



# EAST VALLEY SELPA

*Educating Together*

*August - December 2021*  
*Professional Development Catalog*



## East Valley Special Education Local Plan Area (SELPA)

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Dorothy Inghram Learning Center  
“Home of the East Valley SELPA”  
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CHECK OUT *our*  
**NEW LOOK**  
**WEBSITE**  
[eastvalleyselpa.org](http://eastvalleyselpa.org)



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# Member Districts



## **Colton Joint Unified School District**

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## **Redlands Unified School District**

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33 West Lugonia Avenue, Redlands, CA 92374  
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## **Rialto Unified School District**

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## **Rim of the World Unified School District**

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## **San Bernardino County Superintendent of Schools East Valley Operations**

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## **Yucaipa-Calimesa Joint Unified School District**

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# Staff Contact Information

## Administration

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## Behavioral Health

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# August 2021

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
8/4	3:00-3:30	PCM District Liaisons <i>Virtual Meeting</i>	49
8/12	2:00-4:00	Framework for Determining the Individual Impact of Distance-Learning (Session 1 of 3) <i>Live webinar</i>	34
8/19	1:00-3:00	District PCM Instructors <i>Virtual Meeting</i>	50
8/23	8:00-11:00	Handwriting Readiness, So Much More Than Fine Motor Skills <i>Live webinar</i>	39
8/24	2:00-4:00	Framework for Determining the Individual Impact of Distance-Learning (Session 2 of 3) <i>Live webinar</i>	34
8/25	8:30-12:30	Manifestation Determination <i>Live webinar</i>	16, 27
8/25-27	8:30-12:30	Manifestation Determination, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP) <i>Live webinar</i>	16, 27
8/26	2:00-3:30	District Access (DA) Users Collaborative <i>Virtual Meeting</i>	30
8/31	8:30-11:30	Team Up for Comprehensive Assessments <i>Live webinar</i>	17
8/31	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 1 of 4) <i>Live webinar</i>	11
8/31	2:00-4:00	Framework for Determining the Individual Impact of Distance-Learning (Session 3 of 3) <i>Live webinar</i>	34

# September 2021

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
9/1	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 2 of 4) <i>Live webinar</i>	11
9/1	9:00-12:00	Transition Plan Development Series: "Assessment for Postsecondary Goals" (Part 1 of 4) <i>Live webinar</i>	56
9/7	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 3 of 4) <i>Live webinar</i>	11
9/8-10	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2P Level Initial <i>In-person Training</i>	51
9/8	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 4 of 4) <i>Live webinar</i>	11
9/9	8:30-12:00	Positive Behavior Interventions for Students <i>Live Webinar</i>	28
9/10	8:30-11:30	Region 10 Coordinating Council Presents: "Back to School-Based OT/PT Basics" <i>Live webinar</i>	40, 46
9/14-16	8:30-2:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Live webinar</i>	32
9/15	1:00-4:00	Autism Assessment: A Team Approach <i>Live webinar</i>	18, 21
9/16	9:00-12:00	Autism Assessment: A Team Approach <i>Live webinar</i>	18, 21
9/21	8:30-3:30	Addressing the Foundational Skills of the Preschool Student <i>Live webinar</i>	35
9/22	9:00-12:00	Transition Plan Development Series: "Development of Postsecondary Goals and Transition Services" (Part 2 of 4) <i>Live webinar</i>	56
9/22-23	8:30-4:00	Professional Crisis Management (PCM) Practitioner and Practitioner 1 Level Initial <i>In-person Training</i>	51

# October 2021

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
10/5	8:30-11:30	Structuring the Classroom for Student Success <i>Live webinar</i>	36
10/8	8:30-11:30	Region 10 Coordinating Council Presents: "Assessment Tools for School Based PT" <i>Live webinar</i>	45
10/12	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (1/5) <i>Live webinar</i>	12
10/13	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (2/5) <i>Live webinar</i>	12
10/13	9:00-12:00	Transition Plan Development Series: "Continued Transition Plan Development" (Part 3 of 4) <i>Live webinar</i>	56
10/13	9:00-12:00	Autism and Mental Health <i>Live webinar</i>	22
10/14-15	8:30-11:30	Augmentative and Alternative Communication (AAC) in the Classroom: Empowering All Students to Communicate <i>Live webinar</i>	23, 54
10/19	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (3/5) <i>Live webinar</i>	12
10/20	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (4/5) <i>Live webinar</i>	12
10/19-21	8:30-12:30	Manifestation Determination, Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) <i>Live webinar</i>	16, 27
10/21	2:00-3:30	District Access (DA) Users Collaborative <i>Virtual Meeting</i>	30
10/21	TBA	Region 10 Coordinating Council Presents: "Defensible SLP Assessments" <i>Live webinar</i>	53
10/22	TBA	Region 10 Coordinating Council Presents: "Difficult SLP IEPs" <i>Live webinar</i>	53
10/26	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (5/5) <i>Live webinar</i>	12
10/26	8:30-3:30	Self-Regulation and Learning: Foundations & Strategies for Student Success <i>Live webinar</i>	26
10/27	9:00-12:00	The Paraprofessional: Best Practices to Support Students <i>Live webinar</i>	43

## November 2021

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
11/3	9:00-12:00	Transition Plan Development Series: "Self-Awareness, Self-Advocacy and Self-Determination" (Part 4 of 4) <i>Live webinar</i>	56
11/4	1:00-4:00	Girls on the Spectrum <i>Live webinar</i>	24
11/5	9:00-12:00	Girls on the Spectrum <i>Live webinar</i>	24
11/8-10	8:30-2:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Live webinar</i>	32
11/16	8:30-10:30	Conflict Resolution: Improving Professional Relationships <i>Live webinar</i>	13

## December 2021

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
12/2	8:30-12:30	Additional Support Assessment (ASA) <i>Live webinar</i>	19
12/3	8:30-10:30	Region 10 Coordinating Council Presents: "Functional Application of the Polyvagal Theory as it relates to School-based OT & PT" <i>Live webinar</i>	41, 47
12/7	8:30-12:00	Region 10 Coordinating Council Presents: "Addressing Biases that Lead to Conflict in Negotiation" <i>Live webinar</i>	14
12/8	9:00-12:00	Specialized Academic Instruction (SAI) & General Education Teachers: A Partnership <i>Live webinar</i>	37

