professional training in the field of applied behavioral principles.

Required Course(s)

Prerequisite

Disabilities Awareness Overview - September 8, 2016 & January 10, 2017

see Behavioral Supports section for course description

Level 1

Reinforcement - September 29, 2016 & March 28, 2017

see Autism section for course description

Prompting - October 4, 2016 & April 11, 2017

see Autism section for course description

Visual Supports - October 18, 2016 & April 25, 2017

see Autism section for course description

Level 2 (Prerequisite - Level 1)

Self-Management - November 15, 2016

see Autism section for course description

Video Modeling - November 29, 2016

see Autism section for course description

Social Narratives - December 8, 2016

see Autism section for course description

Level 3 (Prerequisite - Level 2)

Competing Pathways Charting - December 7, 2016

see Behavioral Supports section for course description

Functional Behavioral Assessments - January 17, 2017

see Behavioral Supports section for course description

Behavioral Intervention Plan Principles-The BIP Level 2 - February 14, 2017

see Behavioral Supports section for course description

The Behavioral Intervention Plan-The Scoring Guide - February 28, 2017

see Behavioral Supports section for course description

Practical Applications of Behavioral Principles - March 14, 2017

see Behavioral Supports section for course description

Recommended for:

School Personnel working with students who experience behavior that impedes their learning and the learning of others, specifically but not limited to the Tier 2 and 3 levels.

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ Other Pupil Outcomes
- ⊕ School Climate

IMTSS Area



Applied Behavioral Interventions

In addition to the required courses, this pathway allows the participant to choose elective courses. The following courses are eligible for elective courses in this pathway.

Elective Courses	Course Date(s)	Section
Classroom Structure	10/25/2016	Behavioral Supports
Classroom Management	11/1/2016	Behavioral Supports
The BIP, Level 1	Online Only	Behavioral Supports
Crisis Prevention Institute (CPI)	9/20 & 9/21/2016 11/9 & 11/10/2016 2/7 & 2/8/2017 4/5 & 4/6/2017	Behavioral Supports
Bullying Prevention for the School Site (only if site is already involved in PBIS)	Onsite Request	Behavioral Supports
Verbal De-Escalation	Onsite Request	Behavioral Supports
WhyTry? Level 1	10/28/2016, 1/25/2017	Behavioral Supports
WhyTry? Level 2	3/21/2017	Behavioral Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

Level 1



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117578>

Level 2



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117582>

Level 3



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117586>

Social Emotional Wellness for Youth

Research suggests social and emotional wellness contributes to success in school, in the workplace and in life. Parents and educators working together can promote positive emotional wellness in youth by understanding the components of social and emotional wellness, understanding how adults can be protective factors in the lives of the children they serve, and by knowing the signs of a mental illness or child in crisis. The courses in this pathway are designed to provide educators with a basic understanding of social emotional wellness and how to recognize when a child needs help. Participants will also learn how social emotional health disorders impact academic success. Participants who complete the one required course and three additional elective courses will receive a certificate of completion in social emotional wellness for youth.

Required Course(s)

Course One - September 13, 2016

Introduction to Social Emotional Wellness and the Top Youth Mental Health Concerns

It is no secret that children and teens who are resilient and possess a sense of self-worth, who like school, have friends and feel connected to adults at home and at school, will perform better in school and in the world around them. Sometimes, however, mental health issues can affect how a student thinks, feels, and acts. This day will include information about the importance of connecting children to their school community and how to increase protective factors among youth. Educators also need to know the signs of children who may be experiencing challenges including depression, anxiety, eating disorders, and other mental health concerns. Equally important, specific tools and strategies needed to create positive learning climates that enhance social and academic achievement will be provided in this hands-on learning opportunity. Participants will also be presented with the information in the elective courses listed below and will be supported in choosing those which best fit their teaching situation and/or areas of interest.

IMTSS Area



Recommended for:

Speech-Language
Pathologists

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ School Climate

Social Emotional Wellness for Youth

Each elective course uniquely supports educators' understanding of the social emotional needs of children and provides specific strategies to support those needs. The following electives are recommended as a part of this pathway.

Elective Courses	Course Date(s)	Section
The Brain, Trauma and Behavior	10/25/2016	Social/Emotional Supports
How Does Your Engine Run? The Alert Program for Self-Regulation	11/16/2016	Social/Emotional Supports
Youth Mental Health First Aid	TBD	Social/Emotional Supports
Self-Harming Versus Suicide: Understanding the Differences	1/13/2017	Social/Emotional Supports
Supporting and Understanding Children from Adverse Backgrounds	11/8/2016 or 3/29/17	Behavioral Supports
Social Skills Groups	2/23/17	Social/Emotional Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117424>

Becoming an Exceptional Educator: What Every **New** Special Education Teacher Needs to **Thrive**

Special education teachers need to possess a number of skills in order to effectively meet the needs of the students they serve. This training is designed to provide teachers new to special education with the knowledge and skills they need to become powerful instructors. Days one, two and three are required days of learning that are the “core” of what every special educator needs to know to be able to get started and write legally defensible IEPs. Upon completion of the first three days, participants will be able to customize this learning pathway to best meet their individual needs by choosing courses that align with their unique teaching position.

Note: To receive the “Certificate of Completion,” participants must choose a minimum of four additional courses. Also, participation in this training requires district commitment to pair a new special education teacher with a district coach or mentor teacher.

Required Course(s)

Course One - August 8, 2016

Classroom Basics

Participants will:

- 💡 Understand and define a personal vision for becoming a special educator
- 💡 Understand the importance of ensuring a positive classroom environment from the first day of school
- 💡 Develop basic classroom policies and procedures
- 💡 Learn positive classroom management practices
- 💡 Gain first day/first week lesson templates to use on day one
- 💡 Develop a personal learning plan from the courses available to best meet the unique teaching situations of each participant

Course Two - August 24, 2016

IEP Forms and Facts - see *Individual Protections* section for course description

Course Three - September 21, 2016

PLOPs, Goals, and Educational Benefit - see *Individual Protections* section for course description

IMTSS Area



Recommended for:

Year 1, Year 2 Special
Educators

LCAP Priorities

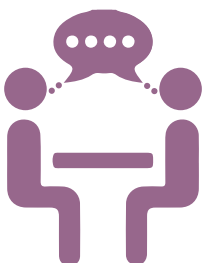
- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ Other Pupil Outcomes
- ⊕ School Climate

Becoming an Exceptional Educator: What Every *New* Special Education Teacher Needs to *Thrive*

In addition to the required courses, this pathway allows the participant to choose four elective courses. The following courses are eligible for elective courses in this pathway. For additional course information, please see the section listed below.

Elective Courses	Course Date(s)	Section
Autism Overview (3 hour course)	9/6/16, 1/24/17	Online
Prompting (3 hour course)	10/4/16, 4/11/17	Autism
Reinforcement (3 hour course)	9/29/16, 3/28/17	Autism
Video Modeling (3 hour course)	11/29/16	Autism
Crisis Prevention and Intervention (CPI) (2 Day Course)	9/20 and 9/21/16 or 11/9 and 11/10/16 or 2/7 and 2/8/17 or 4/5 and 4/06/17	Behavioral Supports
WhyTry?	10/28/16, 1/25/17	Behavioral Supports
Classroom Structure and Management	10/25/16, 11/1/16	Behavioral Supports
Prior Written Notice	4/28/17	Individual Protections
Writing Legally Compliant IEP Notes (2 hour course)	9/9/16, 3/17/17	Individual Protections
Least Restrictive Environment	8/26/16	Individual Protections
Web IEP (3 hour course)	TBD	Individual Protections
Transition Planning for Secondary Students	11/17/16, 2/9/17	College/Career Readiness
Instructional Strategies for Implementing CCSS (2 Day Course)	9/13/16 and 10/19/16 or 1/25/17 and 2/22/17	Academic Supports
Connecting the Dots with Math	9/9/16, 11/15/16, 1/5/17	Academic Supports
Building Successful Readers in the Age of Common Core (8 day course)	1/5/17, 1/12/17, 1/19/17 1/26/17, 2/2/17, 2/8/17 2/16/17, 2/23/17	Academic Supports
REWARDS	10/13/16, 2/8/17	Academic Supports
California Alternate Assessment (CAA) (3 hour course)	3/30/17	Assessment
How Does Your Engine Run? Alert for Self-Regulation	11/16/16	Social/Emotional Supports
Social Narratives (3 hour course)	12/8/16	Autism
Supporting & Understanding Children from Adverse Backgrounds	10/12/16, 11/8/16, 3/29/17	Behavioral Supports
Visual Supports (3 hour course)	10/18/16, 4/25/17	Autism
Social Skill Groups	TBD	Social/Emotional Supports
Region 10 - Executive Functioning Training	12/1/16	See instructor for more information
Specialized Choice	See Instructor for more information	

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



One last exciting opportunity for growth and learning:

Collaborative Support provides special educators with the opportunity to have one-on-one classroom support by a SELPA program team member TWO times through-out the school year, either in person or through virtual coaching! Support could include observation and coaching, consultation on academics or behavior concerns, IEP guidance and/or support. Participating in Collaborative Support is considered as one additional module. Participants will be asked to register and schedule Collaborative Support at the first day of training.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-113965>

The Exemplary Special Educator: Transforming Your Teaching Experience

Come and be a part of this culture of teachers helping one another improve and stay current in the field of special education. The Exemplary Special Educator Pathway is designed to help teachers with years of experience to develop new resources to meet the challenges of today's diverse learners. This professional learning opportunity will encompass practical classroom strategies, developing legal compliance with Individual Education Plans (IEP's), and research-based techniques for improving teaching and learning.

Days one, two, and three are required days of learning that provide special education teachers with the most current information on developing Behavior Supports in the Classroom, IEP Forms and Facts and The Brain, Trauma, and Behavior. Upon completion of the first three days, participants will be able to customize this learning pathway to best meet their individual learning needs.

Note: Participants wishing to receive the Exemplary Special Educator certification must attend a minimum of four additional modules.

Required Course(s)

Day One - September 2, 2016 - Overview of the pathway leading to a certificate

- ⊕ Growth Mindsets for Teachers and Students
- ⊕ Disabilities Overview and the Impact in the Classroom
- ⊕ Understanding Students from Adverse Backgrounds

Day Two - September 23, 2016 or October 28, 2016 - IEP Forms and Facts

see Individual Protections section for description

Day Three - October 25, 2016 - Behavioral Intervention Support (BIP) Level 1

see Behavioral Supports section for description

Recommended for:
Special Education
Teachers

LCAP Priorities
⊕ Pupil Achievement

IMTSS Area



The Exemplary Special Educator: Transforming Your Teaching Experience

In addition to the required courses, this pathway allows the participant to choose four elective courses. The following courses are recommended for elective courses in this pathway.

Elective Courses	Course Date(s)	Section
Competing Pathways	12/7/2016	Behavioral Supports
Functional Behavioral Assessments (FBA)	1/17/2017	Behavioral Supports
The Behavior Intervention Plan Level 2	2/14/2017	Behavioral Supports
The Behavioral Intervention Plan (BIP) Scoring Guide	2/28/2017	Behavioral Supports
Legally Compliant IEP PLOPS, Goals and Educational Benefit	9/21/2016, 12/2/2016, 3/3/2017	Individual Protections
Writing Legally Compliant IEP Notes	9/9/2016, 3/17/17	Individual Protections
Transition Planning for Secondary Students	11/17/16, 2/9/17	College/Career Readiness
Instructional Strategies for Implementing the CCSS	9/13/16 & 10/19/16 or 1/25/17 & 2/22/17	Academic Supports
Connecting the Dots with Math (1,2, or 3)	Day 1- 9/9/16 or 2/9/17 Day 2- 11/15/16 or 3/8/17 Day 3- 1/5/16 or 4/13/17	Academic Supports
Why Try?	10/28/16 or 1/25/17	Behavioral Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-118486>

The NEW Speech-Language Pathologist Cooperative

This Speech-Language Pathologist Pathway is designed to meet the unique needs of novice speech -language pathologists. Professionals who are new to the field (including interns, SLP waiver holders, and CF/RPE candidates), or new to the Desert/Mountain SELPA, are encouraged to attend. Supervising clinicians are also invited to join. Opportunities include presentation of current research, the sharing of best practices, networking, and relationship building.

Required Course(s)

Course one and two are required days of learning that comprise the “core” of what every SLP should know to begin the academic year with success. All SLPs who are new to the cooperative must attend these two orientation days. Returning SLPs and supervisors are also welcome to participate.

Course One - August 17, 2016 Connection to the Cooperative

This orientation day will allow participants to form important collaborative relationships with other new SLPs. Topics covered will include California eligibility criteria, IEP development, and best practices for school-based evaluations. Participants will have a unique opportunity to create Make & Takes for therapy activities and behavior management will be provided.

Course Two - September 23, 2016 IEP Forms & Facts

see Individual Protections section for description

IMTSS Area



Recommended for:

Speech-Language
Pathologists

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement

The NEW Speech-Language Pathologist Cooperative

Each elective course will address a topic proposed by the New SLP Cooperative participants from the 2015-2016 academic year. All returning and new members of the cooperative are encouraged to select trainings which address their individual needs and interests. Workshops will be interactive and participants will have opportunities to apply new knowledge and skills to their daily work with students. SLPs must complete Courses One and Two (this year or last year), as well as a minimum of four additional elective courses, in order to receive a certificate of completion.

Topics to be determined based upon a survey of group needs and interests.

Elective Courses	Course Specifics	Course Date(s)
Course Three	Topics to be determined based upon a survey of group needs and interests.	September 2, 2016
Course Four	Topics to be determined based upon a survey of group needs and interests.	October 28, 2016
Course Five	Topics to be determined based upon a survey of group needs and interests.	December 2, 2016
Course Six	Topics to be determined based upon a survey of group needs and interests.	February 1, 2017
Course Seven	Topics to be determined based upon a survey of group needs and interests.	March 3, 2017
Course Eight	Topics to be determined based upon a survey of group needs and interests.	April 28, 2017

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117358>

The Paraprofessional Supporting the Classroom: Certificate of Completion for Supporting Students with Autism

The Paraprofessional Supporting Students with Autism pathway was created to support the paraprofessional in becoming more proficient when working with individuals on the autism spectrum by focusing on the core deficits and challenges that individuals with autism struggle with on a daily basis. Additionally, focus is placed on the use of evidence-based practices to support individuals with autism in the acquisition of new skills and successful participation in the educational environment.

The courses provided will help participants develop increased knowledge related to the specific characteristics of autism, communication deficits, impaired social understanding, behavioral challenges, and improving academic performance.

Required Course(s)

Course One - September 6, 2016 or January 24, 2017
Autism Overview (Prerequisite for all other courses)
(also available online)

Course Two - September 29, 2016 or March 28, 2017
Reinforcement
see Autism section for description

Course Three - October 4, 2016 or April 11, 2017
Prompting
see Autism section for description

Course Four - October 18, 2016 or April 25, 2017
Visual Supports
see Autism section for description

 For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117468>

Recommended for:
Paraprofessionals

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ School Climate

IMTSS Area



The Paraprofessional Supporting the Classroom: Certificate of Completion for Supporting Students with Behavioral Challenges

The paraprofessional plays a critical role in the success of students with special needs. This course will focus on providing supports and services to maximize all students' potential. The paraprofessional will look at responsibilities in relationship to the teachers and students with whom they work. They will identify effective communication strategies for collaborative engagement with teachers, parents, and other school staff. Also, participants will acquire skills in the area of applied behavior science. Professional conduct, scope of practice, documentation, reporting, and assessment for the prevention of behavioral challenges as well as intervention when necessary will be covered.

