
Learning Opportunities in Assistive Technology

For an in-depth learning opportunity in Assistive Technology, please note the Assistive Technology Cadre on page 8.

The Basics of Accessing the Curriculum Through the Use of Assistive Technology

Region 10

Oct. 24, 2006 - Val Verde USD - 951/490-0375 Please call for time and location

Jan. 30, 2007 - Location: Roy C. Hill Educational Service Center, 601 North E Street, San Bernardino

Fee: \$20.00

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Special and General Education Teachers, Inclusion Specialists, Program Specialists, School Psychologists, and Administrators

This introductory workshop will provide an overview to introduce participants to the range of Assistive Technology (AT) tools used with students who require assistive technology to access the curriculum. Legal mandates will be paired with strategies for implementation. Integrating Assistive Technology needs into annual student assessments and low cost/no cost options will be infused into demonstrations. Extensive resources will be included in the handouts.

Presented by Susan Simmons, Ph.D., Education Specialist



Learning Opportunities in Autism Spectrum Disorder

For an in-depth learning opportunity in Autism Spectrum Disorder, please note the Autism Cadre on page 6 and the Autism Certificate Program on page 11.

How to Conduct a Social Skills Group

Sep. 20, 2006 8:00 a.m. to 3:00 p.m. / Feb. 14, 2007 8:00 a.m. to 3:00 p.m.

Fee: \$5.00

Appropriate social skills are often critical for successful school experience and for post-school life. The inability to interact appropriately with peers and adults can severely impact a student's academic performance and general school experience. Participants will gain an understanding of the social-cognitive deficits demonstrated by students with Autism Spectrum Disorder. They will also learn how to organize and plan for a social skills group, and learn functional strategies and activities that can be used in a social skills group to address these deficits.

Presented by Christina Mikuljan, and Garth Armit, WESELPA Program Specialists

Asperger Syndrome and High Functioning Autism: Strategies to Enhance Student and Teacher Success

Oct. 13, 2006 8:00 a.m. to 4:00 p.m.

This course provides a framework for understanding Asperger Syndrome and High Functioning Autism (AS/HFA). Topics include: diagnostic issues, characteristics unique to individuals with AS/HFA, educational implications, and programming recommendations. Participants will understand how AS/HFA affects a student's behavior, social interactions, and learning. Participants will learn specific techniques, strategies, and environmental modifications to assist an AS/HFA student to participate more successfully in the school setting.

Presented by John Elderkin, Christina Mikuljan, WESELPA Program Specialists and Jack Bølle, WESELPA Behavioral Specialist

Introductions to Intensive Behavioral Interventions

Nov. 7, 2006 8:00 a.m. to 4:00 p.m.

This course is designed to give participants information on a continuum of behavioral intervention options for students with autism and related disorders from highly structured to more "naturalistic" forms of teaching. Several approaches will be introduced, including: Discrete Trail Teaching, Pivotal Response Training, Incidental Teaching, and Floortime.

Presented by Christina Mikuljan, John Elderkin, WESELPA Program Specialists and Jack Bølle, WESELPA Behavioral Specialist

Asperger Syndrome: Overview of Diagnostic and Educational Interventions for Upper Elementary and Secondary Students

Region 10

Nov. 8, 2006 8:30 a.m. to 3:30 p.m.

Location: Corona-Norco USD - 951/736-8209

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Fourth through Twelfth grade teachers, paraeducators and designated instructional service providers working with students with Asperger Syndrome, Program Specialists, Administrators, and Parents

Asperger Syndrome is one of the Autistic Spectrum Disorders (ASD). It is characterized by at least average cognitive and language skills but with severe social problems and a restricted range of interests. This presentation covers the clinical features of Asperger Syndrome, principles of assessment, guidelines for treatment and educational intervention, and current research.

Presented by Joanne Weigel, MD, Developmental Pediatrician and Nick Cook, Ph.D., Speech/Language Pathologist

Social Stories

Nov. 30, 2006 and February 20, 2007 8:00 a.m. to 3:00 p.m.

Fee: \$5.00, for materials

Social Stories, developed by Carol Gray, are an effective intervention with individuals diagnosed with Autism Spectrum Disorder, from preschool to adult. In this workshop, participants will learn the rationale behind this intervention. There will be guided practice on how to write and implement social stories in various environments.

Facilitated by Amy Duncan, WESELPA Program Specialist

Structured Teaching for Students with Autistic Spectrum Disorder

Region 10

Nov. 29 and 30, 2006 8:00 a.m. to 4:00 p.m. at DMSELPA

Mar. 14 and 15, 2007 8:00 a.m. to 4:00 p.m. at West End Educational Service Center

Fee: \$50.00

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: General and special education teachers and others who work with students with autistic spectrum disorder.

This workshop, designed for professionals who work with students with autistic spectrum disorder, offers a two-day training on the principles of the TEACCH program (Treatment and Education of Autistic and Related Communication Handicapped Children) from the University of North Carolina at Chapel Hill.

Presented by Carol Burmeister, DMSELPA Program Specialist and Christina Mikuljan, WESELPA Program Specialist

Foundations of Autistic Spectrum Disorder

Jan. 11, 2007 8:00 a.m. to 4:00 p.m.

This course includes an overview of the characteristics, assessment strategies/issues, educational implications, and interventions related to individuals with autistic spectrum disorder. Special emphasis will be given to selecting research-based best practices for working with students in the school setting. Participants will gain an understanding of the autism spectrum, its related disorders, educational implications, and evidence-based interventions.