# ADR

## ALTERNATIVE

## DISPUTE RESOLUTION



## Region 10 Coordinating Council Presents:

# *“Engaging Challenging Conversations”*

*Presented by: Greg Abel & Carlo Rossi*

*4-Day Virtual Event*

*August 31, September 1, 7, & 8, 2021*

*8:30 am – 12:00 noon*

*Registration Fee: \$200.00 (POs are NOT accepted)*

*Register Online: <https://sbcss.k12oms.org/46-205071>*

This Tier 1 core course, Engaging Challenging Conversations, is foundational to our Multi-Tiered System of Support for Conflict Engagement, MTSSCE. It is a stand-alone course designed for increasing a participant’s individual capacity for engaging conflict. This seminar also serves as a prerequisite to key concepts, processes and skills that will be built upon in all subsequent Tier 2 courses.

### *In this seminar we:*

- Explore the work of key thinkers and leaders in the field,
- Introduce foundational concepts, processes, and skills at the heart of effective conflict engagement
- Explore and practice a fundamental framework and set of skills and strategies for effectively engaging interpersonal conflict.

### *Session 1: August 31, 2021*

- Identify key concepts critical to understanding interpersonal conflict.
- Explore and understand your personal relationship to conflict and conflict style.
- Identify elements of an effective conversational structure for dealing with difficult issues.

### *Session 2: September 1, 2021*

- Introduce multiple “lenses” for analyzing critical conversations and intentionally increasing personal effectiveness.
  - Recognizing the “Three Conversations”
  - An Interest-Based Approach
  - Understanding our “Stories”

### *Session 3: September 7, 2021*

- Strategies and structure for preparing to initiate a challenging conversation (Psychological, Substantive, Procedural)
- Strategies and structures for convening a challenging conversation—joint identification of the issues, clarification of expectations.

### *Session 4: September 8, 2021*

- Joint exploration leading to shared understanding of the issues
- Practice interpersonal skills essential for communicating effectively about crucial issues.
  - Increasing self-awareness
  - Strategies for self-management
  - Active Listening
  - Effectively sharing your perspective
  - Intentional Inquiry
- Structure for bringing closure to challenging conversations



Region 10 Coordinating Council Presents:

## *"Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher"*

*Presented by:  
Greg Abel & Carlo Rossi*

*Virtual webinars over five days  
**October 12, 13, 19, 20, & 26, 2021**  
and eight small group coaching sessions on Zoom  
TBD*

*Earn a Certificate in Conflict Resolution*

*Registration Fee: \$400.00 (POs are NOT accepted)*

**\*Application Required for Registration  
Scholarships Will Be Provided**

**\*\*Must have attended all 4 sessions of Tier 1  
"Engaging Challenging Conversations"**

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.



This **Live Webinar** will begin by defining basic ADR strategies for difficult IEP meetings & the role of the facilitator. From there the presenters, Mary Anne & Shannon, will share with participants, how the same strategies can be useful in solving everyday conflict before it becomes a larger problem. With mindfulness skills and ADR strategies, it will become clear how the use of these tools create proactive team interactions that create positive student outcomes.

*Training Objectives - Participants will be:*

- Able to define the process of Alternative Dispute Resolution (ADR) as it can be used in an IEP Meeting and solving everyday conflicts
- Understand the role of facilitator in a difficult meeting
- Acquire mindfulness strategies to solving conflicts and coming to agreement within a team setting
- Provided an "Implementation Checklist" for follow through on agreements
- Taught how to use ground rules and agendas for scheduled check ins to increase positive team interactions

*Tuesday*  
**NOVEMBER 16, 2021**  
**8:30 am - 10:30 am**

*Register Online:*

<https://sbcss.k12oms.org/46-204634>



Region 10 Coordinating Council Presents:



## **ADDRESSING BIASES THAT LEAD TO CONFLICT IN NEGOTIATION**

*Presented by:*

David Dowling,  
JD, MDR Professional Mediator

*Tuesday*

**DECEMBER 7, 2021  
8:30 AM—12:00 NOON**

*Register Online:*

<https://sbcss.k12oms.org/46-205073>

*Learning Outcomes:*

- Understand bias and its role in conflict
- Understand the effects of cognitive factors in negotiation
  - Understand attribution bias
- Demonstrate an understanding of framing in negotiation and difficult conversations

*Live Webinar*

Cost: \$50.00  
(POs are NOT accepted)



# Assessment & Eligibility

# MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

*Presented by:*

*Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist*

**DAY 1** of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

*Presented by:*

*East Valley SELPA Program Specialists*

*Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA*

**DAY 2 & 3** of this live webinar covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. Part-two will cover how to develop interventions specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

Objectives:

- Participants will become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Using the forms developed by EV SELPA, participants will become proficient with how to effectively analyze data.
- Using the EV SELPA FBA and BIP Guidebooks, participants will gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan.

**Audience:** Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

*Wednesday, Thursday, & Friday*  
**August 25, 26, & 27, 2021**  
8:30 am—12:30 pm

*Register Online:*  
<https://sbcss.k12oms.org/46-205251>



*Tuesday, Wednesday, & Thursday*  
**October 19, 20, & 21, 2021**  
8:30 am—12:30 pm

*Register Online:*  
<https://sbcss.k12oms.org/46-205252>

**If you are interested in attending ONLY Day 1: Manifestation Determination**

August 25, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205377>

October 19, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205378>

# TEAM UP

## FOR COMPREHENSIVE ASSESSMENTS



### *Team of Presenters:*

*Susanne Ferguson*, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist  
*Jessica Lascano*, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist  
*Tracy Schroeder*, LCSW, EV SELPA Behavioral Health Program Manager  
*Jo-Ann Vargas*, MA, OTR/L, EV SELPA Lead Occupational Therapist

*Tuesday*

**August 31, 2021**  
**8:30 am - 11:30 am**

*Register Online:*

<https://sbcss.k12oms.org/46-205410>

**A** collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.



# **Autism Assessment:** **A Team Approach**



## **TEAM of PRESENTERS:**

**Susanne Ferguson**

Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist

**Jessica M. Lascano**

MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

**Tracy Schroeder**

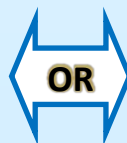
LCSW, EV SELPA Behavioral Health Program Manager

**Jo-Ann Vargas**

MA, OTR/L, EV SELPA Lead Occupational Therapist

**P**articipants will learn best practices to be used by assessment teams when conducting autism assessment and will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this **live webinar**. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources,

*Wednesday*  
**September 15, 2021**  
**1:00 pm—4:00 pm**



*Thursday*  
**September 16, 2021**  
**9:00 am—12:00 noon**

*Register Online:*

<https://sbcss.k12oms.org/46-204678>

*Register Online:*

<https://sbcss.k12oms.org/46-204680>

# Additional Support Assessment



This **Live Webinar** training introduces the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student's program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.