The courses develop knowledge about current evidence-based strategies and supports that parents, educators, and paraprofessionals need to work effectively with students who display behavioral challenges. The courses explore the characteristics, positive behavior supports, academic strategies, and effective community collaboration for these students.

Required Course(s)

Course One - September 8, 2016 or January 10, 2017 - Parapro Overview: Disabilities Awareness (Prerequisite)

see Behavioral Supports section for description

**Course Two - September 22, 2016 or February 16, 2017
The Paraprofessional Supporting the Classroom 1A**

see Behavioral Supports section for description

**Course Three - September 29, 2016 or March 28, 2017
Reinforcement**

see Autism section for description

**Course Four - October 4, 2016 or April 11, 2017
Prompting**

see Autism section for description

**Course Five - October 11, 2016 or March 7, 2017
The Paraprofessional Supporting the Classroom 1B**

see Behavioral Supports section for description

**Course Six - October 18, 2016 or April 25, 2017
Visual Supports**

see Autism section for description



For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117473>

Recommended for:
Paraprofessionals

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Pupil Engagement
- ⊕ School Climate

IMTSS Area



Alternative Dispute Resolution – Tier 1

The Alternative Dispute Resolution (ADR) Pathway is designed with four required courses to provide participants with a basic understanding of the alternative dispute resolution process focusing on communication, facilitation, and negotiation techniques to use during difficult IEP meetings, parent meetings, communication with advocates, or in general. Understanding the total IEP process will be the connecting thread for all four courses. Using proactive techniques to front load parents during the initial identification (Child Find) will also be trained in Tier 1. It is recommended that participants take the courses in the order they are listed as content is sequential from course to course.

Required Course(s)

Course One - August 24, 2016, September 23, 2016, October 28, 2016 or February 24, 2017 *(select one date)*
IEP Forms and Facts

see Individual Protections section for description

Course Two - October 20, 2016

The Collaborative IEP Process

see Individual Protections section for description

Course Three - January 20, 2017

Facilitated IEPs

see Individual Protections section for description

Course Four - April 20, 2017

Meaningful Parent IEP Participation

see Individual Protections section for description

 For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-118052>

IMTSS Area



Recommended for:

Paraprofessionals, General and
Special Education Teachers,
Site Administrators, District
Administrators

LCAP Priorities

- ⊕ Basic Services
- ⊕ Pupil Achievement
- ⊕ School Climate

Legally Compliant Individual Education Program (IEP)

Participants who complete the four required courses in this pathway will receive a certificate acknowledging that the individual has received a foundation and practice in the IEP Process, completing IEP forms, developing present levels of performance and measurable goals, and how to document educational benefit. Writing legally compliant IEP notes and the seven elements of Prior Written Notice will also be included in these courses.

Required Course(s)

Course One - August 24, 2016, September 23, 2016, October 28, 2016 or February 24, 2017 *(select one date)*
IEP Forms and Facts

see Individual Protections section for description

Course Two - September 21, 2016, December 2, 2016 or March 3, 2017 *(select one date)*
Legally Compliant IEP Present Levels of Performance (PLOPs), Goals and Educational Benefit

see Individual Protections section for description

Course Three - September 9, 2016 or March 17, 2017 *(select one date)*
Writing Legally Compliant IEP Notes

see Individual Protections section for description

Course Four - April 28, 2017
Prior Written Notice (PWN)

see Individual Protections section for description

 For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-118077>

IMTSS Area



Recommended for:

Paraprofessionals, General and
Special Education Teachers,
Site Administrators, District
Administrators

LCAP Priorities

- ⊕ Basic Services
- ⊕ Pupil Achievement
- ⊕ School Climate

Early Childhood PBIS with Early Education Academy

This pathway is designed for early education teams who have completed the first year of Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) training. This second year of training is designed for teams to focus on universal academic instruction, while continuing to support implementation of PBIS. Each training is required and sequential, building on the content shared in the previous training. Trainings are half-day in length, and are offered in morning and afternoon sessions that are repeated to allow for entire programs to attend each training. Participants must attend as a team and attend all courses. **Program leaders preselected will also attend EC-PBIS Trainer of Trainers (TOT) during the afternoon session.*

EC-PBIS Trainer of Trainers(TOT) This multi-agency group will build fluency skills for PBIS content and implementation. These trainers will learn coaching and presentation skills to utilize within their current program, and coach other team members. Trainers will be given the tools necessary to collect data within their programs. Topics will be based on specific group needs.

Required Course(s)

Course One - August 26, 2016

Introduction and Transition to the Academic Strand

This first half-day of training (repeated in morning and afternoon) is a transition for teams and will include a review and update of the teams' implementation of PBIS. In addition, Universal Design for Learning (UDL) will be introduced as a tool for providing access to all early learners, including those from diverse backgrounds or needing additional supports. **Program leaders preselected will also attend EC-PBIS Trainer of Trainers (TOT) during the afternoon session.*

EC-PBIS Trainer of Trainers(TOT)

This multi agency group will build fluency skills for PBIS content and implementation. These trainers will learn coaching and presentation skills to utilize within their current program, and coach other team members. Trainers will be given the tools necessary to collect data within their programs. Topics will be based on specific group needs.

Course Two - September 23, 2016

Teacher Talk A1: Encouraging Language Development in Early Childhood Settings

This second half-day of training (repeated in the morning and afternoon) will consist of the first portion of Teacher Talk, a series developed by the Hanen Centre to promote language, literacy, and social interaction skills in young children and delivered by a certified speech-language pathologist. Module A teaches educators to use everyday conversations, play, and daily routines to promote the communication and social development of all children, including those with language delays and those who are second language learners. Teachers are encouraged to explore the roles they play as communicators, the differing conversational styles of their students, and the stages of language development.

Course Three - October 7, 2016

Teacher Talk A2: Encouraging Language Development in Early Childhood Settings

This third half-day of training (repeated in the morning and afternoon) consists of the second portion of Teacher Talk A. Participants will learn a variety of strategies to follow a child's lead and will practice promoting communication during social routines and conversations.

Recommended for:

Early Childhood Teachers,
Paraprofessionals, Site
Administrators

LCAP Priorities

- ☉ Pupil Achievement
- ☉ Parent Involvement
- ☉ Pupil Engagement
- ☉ School Climate

IMTSS Area



Early Childhood PBIS with Early Education Academy

Required Course(s) *Continued*

Course Four - November 18, 2016

Supports for Students Needing Additional Assistance

This fourth half-day of training (repeated in the morning and afternoon) will focus on understanding educational disabilities and learning strategies to support students requiring additional assistance. The pivotal role of teachers in implementation of IEPs and ensuring the least restrictive environment will be explored. **Program leaders preselected will also attend EC-PBIS Trainer of Trainers (TOT) during the afternoon session.*

EC-PBIS Trainer of Trainers(TOT)

This multi-agency group will build fluency skills for PBIS content and implementation. These trainers will learn coaching and presentation skills to utilize within their current program and coach other team members. Trainers will be given the tools necessary to collect data within their programs. Topics will be based on specific group needs.

Course Five - January 20, 2017

Teacher Talk C1: Fostering Peer Interaction in Early Childhood Settings

This fifth half-day training (repeated in the morning and afternoon) consists of Teacher Talk: Fostering Peer Interaction in Early Childhood Settings. This module teaches educators how to provide a physical and social environment that creates opportunities for successful interactions among children. The first half of this course utilizes the communication facilitation strategies learned in Teacher Talk A1 and A2 to encourage appropriate peer interactions during play and daily classroom routines.

Course Six - February 3, 2017

Teacher Talk C2: Fostering Peer Interaction in Early Childhood Settings

This sixth half-day training (repeated in the morning and afternoon) will deliver the second portion of Teacher Talk C. During this session, participants will learn how to promote positive interactions for children who may be socially isolated. A variety of strategies will be reviewed, including alternative groupings, selection of appropriate materials, and direct coaching of students' communication attempts.

Course Seven - April 7, 2017

Integration and Application to Preschool Learning Foundations & DRDP

This seventh half-day training (repeated in the morning and afternoon) will provide an opportunity for teachers to integrate skills acquired throughout the year. Application of learned strategies to the Preschool Learning Foundations and the DRDP 2015 will be discussed. **Program leaders preselected will also attend EC-PBIS Trainer of Trainers (TOT) during the afternoon session.*

EC-PBIS Trainer of Trainers (TOT)

This multi-agency group will build fluency skills for PBIS content and implementation. These trainers will learn coaching and presentation skills to utilize within their current program and coach other team members. Trainers will be given the tools necessary to collect data within their programs. Topics will be based on specific group needs.

 For more information, or to register for this pathway, visit: <http://sbcss.k12oms.org/52-117768>

Early Childhood Positive Behavioral Interventions and Supports, (EC PBIS) - Year 1, Tier 1

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve significant academic, behavior, and social-emotional outcomes for all students. At the Tier I level, teams will learn how to build their school pro-social environment by establishing a common language, common practices, and common vision. Teams will also learn the function of behavior principles.

Required Course(s)

ECPBIS Overview - May 11, 2016 or April 14, 2017

Day One - August 1, 2016 Implementation Steps 1-3

Step 1:

- 🔗 PBIS EC Educators will establish team membership foundations including: establishing team member roles, create working agreements, and create an action plan for multi-year organizational use.

Step 2:

- 🔗 In order to have a common purpose and approach to discipline, the PBIS Team will create a Behavioral Statement of Purpose that aligns with their program's mission and goals.

Step 3:

- 🔗 A clear set of 3-5 school-wide positive behavioral expectations are defined for students and staff across all program settings.

Day Two - August 2, 2016 Implementation Steps 4-5

Step 4:

- 🔗 PBIS Teams will action plan for creating lesson plans to teach program-wide behavioral expectations.

Step 5:

- 🔗 PBIS Teams will learn to foster a positive climate by creating a program-wide acknowledgement system to support implementation efforts.

Day Three - October 7, 2016 Team Work Group

- 🔗 This working day provides teams with an opportunity to review their current implementation plans, discuss next steps, action plan, receive support as teams move through implementation steps, and resources to create visual supports (posters). SELPA Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) team members will be in the room providing coaching and facilitation.

Day Four - December 9, 2016 Implementation Step 8, Planning for Implementation Kick-Off

Step 6:

- 🔗 PBIS Teams will develop a continuum of procedures for discouraging student behavior violations. Teams will create an active discipline flow chart that defines major and minor behavioral violations and create a Behavior Incident Report (BIR) to collect data for decision making related to supports and interventions.

Day Five - January 24, 2017

- 🔗 This day of training provides practical tools and strategies (visual supports, activities, songs, stories, books) for teaching positive behavior.

Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ☉ Pupil Achievement
- ☉ Parent Involvement
- ☉ Pupil Engagement
- ☉ School Climate

IMTSS Area



Early Childhood Positive Behavioral Interventions and Supports, (EC PBIS) - Year 1, Tier 1

Day Six - March 14, 2017 SWIS (Regional):

- 🔗 School-Wide Information System (SWIS) training is a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision making. SWIS provides program personnel with the information they need to be successful decision makers. Through SWIS, program staff enter behavior incident reports (BIRs) online. The data is summarized to provide information about individual students, groups of students, or the entire student body over any time period. SWIS training is for early childhood education programs currently implementing an Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) model.

Day Seven - May 5, 2017 Implementation Step 7

Step 7:

- 🔗 Team Initiated Problem Solving (TIPS) is a model for using data for problem solving and decision making that includes interactive meeting minutes and action plan. Teams will watch a demonstration team model this process.

Planning for Implementation Kick-Off:

- 🔗 EC PBIS Teams will make plans to kick off program-wide PBIS implementation. Rotation schedules to teach expectations to all students and families in program locations/routines and plans for sharing school-wide acknowledgement system with staff and students will be created.

Optional Team Work Group Day between days 7 and 8

Day Eight

Step 7:

- 🔗 Trauma, Toxic Stress, and the Developing Brain: This presentation will explain the changes that occur in the brain due to prenatal exposure, trauma, and stress, and how these changes relate to the child's functioning in the home, school, and community. The impacts of prenatal and/or postnatal exposures on learning, behavior, and relationships will be explored. Participants will learn specific interventions to assist young children who have experienced these negative events.

Elective Course(s)

Elective Courses	Date(s)	Section
EC PBIS Bootcamp	9/16/16 or 2/28/17	Behavioral Supports
EC PBIS Team Work Group	2/7/17	Behavioral Supports
Supporting and Understanding Students from Adverse Backgrounds	11/8/16 or 3/29/17	Behavioral Supports
PBIS in the Home	On-Site Request	Behavioral Supports
EC PBIS Trainer of Trainers (TOT) - Program representatives	8/26/16, 11/18/16 or 4/7/17	Behavioral Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Parent Involvement
- ⊕ Pupil Engagement
- ⊕ School Climate

Early Childhood Positive Behavioral Interventions and Supports, (EC PBIS) - Year 2, Tier 2

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve significant academic, behavior and social-emotional outcomes for all students. Tier 2 interventions provide a secondary layer of supports for small groups of students who are not responding to Tier 1 supports.

Required Course(s)

Implementing Tier 1 and transition to Tier 2 (multiple days) -

Tier 1 takes a look at team composition, implementation, and using evaluation to determine next steps of PBIS implementation. Transition to Tier 2 focuses on action planning surrounding building capacity at Tier 1 while creating the foundations of Tier 2 interventions. Teams will use data to evaluate next steps toward fidelity of Tier 2 interventions.

Dates:

- 💡 August 26, 2016
- 💡 August 31, 2016
- 💡 November 18, 2016
- 💡 November 30, 2016
- 💡 April 5, 2017
- 💡 April 7, 2017

Elective Course(s)

Elective Courses	Date(s)	Section
EC PBIS Bootcamp	9/6/16 or 2/28/17	Behavioral Supports
EC PBIS Team Work Group	2/7/17	Behavioral Supports
Supporting and Understanding Students from Adverse Backgrounds	11/8/16 or 3/29/17	Behavioral Supports
PBIS in the Home	On-Site Request	Behavioral Supports
Early Education Academy	See Early Education Pathway	Early Childhood Education
Check-In Check-Out, (CICO) Intervention	11/15/16	Behavioral Supports
Check-In Check-out-School-Wide Information Systems (CICO-SWIS)	11/15/16	Behavioral Supports
EC PBIS Trainer of Trainers (TOT) - Program representatives	8/26/16, 11/18/16 or 4/7/17	

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

IMTSS Area



Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Parent Involvement
- ⊕ Pupil Engagement
- ⊕ School Climate

Early Childhood Positive Behavioral Interventions and Supports, (EC PBIS) - Tier 3

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve significant academic, behavior, and social-emotional outcomes for all students. Tier 3 implementation will include individualized interventions and supports such using evidence-based practices. Using fidelity tools to continuously monitor Tier 1, Tier 2, and Tier 3 implementation, teams will be provided opportunities to select Tier 3 intervention strategies, training, support and continuous coaching. Teams will create an individual student plan based on the function of behavior principles. Teams will build internal capacity to further their ECPBIS implementation efforts at their school sites.

Required Course(s)

Prevent-Teach-Reinforce for Young Children, PTR YC
EC PBIS Trainer of Trainers (TOT) - Program Representatives

Elective Course(s)

Elective Courses	Date(s)	Section
EC PBIS Bootcamp	9/6/16 or 2/28/17	Behavioral Supports
EC PBIS Team Work Group	2/7/17	Behavioral Supports
Supporting and Understanding Students from Adverse Backgrounds	11/8/16 or 3/29/17	Behavioral Supports
PBIS in the Home	On-Site Request	Behavioral Supports
Early Education Academy	See Early Education Pathway	Early Childhood Education

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.



Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Parent Involvement
- ⊕ Pupil Engagement
- ⊕ School Climate

Positive Behavioral Interventions and Supports, (PBIS) K-12 - Year 1, Tier 1

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. At the Tier 1 level, teams will learn how to build their school pro-social environment by establishing a common language, common practices and common vision. Teams will also learn the function of behavior principles.

Required Course(s)

Day One - September 13, 2016 Implementation Steps 1-3

Step 1:

- 🔗 PBIS School site representatives will establish team membership foundations including: establish team member roles, create working agreements, and create an action plan for multi-year organizational use.

Step 2:

- 🔗 In order to have a common purpose and approach to discipline, the PBIS Team will create a Behavioral Statement of Purpose that aligns with their school's mission and goals. The Behavioral Statement of Purpose fosters a more proactive approach to the teaching of school-wide social behavior expectations.

Step 3:

- 🔗 Through a collaborative process, a clear set of 3-5 school-wide positive behavioral expectations are defined for students and staff across all school settings.

Day Two - November 16, 2016 Implementation Steps 4, 5

Step 4:

- 🔗 Teaching expected behaviors means that ALL staff demonstrate, explain and practice social skills within and across multiple school settings. PBIS Teams will action plan for creating lesson plans to teach school-wide behavioral expectations.

Step 5:

- 🔗 Classroom-wide PBIS has a direct impact on changing social behavior and learning. PBIS Teams will learn effective classroom practices (structure, expectations, engagement, feedback and consequences) to teach classroom-wide behavioral expectations.

Day Three - February 22, 2017 Implementation Steps 6, 7, Planning for Implementation Kick-Off

Step 6:

- 🔗 Positive acknowledgement is one of the most effective means of promoting positive behavior and decreasing negative behavior. PBIS Teams will learn to foster a positive school climate by creating a school-wide acknowledgement system to support implementation efforts. The acknowledgement system will reduce the time spent correcting misbehaviors, increase the likelihood that appropriate behaviors will be repeated, and increase positive staff/student interaction.

Step 7:

- 🔗 PBIS Teams will develop a continuum of procedures for discouraging student behavior violations. Teams will create an active discipline flow chart that defines minor and major behavior violations and create an office discipline referral (ODR) to collect data for decision making related to supports and interventions. Best practices on managing problem behaviors in the classroom and use of consistent steps that all teachers and administration agree to, allows students to get the level of support they need to meet the desired behavioral expectations.

Positive Behavioral Interventions and Supports, (PBIS) K-12 - Year 1, Tier 1

Day Four - April 12, 2017

Implementation Step 8, Planning for Implementation Kick-Off

Step 8:

- 💡 Using data for decision making is key to using the collaborative learning cycle, which results in effective and efficient action planning and implementation. PBIS Teams will learn to use the School-Wide Information System (SWIS), a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision making. Teams will then learn the Team Initiated Problem Solving (TIPS) model in which they use data for an effective, systemic problem solving process.

Planning for Implementation Kick-Off:

- 💡 PBIS Teams will create an action plan related to kicking-off school-wide PBIS implementation. Teams will discuss: rotation schedule to teach expectations to all students in all settings schoolwide; teaching classroom-wide expectations, sharing the school-wide acknowledgement system with staff and students.

Recommended for:

Paraprofessionals, General and
Special Education Teachers,
Site Administrators, District
Administrators

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Parent Involvement
- ⊕ Pupil Engagement
- ⊕ School Climate

Positive Behavioral Interventions and Supports, (PBIS) K-12 - Year 2, Tier 2

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. Tier 2 interventions provide a secondary layer of supports for small groups of students who are not responding to Tier 1 supports. Teams will practice using the function of behavior principles.

Required Course(s)

Day Five - September 7, 2016

Implementing Tier 1 and Transition to Tier 2

- 🔦 Tier 1 takes a look at team composition, implementation, and using evaluation to determine next steps of PBIS implementation. Transition to Tier 2, has individuals with specific skill sets included on the team to implement Tier 2 interventions using data to evaluate next steps and fidelity of Tier 2 interventions.

Day Six/Day Seven - November 29, 2016 or April 19, 2017

Check-In Check-Out, (CICO) Intervention

Youth Mental Health First Aid

- 🔦 see Behavioral Supports section for description

Elective Courses:

Elective Courses	Date(s)	Section
PBIS Bootcamp	9/29/2016	Behavioral Supports
Restorative Practices	9/1 and 9/2/2016 or 3/7 and 3/8/2016	Behavioral Supports
Expect Respect Bully Prevention	Onsite Request	Behavioral Supports
Disabilities Awareness Overview	9/8/16 or 1/10/17	Behavioral Supports
Reinforcement	9/29/16 or 3/28/17	Behavioral Supports
Prompting	10/4/16 or 4/11/17	Behavioral Supports
Visual Supports	10/18/16 or 4/25/17	Behavioral Supports
Self-Management	11/15/16	Behavioral Supports
Video Modeling	11/29/16	Behavioral Supports
Social Narratives	12/8/16	Behavioral Supports
Competing Pathways Charting	12/7/16	Behavioral Supports
Functional Behavioral Assessments	1/17/17	Behavioral Supports
Behavioral Intervention Plan Principles - BIP Level 2	2/14/17	Behavioral Supports
The Behavioral Intervention Plan-The Scoring Guide	2/28/17	Behavioral Supports
Practical Applications of Behavioral Principles	3/14/17	Behavioral Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

IMTSS Area



Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ☉ Pupil Achievement
- ☉ Parent Involvement
- ☉ Pupil Engagement
- ☉ School Climate

Positive Behavioral Interventions and Supports, PBIS K-12 - Year 3, Tier 2

Tier 2 interventions provide a secondary layer of supports for small groups of students who are not responding to Tier 1 supports. Using fidelity tools to continuously monitor Tier 1 and Tier 2 implementation, teams will be provided opportunities to select additional Tier 2 intervention strategies, training, support, and continuous coaching. Teams will learn, understand, and apply the function of behavior principles.

Required Course(s)

Day Eight - September 15, 2016

Year Three Team Training - Cohort 6A

📍 Teams will ensure that capacity is continuously built with Tier 1 and Tier 2 using data.

Day Eight - October 11, 2016

Year Three Team Training - Cohort 6B

📍 Teams will ensure that capacity is continuously built with Tier 1 and Tier 2 using data.

Day Nine - January 19, 2017

Team Training or Elective Course attended as a team

Day Ten - March 23, 2017

Team Training

Elective Courses:

Elective Courses	Date(s)	Section
PBIS Bootcamp	9/29/2016	Behavioral Supports
Restorative Practices	9/1 and 9/2/16 or 3/7 and 3/8/16	Behavioral Supports
Expect Respect Bully Prevention	Onsite Request	Behavioral Supports
Disabilities Awareness Overview	9/8/16 or 1/10/17	Behavioral Supports
Reinforcement	9/29/16 or 3/28/17	Behavioral Supports
Prompting	10/4/16 or 4/11/17	Behavioral Supports
Visual Supports	10/18/16 or 4/25/17	Behavioral Supports
Self-Management	11/15/16	Behavioral Supports
Video Modeling	11/29/16	Behavioral Supports
Social Narratives	12/8/16	Behavioral Supports
Competing Pathways Charting	12/7/16	Behavioral Supports
Functional Behavioral Assessments	1/17/17	Behavioral Supports
Behavioral Intervention Plan Principles - BIP Level 2	2/14/17	Behavioral Supports
The Behavioral Intervention Plan-The Scoring Guide	2/28/17	Behavioral Supports
Practical Applications of Behavioral Principles	3/14/17	Behavioral Supports
Why Try?	10/28/16, 1/25/17	Behavioral Supports
Trauma, Toxic Stress, and the Developing Brain	Onsite	Social/Emotional Supports

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- 📍 Pupil Achievement
- 📍 Parent Involvement
- 📍 Pupil Engagement
- 📍 School Climate



Positive Behavioral Interventions and Supports, (PBIS) K-12 - Tier 3

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. Tier 3 implementation will include individualized interventions and supports such as using evidence-based practices. Using fidelity tools to continuously monitor Tier 1, Tier 2, and Tier 3 implementation, teams will be provided opportunities to select Tier 3 intervention strategies, training, support and continuous coaching. Teams will create an individual student plan based on the function of behavior principles. Teams will build internal capacity to further their PBIS implementation efforts at their school sites.

Required Course(s)

Team must choose 3 courses and attend as a team: (some courses cover multiple days of training)

Prevent-Teach-Reinforce (PTR)

Restorative Practices

Elective Courses	Course Date(s)	Section
PBIS Bootcamp	9/29/16	Behavioral Supports
Restorative Practices	9/1 and 9/2/16 or 3/7 and 3/8/16	Behavioral Supports
Disabilities Awareness Overview	9/8/16 or 1/10/17	Behavioral Supports
Reinforcement	9/29/16 or 3/28/17	Behavioral Supports
Prompting	10/4/16 or 4/11/17	Behavioral Supports
Visual Supports	10/18/16 or 4/25/17	Behavioral Supports
Self-Management	11/15/16	Behavioral Supports
Video Modeling	11/29/16	Behavioral Supports
Social Narratives	12/8/16	Behavioral Supports
Competing Pathways Charting	12/7/16	Behavioral Supports
Functional Behavioral Assessments	1/17/17	Behavioral Supports
Behavioral Intervention Plan Principles - BIP Level 2	2/14/17	Behavioral Supports
The Behavioral Intervention Plan-The Scoring Guide	2/28/17	Behavioral Supports
Practical Applications of Behavioral Principles	3/14/17	Behavioral Supports
Introduction to Social Emotional Wellness and the Top Youth Mental Health Concerns	9/13/16	Social/Emotional Wellness for Youth Pathway

Note - Registration and/or fees for Elective Courses are the responsibility of the district/participant.

IMTSS Area



Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ☉ Pupil Achievement
- ☉ Parent Involvement
- ☉ Pupil Engagement
- ☉ School Climate

Positive Behavioral Interventions and Supports, (PBIS) K-12 - Coach and Administrator Training (Year 1, 2, and 3- Certificates given at the end of year.)

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions. Teams include the participation of a site-based coach and a site administrator. The administrator has executive leadership authority to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions).

Required Course(s)

Year One - Coach and Administrator Trainings:

Day One - October 4, 2016

- 🔗 Role of the Coach, Team Building, Implementation Science, Facilitation Skills

Day Two - December 8, 2016

- 🔗 Using Evaluation, Data-based Decision Making, and Consensus Building

Day Three - February 9, 2017

- 🔗 Managing Non-Compliance and Function of Behavior

Day Four - April 25, 2017

- 🔗 SWIS (School Wide Information System) and TIPS (Team Initiated Problem Solving)

Year Two and Three - Coach and Administrator Trainings:

Trainings are for coaches and administrators from sites active in years two and three of PBIS Training. The content for eight days of training is divided to four days per year.

Day Five - September 9, 2016

- 🔗 Big Ideas of Coaching, SWITCH

Day Six - November 2, 2016

- 🔗 Simon Sinek-Start with Why

Day Seven - February 14, 2017

- 🔗 Understanding Students with Adverse Backgrounds and The Brain, Trauma, and Behavior

Day Eight - May 2, 2017

- 🔗 Community Building Circles, Restorative Practices Overview, Expect Respect Overview

Year Two and Three - Coach and Administrator Trainings (2017-2018):

Day Nine - 2017-18

- 🔗 Teaming, PBIS Assessment, Using Data for Decision Making, Family Inclusion, SWIS-CICO (optional training)

Day Ten - 2017-18

- 🔗 Classroom-wide PBIS Positive Reinforcement, Planned Ignoring, Forced Choice Reinforcement

Day Eleven - 2017-18

- 🔗 Handling Difficult Group Dynamics, Workshop Method, Blueprint Overview

Day Twelve - 2017-18

- 🔗 Facilitation Skill for Coaches, Universal Screening Tools, CICO-SWIS Training



Recommended for:

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

LCAP Priorities

- ⊕ Pupil Achievement
- ⊕ Parent Involvement
- ⊕ Pupil Engagement
- ⊕ School Climate

Professional Learning Courses

Professional learning courses provided by the Desert/Mountain SELPA, Charter SELPA, and Children's Center are supported by research and are provided by specialists in their field.

Most courses are offered regionally and will be scheduled throughout the year. Many courses can also be scheduled at district, charter, or school site by completing an onsite request.

To schedule an onsite training, simply complete the form located at: www.cahelp.org/onsite.



Connecting the Dots in Math for Struggling Learners

Renee Garcia
Program Specialist

☎ 760.955.3586

✉ Renee.Garcia@cahelp.org

🕒 Three Full-Days at desired level

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals

These three courses are designed to provide strategies to allow students options to appreciate math with engaging discussions and captivating activities that adhere to the Common Core State Standards (CCSS) and practices. Participants will develop and learn hands-on strategies to teach grade-level content that addresses the gaps of students who are struggling with basic mathematical conceptual understanding in number sense: addition, subtraction, multiplication and division. Course content will include: fractions, money, place value, and math projects. Participants will learn fun activities to increase conceptual understanding of math, the current shifts in mathematics instruction with the Common Core State Standards (CCSS), classroom instruction using CCSS, universal tools and supports, updates on state assessments, IEP math goal writing, and teacher collaboration of math resources. Come learn how to use model drawing and error analysis in math with real world applications.

The activities in this course for struggling learners are designed to engage your students in higher-level thinking and help them to develop rich problem-solving strategies. Each day will be packed with concrete, pictorial, and abstract activities to make the Common Core State Standards manageable, meaningful, and fun!

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Implementation of State Standards
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Instructional Strategies for Implementing the Common Core State Standards (CCSS)

Stephanie Hedberg
Program Specialist

☎ 760.955.3583

✉ Stephanie.Hedberg@cahelp.org

🕒 Two Full-Days

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals

This professional learning opportunity will provide strategies to help all students develop the skills necessary to be successful in the Common Core classroom. Six specific strategies over a 2-day training will emphasize on these research-based essential strategies for implementing the Common Core State Standards (CCSS). Each participant will be given the book *The Core Six Essential Strategies for Achieving Excellence with the Common Core* by Dewing, Perini & Silver. Theory will be paired with thoughtful classroom application and planning considerations to support all learners.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Course Access
- 🕒 Implementation of State Standards



IMTSS Area



Lindamood Phoneme Sequencing Program (LiPS) for Reading, Spelling and Speech

Rhonda Evans
Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

- One hour Orientation Overview; Two Day Foundation Training; One day Next Steps Training; One day Multi-syllable Training; One day Lindamood Auditory Conceptualization Training

Special Education Teachers, General Education Teachers, Speech-Language Pathologists

The Lindamood Phoneme Sequencing (LiPS) program, developed by Charles and Patricia Lindamood, is based on more than forty years of research and practice. It is used in Lindamood Bell Learning Centers throughout the nation. This course is designed to show educators how to use the LiPS kit to teach students to process sounds in words and apply those skills to reading and spelling using a multimodality approach. Additionally, educators will learn how to administer and interpret the Lindamood Auditory Conceptualization (LAC) test in order to monitor progress with their students. A multi-session coaching component is built into the training to insure teacher success.