*Presented by:*

*Susanne Ferguson,*

MA, CCC-SLP, BCBA,  
EV SELPA Autism Program Specialist  
&

*Mary Anne Klenske,*

MA, EV SELPA Program Specialist

*Thursday*

December 2, 2021  
8:30 am—12:30 pm

*Register Online:*

<https://sbcss.k12oms.org/46-204684>



AUTISM



# **Autism Assessment:** **A Team Approach**



## **TEAM of PRESENTERS:**

**Susanne Ferguson**

Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist

**Jessica M. Lascano**

MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

**Tracy Schroeder**

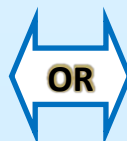
LCSW, EV SELPA Behavioral Health Program Manager

**Jo-Ann Vargas**

MA, OTR/L, EV SELPA Lead Occupational Therapist

Participants will learn best practices to be used by assessment teams when conducting autism assessment and will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this **live webinar**. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources,

*Wednesday*  
**September 15, 2021**  
**1:00 pm—4:00 pm**



*Thursday*  
**September 16, 2021**  
**9:00 am—12:00 noon**

*Register Online:*  
<https://sbcss.k12oms.org/46-204678>

*Register Online:*  
<https://sbcss.k12oms.org/46-204680>

# AUTISM & Mental Health



**M**ental health disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated problems may be associated with the development or worsening of depression, aggression, self-injury, and anxiety. Moreover, students who struggle with mental health, have difficulty learning and focusing on instruction at school. This Live Webinar will review evidence-based practices to support students with ASD who demonstrate mental health needs. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students emotional well-being and mental health. Participants will leave with a tool-kit of ideas to use immediately with students.

## Presenters:

Susanne Ferguson,  
Ed.S., CCC-SLP, BCBA,  
Autism Program Specialist

Jessica Lascano,  
MA, LEP #3613, APCC #8762, NCSP,  
SBCSS School Psychologist

Tracy Schroeder,  
LCSW, Behavioral Health Program Manager

## Wednesday

OCTOBER 13, 2021  
9:00 am—12:00 noon

## Register Online:

<https://sbcss.k12oms.org/46-204660>



## **AAC IN THE CLASSROOM:** *Empowering All Students to Communicate*

*Presenters:*

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

Do you work with students who have difficulty communicating verbally?  
Would you like to know more about how to give your students a "voice"?

This two-day live webinar is an introduction to  
**Augmentative and Alternative Communication (AAC)**  
for teachers, paraprofessionals, Speech-Language Pathologists, and  
others who work in-person within the classroom settings.

Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

\*This training is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

*Thursday and Friday*  
**October 14 & 15, 2021**  
*Attendees Must Attend Both Days*  
**8:30—11:30 am**

**Register Online:**  
<https://sbcss.k12oms.org/46-204341>

# Girls on the Spectrum

## Presenters:

*Susanne Ferguson, Ed.S, CCC-SLP, BCBA*  
Autism Program Specialist

*Tracy Schroeder, LCSW*  
Behavioral Health Program Manager

*Jessica M. Lascano, MA, LEP #3613,*  
APCC #8762, NCSP, School Psychologist

*Jo-Ann Vargas, OTR/L, MA,*  
Lead Occupational Therapist

**A**utism has been well documented as presenting differently in girls. As a result, many girls with autism have been misidentified as children with mental health afflictions or personality disorders. Classic autism markers manifest differently in girls, and overall girls are more likely to fly under the radar. This training will help practitioners to understand the nuances of autism in girls, the differences in presentation and the reasons autism in girls may be missed. Attendees can expect to learn autism in girls related statistics, facts, features, presentations and will learn how to proactively consider these factors when assessing for autism in girls. This **Live Webinar** will benefit any assessor or educator who wants to learn more about the world of girls and autism.

*A special guest will share some of her personal experiences  
in navigating the world as a woman with autism.*