Participants will become skilled teachers of the LiPS program by learning a new approach to mastering consonants and vowels, tracking sounds and syllables, and incorporating sounds into single and multi-syllable words. They will learn to administer the LAC test and utilize it with their students.

Note: Due to the nature of this training that involves multiple days of coaching support and the preparation of materials, LEAs requesting LIPS training are asked to request this training a minimum of four months in advance. At the time of the request, the presenter will meet with the LEA to obtain a written commitment form from each participant who will be attending the training.

LCAP Priorities

- Course Access
- Pupil Achievement
- Pupil Engagement



IMTSS Area



Read Naturally Encore

Rhonda Evans
Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

- Full-Day

Special Education Teachers, General Education Teachers

The Read Naturally program is a powerful intervention designed to improve student fluency, phonics skills, vocabulary, and comprehension of written text. The program is based upon the evidence-based strategies of teacher modeling, repeated reading, and self monitoring of progress to accelerate reading achievement in developing readers.

Participants will learn how fluency directly relates to comprehension and become familiar with materials used in Read Naturally. They will learn procedures for giving placement tests as well as learning and practicing the steps of Read Naturally. Additionally, they will practice methods for checking and monitoring appropriate levels and goals so that they can continually challenge their students.

LCAP Priorities

- Course Access
- Pupil Achievement
- Other Pupil Outcomes



IMTSS Area



Take Aim! For Vocabulary

Rhonda Evans
Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Speech-Language Pathologists

This one-day course focuses on teaching a powerful, evidence-based, audio-supported vocabulary program for students in the middle grades four, five, and six. The program specifically develops vocabulary knowledge and comprehension as a critical component of overall reading success and may be used with special education students in higher grades.

Participants will study the research findings in the area of vocabulary development that provide the foundation for Take Aim! in regards to word selection, teaching methods, learning strategies, learning principles, and intermediate-grade-level achievement. Additionally, they will become familiar with and practice pre and post-test procedures, and experience Take Aim! lessons as a student and as a teacher.

LCAP Priorities

- ☑ Course Access
- ☑ Pupil Achievement
- ☑ Pupil Engagement



IMTSS Area



Building Effective Student Work Groups

Bonnie Garcia
Program Specialist

760.955.3552

Bonnie.Garcia@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers, Site
Administrators

The value of cooperative learning groups is well known, but so are the practical challenges. Most teachers have had bad experiences with group work in which some of the members of the group were excluded or had difficulty focusing on the task while one or two others ended up taking responsibility for getting the assignment done, often feeling resentful towards the others. In this course, educators will learn how to apply the latest research regarding effective practices to help develop strong classroom work groups that provide the opportunity for all students to master the CCSS. Through step-by-step training, teachers will learn effective tools that will maximize student learning to improve intellectual skills, conceptual learning, creative problem solving, language development, subject area knowledge, oral communication skills, positive intergroup relations, classroom management and promote equity in heterogeneous classrooms.

LCAP Priorities

- ☑ Pupil Engagement
- ☑ Pupil Achievement
- ☑ Course Access
- ☑ Implementation of State Standards



IMTSS Area



Co-Teaching: The Power of Two

Sheila Parisian
Program Specialist

760.955.3567

Sheila.Parisian@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers, Site
Administrators

The new Common Core State Standards (CCSS) call for both general and special education teachers to work together as if there were simply one education to collaborate. With collaboration in place, resources and efforts can be coordinated and aligned to focus on services to ALL students rather than focusing on labels. Co-Teaching provides general and special educators the opportunity to deliver high quality instruction to students with and without disabilities in the general education setting. Participants will learn how to design, teach and monitor five possible co-teaching models; discover ways to provide whole group instruction while still meeting the individual needs of students on IEPs and 504 Plans; discuss and reach collaborative agreements on discipline, classwork, homework, noise level, etc., and learn how to apply ground-breaking concepts from John Hattie's Visible Learning in an inclusive classroom.

LCAP Priorities

- ⊕ Pupil Engagement
- ⊕ Pupil Achievement
- ⊕ Course Access
- ⊕ Implementation of State Standards



IMTSS Area



Instructional Strategies for Common Core Access: Know Thy Impact

Corinne Foley
Program Manager

760.955.3552

Corinne.Foley@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers, Site
Administrators

This course will provide educators with strategies that truly make the difference to student learning and achievement. The strategies examined are based on the evidence in John Hattie's book Visible Learning and are proven to be effective based on a synthesis of over 800 meta-analyses related to student achievement. Categories of strategies explored include meta-cognitive strategies, mnemonic strategies, analogical anchoring strategies, etc. The course is available and will be customized for elementary or secondary level educators.

LCAP Priorities

- ⊕ Pupil Engagement
- ⊕ Pupil Achievement
- ⊕ Course Access
- ⊕ Implementation of State Standards



IMTSS Area



REWARDS - Reading Excellence: Word Attack and Rate Development Strategies

Rhonda Evans

Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

Full-Day

Special Education Teachers

Recently revised, the REWARDS Program is a direct instruction program designed to help struggling readers in grades four through twelve increase fluency, deepen comprehension of informational text and increase precision in sentence writing. fluency and accuracy. Although REWARDS is a short-term intervention program, the results for students is long-term reading achievement. This program supports the Common Core State Standards and offers flexible implementation options.

Participants will be familiar with the research behind the REWARDS Program, practice and administer the pre, post, and generalization tests, and experience lessons as both a student and a teacher. Participants will receive a Teacher's Manual as a part of the training and will be able to implement the program with their students as soon as they have student materials.

LCAP Priorities

Pupil Outcomes



IMTSS Area



Special Circumstance Instructional Assistance: Determining the Need

Rhonda Evans

Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

Full-Day

Site Administrators, Special Education Teachers, Paraprofessionals

This course will provide guidance to educators in determining if a student with a disability needs specialized instructional assistance (SCIA) support. Rationale and least restrictive environment as it pertains to student independence will be discussed as well as specific factors for determining the initial need and the continued need for SCIA support. Documentation, forms required, and procedures for requesting SCIA will be shared.

Participants will learn the legal and procedural requirements in evaluating the initial and continuing need for and obtaining SCIA support.

LCAP Priorities

- ☉ Course Access
- ☉ Pupil Achievement
- ☉ Pupil Engagement



IMTSS Area



The Basics of Accessing the Curriculum Through Assistive Technology

Sheila Parisian

Program Specialist

760.955.3567

Sheila.Parisian@cahelp.org

Full -Day

Site Administrators, Special Education Teachers, Paraprofessionals

The purpose of assistive technology (AT) assessment is to identify technology options that will accommodate the needs of students with disabilities. Such options should increase, improve, or maintain student functioning in educational, vocational, and community environments. This course will introduce participants to the SETT framework for team-based AT assessment. The SETT framework is a guideline for gathering data to make effective AT decisions. SETT is an acronym examining: Student's abilities and needs , Environments in which the student needs help , Tasks which are difficult for the student to accomplish (IEP goals) , and Tools that may be useful to accomplish the identified task(s).

LCAP Priorities

- ☉ Pupil Outcomes
- ☉ Basic Services
- ☉ Course Access



IMTSS Area



Administering the California Alternate Assessment (CAA)

Rhonda Evans
Program Specialist

☎ 760.955.3587

✉ Rhonda.Evans@cahelp.org

🕒 Half-Day

👥 Special education teachers and any credentialed or licensed support staff

The California Alternate Assessment (CAA) will be administered to all students who have a significant cognitive disability in grades three through eight and grade eleven. This assessment will utilize computer-based technology for administration. Test items are aligned with the Common Core State Standards (CCSS) and are based on the Core Content Connectors (CCCs). The CAA MUST be administered by trained certificated staff. In order to administer the CAA in the spring, individuals must attend one training session.

LCAP Priorities

- 🕒 Course Access
- 🕒 Basic Services
- 🕒 Pupil Outcome



IMTSS Area



Autism Spectrum Disorders and Evidence-Based Practices - An Overview

Jennifer Rountree

Program Specialist

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Half-Day

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

The focus of this course is to provide participants with a framework for understanding Autism Spectrum Disorders (ASD). Topics include prevalence, characteristics, educational & social implications, and effective interventions/instructional strategies. An emphasis will be placed on understanding Evidence-Based Practices (EBPs), identifying the most recent changes reported by the National Professional Development Center on Autism Spectrum Disorders, and understanding the importance of incorporating these instructional strategies in all settings. This course is designed for anyone touching the life of an individual on the autism spectrum. This course is also offered online.

Participants will become familiar with ASD, the characteristics, and how it impacts learning, become familiar with the 27 established evidence-based practices, and be aware of the importance of establishing routines, being consistent, and using evidence-based practices to support student growth and performance in all educational environments. Also available online.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Structured Teaching: Visual Structure Supports Student Learning

Region 10 Autism Committee Committee

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Two Full-Days

👤 General Education Teachers,
General Education Teachers,
School Psychologists,
Counselors, Occupational
Therapists, Paraprofessionals,
Parents

Structured Teaching is a visually based approach to creating highly structured environments that support individuals with autism spectrum disorder (ASD) in all settings. It is based on the principles of Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children). Structured Teaching allows for implementation of a variety of evidence-based practices that are identified by the National Professional Development Center on ASD in the 2014 report, Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder including visual supports, antecedent-based intervention, reinforcement, and self-management. In this 2-day course, the presenter will use lecture, demonstration, discussion, and video clips to introduce participants to a variety of strategies to support students in preschool through high school. Many of these strategies, which can be used to support students in special education classrooms as well as general education settings, are also effective for students with attention deficit disorders, emotional disturbance, hearing impairments, communication challenges, intellectual disability, specific learning disability, and traumatic brain injury.

Participants will learn the components of Structured Teaching, including how to use visual supports to provide physical structure of the learning environment, individualized daily schedules, and work/activity systems to assist students in independently completing tasks in academic areas, self-help/daily living skills, and play skills, recognize how autism can affect student performance in the general curriculum, as well as understand evidence-based strategies that can assist these students in meeting the Common Core State Standards, how to embed a variety of evidence-based practices into a student's program using Structured Teaching methods, make and take a variety of visually-structured materials that can be implemented with students immediately.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Helping Students with Autism Access the Common Core State Standards

Jennifer Rountree

Program Specialist

760.955.3585

Jennifer.Rountree@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will focus on the psychological theories of autism and how being weak in any of them may impact a student's ability to progress toward meeting the Common Core State Standards. Through the presentation of case studies, three psychological theories will be discussed and shown to directly impact the ability of students with autism to access their academics. Participants will also determine how evidence-based practices (EBPs) can be used to help students progress toward and meet specific standards. Additional online and follow-up activities may be included.

Participants will learn what three psychological theories affect students with an autism spectrum disorder, understand what Theory of Mind is and how it relates to autism, understand what Central Coherence is and how it relates to autism, understand what Executive Function is and how it relates to autism, learn how weaknesses in each of the above mentioned areas inhibits progress toward Common Core State Standards, and work on choosing EBPs to help meet the current need of the student and determine how those practices can be used to help the student progress toward Common Core State Standards.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



Supporting Students with Executive Function Deficits in the Common Core Classroom

Region 10 Autism Committee

Committee

760.955.3585

Jennifer.Rountree@cahelp.org

Full-Day

General Education Teachers,
Special Education Teachers,
Paraprofessionals, Counselors,
School Psychologists, Site
Administrators, Parents

Do you work with students who are disorganized, inflexible, impulsive, and who struggle with planning and problem solving? Are you concerned that they might struggle meeting the demands that will be placed on them as we move to Common Core State Standards (CCSS)? If so, then this professional learning experience is designed for you! In this dynamic, hands-on, content-rich learning opportunity, you will be introduced to powerful evidence-based strategies that will enable students with executive function deficits to thrive in a Common Core classroom. Participants will leave with strategies that can be used immediately to support students in general education and special education settings, as well as receive a copy of Dr. Sheri Wilkins and Carol Burmeister's book, FLIPP the Switch: Strengthen Executive Function Skills, Autism Asperger Publishing Company (AAPC).

Participants will gain knowledge of executive function (EF) skills and how EF deficits can impact learning and behavior in school, learn about how EF deficits are manifested and what disorders exhibit these deficits, discover powerful, evidence-based strategies that can be used to support the learning and behavior of students with EF deficits, and explore the Common Core State Standards and build a repertoire of resources to support all learners in accessing the CCSS.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



Autism Spectrum Disorders and Social Understanding

Jennifer Rountree

Program Specialist

760.955.3585

Jennifer.Rountree@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course is designed to provide participants with a framework for understanding how autism affects an individual's social understanding. One of the major areas impacted by autism is social skills. Individuals on the spectrum tend to struggle with social communication, making friends, participating in groups, and other daily social interactions. Topics of discussion will include the misperception that individuals with autism do not want to socialize, the impact failed social attempts may have on a student, the role Theory of Mind and Central Coherence play on social interactions, and what interventions/instructional strategies can be used to support and individual with autism to increase their social competence. Prerequisite: Autism Spectrum Disorders and Evidence-Based Practices - An Overview

Participants will be able to identify how social understanding is affected by autism. They will also understand how unsuccessful social interactions may impact the outlook of an individual with autism. Participants will identify how a variety of instructional strategies can be used to help support the development of improved social skills.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



Autism Spectrum Disorders and Behavior

Jennifer Rountree

Program Specialist

760.955.3585

Jennifer.Rountree@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

The focus of this course is to provide participants with a better understanding of the behaviors students with autism are engaging in and how to provide appropriate support. Students with autism display a variety of behaviors throughout the day that often impact their ability to learn. These undesired behaviors may include the routine/ritualistic expressions characteristic of autism or behaviors such as task avoidance, verbal outburst or physical aggression. Individuals on the spectrum often engage in these undesired behaviors as a way to self-regulate or communicate. Topics of discussion for this course will include functions of behavior, functional communication, replacement behaviors, staff members role in behavior and the importance of data collection. Prerequisite: Autism Spectrum Disorders and Evidence-Based Practices - An Overview

Participants will be able to identify how behavior is affected by autism. They will also understand how to determine the function of behavior, replacement behaviors and the importance of establishing functional communication and reinforcement schedules. Participants will identify how a variety of instructional strategies can be used to help support the decrease of undesired behaviors while increasing desired behavior.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



Visual Supports

Jennifer Rountree

Program Specialist

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Half-Day

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will provide participants with an in-depth discussion of visual supports as an evidence-based practice. Focus will be placed on developing understanding around the three different types of visual supports, visual cues, visual schedules, and visual boundaries. Visual Supports are an instructional strategies found to be effective for all students across all environments. Examples of visual supports will be given with specific emphasis on academic, behavior, and social skill supports. Additional online and follow-up activities may be included.

Participants will learn when and how to use visual supports, become familiar with the variety of ways in which visual supports can be incorporated into daily activities as well as recognize how visual supports are currently being used within their own settings, and be given the opportunity to make a variety of visual supports to take back for immediate use with students.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Prompting

Jennifer Rountree

Program Specialist

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Half-Day

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will focus on the principles of prompting as an evidence-based practices. The course will include a discussion of what prompting looks like, how prompting is currently being used, prompt hierarchies and the importance of prompt fading. Throughout the course, participants will be given opportunities to practice prompting techniques. Additional online and follow-up activities may be included.