*Thursday*

**November 4, 2021**  
**1:00 pm—4:00 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-204564>

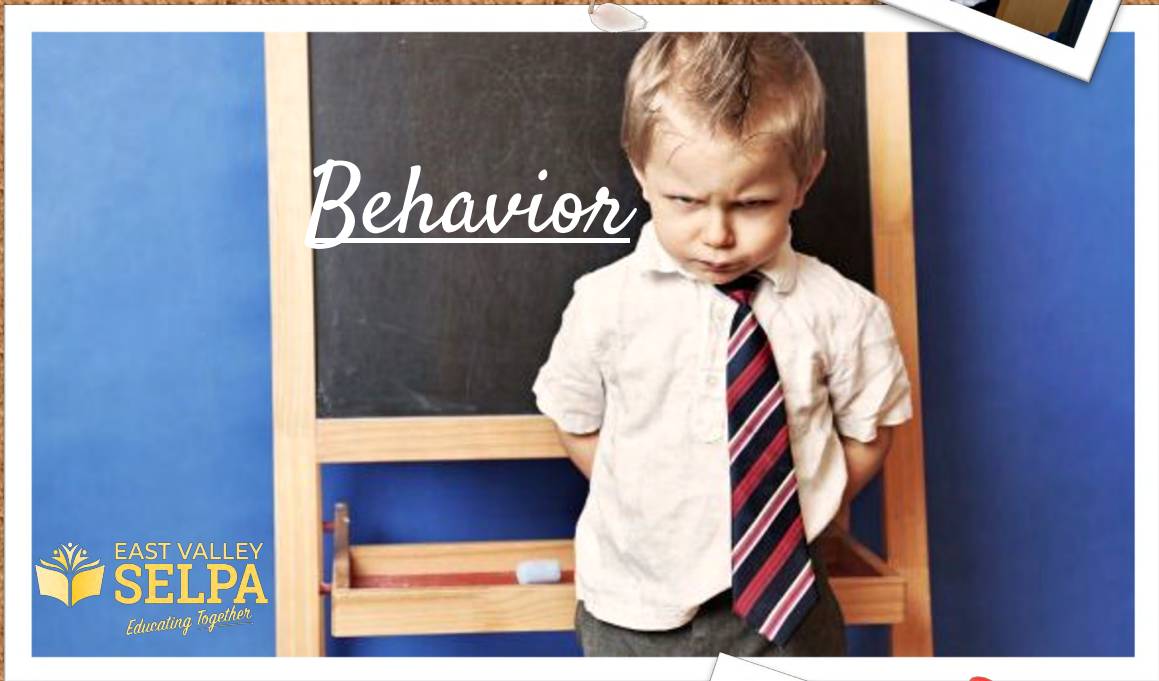
*Or*

*Friday*

**November 5, 2021**  
**9:00 am—12:00 noon**

*Register Online:*

<https://sbcss.k12oms.org/46-204565>





## **Self-Regulation and Learning: Foundations & Strategies for Student Success**

*Presented by:*

Susanne Ferguson, Autism Program Specialist  
Mary Anne Klenske, Program Specialist  
Tracy Schroeder, Behavioral Health Program Manager  
& Jo-Ann Vargas, School Based Lead Occupational Therapist

*Tuesday*

**OCTOBER 26, 2021  
8:30 am—3:30 pm**

*Register Online:*

**<https://sbcss.k12oms.org/46-205131>**

Join us for a Live Webinar training that provides an overview of the neurological foundations and sensory factors as they relate to both self and co-regulation which are required for meaningful learning. Attendees will learn strategies to regulate themselves, so they are able to engage in successful co-regulation with students. We will examine the factors behind behavior and trauma that may affect the learning process. Finally, attendees will walk away with a toolbox of helpful strategies to support neurodiverse students who struggle with self-regulation.



# MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

*Presented by:*

*Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist*

**DAY 1** of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

*Presented by:*

*East Valley SELPA Program Specialists*

*Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA*

**DAY 2 & 3** of this live webinar covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. Part-two will cover how to develop interventions specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

Objectives:

- Participants will become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Using the forms developed by EV SELPA, participants will become proficient with how to effectively analyze data.
- Using the EV SELPA FBA and BIP Guidebooks, participants will gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan.

**Audience:** Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

*Wednesday, Thursday, & Friday*  
**August 25, 26, & 27, 2021**  
8:30 am—12:30 pm

*Register Online:*  
<https://sbcss.k12oms.org/46-205251>



*Tuesday, Wednesday, & Thursday*  
**October 19, 20, & 21, 2021**  
8:30 am—12:30 pm

*Register Online:*  
<https://sbcss.k12oms.org/46-205252>



**If you are interested in attending ONLY Day 1: Manifestation Determination**

August 25, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205377>

October 19, 2021, 8:30 am—12:30 pm, Register Online: <https://sbcss.k12oms.org/46-205378>



## **POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS**

*Presented by:*

**Susanne Ferguson**, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist

**Mary Anne Klenske**, MA, EV SELPA Program Specialist

**Tracy Schroeder**, LCSW, EV SELPA Behavioral Health Program Manager

**Jo-Ann Vargas**, MA, OTR/L, EV SELPA Lead Occupational Therapist

*Thursday*

**SEPTEMBER 9, 2021**

**8:30 am - 12:00 noon**

This *live webinar* focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data Collection

Attendees will leave with strategies to implement immediately in their respective settings.

*Register Online:*

<https://sbcss.k12oms.org/46-204760>



## DISTRICT ACCESS (DA) USERS COLLABORATIVE

### *Virtual* MEETINGS

## DISTRICT ACCESS (DA) USERS COLLABORATIVE *Virtual* MEETINGS

*Facilitated by:*

Lisa Horsley, Program Technician (MIS)  
Dr. Patty Metheny, Administrator

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

Intended Audience:

District Access Users and District Special Education Administrators

*Register Online or email Tami Goldstein: [tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)*

<u>Date</u>	<u>Time</u>	<u>Register Online</u>
Thursday, August 26, 2021	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-202215">https://sbcss.k12oms.org/46-202215</a>
Thursday, October 21, 2021	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-202216">https://sbcss.k12oms.org/46-202216</a>
Thursday, January 20, 2022	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-202217">https://sbcss.k12oms.org/46-202217</a>
Thursday, April 28, 2022	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-202218">https://sbcss.k12oms.org/46-202218</a>



# **IEP GOAL DEVELOPMENT, PROGRESS MONITORING, AND IMPLEMENTATION**

# *IEP Goal Development, Progress Monitoring, and Implementation*

*Presented by:*

*Courtney Beatty* (MA, BCBA) and *Shannon Vogt* (MA), EV SELPA Program Specialists

*Rick Homutoff* (Ed.D.), EV SELPA Due Process Program Manager

**J**oin us for a **3-day live webinar** on how to develop legally compliant IEP goals using a 13-part template, how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Participants will receive a goal bank to reference & help support future goal development.