Participants will understand what a prompt is and how to differentiate between prompts based on student need and the given task. They will understand the prompting hierarchy and the importance of fading prompts. Participants will practice using appropriate prompts through group activities and the importance/benefits of using appropriate prompts to help shape behavior and student performance.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Reinforcement

Danielle Coté

Program Specialist

☎ 760.955.3584

✉ Danielle.Cote@cahelp.org

🕒 Half-Day

🐾 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will focus on the principles of reinforcement as an evidence-based practice. The course will include a discussion of what reinforcement is, the different types of reinforcement, how reinforcement is currently being used, reinforcement schedules and the importance of using different reinforcement based on individual and group needs. Throughout the course, participants will be given opportunities to determine what types of reinforcement is being used and determining if the given reinforcement is truly reinforcing. Additional online and follow-up activities may be included.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Self-Management

Jennifer Rountree

Program Specialist

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Half-Day

🐾 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will focus on self-management as an evidence-based practice. The course will include a discussion of what self-management is and why it is important when working with all students in all settings. Examples will be given of what self-management looks like when teaching students academic, behavior, and social skills. Additional online and follow-up activities may be included.

Participants will understand the importance of developing self-management skills, learn when and how to teach self-management techniques, become familiar with the variety of ways in which self-management techniques can be incorporated into daily activities, as well as recognize how students are currently self-managing, and be given the opportunity to make a variety of items to take back for immediate use with students working on improving self-management.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Social Narratives

Jennifer Rountree

Program Specialist

760.955.3585

Jennifer.Rountree@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will provide participants with an overview of social narratives as an evidence-based practice. Focus will be placed on the use of social narratives when working with students struggling with social competency across a variety of settings. Examples of social narratives will be given with specific emphasis on their use in addressing behavior needs and social skill development. Additional online and follow-up activities may be included.

Participants will learn when and how to develop a social narrative to support their student's needs, become familiar with different ways in which social narratives can be used to meet the needs of a variety of students, how to incorporate social narratives into daily activities, and be given the opportunity to write their own social narrative to take back for immediate use with students.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



Video Modeling

Jennifer Rountree

Program Specialist

760.955.3585

Jennifer.Rountree@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

This course will focus on video modeling as an evidence-based practice. The course will include a discussion of what video modeling is, how it is done, and what makes it so effective as an evidence-based practice. Discussion will be held on the four different types of video models. Additional online and follow-up activities may be included.

Participants will be able to identify the four different types of video models, see a variety of examples of when and how video models are used, understand how to use video models to support the development of behavioral, functional, and social skills, and work with a group to create a short video model to share with others.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Other Pupil Outcomes



IMTSS Area



The Picture Exchange Communication System (PECS) Level 1 Training: Basic

Region 10 Autism Committee Committee

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Two Full Days

👤 Speech-language pathologists, teachers, paraprofessionals, home therapists, occupational therapists, behavior analysts, program administrators and supervisors.

This course is designed to show you how to teach PECS with fidelity so your learners do not get stuck on early phases of PECS. Let us help you create lessons that turn your PECS user into someone who communicates in all situations using longer sentences. A review of the six phases of PECS and discussions about your current challenges combined with ideas related to materials, teaching strategies and activities to promote communication will refine your PECS implementation skills. With innovative ideas, renewed confidence and enthusiasm you will leave the PECS Level 2 course ready to move PECS users to more sophisticated levels of communication. PECS Level 1 course is a pre-requisite.

Participants will learn how the components of the Pyramid Approach to Education are directly related to proper implementation of the PECS protocol, how to incorporate communication within daily activities and routines, how to develop advanced PECS lessons, and how to analyze teaching PECS across the day.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



The Picture Exchange Communication System (PECS) Level 2 Training: Advanced

Region 10 Autism Committee Committee

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Two Full Days

👤 Speech-language pathologists, teachers, paraprofessionals, home therapists, occupational therapists, behavior analysts, program administrators and supervisors.

This course is designed to show you how to teach PECS with fidelity so your learners do not get stuck on early phases of PECS. Let us help you create lessons that turn your PECS user into someone who communicates in all situations using longer sentences. A review of the six phases of PECS and discussions about your current challenges combined with ideas related to materials, teaching strategies and activities to promote communication will refine your PECS implementation skills. With innovative ideas, renewed confidence, and enthusiasm you will leave the PECS Level 2 course ready to move PECS users to more sophisticated levels of communication. PECS Level 1 course is a pre-requisite.

Participants will learn how the components of the Pyramid Approach to Education are directly related to proper implementation of the PECS protocol, how to incorporate communication within daily activities and routines, how to develop advanced PECS lessons, and how to analyze teaching PECS across the day.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Autism Spectrum Disorders and Communication

Jennifer Rountree

Program Specialist

☎ 760.955.3585

✉ Jennifer.Rountree@cahelp.org

🕒 Full-Day

👤 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators

The focus of this course is to provide participants with a framework for understanding how autism affects communication. Topics include language development & characteristics, symbolic communication, form & function, joint attention, pragmatics, increasing motivation to use language and effective interventions/instructional strategies. Through the use of case studies and videos, participants will be given the opportunity to identify different forms of communication, identify current limitations of communication, and discuss possible intervention/instructional strategies that can be used to support improved use of language. Prerequisite: Autism Spectrum Disorders and Evidence-Based Practices - An Overview

Participants will be able to identify areas of communication affected by autism. They will also understand the impact of impaired joint attention and deficits in pragmatics on communication and social interactions. Participants will understand the role motivation plays in communication and how to identify the form and function of communication.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



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Disabilities Awareness Overview

Danielle Cote
Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This is the first required course in a pathway leading to a certificate of completion in Applied Behavioral Interventions. An overview of the most common disability categories and their educational implications will be conducted. Concrete strategies for the student will also be explored. Finally, executive functioning deficits will be discussed.

LCAP Priorities
Pupil Engagement

Pupil Achievement

Other Pupil Outcomes



Classroom Structure

Renee Garcia
Program Specialist

760.955.3586

Renee.Garcia@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals

This course is designed to assist participants in developing a classroom structure that will help limit the potential for undesired behaviors in your classroom. Participants will be introduced to the basic behavioral principles of antecedent-based strategies. We will explore classroom foundations, focusing on the physical arrangement of the classroom to help students reach both academic and behavioral success.

LCAP Priorities
Pupil Engagement

School Climate

Pupil Achievement



Classroom Management

Renee Garcia
Program Specialist

760.955.3586

Renee.Garcia@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course is designed to introduce participants to the basic behavioral principles of antecedent-based strategies and explore classroom management foundations for both academic and behavioral success. Strategies shared will include time, instructional and verbal structure, and teacher characteristics.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ School Climate



Competing Pathways Charting

Danielle Cote
Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course focuses on simple and effective ways to assess student behavior with a short and easy team-based process using the competing pathways charting. The Competing Pathways Charting (CPC) is a simple graphic organizer method that allows practitioners to create a document that will serve as a foundation to write a behavior intervention plan in just a few minutes. Setting events, antecedents, consequences, function of the behavior, and replacement behavior principles will be explored.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement



Functional Behavioral Assessments-FBAs

Danielle Cote

Program Specialist

📞 760.955.3584

✉️ Danielle.Cote@cahelp.org

🕒 Half-Day

👥 Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

Educators will acquire the necessary foundational concepts in the areas of records review, interviews, challenging behaviors, data collection, environmental problems, antecedents and consequences, function of the behavior and reinforcers in order to be able to complete a functional behavioral assessment, a best-practice step (and legally necessary in certain instances) leading to an effective behavior intervention plan.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 School Climate



IMTSS Area



Behavior Intervention Plan Principles-The BIP Level 1

Danielle Cote

Program Specialist

📞 760.955.3584

✉️ Danielle.Cote@cahelp.org

🕒 Online, Half-Day

👥 Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This online course will guide practitioners in using a team-based approach to create effective behavior intervention plans for early stages behaviors or as an interim plan for moderate, serious, or extreme behaviors. The new behavior intervention plan form Level 1, an abridged format of the behavior intervention Level 2, will be reviewed. The Antecedent-Behavior-Consequence continuum, environmental strategies, function and replacement behavior, reinforcement, crisis plan, and communication principles will be covered.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement



IMTSS Area



Behavioral Intervention Plans Principles-The BIP Level 2

Danielle Cote

Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course teaches the essential elements of how to write a research-supported behavior intervention plan that includes, operational definitions, antecedents, consequences, ecological analysis, environmental changes, functions of behavior, replacement behaviors, reinforcement, prompting, goals, and communication. The Behavioral Intervention Plan Level 2 is the document that will be the focus of this course.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement



IMTSS Area



Behavioral Intervention Plans, The Scoring Guide

Danielle Cote

Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course covers the Positive Environment Network of Trainers (PENT) Behavior Intervention Plan Quality Evaluation Scoring Guide II. As a part of this experience, participants will have the opportunity to review case studies and will evaluate sample behavioral intervention plans.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement



IMTSS Area



Verbal De-Escalation

CPI Team

CPI Team

📞 760.955.3584

✉️ Danielle.Cote@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
Paraprofessionals, Site
Administrators

This one-day course stresses the importance of maintaining a neutral and calm approach to prevent escalation during a crisis. Much of the curriculum is focused on building coping mechanisms, and providing professional, clear and succinct responses. This course is closely aligned with the principles of Positive Behavioral Interventions and Supports (PBIS). Topics included will teach participants to identify causes of challenging behavior, recognize when verbal altercations are leading to physical violence, determine exactly when to intervene, quickly calm hostile behavior and outbursts, maintain a calm, professional, and respectful attitude, and assess the physical signs of possible anxiety and fear.

This course does NOT teach physically-related interventions such as evasions and restraints. Individuals wishing to learn physical restraints should register for the two-day Crisis Prevention Institute Course (CPI).

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Crisis Prevention Institute (CPI)

CPI Team

CPI Team

📞 760.955.3584

✉️ Danielle.Cote@cahelp.org

🕒 Two Full-Days

👥 Special Education Teachers,
Paraprofessionals, Site
Administrators

The Non-Violent Crisis Prevention Institute (CPI) is a two-day course considered to be the worldwide standard for crisis prevention and intervention. With a core philosophy of providing for care, welfare, safety, and security and aligned with positive behavioral supports principles, CPI gives educators the skills to safely and effectively prevent, evade and physically intervene, as a last resort, in dangerous situations. Participants must dress safely and must attend the entire two-day course. At the successful demonstration of competency of physical moves and passage of an exam, participants will receive certification.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Bullying Prevention and Intervention for Parents and the Community

Danielle Cote

Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

One and a Half Hours

Parents

This course is specifically designed for parents and community members who have participated in Positive Behavioral Interventions and Supports (PBIS) professional learning. It is an overview of specific strategies to prevent and intervene with bullying on a school campus.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Practical Application of Behavioral Principles

Danielle Cote

Program Specialist

760.955.3584

Danielle.Cote@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course is designed specifically to provide participants with the unique opportunity to use case studies relevant to their daily practice. Participants will apply prior knowledge to the science of behavior as well as learn new procedures, that include differential reinforcement, extinction, conditioned and unconditioned reinforcement, continuous and intermittent schedules, task analyzed charting, prompt, and prompt fading.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement



IMTSS Area



Supporting and Understanding Children From Adverse Backgrounds (i.e. foster care, parental incarceration, and poverty)

Kristee Laiva

PBIS Specialist

760.955.3591

Kristee.Laiva@cahelp.org

Two Hours

Special Education Teachers, General Education Teachers, Counselors, School Psychologists, Site Administrators

This course examines the impact of adverse backgrounds on children's behavior, relationships, learning, and future success in the classroom. The presentation will encourage understanding, nurture empathy, and assist early educators in supporting children who are struggling with life circumstances such as foster care, parental incarceration, and poverty.

Participants will increase their empathy and understanding of the life experiences of children in foster care, those who struggle with economic and residential instability, and children with parents who are incarcerated. They will gain a better understanding of the behaviors students from adverse backgrounds may exhibit in the school setting and increase the repertoire of ways to respond and support these students in order to bolster self-esteem for students from adverse backgrounds.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Other Pupil Outcomes
- ☉ Parent Involvement
- ☉ Implementation of State Standards



IMTSS Area



Students From Adverse Backgrounds: Fostering Empathy While Understanding the Legal Supports Available

Kristee Laiva

PBIS Specialist

760.955.3591

Kristee.Laiva@cahelp.org

Half-Day

Special Education Teachers, General Education Teachers, Counselors, School Psychologists, Site Administrators

This course examines the impact of adverse backgrounds on children's behavior, relationships, learning, and future success in the classroom. The presentation will encourage understanding, nurture empathy, and assist educators in supporting children who are struggling with life circumstances such as foster care, parental incarceration, and poverty. Legal information regarding homeless students and those in foster care will be provided as well as classroom strategies.

Participants will increase their empathy and understanding of the life experiences of children in foster care, those who struggle with economic and residential instability, and children with parents who are incarcerated. They will gain a better understanding of the behaviors students from adverse backgrounds may exhibit in the school setting and increase the repertoire of ways to respond and support these students in order to bolster self-esteem for students from adverse backgrounds.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Other Pupil Outcomes
- ☉ Parent Involvement
- ☉ Implementation of State Standards



IMTSS Area



Check-In Check-Out Intervention

Kami Murphy

PBIS Coordinator

760.955.3582

Kami.Murphy@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, Office Staff,
Paraprofessionals

Check-In Check-Out is a Tier 2, group oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observable across multiple settings. This three and a half hour training will teach participants the basic structure of setting up CICO with fidelity in a school system. Key features of CICO include: increased positive adult contact, embedded social skills training, a direct link to school-wide behavioral goals and expectations, frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals. Research conducted on CICO consistently demonstrates associated decreases in problem behaviors, office discipline referrals, and referrals for special education services.

Participants will understand how students are placed in a Tier 2 Intervention. They will recognize how CICO is implemented in schools. Participants will also become familiar with the current CICO system at the school site and/or create foundations for a CICO system.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Check-In Check-Out, CICO-SWIS

Kami Murphy

PBIS Coordinator

760.955.3582

Kami.Murphy@cahelp.org

Two Hours

Special Education Teachers,
General Education Teachers,
Site Administrators, Office Staff,
Paraprofessionals

Check-In Check-Out, CICO-SWIS is a web-based decision-making system providing school/facility personnel with an online space to enter Check-In Check-Out (CICO) point card data easily and efficiently. Information entered into CICO-SWIS is confidential and secure. CICO-SWIS protects data through the use of account-specific passwords and high-quality data protection procedures.

Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns, and student behavioral needs. Using these reports, teams can look at detailed information about success of targeted interventions for students and their referral patterns. Teams can use year-end reports to guide action planning for necessary interventions.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Exercise Makes Sense: How to Effectively Implement Classroom-Based Physical Activity Intervention

Cheryl Goldberg-Diaz

Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals

Current evidence supports school-based physical activity programs have no negative impact on academic learning, and participation in daily exercise may improve the student's concentration and cognitive functioning. Yet many school systems have downsized or eliminated physical education under the assumption that more classroom instructional time will improve academic performance and increase standardized test scores. Less than two percent of high school students meet the recommended requirement for participation in 60-minutes of daily moderate to vigorous physical activity. Classroom-Based Physical Activity Intervention (CBPAI) led by the teacher, parent volunteer, or student comprises a 10-minute protocol of moderate to vigorous intensity aerobic activities that children and adolescents can complete within the classroom prior to or during academic instruction with no additional equipment required.

Participants will learn how to effectively implement CBPAI as an alternative method for children and adolescents to meet the recommended guidelines for daily participation in 60-minutes of moderate to vigorous physical activity.

LCAP Priorities

Pupil Engagement

Pupil Achievement

**NEW
THIS YEAR**
★ ★ ★



IMTSS Area



Bullying Behaviors at School: Tier-Two and Tier-Three

Cheryl Goldberg-Diaz

Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

The purpose of this course is to focus on how to intervene with bullying and the impact on academic performance and mental health. Information will address the person that bullies, the victim of the bully, as well as the bystanders. Interventions and responses to bullying will be emphasized including information about skill groups for various topics related to decreasing bullying.

Attendees will be able to identify three types of participants in bullying behavior, and identify two different interventions to help decrease bullying at the school.

LCAP Priorities

Pupil Engagement

School Climate



IMTSS Area



Keeping Cool at School: Self-Regulation Strategies

Suzan Raymond

School Occupational Therapist

760.955.3652

suzan.raymond@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

This course provides participants with an understanding of sensory integration and self-regulation for children. Participants will learn practical evidence based strategies to implement in the educational environment to promote independence and learning.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Implementation of State Standards



IMTSS Area



Look At Me, I have ADHD!

Corinne Foley

Program Manager

760.955.3552

Corinne.Foley@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals

This course assists educators in identifying the challenges faced by students with Attention Deficit Hyperactivity Disorder (ADHD) and its impact on learning. Participants will gain a deeper understanding of ADHD, and learn instructional strategies that can be applied in the classroom setting. Participants will see how integrating Positive Behavioral Interventions and Supports with classroom instructional adaptations, creates a positive learning environment for the student with ADHD.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement



IMTSS Area



Positive Behavioral Interventions and Supports (PBIS) Bootcamp

Kami Murphy
Coordinator, PBIS

📞 760.955.3582

✉️ Kami.Murphy@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators

This refresher course is designed for school sites who have been through the Positive Behavioral Interventions and Supports (PBIS) training, but may need a refresher at the Universal level. As teams grow and/or school site personnel changes, it is often necessary to build the capacity of current staff. This course is a supplement to the three-year training program offered.

Participants will become more familiar with the implementation of PBIS, identify the level at which the school/district is currently operating, and action plan next steps for implementation.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement
- 🕒 Parent Involvement



IMTSS Area



Practical Application of Behavioral Principles

Danielle Cote
Program Specialist

📞 760.955.3584

✉️ Danielle.Cote@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
Paraprofessionals, Site
Administrators

This one-day course stresses the importance of maintaining a neutral and calm approach to prevent escalation during a crisis. Much of the curriculum is focused on building coping mechanisms, and providing professional, clear and succinct responses. This course is closely aligned with the principles of Positive Behavioral Interventions and Supports (PBIS). Topics included will teach participants to identify causes of challenging behavior, recognize when verbal altercations are leading to physical violence, determine exactly when to intervene, quickly calm hostile behavior and outbursts, maintain a calm, professional, and respectful attitude, and assess the physical signs of possible anxiety and fear.

This course does NOT teach physically-related interventions such as evasions and restraints. Individuals wishing to learn physical restraints should register for the two-day Crisis Prevention Institute Course (CPI).

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Other Pupil Outcomes



IMTSS Area



Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) Bootcamp

Kami Murphy

Coordinator, PBIS

760.955.3582

Kami.Murphy@cahelp.org

Full-Day

Early Childhood Educators,
Site Administrators, District
Administrators

This course is designed for early childhood program personnel and staff whose sites have been through the Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) course. The course provides a review of PBIS foundations at the Universal/Tier 1 level for new staff members or current team members. As teams and program personnel grow and change, it is often necessary to build the capacity of current staff. This course is a supplement to the three-year course program offered.

Participants will become more familiar with the implementation of PBIS, identify the level at which the early childhood program is currently operating, and action plan next steps for implementation.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Positive Behavioral Interventions and Supports (PBIS) in the Home

Kami Murphy

Coordinator, PBIS

760.955.3582

Kami.Murphy@cahelp.org

Two Hours

Special Education Teachers,
General Education Teachers, Site
Administrators, Parents

Do you have parents that are asking for assistance in their home? PBIS refers to a systems change process for an entire school, district, and or home. The underlying theme is teaching behavioral expectations in the same manner as any subject. This session will define what a PBIS system may look like in the home setting to help build a connected system between a student's home and school life.

Participants will become more familiar with the system of PBIS and the multi-tiered approach as it relates to behavior, create a matrix of what positive behavioral expectations look like, sound like, and feel like in all the home areas, and identify common language between home and school regarding behavioral expectations.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Positive Behavioral Interventions and Supports (PBIS) K-12 Overview

Kami Murphy
Coordinator, PBIS

📞 760.955.3582

✉️ Kami.Murphy@cahelp.org

🕒 Two Hours

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators

This overview will describe the what, why and how of Positive Behavioral Interventions and Supports (PBIS) training. PBIS is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. At the universal level, participants will learn how to build their school pro-social environment by establishing a common language, common practices and common vision. Tier-Two, targeted interventions will include Check-In Check-Out and social and academic groups Tier-Three implementation will include interventions and supports such as Prevent, Teach, Reinforce (PTR), Linking Individuals and Families with Education (LIFE) and identifying evidence-based behavior intervention supports. Teams will build internal capacity to further their implementation efforts at their school sites.

Participants will gain a deeper understanding of the benefits of PBIS, understand how this framework fits with pieces that are currently working, and define how PBIS fits in with their local LCAP.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement
- 🕒 Parent Involvement



IMTSS Area



Prevent-Teach-Reinforce, Tier-Three Team-Based Support Planning

Kami Murphy
Coordinator, PBIS

📞 760.955.3582

✉️ Kami.Murphy@cahelp.org

🕒 Full-Day (Multiple Days Required)

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators

Prevent-Teach-Reinforce (PTR) is a standardized Positive Behavioral Interventions and Supports (PBIS) model designed to meet the behavior support needs of students with persistent and severe problem behavior. PTR addresses the three major categories of behavior support components: antecedent manipulation, instructional strategies, and contingent management. Teams are trained in the five step implementation model for building a PTR school-based team, assessing and planning individual positive supports, and developing effective coaching support.

Participants will build team capacity for assessing and planning interventions for students needing Tier-Three support.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement
- 🕒 Parent Involvement



IMTSS Area



School-Wide Information System (SWIS)

PBIS Team

PBIS Team

760.955.3582

Kami.Murphy@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Office Staff

School-Wide Information System (SWIS) training is a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision making. SWIS provides school personnel with the information they need to be successful decision makers. Through SWIS, school staff enter office discipline referrals online. The data is summarized to provide information about individual students, groups of students, or the entire student body over any time period. SWIS training is for schools currently implementing a Positive Behavioral Interventions and Supports (PBIS) model.

Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionately by ethnicity, detailed information about individual student's referral patterns, and year-end reports to guide action planning for the upcoming school year.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Positive Behavioral Interventions and Supports (PBIS) Team Workgroup

Kami Murphy

Coordinator, PBIS

760.955.3582

Kami.Murphy@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators, School
Psychologists

This working day provides teams with an opportunity to review their current implementation plans, discuss next steps, action plan, and receive support as teams move through implementation steps. SELPA Positive Behavioral Interventions and Supports (PBIS) team members will be in the room providing coaching and facilitation as requested by teams.

Participants will build on existing relationships with their site PBIS team, identify their existing level of implementation, and design an action plan for growth.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ School Climate
- ☉ Pupil Achievement
- ☉ Parent Involvement



IMTSS Area



Self-Regulation in the Classroom

Cheryl Goldberg-Diaz

Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators

This course provides participants with various play therapy interventions to use to address self-regulation behaviors and teach different self-regulation skills to children and adolescents. A brief discussion will be given regarding how executive function impacts self-regulation. Emphasis will be placed on play therapy interventions that can be used in office and school settings with children and adolescents.

LCAP Priorities

Pupil Engagement



IMTSS Area



Team Initiated Problem Solving (TIPS)

Kami Murphy

Coordinator, PBIS

760.955.3582

Kami.Murphy@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators

This course presents a model for using data for problem solving and decision making that includes a systematic team process.

Participants will learn how to organize, and conduct meetings, problem solve, define action plans, define goals and evaluation plans, and document decision plans.

LCAP Priorities

Pupil Engagement

School Climate

Pupil
Achievement



IMTSS Area



Bullying Prevention and Intervention for School Sites

Danielle Cote

Program Specialist

☎ 760.955.3584

✉ Danielle.Cote@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, Counselors,
Office Staff, Bus Drivers

This course is specifically designed for school sites who are already trained in and are implementing Positive Behavioral Interventions and Supports (PBIS). It provides simple and clear strategies to prevent and intervene with bullying problems on school campuses. It includes a research-supported curriculum.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement



IMTSS Area



Why Try?: The Foundation Course Level 1

Renee Garcia
Program Specialist

📞 760.955.3586

✉ Renee.Garcia@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Counselors,
School Psychologists, Site
Administrators

Get ready for a fun day of training with the Why Try? program that is currently used by K-12 schools, educational institutions, group homes, mental health agencies, and youth correctional facilities as a means to teach valuable life skills. It may be used with individual students, small or large groups to help students answer the question, why try in life. The program offers solutions on how to respond to daily life stressors that students can both understand and remember. The teaching materials target different learning modalities by utilizing visual analogies, music, videos, and experiential activities to make better decisions in life that lead to opportunity, freedom, and self-respect.

Participants will engage in multiple fun activities that include moving, developing strategies to Surrender One-Up Relationships, ability to network and collaborate with other participants throughout the training, learn how to setup and design lessons, and deliver inspiring messages through multiple hands-on activities.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement



IMTSS Area



Why Try?: The Advanced Course Level 2

Renee Garcia
Program Specialist

📞 760.955.3586

✉ Renee.Garcia@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
General Education Teachers,
Paraprofessionals, Counselors,
School Psychologists, Site
Administrators

This advanced course level 2 Why Try? training will focus on a variety of fun-filled activities within each of the ten visual analogies that were not a part of the level one training. Participants should currently be utilizing the Why Try program and have attended the basic foundations Level 1 training of the program. The teaching materials target different learning modalities by utilizing visual analogies, music, videos, and experiential activities to help students make better decisions in life that lead to opportunity, freedom, and self-respect.

Participants will engage in multiple fun activities that include moving, developing strategies to learn how to set up and deliver the activity lessons, processing additional activities, networking and collaborating with other participants throughout the training, and delivering inspiring messages that will help students to see that their life choices affect their life outcomes. Note: The prerequisite to attend this course is WhyTry? Foundation Course Level 1.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement



IMTSS Area



Positive Behavior Interventions and Supports (PBIS), K-12

Kami Murphy
Coordinator, PBIS

📞 760.955.3582

✉️ Kami.Murphy@cahelp.org

🕒 Full-Day (Multiple Days Required)

👥 Special Education Teachers, General Education Teachers, Paraprofessionals, Site Administrators, District Administrators, Bus Drivers, Campus Security, School Psychologists

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. At the universal level, teams will learn how to build their school pro-social environment by establishing a common language, common practices and common vision, while learning the function of behavior principles. Tier-Two and Tier-Three interventions will be evidence-based and may include: Check-In Check-Out, Social Skills Groups, Why Try, Prevent Teach Reinforce (PTR). Teams will build internal capacity to further their implementation efforts at their school sites.

Participant teams will learn less reactive, adverse, dangerous, and exclusionary practices; understand how to build more engaging, responsive, preventive, and productive environments; become familiar with better classroom management practices with less discipline issues and more instructional minutes; and become familiar with a continuum of services available for students learning and emotional needs, learn more strategies to maximize academic engagement and achievement for ALL students, and learn strategies to improve interagency, community, parental and school interdependence.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 School Climate
- 🕒 Pupil Achievement
- 🕒 Parent Involvement



IMTSS Area



Restorative Practices: Introduction to Restorative Practices and Using Circles Effectively

Kami Murphy
PBIS Coordinator

📞 760.955.3582

✉️ Kami.Murphy@cahelp.org

🕒 Two Full-Days

👥 Special Education Teachers, School Psychologists, General Education Teachers, Site Administrators, District Administrators, Counselors

Using Restorative Practices as prevention and intervention tools will greatly enhance your schools Interconnected Multi-Tiered Systems of Support (IMTSS). On day one, participants will gain a better understanding of the basic principles of Restorative Practices and will experience practicing the skills needed to start using these practices immediately. Practices include using affective statements, affective questions, small impromptu conferences, group of circle strategies, and a brief discussion about the formal conference. On day two, Using Circles Effectively, participants will enhance their knowledge base about utilizing the use of circles in any setting; classrooms, staff meetings, or parent groups. Participants will work in a circle as they learn about the process of using circles effectively. This training includes a book for guidance and useful circle prompts. These tools will effectively empower participants to utilize circles in their classrooms and meetings.

Through facilitated discussion, video, and interactive exercises, you will learn practical skills to create dynamic circles that engage individuals in a variety of settings.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Other Pupil Outcomes
- 🕒 School Climate



IMTSS Area



Transition Partnership Program (TPP) Beginning-of-the-Year-Meeting

Adrienne Shepherd

Coordinator, Transition Services

760.843.3982

Adrienne.Shepherd@cahelp.org

Full-Day

Special Education Teachers,
Counselors

The Transition Partnership Program (TPP), WorkAbility I Program (WAI), and California PROMISE invite participants to attend a presentation by Richard Santana from Homeboy to Harvard Productions. Students face increasingly difficult situations due to disabilities, drugs, homelessness, and single-parent households. Mr. Santana challenges his audience to critically assess their perceptions; he sends out messages on making choices, between hope and hopelessness, between evaluating young people based upon our own standards and accepting them in the context of their own, and between giving up on the most challenged youth and truly becoming advocates. Breakout sessions will also be offered during this course.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Course Access
- ☉ Other Pupil Outcomes



IMTSS Area



Transition Planning for All Students

Adrienne Shepherd

Coordinator, Transition Services

760.843.3982

Adrienne.Shepherd@cahelp.org

Full-Day

Special Education Teachers,
Counselors

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), measurable postsecondary goals, and the legal requirements for developing the Summary of Performance (SOP). Using the Person Centered Planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals.

Participants will learn how to meet the requirement of Indicator 13, will learn strategies necessary to involve students and family members in student-centered transition planning, and will review a systematic approach to develop meaningful and realistic transition goals based on student needs, interests, and assessment profiles.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Course Access
- ☉ Other Pupil Outcomes



IMTSS Area



Transition Resource Fair

Adrienne Shepherd

Coordinator, Transition Services

☎ 760.843.3982

✉ Adrienne.Shepherd@cahelp.org

🕒 Two Hours

👥 Special Education Teachers,
Counselors, Parents, TPP
Students

The Resource Fair is an annual event co-sponsored by the Desert/Mountain SELPA Transition Partnership Program, WorkAbility I Program, in conjunction with the California PROMISE Grant. This resource-rich opportunity will provide parents, students with disabilities, educators, and all who attend, with information regarding resources and services available to students in grades 10 through adult life.