*Day 1 Objectives:* Participants will:

- Be able to identify significant parts of an effective IEP goal
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Demonstrate knowledge of current grade level and functional grade level to develop appropriate goals (Backwards Mapping)
- 

*Day 2 Objectives:* Participants will:

- Be able to define Progress Monitoring and how it relates to IEP development
- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- Continue creating the goal bank from Day 1 and matching the goals to the correct progress monitoring sheets
- 

*Day 3 Objectives:* Participants will:

- Understand all the areas for implementation in an IEP
- Participants will learn to use the conditions of intervention as a guide for target skill instruction
- Learn how to collect data while instructing the target skill
- Understand self-management with checklists

*Intended Audience:* Administrators, Special & General Education Teachers, and Related Service Providers

*Must Attend All 3-Days*

*Tuesday, Wednesday, & Thursday*

September 14 - 16, 2021

8:30 am - 2:30 pm

*Register Online:*

<http://sbcss.k12oms.org/46-204703>

**OR**

*Must Attend All 3-Days*

*Monday, Tuesday, & Wednesday*

November 8 - 10, 2021

8:30 am - 2:30 pm

*Register Online:*

<http://sbcss.k12oms.org/46-204704>

# INSTRUCTIONAL PRACTICES



## **Framework for Determining the Individual Impact of Distance-Learning**

*Presented by:*

Mary Anne Klenske, MA, EV SELPA Program Specialist  
Colleen Meland, MA, EV SELPA Program Specialist

*Session 1:* **August 12 , 2021**

*Session 2:* **August 24, 2021**

*Session 3:* **August 31, 2021**

**2:00 pm - 4:00 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-206104>

This Live Webinar is a three-part series which breaks down the most recent research on the impact of distance-learning and how it informs instruction.

In session one, participants will understand the latest research into learning loss during distance learning, how socio-economic and other factors have contributed to remote learning loss. The educational priorities for accelerated learning as well as components characteristics and strategies for accelerated learning will be reviewed.

In session 2, we will look at how neuroscience and cognitive psychology have given researchers a new way of looking at how humans learn.

Lastly, session 3, will focus on how data inform planning and instruction are used to create personal learning profiles for each student. This is a move from lecture-based instruction to collaborative Learning.



## Addressing the Foundational Skills of the Preschool Student

Presented by:

Mary Anne Klenske, MA, EV SELPA Program Specialist,  
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Specialist  
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This **Live Webinar** training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

Objectives: Participants will:

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom

Tuesday  
September 21, 2021

8:30 am - 3:30 pm



**Register Online:**

<https://sbcss.k12oms.org/46-204738>





# Structuring the Classroom for Student Success

Tuesday  
October 5, 2021  
8:30 am – 11:30 am

**Presented by:**

**Courtney Beatty, MA, BCBA, EV SELPA Program Specialist**  
**Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist**  
**Shannon Vogt, MA, EV SELPA Program Specialist**

This live webinar workshop is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well run classrooms based on Evidence-Based Practices.

Topics covered will be:

- ♦ Environmental setup (schedules, labeled materials, furniture)
- ♦ Procedures across all environments (whole group, small group, independent work)
- ♦ The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- ♦ Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day
- ♦ Managing your staff team using productive communications and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program
- ♦ Learn the difference between sensory and behavior strategies throughout the training.

Join us and walk away with tools to immediately implement in your classroom!

*Register Online:*

<https://sbcss.k12oms.org/46-204705>





## **SPECIALIZED ACADEMIC INSTRUCTION**

**and**

## **GENERAL EDUCATION TEACHERS:**

## **A PARTNERSHIP**

*Live  
Webinar*

*Presented by:*

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist

Shannon Vogt, MA, EV SELPA Program Specialist

*Wednesday*

**December 8, 2021**

**9:00 am—12:00 noon**

**B**oth Specialized Academic Instruction teachers and General Education Teachers working together have individual roles. Each have a unique responsibility in their student's success. This training will provide strategies for successful collaboration between both teachers to ensure the most enriching educational environments.

*Objectives: Participants will...*

- Understand the roles of the SAI teacher and General Education Teacher in the IEP process and implementation
- Learn valuable information when preparing present levels of performance for upcoming IEP meetings
- Learn how to implement all parts of the IEP across both academic settings
- Learn effective strategies for collaborating/consulting with one another

*Intended Audience:*

Administrators, Special & General Education Teachers, and Related Service Providers

*Register Online:* <https://sbcss.k12oms.org/46-204686>

# SCHOOL BASED OCCUPATIONAL THERAPY



## Handwriting Readiness, *So Much More Than Fine Motor Skills*



*Live Webinar Presented by:*

*Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist*

*Mary Anne Klenske, MA, EV SELPA Program Specialist*

*Monday*

**AUGUST 23, 2021**

**8:00 am — 11:00 am**

*Register Online:*

<https://sbcss.k12oms.org/46-204896>

*Looking to understand why some students struggle with Handwriting skills?*

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

*Objectives-Participants will:*

1. Learn the foundational components of handwriting skills
2. Understand the difference between handwriting skills and written expression
3. Learn at least 2 classroom-based screening tools
4. Learn at least 2 simple ready-to-use strategies to address handwriting difficulties

*Intended Audience:*

General and Special Education teachers, Paraprofessionals, entry level Occupational Therapists and Occupational Therapy Assistants.



## **“Back to School-Based OT/PT Basics” Webinar**

**Presented by the Region 10 OT/PT Committee Members:  
Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)**

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

**Date:** Friday, September 10, 2021

**Time:** 8:30 am to 11:30 am

**Location:** Live Webinar

**Fee:** \$20 (POs are NOT accepted)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives:** Participants will:

1. Obtain a review of educational law pertaining to OT/PT as a related service and understand their role as OTs, COTAs, or PTs in school-based practice
2. Understand the IEP process as related service practitioners
3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools
4. Learn the components and best-practices regarding documentation

**CEUs:** Certificate of attendance will be provided, verifying 3 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

**Register Online:**

<https://sbcss.k12oms.org/46-204959>

*Registration Deadline: September 3, 2021*



## **“Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT” Webinar**

**Presented by Dr. Mona Delahooke**

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child’s individual differences in the overarching context of relational safety.

**Date:** Friday, December 3, 2021

**Time:** 8:30 am to 10:30 am

**Location:** Live Webinar

**Fee:** \$50 (PO’s are NOT accepted)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives:** Participants will:

1. Understand the “Developmental Iceberg” and how it helps us discover how to support each child's individual needs
2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children’s behavioral challenges
3. Describe how School-based OTs, COTA’s, and PTs use the “therapeutic use of self” when working with vulnerable children, regardless of their diagnosis
4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

**CEUs:** Certificate of attendance will be provided, verifying 2 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

**Register Online:**

<https://sbcss.k12oms.org/46-205115>

*Registration Deadline: November 26, 2021*



# Paraprofessionals





# The Paraprofessional: Best Practices to Support Students



## *Presenters:*

*Courtney Beatty, MA, BCBA, EV SELPA Program Specialists*

*Shannon Vogt, MA, EV SELPA Program Specialist*

*Wednesday*

**October 27, 2021**

**9:00 am—12:00 noon**

This **live webinar** will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their “tool boxes”.