Participants will have an opportunity to network with agencies regarding resources available for students with disabilities and will have an opportunity to be motivated by a learning disabilities advocate.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Course Access
- 🕒 Other Pupil Outcomes



IMTSS Area



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Desired Results Developmental Profile (DRDP) 2015

Diane Garcia
Program Specialist

☎ 760.955.3588

✉ Diane.Garcia@cahelp.org

🕒 Half-Day

👤 Special Education Teachers,
Speech-Language Pathologists,
Early Childhood Educators

The Desired Results Developmental Profile (DRDP) is an observation tool utilized by educators to record individual progress towards the achievement of specific outcomes across many domains of development. This instrument was developed by the California Department of Education for administration with young children. The DRDP (2015) replaces the previous DRDP-R and DRDP-Access, creating one common instrument for use with both general and special education populations. There are two versions for children with IEPs: the Infant/Toddler View and the Preschool Fundamental View (new for Fall 2016!). Special education teachers, early intervention service providers, and speech-language pathologists who work with children ages birth to 5 years are encouraged to attend.

Participants will learn appropriate methods for administering the DRDP 2015, including observation and data collection strategies. Accommodations for children with special needs will be reviewed. Educators will be given opportunities to practice scoring measures using sample videos. Ideas for collaboration with other professionals to share data will be explored. In addition, the DRDP 2015 as an important tool in the development and monitoring of IFSPs and IEPs will be discussed.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Implementation of State Standards
- 🕒 Parent Involvement
- 🕒 Other Pupil Outcomes



IMTSS Area



Teacher Talk: Preschool Language & Literacy

Diane Garcia
Program Specialist

☎ 760.955.3588

✉ Diane.Garcia@cahelp.org

🕒 Half-Day

👤 Special Education Teachers,
Speech-Language Pathologists,
Early Childhood Educators

This three part course, titled Teacher Talk, was developed by The Hanen Centre and will be delivered by a certified Speech-Language Pathologist. Participants will learn effective strategies for promoting language, literacy, and social interaction skills in young children, including second language learners and children with special needs. Trainings are interactive and encourage application of skills to daily interactions with children.

Teacher Talk will focus on: Encouraging Language Development in Early Childhood Settings, ABCs & Beyond: Let Language Lead the Way to Literacy, and Fostering Peer Interaction in Early Childhood Settings.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Implementation of State Standards
- 🕒 Parent Involvement
- 🕒 Other Pupil Outcomes



IMTSS Area



Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) Overview

Kami Murphy

Coordinator, PBIS

760.955.3582

Kami.Murphy@cahelp.org

Two Hours

Early Childhood Educators,
Site Administrators, District
Administrators

This course is an overview that will describe the what, why, and how of Positive Behavioral Interventions and Supports (PBIS) in the preschool setting. PBIS is a multi-tiered behavioral framework for enhancing the adoption and implementation of the continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all children. Participants will gain a deeper understanding of the benefits of PBIS, understand how this framework fits with pieces that are currently working

Participants will gain a deeper understanding of the benefits of EC PBIS and understand how this framework fits with pieces that are currently working within their program.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Parent Involvement
- ☉ School Climate



IMTSS Area



Trauma, Toxic Stress, and the Developing Brain

Cheryl Goldberg-Diaz

Program Manager

760.552.6700

cheryl.goldberg-diaz@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Paraprofessionals, Site
Administrators, District
Administrators, Counselors

This course will explain the changes that occur in the brain due to prenatal exposure, trauma, and stress, and how these changes relate to the child's functioning in the home, school, and community. The impacts of prenatal and/or postnatal exposures on learning, behavior, and relationships will be explored. Participants will learn specific interventions to assist young children who have experienced these negative events.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Implementation of State Standards
- ☉ Parent Involvement
- ☉ Other Pupil Outcomes



IMTSS Area



Maintenance of Effort (MOE)

Janet Crabtree
Program Manager

760.946.8200

Janet.Crabtree@cahelp.org

Half-Day

District Administrators

Managing Special Education expenses while continuing to meet Maintenance of Effort (MOE - SEMA and SEMB) can be challenging. The mix of federal versus state funds also impacts MOE. This combined with some unknowns with regard to Program Cost Report Allocations (PCRA) and other SACS software coding issues further increase the challenge.

This course will provide participants an understanding of MOE (SEMA and SEMB) and will provide strategies to assist with meeting the requirement. Included will be how to review current and prior year information in advance to determine spending is on track prior to completing the actual reports after year end close.

LCAP Priorities

Basic Services



IMTSS Area



Special Education Finance

Janet Crabtree
Program Manager

760.946.8200

Janet.Crabtree@cahelp.org

Half-Day

District Administrators

With changes being implemented with regard to special education funding, there are items of concern for districts, charter schools, county offices of education and SELPAs. This workshop will provide insight with regard to the ever-changing landscape of special education finance. There will also be a review of reporting requirements and a discussion on how each impacts funding.

This course will provide participants an understanding of various aspects of special education finance. Each will gain insight regarding the various funding sources for special education, the impact of recent changes, and reporting requirements.

LCAP Priorities

Basic Services



IMTSS Area



IEP Forms and Facts

Denise Edge
Program Manager

📞 760.955.3568

✉ Denise.Edge@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
School Psychologists, General
Education Teachers, Site
Administrators

In this course, participants will learn the basic components of the WebIEP system and see the direct correlation of what is in the WebIEP system compared to what is generated as the printed IEP page. The IEP Process and how every page of the IEP relates to this process will be the main focus of this course. Participants will receive a resource notebook with additional resources, links to the SELPA policies, and flowcharts to help IEP teams conduct meaningful IEP meetings. Participants will also discuss specific areas necessary to show legal compliance, follow legal guidelines, and involve all required members of the IEP team. Participants will understand how to write quality, legally compliant IEP documents. Time for discussion and questions regarding the IEP components are integrated into the course. A discussion of the LiveBinder resource will also be included in this course.

LCAP Priorities

🕒 Pupil
Achievement



IMTSS Area



Collaborative IEP Process

Denise Edge
Program Manager

📞 760.955.3568

✉ Denise.Edge@cahelp.org

🕒 Full-Day

👥 Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, District
Administrators

In this course, participants will learn the steps in the collaborative IEP process including the roles of the facilitator and the scribe. They will identify the components of a collaborative IEP meeting, identify roles critical to the collaborative IEP process, and learn useful tools for effective meeting facilitation and conflict resolution. Group memory charting will be used to capture the strengths, concerns, and areas of need so that all members of the IEP team are engaged and contributing participants. Pre-meeting preparation and post meeting follow-ups are included components in this training. Participants will have the opportunity to participate in and observe a mock IEP meeting using the collaborative IEP process.

LCAP Priorities

🕒 Pupil
Achievement

🕒 Parent
Involvement



IMTSS Area



Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Full-Day

Special Education Teachers, General Education Teachers, Site Administrators, Counselors, School Psychologists

This interactive full-day course will focus on understanding the IEP Process, the identification of Areas of Need, and the development of legally compliant present levels of performance (PLOPs) as baseline indicators so that IEP goals are written for each Area of Need and directly linked to the baseline PLOP. The differences between strengths, concerns, educational needs, present levels of performance, and measurable goals will be discussed. Participants will have the opportunity to view examples of both PLOPs and goals and practice writing both from information provided. A definition and discussion of educational benefit, focusing on progress towards goals and collecting data to show progress will be a secondary focus in this course. Samples of multiple ways to collect data and measure progress will be shared.

LCAP Priorities
 Pupil Engagement



The Facilitated IEP

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Full-Day

Special Education Teachers, Site Administrators, General Education Teachers

Participants will learn about facilitation techniques when a neutral facilitator is requested to facilitate an IEP meeting. Facilitation, as a process, is designed to assist the IEP Team with communication and problem solving strategies so that the IEP meeting is student focused. A neutral facilitator may assist the IEP team in crafting an IEP document that functions as an individualized educational program with educational benefit for the student with a disability. Crucial communication skills, listening skills, and an understanding of the roles of each IEP team member will be discussed in this course. The role of the LEA designee and the meaningful participation of the parent and other IEP team members will also be components of this training. Follow-up coaching and feedback will be provided upon request.

LCAP Priorities
 Pupil Engagement
 Pupil Achievement



Writing Legally Compliant IEP Notes

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Two Hours

Special Education Teachers, Site Administrators

In this course, participants will learn the do's and don'ts in taking legally compliant IEP notes. The legally required components of the IEP based on federal and state law, IEP note-taking tips, common errors, case law and samples will be included in this interactive workshop. A note taking template will also be presented.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement



IMTSS Area



Meaningful Parent Participation

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Full-Day

Special Education Teachers, Site Administrators, School Psychologists, District Administrators

Through participation in this course, participants will confirm that when schools and families work together, student learning and student outcomes improve. The Individuals with Disabilities Act (IDEA) strongly supports a parent's right to be involved in the special education program that his child receives. Parents must meaningful participate in every phase of the identification, evaluation, development, revision or review of the educational program for their child. This training will focus on the techniques and procedures to educate parents about the IDEA, the assessment process, and the IEP Process at the very beginning of an initial referral for special education. The underlying premise in this training is that the relationship building time spent by the IEP team members at the beginning of the identification for special education eligibility will save time and effort later if the parent has a good understanding of his critical role in the IEP process. Assisting parents in understanding the IEP process, the educational jargon, and their role as a meaningful IEP team member will pave the way for productive IEP meetings and legally appropriate offers of Free and Appropriate Public Education in the Least Restrictive Environment.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement



IMTSS Area



Prior Written Notice (PWN)

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Two Hours

Special Education Teachers, Site Administrators

This course will give participants an understanding of the seven required elements in a Prior Written Notice (PWN) and the nine reasons that a PWN is required to be sent to the educational right's holder. Using the IEP notes to serve as a PWN will also be discussed. A sample template to organize the required PWN information and sample letters for each of the nine required times a PWN is required will also be shared. Participants will leave this course with knowledge and confidence in knowing how to write a legally sound prior written notice.

LCAP Priorities

Pupil Engagement



IMTSS Area



Management Information System (MIS)/Bridge Transfer

Colette Garland

MIS Support Analyst

760.955.3565

Colette.Garland@cahelp.org

Full-Day

MIS/WebDA users

This course is designed for Management Information System (MIS) data entry users, both windows and WebDA versions. The WebIEP Bridge is an integrated module within WebIEP to assist the user with electronic data transfer. Previous access must be granted by the SELPA prior to this course.

Participants will also learn to perform electronic data entry by way of the IEP Transfer Program known as Bridge Transfer. There will be plenty of time for open discussion and brainstorming.

LCAP Priorities

Pupil Achievement



IMTSS Area



WebIEP

Colette Garland
MIS Support Analyst

☎ 760.955.3565

✉ Colette.Garland@cahelp.org

🕒 Three Hours

👥 Site Administrators, School Psychologists, Speech-Language Pathologists, District Administrators, Counselors, General Education Teachers, Special Education Teachers, Office Staff

This course provides participants with hands-on training of the WebIEP program, secure username and password access, and review and learn to correct errors providing the user with a complete, concise, and compliant IEP. Participants will learn the basic components of WebIEP and gain a firm understanding of the practical application in the use of WebIEP.

LCAP Priorities
🕒 Pupil Engagement



Spanish WebIEP

Colette Garland
MIS Support Analyst

☎ 760.955.3565

✉ Colette.Garland@cahelp.org

🕒 Three Hours

👥 District translators and MIS/DA data entry users

This course is designed for district translators who will be authorized to translate a COMPLETED IEP in the WebIEP program that the Educational Rights holder has requested to be translated. Specific permission must be granted by the LEA prior to attending the course. MIS data entry users are also encouraged to attend to have a better understanding of the workflow for the district translator.

LCAP Priorities
🕒 Pupil Engagement



Least Restrictive Environment

Denise Edge

Program Manager

760.955.3568

Denise.Edge@cahelp.org

Two Hours

Special Education Teachers, Site Administrators

Participants in this Least Restrictive Environment (LRE) course will receive an understanding of the components of placement; the need to have only one placement in the Offer of FAPE; what the term "meaningful parent participation" requires in an IEP meeting; understand the continuum of placement options; and understand the Hollard factors as they related to LRE. State and federal laws and regulations as it applies to LRE will also be shared in this presentation.

LCAP Priorities

Pupil Engagement

**NEW
THIS YEAR**
★ ★ ★



IMTSS Area



Identification of Risk Factors for Tier-Three Mental Health Intervention

Cheryl Goldberg-Diaz

Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Full-Day

Special Education Teachers, General Education Teachers, Site Administrators, School Psychologists, District Administrators, Counselors

This course will teach the identification of risk factors prompting school personnel to refer a student for mental health counseling services. Discussion will be focused on what services the Desert/Mountain Children's Center offers at this level of intervention and our collaboration with schools.

LCAP Priorities

Pupil Engagement

School Climate



IMTSS Area



Managing School Crisis: From Theory to Application

Cheryl Goldberg-Diaz

Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Full-Day

Special Education Teachers, General Education Teachers, Site Administrators, School Psychologists, Paraprofessionals, Counselors, Office Staff, Parents

Designed to prepare school administrators and all educators for the inevitable crises that occur within schools and/or that affect those in schools, this course reflects the three most common phases of a crisis: pre-crisis planning, acute crisis response and post-crisis activities. Special attention is given to the most common pitfalls (those that pose the most threat to school personnel from a liability standpoint) associated with crisis response activities.

Participants of this course are introduced to the Critical Incident Skills Management (CISM) framework and specific intervention techniques that can easily be applied within the school setting for the emotional support of students families and school staff. These intervention techniques are research-informed and widely recognized for their effectiveness. Participants will be given opportunities to explore the elements of effective crisis management through multiple group activities. This is not a disaster preparedness course. This course is an emotional first aid/crisis intervention.

LCAP Priorities

Pupil Engagement

School Climate



IMTSS Area



Youth Mental Health First Aid

Cheryl Goldberg-Diaz
Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, Paraprofessionals,
Office Staff, Bus Drivers,
Counselors

Youth Mental Health First Aid teaches a five-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self help care. Anyone can take the eight-hour Youth Mental Health First Aid course, but it is ideally designed for adults who work with young people, ages 12-18 teachers, coaches, leaders of faith communities, social workers, and other caring citizens.

Achieve an increase in the mental health literacy of adults who interact with school-aged youth and increase awareness of mental health issues among school-aged youth.

LCAP Priorities
Pupil Engagement

School Climate



Self-Harming Versus Suicide: Understanding the Differences

Cheryl Goldberg-Diaz
Program Manager

760.955.3607

cheryl.goldberg-diaz@cahelp.org

Full-day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, District
Administators, Counselors

This course will outline the major differences between self-harming behaviors and suicide. Participants will learn how to identify warning signs of both and how to respond effectively. Discussion regarding how both are portrayed in the media will be covered. Participants will also learn what question to ask someone who is self harming and/or showing signs of suicidal behavior.

LCAP Priorities
School Climate



The Brain, Trauma, and Behavior

Cheryl Goldberg-Diaz
Program Manager

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Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, Counselors

This course provides information related to changes in the brain due to prenatal exposure, trauma and stress, and how this relates to the child's behavior in the home, school, and community. This presentation will explain the many impacts to children in their learning, behaviors and relationships based on either prenatal and/or postnatal exposures.

Participants will learn what changes to the brain occur due to prenatal exposure, trauma, and stress. Participants will also learn specific interventions to assist with managing behaviors for children with changes in their brains.