### Objectives- Participants will:

- ⇒ Learn the different responsibilities of a paraprofessional across the continuum of placements
- ⇒ Understand how to support students academically, socially, and behaviorally while focusing on student independence
- ⇒ Gain knowledge of special education, Individualized Education Programs (IEP's), accommodations and modifications
- ⇒ Learn how to take accurate data

*Register Online:*

<https://sbcss.k12oms.org/46-204688>



## School-Based Physical Therapy



## Region 10 Coordinating Council Presents...

### “Assessment Tools for School Based PT”

#### Webinar

*Presented by the Region 10 OT/PT Committee Members:*

*Belinda Block (PT) and Jo-Ann Vargas (OT)*

Trying to sort through assessment tools for your physical therapy assessments? Whether you are an entry level, returning-to-school-based physical therapist, or just needing a review, this course offers to dive into educationally relevant standardized and non-standardized assessment tools to produce sound and defensible physical Therapy assessment reports. Participants will receive a general review of best PT practices based on the “Guidelines for OT and PT in California Public Schools”.

**Date:** Friday, October 8, 2021

**Time:** 8:30 am to 11:30 am

**Location:** Live Webinar

**Fee:** \$20 (POs are NOT accepted)

**Audience:** School-based Physical Therapists

**Objectives:** Participants will:

1. Understand the role of Physical Therapy in school based physical therapy assessments
2. List at least 3 assessment tools (standardized and non-standardized) that Physical Therapist can utilize when performing school-based Physical Therapy assessments
3. Understand the importance of Skilled Observations as an assessment tool

**CEUs:** Certificate of attendance will be provided, verifying 3 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

**Register Online:**

<https://sbcss.k12oms.org/46-205043>

*Registration Deadline: October 1, 2021*



## **“Back to School-Based OT/PT Basics” Webinar**

**Presented by the Region 10 OT/PT Committee Members:  
Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)**

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

**Date:** Friday, September 10, 2021

**Time:** 8:30 am to 11:30 am

**Location:** Live Webinar

**Fee:** \$20 (POs are NOT accepted)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives:** Participants will:

1. Obtain a review of educational law pertaining to OT/PT as a related service and understand their role as OTs, COTAs, or PTs in school-based practice
2. Understand the IEP process as related service practitioners
3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools
4. Learn the components and best-practices regarding documentation

**CEUs:** Certificate of attendance will be provided, verifying 3 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

**Register Online:**

<https://sbcss.k12oms.org/46-204959>

*Registration Deadline: September 3, 2021*



## **“Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT” Webinar**

**Presented by Dr. Mona Delahooke**

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child’s individual differences in the overarching context of relational safety.

**Date:** Friday, December 3, 2021

**Time:** 8:30 am to 10:30 am

**Location:** Live Webinar

**Fee:** \$50 (PO’s are NOT accepted)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives:** Participants will:

1. Understand the “Developmental Iceberg” and how it helps us discover how to support each child's individual needs
2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children’s behavioral challenges
3. Describe how School-based OTs, COTA’s, and PTs use the “therapeutic use of self” when working with vulnerable children, regardless of their diagnosis
4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

**CEUs:** Certificate of attendance will be provided, verifying 2 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS. *Payment must be received prior to event.*

**Register Online:**

<https://sbcss.k12oms.org/46-205115>

*Registration Deadline: November 26, 2021*



## Professional Crisis Management (PCM)



# *Virtual Meeting for PCM District Liaisons*



Grab your coffee and sign on to join us for the first PCM liaison meeting of the 2021–2022 school year! Important topics will include changes in the PCMA organization, and procedures for liaisons to follow before and after PCM trainings.

*Presented by EV SELPA PCM Program Specialists*

*Wednesday*

**AUGUST 4, 2021**

**3:00 pm – 3:30 pm**

**Zoom link for meeting:**

**<https://sbcss-net.zoom.us/j/92113495835?pwd=OU9IRzBXeFdCcIR6ck5tTEVvUT2NGUT09>**



# District PCM Instructors

## *Virtual Meeting*

Welcome  
back!

All District PCM Instructors must attend this virtual meeting.  
We will discuss recent changes in PCMA as well as new procedures for Initial  
and Re-certification Trainings.

*We look forward to seeing you on*

*Thursday,*

*August 19, 2021*

*1:00 pm - 3:00 pm*

*Zoom link for this meeting:*

<https://sbcss-net.zoom.us/j/97204524347?pwd=NXB6eWpmOFR6bzFNRXV5WXVaNE5LZz09>



PCM is a certification preparation course taught by certified PCM Instructors. PCM was developed by board certified behavior analysts and is the first behavior analysis-based system of crisis management. Participants are trained in prevention and diffusion of dangerous behaviors. Also taught is the use of dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and are the closest to natural body movement and positioning.

**Professional Crisis Management (PCM) Practitioner 2P Initial**

**3-Day In-Person Training**

**September 8-10, 2021**

**8:30 am—4:00 pm**

**Registration Fee: \$40.00**

**Register Online: <https://sbcss.k12oms.org/46-205528>**

**Professional Crisis Management (PCM) Practitioner & Practitioner 1 Initial**

**2-Day In-Person Training**

**September 22 & 23, 2021**

**8:30 am—4:00 pm**

**Registration Fee: \$40.00**

**Register Online: <https://sbcss.k12oms.org/46-205527>**

**More PCM Training Dates will be added soon for both Initial and Recertification trainings.**

## SPEECH LANGUAGE PATHOLOGIST

Speech-Language Pathology is a field of expertise practiced by a clinician known as a speech-language pathologist, sometimes referred to as a Therapist. SLP is considered a "health profession" or "health care profession" in the field of SLP. SLPs are often employed in health professions, such as hospitals, neonatal intensive care units, and within their scope of practice.