LCAP Priorities
Pupil Engagement



Understanding and Supporting Positive Student Mental Health

Cheryl Goldberg-Diaz
Program Manager

760.955.3607

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Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, Paraprofessionals,
Counselors, Office Staff, Parents

This presentation will empower classroom teachers and staff that interact daily with students with the information needed to recognize the risk factors and warning signs for the most common mental health illnesses in children, such as depression and anxiety. It will also focus on trauma and toxic stress, and the effect on the developing brain of a child. Equally as important, specific tools and strategies needed to create positive learning climates that enhance social and academic achievement will be provided in this hands on learning opportunity.

Participants will learn how social-emotional health disorders impact academic success. They will also walk away with specific instructional strategies that promote a positive classroom climate, increase students motivation to learn and improve academic success at the universal/prevention level, the secondary/targeted support level, and the tertiary/intensive support level.

LCAP Priorities
Pupil Engagement
Pupil Achievement
School Climate



Social Skills Groups

Cheryl Goldberg-Diaz
Program Manager

760.955.3607

Cheryl.Goldberg-Diaz@cahelp.org

Half-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists

In the social skills course you will be exposed to how to address social skills difficulty at all three tier levels with an emphasis on how to implement social skills groups within the classroom as well as in small groups. Information on how to find curriculum for groups will also be explored.

Participants will learn how to structure and facilitate groups, various social skills topics, understanding the difference between education and therapeutic groups, and how to find curriculums for implementing social skills groups.

LCAP Priorities
Pupil Engagement

Pupil Achievement

Other Pupil Outcomes



How Does Your Engine Run? The Alert Program for Self-Regulation

Cheryl Goldberg-Diaz
Program Manager

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Full-Day

Special Education Teachers,
General Education Teachers,
Site Administrators, School
Psychologists, Paraprofessionals

How Does Your Engine Run is an evidenced-based program that provides a framework to support children and adults at all levels, including those who are nonverbal. We all have engines! Some of our engines just go a little higher and some need more help, but we all self-regulate. This program can be used by educators, therapists and parents to support students at all levels to maintain an optimal state to attend, learn, and concentrate within their environment.

LCAP Priorities
Pupil Engagement

Pupil Achievement



Audiological Procedures

Rhonda Evans
Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

Half-Day

Speech-Language Pathologists,
Special Education Teachers, Site
Administrators

This course is designed to give district representatives knowledge of SELPA audiological services and to share procedures for accessing evaluations and services. A demonstration of classroom amplification equipment available to students with hearing loss will be given. Discussion regarding procedures for obtaining equipment through low-incidence funding will follow.

Participants will be able to make appropriate, timely student referrals for audiological assessment services and understand procedures for obtaining amplification equipment should it be recommended after assessment.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Course Access



IMTSS Area



Speech-Language Pathologists Collaboration Group

Rhonda Evans
Program Specialist

760.955.3587

Rhonda.Evans@cahelp.org

Three Hours

Speech-Language Pathologists,
Special Education Teachers, Site
Administrators

Quarterly meetings are held during the school year with presentations focused on therapy methods, assessments, research, legislative issues, and procedures.

Participants will have the knowledge of the latest research regarding evidence-based therapy practices and will have information to help them provide services according to California Education Code requirements and ASHA guidelines. Additionally, they will be aware of SELPA policies and procedures regarding eligibility and dismissal criteria, IEP practices and other legal requirements. The sessions also will provide the opportunity to network with colleagues from neighboring districts in order to share assessments and therapy materials, ideas, and to establish professional relationships so that they may communicate with each other regarding shared students.

LCAP Priorities

- ☉ Pupil Achievement
- ☉ Implementation of State Standards
- ☉ Other Pupil Outcomes
- ☉ Course Access



IMTSS Area



Communication Skills for Children with Moderate to Severe Disabilities: A Collaborative Approach

Diane Garcia

Program Specialist

760.955.3588

Diane.Garcia@cahelp.org

Half-Day

Speech-Language Pathologists,
Special Education Teachers,
Paraprofessionals

How are your students with moderate to severe disabilities communicating? Have you ever wondered how to increase their communication? This course is designed to help expand and promote the communication skills of children with moderate to severe disabilities through a collaborative model. Emphasis will be placed on the facilitation of speech and language in the classroom, in an effort to generalize communication skills to natural environments. Through a shared understanding of communication development, participants will be empowered to work together to implement evidence-based strategies in the context of daily activities and routines. Topics may include: communication development, speech and language facilitation strategies, integration of methodologies (e.g. PECS, Enhanced Milieu Teaching, AAC), IEP considerations, application and implementation in the classroom. Various options for professional collaboration will be described and modeled, including the use of centers and circle time. Over the course of this interactive learning experience, educators will be encouraged to practice new skills with their students, discuss results, and work together to develop creative intervention plans.

LCAP Priorities

- ☉ Pupil Engagement
- ☉ Pupil Achievement
- ☉ Implementation of State Standards



IMTSS Area



The D/M SELPA ENEWS *Your Source For...*

- ✓ Trending Issues
- ✓ Mental Health Topics
- ✓ Legal Updates
- ✓ Instructional Strategies
& More!

Sign Up At

www.cahelp.org/enews

Preschool Professionals Collaboration Group

Diane Garcia

Program Specialist

📞 760.955.3588

✉️ Diane.Garcia@cahelp.org

🕒 Half-Day

👥 Speech-Language Pathologists, School Psychologists, Special Education Teachers, Site Administrators

The Preschool Professionals Collaboration Group (PPCG) targets issues related to the provision of special education services for preschool age children. Speech-language pathologists, school psychologists, preschool special education teachers, administrators, and others who work with the preschool population are invited to attend. This interdisciplinary group provides the opportunity to develop a collaborative professional network, in order to share ideas and information regarding current best practices. Guest speakers and training topics will be determined by the needs and interests of the group. Past topics included preschool assessment, early identification of disabilities, community resources, three year old and Kindergarten transitions, and eligibility.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Other Pupil Outcomes
- 🕒 Implementation of State Standards



IMTSS Area



School Psychologists' Committee

Glenn Low

Psychologist

📞 760.955.3566

✉️ Glenn.Low@cahelp.org

🕒 Four Full-Days

👥 School Psychologists, Speech-Language Pathologists

The Desert/Mountain School Psychologists' Committee meets four times per year for the purpose of continuing professional development, enrichment, networking, and training.

Attendees stay current on relevant topics that included special education legal compliance issues, best practices in assessments, IEP writing, special education eligibility, academic and behavioral accommodations and interventions, mental health practices, and suspension/expulsion procedures.

LCAP Priorities

- 🕒 Pupil Engagement
- 🕒 Pupil Achievement
- 🕒 Parent Involvement
- 🕒 School Climate



IMTSS Area



Community Advisory Committee (CAC) Meeting

Corinne Foley
Program Manager

📞 760.955.3552

✉ Corinne.Foley@cahelp.org

🕒 Two and a Half Hours

👥 Parents, District Administrators

The Community Advisory Committee (CAC) is comprised of parents, students, teachers, paraeducators, education specialists, agencies, and individuals with exceptional needs who are working towards the most appropriate education for individuals with exceptional needs.

The Community Advisory Committee representatives meet four times per year to give input and feedback to the SELPA regarding policy, programs, and procedures.

LCAP Priorities

🕒 Pupil
Achievement



IMTSS Area



The D/M SELPA ENEWS *Your Source For...*

- ✓ Trending Issues
- ✓ Mental Health Topics
- ✓ Legal Updates
- ✓ Instructional Strategies
& More!

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Desert/Mountain Children's Center Services





Desert/Mountain Children's Center
PROGRAMS and SERVICES

AGE 0-6		AGE 7-21			
PROGRAM	SART	SAP	SATS	CIS	Residential Assessment/ Monitoring
PROGRAM	Early Identification & Intervention Services	Screening Assessment Referral & Treatment	School Aged Treatment Services <i>Includes: Therapeutic Behavioral Services (TBS); and Family Support Services</i>	Children's Intensive Service	
STAFF	Supervisor: LCSW and LMFT level BHC	Supervisor: LCSW and/or LMFT level BHC	Supervisor: LCSW and LMFT level BHC	Supervisor: LCSW and LMFT level BHC	Supervisor: Program Manager (LCSW)
LOCATION	Locations: High Desert Big Bear Yucca Valley <i>Clients ages 0-5, who are less intensive and require treatment for less than one year</i> Includes: <ul style="list-style-type: none"> • Assessment • Intervention and Activities (less intensive) • Discharge or Transition to Other Services 	Locations: High Desert Big Bear Yucca Valley <i>Clients ages 0-6, who are more intensive and require trans-disciplinary team to determine treatment</i> Includes: <ul style="list-style-type: none"> • Trans-disciplinary Assessment • Treatment (more intensive) • Discharge or Transition to Other Services 	Locations: High Desert Big Bear SATS-TBS Locations: High Desert Outlying areas Inland Empire San Diego	Locations: High Desert Big Bear <i>Short-term (4-8 weeks) intensive home / school / community-based services for children who are at risk of losing education and/or home placement and/or at risk of hospitalization and/or just released from the hospital. Goal is to stabilize the child to maintain successful functioning and placement</i>	Locations: Determined by IEP team <i>Clients who are referred through IEP process and impacting educational attainment</i>
SERVICES	Services: <ul style="list-style-type: none"> • Family Support Partners • Occupational Therapy • Speech and Language • Rehab / ADL Individual or Group • Infant Massage • Individual Therapy • Case Management 	Services: <ul style="list-style-type: none"> • Family Support Partners • Occupational Therapy (general or intensive) • Speech and Language (general or ILEAP) • Rehab / ADL Individual or Group • Infant Massage • Individual Therapy • Specialty Groups • CARE • Pediatric Services • Psychological Testing • Clinic Recommendations • Medication Management 	Services: <ul style="list-style-type: none"> • Primarily School Based Services • Individual • Group • TBS (Short-term (3-6 months) intensive behavioral intervention) • Medication Management • Occasional Cognitive Testing 	Services: <ul style="list-style-type: none"> • Intensive Individual Services • Rehab / ADL • Family Therapy • Parent Training 	Services: <ul style="list-style-type: none"> • Assessment • Case manager visits • clients quarterly in their placement • Attend IEPs • Participates in team meetings with placement facility • Monitors behavioral progression • Coordinates transition sessions with client and family for home passes

Student Assistance Program (SAP)



The Desert/Mountain Children's Center (DMCC) Student Assistance Program, serves students, their families and the school community. Students who are dealing with non-academic barriers to learning are the primary target for SAP services. Students are referred by staff, parents, or concerned others to the Student Assistance Program. Students may also self-refer.

Services to Children/Youth

- Social Skills Groups
- Bully Intervention Skills
- Substance Abuse Education
- Healthy Living/Wellness Education
- Conflict Resolution & Mediation Skills
- Individual Counseling

Services to Parents

- Training based on needs such as understanding wellness and the signs, symptoms of at-risk behavior
- Connection to community services (local clinics, Moses House Ministries, food banks, medical and dental services, Bridges for families, Catholic Charities, Park and Recreation Services, etc.)
- Education on parenting topics

Services to School Staff

- Staff training on requested areas of concern, such as:
 - Signs/symptoms of common mental illnesses and appropriate classroom interventions
 - Brain development, stress, trauma, violence and substance abuse
- Consultation regarding at-risk students

What is the purpose of the SAP Program?

- To reduce risk factors, barriers, and stressors of kids, youth and their families.
- To provide appropriate strategies, interventions, and activities to school staff and families that increase their knowledge of social, emotional, and behavioral issues.
- To increase student awareness of the issues they face daily, including the social and emotional choices that impact their lives.
- To build protective supports for students and their families that include significant connections to others, training and education.



17800 Highway 18 Apple Valley, CA 92307
 Phone: 760.552.6700 Fax: 760.946.0819
www.dmselpa.org/dmcc



The SART program utilizes a team of highly qualified professionals to screen, assess, refer, and treat your child. San Bernardino County has collaboratively developed a program designed for children birth to six years of age who may have been prenatally exposed to drugs, alcohol, and/or violence. The SART program also addresses concerns with children experiencing behavior problems and difficulties maintaining appropriate behaviors in pre-school settings and the child's home. The SART program offers a comprehensive screening process, assessment, and appropriate referrals to excellent treatment to improve overall functioning of the child. The DMCC provides medication support and management upon referral from the treating therapist to the DMCC medical doctor.

Screening:

The Ages and Stages Questionnaire 3 and the Ages and Stages Social Emotional (ASQ 3 and the ASQ-SE) are used as an initial screening tool to evaluate the child's current level of functioning.

The ASQ 3 screen identifies 5 domains:

- Communication*
- Gross Motor*
- Fine Motor*
- Problem Solving*
- Personal-Social*

The ASQ-SE Screens:

- Social Emotional*

Assessment:

Based on the results of the ASQ/ASQ-SE, a partial or full comprehensive assessment may be provided.

Assessment may include:

- Developmental assessment
- Physical examination
- Psycho/social assessment
- Occupational therapy assessment
- Speech and language assessment

Referral:

Based on the assessments, recommendations are made to the parent/guardian of the child and the appropriate referrals are made to treatment providers.

Treatment:

Treatment may include:

- Individual/Family Psychological Therapy*
- Parent/Child Interaction Therapy (PCIT)*
- Theraplay®*
- Play Therapy*
- Occupational Therapy*
- Sensory Processing*
- Speech and Language Therapy*
- Infant Massage*



Desert / Mountain Children's Center

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The Desert/Mountain Children's Center (DMCC) provides individual, group, and family counseling services for children and youth ages seven to twenty two. The goal of the DMCC is to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parents, physicians and/or guardians. The DMCC provides SATS medication support and management upon referral from the treating therapist to the DMCC medical doctor. SATS are primarily provided at each child's school but are also offered in the home, clinic, and community as needed.

The child may receive individual counseling, group counseling, family counseling, and/or case management. The therapeutic interventions will directly address the treatment goals developed by the therapist, caregiver, and child. Specific types of treatment that may be used are Play Therapy®; Theraplay® techniques; Parent, Child, Interactive Therapy; Cognitive Therapy; and/or Behavioral Therapy.

All children referred to the DMCC will receive an assessment consisting of an interview with the parent and/or guardian and the child. The assessment will determine the level of treatment the child will need. All children meeting medical necessity will have a treatment plan developed by their therapist. The treatment plan will include specific goals and will work towards alleviating the symptoms that necessitated counseling services.



REGIONS WE SERVE



Desert/Mountain SELPA

Academy for Academic Excellence
Adelanto School District
Apple Valley Unified School District
Baker Valley Unified School District
Barstow Unified School District
Bear Valley Unified School District
Excelsior Education Center
Explorer School
Health Sciences High School
Health Sciences Middle College
Helendale School District
Hesperia Unified School District
High Tech High
High Tech International
High Tech High Media Arts
High Tech Middle Media Arts
High Tech Middle School
High Tech High Benefit Charter
Lucerne Valley Unified School District
Needled Unified School District
Norton Space & Aeronautics Academy
Oro Grande School District
Silver Valley Unified School District
Snowline Joint Unified School District
Trona Joint Unified School District
Victor Elementary School District
Victor Valley Union High School District

Desert/Mountain Charter SELPA

Aveson Global Leadership Academy
Aveson School of Leaders Academy
Desert Trails
Encore High School - Hesperia
Encore High School - Riverside
LaVerne Prep
Odyssey Charter School
Pathways to College
Taylion

The

RELENTLESS PURSUIT

★ OF WHATEVER WORKS IN THE ★

LIFE OF A CHILD



CAHELP

CALIFORNIA ASSOCIATION OF
HEALTH & EDUCATION LINKED PROFESSIONS

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