SLPs specialize in the evaluation, diagnosis, and treatment of communication disorders (speech disorders and language disorders), cognitive-communication disorders, and swallowing disorders. SLPs play an important role in the diagnosis and treatment of autism spectrum disorder, often in a team with pediatricians and psychologists.

A common misconception is that speech-language pathology is restricted to adjusting a speaker's speech sound articulation to meet expected normal pronunciation, such as helping English speaking individuals enunciate the traditionally difficult "r". SLPs can also help people who stutter to speak more fluently. Articulation and fluency however are only two facets of the work of an SLP. In fact, speech-language pathology is concerned with a broad scope of speech, language, swallowing, and voice issues involved in communication.

Speech-language pathologists (SLPs) provide a wide range of services, many on an individual basis, but also as support for individuals, families, support groups, and professional informants for the general public. SLPs will assess, diagnose, and treat speech, language, social communication, cognitive communication, and swallowing disorders in children and adults. Speech services begin with initial screening for communication and swallowing

disorders and continue with assessment and diagnostic consultation for the provision of advice, assessment, intervention, and treatment, counseling and other follow-up services.

SLPs are often employed in a multidisciplinary team with other professionals, such as nurses, nurse practitioners, physical therapists, dietitians, educators, behavior consultants (applied behavior analysis), hospice chaplains/spiritual carers and parents, motivated by the individual client's needs. For example, the treatment for patients with cleft lip and palate, often requires multidisciplinary collaboration. Speech-language pathology can be very beneficial to help resolve speech problems associated with cleft lip and palate. Research has indicated that children who receive early language intervention are less likely to develop compensatory error patterns in life, although speech therapy outcomes are usually better when surgical treatment is performed earlier. Another area of collaboration is with audiologists, where SLPs can collaborate in assessments and interventions where there is evidence of articulation and fluency however are only two facets of the work of an SLP. In fact, speech-language pathology is concerned with a broad scope of speech, language, swallowing, and voice issues involved in communication.

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In the United States, speech-language pathology is a Master's entry-level professional degree



**SAVE THE DATE, MORE INFORMATION TO COME!**

**REGION 10 COORDINATING COUNCIL PRESENTS:**

**“DEFENSIBLE SLP ASSESSMENTS”... AND  
“DIFFICULT IEPs”**

**PRESENTED BY: BETH NISHIDA**

**THURSDAY & FRIDAY  
OCTOBER 21 & 22, 2021  
(TWO HALF DAY WEBINARS)**



## **AAC IN THE CLASSROOM:** *Empowering All Students to Communicate*

EV SELPA Presenters:

Courtney Beatty, M.A., BCBA & Susanne Ferguson, EdS, CCC-SLP, BCBA

Do you work with students who have difficulty communicating verbally?  
Would you like to know more about how to give your students a "voice"?

This two-day **live webinar** is an introduction to  
**Augmentative and Alternative Communication (AAC)**  
for teachers, paraprofessionals, Speech-Language Pathologists, and  
others who work in-person within the classroom setting.

Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

*\*This training is an introductory overview of AAC and focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.*

*Attendees Must Attend Both Days*

*Thursday and Friday*

**October 14 & 15, 2021**

**8:30—11:30 am**

**Register Online:**

**<https://sbcss.k12oms.org/46-204341>**

# Transition

*Fall 2021*

## TRANSITION PLAN DEVELOPMENT SERIES

*Presented by:* COLLEEN MELAND, EV SELPA PROGRAM SPECIALIST

*Wednesday, September 1, 2021 9:00 am – 12:00 noon*

### **PART 1: ASSESSMENT FOR POSTSECONDARY GOALS**

Identify the purpose of Age-Appropriate Transition Assessments, their descriptions, selection and administration criteria. Review the assessment section of the IEP ITP document, examples of Age-Appropriate Transition Assessment outcomes, and depart equipped to conduct Age-Appropriate Transition Assessments.

*Wednesday, September 22, 2021 9:00 am – 12:00 noon*

### **PART 2: DEVELOPMENT OF POSTSECONDARY GOALS & TRANSITION SERVICES**

Review the Criteria for formulating measurable Postsecondary and designation of Transition Activities & Services to support attainment of the student's Postsecondary Goals.

*Wednesday, October 13, 2021 9:00 am – 12:00 noon*

### **PART 3: CONTINUED TRANSITION PLAN DEVELOPMENT**

Review the Criteria for formulating SMART IEP Transition Goals, determine if Agency Linkages are necessary to provide Transition Services currently, or after completing the District program, development of the Courses of Study, and review of remaining sections of the Individual Transition Plan document.

*Wednesday, November 3, 2021 9:00 am – 12:00 noon*

### **PART 4: SELF-AWARENESS, SELF-ADVOCACY, & SELF-DETERMINATION**

Introduce resources for teaching students how to determine and identify their postsecondary ambitions, and request needed accommodations & supports for pursuing those goals.

*Register Online:*

**SERIES OF 4 TRAININGS:** <https://sbcss.k12oms.org/46-205197>

**If you are ONLY interested in attending Part 4 on 11/3/21:** <https://sbcss.k12oms.org/46-205199>

## Presenters

### *Dr. Patty Metheny*

Ed.D., EV SELPA Administrator

*Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California. Dr. Metheny has over 40 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of Alternative Dispute Resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.*

### *Rick Homutoff*

Ed.D., EV SELPA Due Process Program Manager

*Dr. Rick Homutoff is the Program Manager for Due Process in the East Valley SELPA. He provides training, support and technical assistance to member district's special education directors, administrators and staff to help ensure compliance with state and federal laws and regulations regarding special education. Dr. Homutoff also assists member districts with Due Process Complaints, including Alternative Dispute Resolution (ADR), Early Resolution Conferences, and Mediations, as well as participates in Due Process Hearings. Prior to coming to the EV SELPA, he was a special education teacher and transition specialist for the Los Angeles County Office of Education, Special Education Coordinator for Azusa Unified School District and Special Services Coordinator for Redlands Unified School District. Dr. Homutoff earned a Bachelor's Degree from Vanguard University, a Master's in Special Education from Cal Poly Pomona, and a doctorate degree from the University of La Verne. His doctoral research focused on coping strategies developed and maintained by families having a child or sibling with a disability. He is also an Adjunct Professor for Azusa Pacific University.*

## Presenters

### Courtney Beatty

M.A., BCBA, EV SELPA Program Specialist

*Courtney Beatty has been a Program Specialist with the East Valley SELPA for 4 years. She has worked in the field of special education for the past 14 years in various settings including in-home therapy and general and special education classrooms across all grade levels. Courtney received her Master's Degree in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis, Alternative and Augmentative Communication (AAC), IEP goals and data collection, and classroom technological use for students across the continuum.*

### Belinda Block

EV SELPA School-Based Physical Therapist

*Belinda Block is a physical therapist with the East Valley SELPA with over 30 years of experience as a physical therapist. She joined the SELPA in 2018 after an extensive career in the medical realm of physical therapy. She is the lead physical therapist for school-based mobility and positioning equipment needs and Assistive Technology with Low Incidence considerations. Belinda is committed to providing students and teachers the best support for academic success. She is dedicated to developing programs, interventions and goals that embrace best practices in her field and are legally compliant and in-line with California's ed code.*

### Susanne Ferguson

Ed.S., CCC-SLP, BCBA, Autism Program Specialist

*Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with autistic learners and other neurodiverse students in public schools since 1997 in various positions, including ASHA-certified Speech-Language Pathologist, Inclusion Specialist, and Behavioral Specialist. Susanne holds a Master's Degree in Communicative Disorders from California State University, Fullerton and an Ed.S. Degree in Special Education from Northcentral University. In addition, Susanne possesses certificates in autism interventions from California State University, San Bernardino and the University of Massachusetts, Lowell as well as certification in Augmentative and Alternative Communication (AAC) from Diagnostic Center South. Her professional interests are broad. In addition to autism and AAC, they include Functional Communication Training, the development and implementation of visual supports, inclusion, and literacy for learners with complex communication needs. Susanne is a member of the California Autism Professional Training and Information Network (CAPTAIN) and dedicated to the dissemination of evidence-based practices for autism into schools.*

## Presenters

### Lisa Horsley

EV SELPA Program Technician (MIS)

*Lisa Horsley has been with the East Valley SELPA for 32 years. Lisa has been a Program Technician for 5 years. Prior to that she was a SELPA Specialist and an Office Specialist I & II. Before joining the East Valley SELPA, Lisa worked at Riverside County Office of Education in Human Resources. During her many years with the East Valley SELPA, she has gained knowledge in CALPADS data reporting and IEP compliance by participating in trainings and working with the knowledgeable East Valley SELPA staff. Lisa uses this knowledge to educate the member district staff in completing compliant IEPs using the WebIEP program. She is also responsible for maintaining student data used for State reporting. Lisa's areas of expertise are training and technical support for WebIEP, WebDA and CALPADS.*

### Mary Anne Klenske

MA, EV SELPA Program Specialist

*Mary Anne Klenske has been a Program Specialist with an emphasis in Behavior Support with the East Valley SELPA for 23 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 31 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Network of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, and conferences with a focus in Applied Behavior Analysis (ABA).*

### Jessica M. Lascano

MA, LEP #3613, APCC # 8762, NCSP, SBCSS School Psychologist

*Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 18th year in education. During her time as an educator Jessica has worked as a special education teacher, school counselor, program specialist, and school psychologist. She has two Master's Degrees from Azusa Pacific University in the areas of Special Education, and Educational Psychology. Jessica is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is an NCSP (Nationally Certified School Psychologist) with the National Association of School Psychologists. She is also a Licensed Educational Psychologist and an Associate Professional Clinical Counselor registered with the California Board of Behavioral Sciences. She has completed the ABA 4th Edition ABA verified course sequence at Florida Institute of Technology and will sit for the BCBA exam in 2021. Jessica works to continually sharpen her skills and has participated in on-going continuing education throughout her career. She enjoys giving back to the community, and the profession. To this effect, she has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is very dedicated to supporting all children and families.*

## Presenters

### Colleen Meland

MA., EV SELPA Program Specialist

*Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 18 years of classroom experience. Colleen taught general education and special education classes at the upper elementary, middle school and high school levels, and worked as both a Special Day Class Instructor and a Resource Specialist at middle and high schools. Colleen has supported classroom teachers addressing their variety of needs; academic, social skills, and assistive technology, with a particular interest supporting transition for secondary and young adult students. Her trainings have included staff development and strategies for parents. She teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.*

### Tracy Schroeder

LCSW, Behavioral Health Program Manager

*Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and has her PPS in counseling. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, and supervisor for adults, children, and families.*

### Jo-Ann Vargas

MA, OTR/L, Lead Occupational Therapist

*Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with almost 30 years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications and the Therapeutic Listening Program; has completed the USC Sensory Integration Certification Program; and is a member of the American OT Association. In collaboration with Program Specialists, School Psychologists and Mental Health Counselors, she participates in preparing and delivering in-person and webinar trainings to educational staff in the EVSELPA member districts. She has recently obtained training in Neuroception, Alternative Dispute Resolution, and Distance Learning Interventions. Serving as the chairperson for the Region 10 OT/PT Committee since 2019, she researches, prepares, and delivers trainings in evidence-based and educationally relevant practices for OT and PT practitioners in the region. Jo-Ann and her team of OTs and PT, work with school-age children with a variety of special education needs throughout the East Valley SELPA. Her special interest is in working with children with behavioral, learning, and attention difficulties that impact their education. She enjoys spending time with her family, traveling, hiking, knitting and baking.*

## Presenters

### Shannon Vogt

MA, EV SELPA Program Specialist

*Shannon Vogt has been a Program Specialist for the East Valley SELPA for 7 years. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. Shannon obtained a Master's Degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis (ABA) through Arizona State University. As a model teacher in an ABA classroom and Teacher on Assignment, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. As a Program Specialist with East Valley SELPA, her focus has been working with teachers on developing legally compliant IEP goals and supports the implementation of the IEP document. She works in the areas of Professional Crisis Management, Alternative Dispute Resolution, and Behavioral Interventions. Shannon's passion continues to be mentoring new teachers and staff and working side-by-side with students to build their skill sets. She remains dedicated to learning the best practices in her field.*