Presented by Christina Mikuljan, WESELPA Program Specialist

Changing Behavior: Functional Assessment and Behavior Intervention Planning (1 unit)

Feb. 15, 2007 8:00 a.m. to 4:00 p.m.

This course introduces participants to the basic principles of Positive Behavioral Support. Participants will learn to write and plan implementation of quality behavior support plans. Participants will be able to write and evaluate the quality of behavior support plans.

Presented by Garth Armit, Amy Duncan, and Christina Mikuljan, WESELPA Program Specialists and Jack Bølle, WESELPA Behavior Specialist

Sensory Diet Set-up and Implementation

Feb. 26, 2007 4:00 p.m. to 6:30 p.m.

Development of sensory diets and the various options for setting up individual and classroom program will be discussed. The “why’s” and “how’s” will be a major focus with opportunities for real life problem-solving. Examples of appropriate and teacher friendly charting methods will be presented.

Presented by Michelle Holmes, OTR/L and Kristin Allen, OTR/L, SBCSS

Supporting Social Skills: How Can the Paraeducator Help?

Mar. 1, 2007 12:00 p.m. to 3:30 p.m.

Location: Desert/Mountain Educational Service Center

Fee: \$15.00

Many children with a disability have limited social skills. This can make it very difficult for them to negotiate the school environment, particularly at recess, lunchtime, play times, and before and after school. These are often the times in which paraeducators are primarily responsible for the child. Specific social skill difficulties will be discussed, some of their origins will be suggested, and practical suggestions for helping students overcome these difficulties will be presented. The format of this session will be a combination of lecture, discussion and small group activity.

Presented by Carol Burmeister, DMSELPA Program Specialist

Picture Exchange Communication System Overview (PECS)

Apr. 19, 2007 8:00 a.m. to 4:00 p.m.

Fee: \$20.00

The content of this course includes language development and communication strategies. Information will be presented on the communicative characteristics of nonverbal students with autism. Communicative forms and functions will be identified. Participants will be introduced to strategies to teach communication skills using visual representation systems, including PECS (Picture Exchange Communication System). Participants will learn: strategies that focus on the initiation of communication; design of effective educational environments utilizing structural and instructional elements; and how to address individual communicative needs of students with ASD by providing functional and practical interventions. Participants will have the opportunity for application/coaching during the training.

Presented by Christina Mikuljan, WESELPA Program Specialist

Understanding Discrete Trial Teaching: Using the Systematic Applied Behavior Approach and Curriculum (SABA-C)

Region 10

Apr. 25, 2007 8:00 a.m. to 4:30 p.m.

Fee: \$35.00

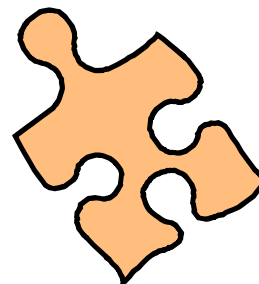
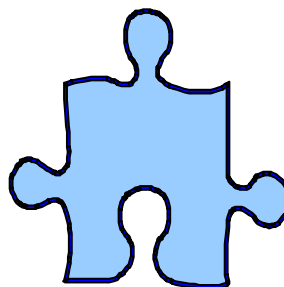
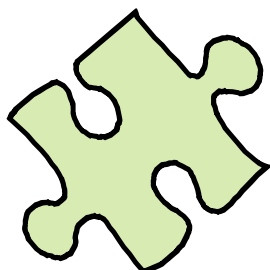
Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

The SABA-C manual was developed to provide a systematic approach to teaching applied behavior strategies in the classroom. The authors of the manual utilized current research and best practices in order to address the specific learning and behavior needs of students within the various continuums of educational services. These strategies are commonly specific to the child with autism but can be utilized in learning situations with other students as well.

Understand the relationship between antecedent-behavior-consequence; analyze a case study showing the connection between assessment and targeted skills; practice trials and observe actual discrete trial teaching drills.

Presented by Carol Burmeister, DMSELPA Program Specialist

Rebecca Silva, Coordinator, Riverside County Office of Education and
Christina Mikuljan, WESELPA Program Specialist



Learning Opportunities in Cadres

Cadres are designed for the purpose of training district trainers in specific areas of expertise that enables them to provide direct support to teachers with the goal of expanding instructional methodologies. In order to participate, members of cadres are selected to attend by their District Directors.

Autism Cadre

Oct. 9, 10, 13, 16, 30, 2006 (Follow-up date: Mar. 16, 2007) 8:00 a.m. to 4:00 p.m.

Fee: \$25.00

Educator's participating in the WESELPA Autism Cadre receive comprehensive training that will enable them to provide effective instructional programming for students with autism spectrum disorder's specifically in inclusive settings. Educators selected for this training develop competencies in instructional methodology, behavior, and social supports unique to the needs of these students. To support implementation an extensive resource guide is provided and opportunity for coaching with follow-up are provided.

Session 1	Unlocking the Puzzle: Effective Practices for Students with Autism
Session 2	Instructional Methodologies for Inclusive Settings
Session 3	Behavioral Methodologies for Inclusive Settings
Session 4	Developing Social Skills in Inclusive Settings
Session 5	Learning Communities - developing action plans for classroom support

To support your learning, you will be provided with a comprehensive notebook of research and strategies as well as the WESELPA Autism Toolkit.

Presented by Amy Duncan and Christina Mikuljan, WESELPA Program Specialists

CalSTAT ePortfolio Institute

Oct. 26 and 27, 2006 8:00 a.m. to 4:00 p.m.

ePortfolios are a dramatic method to document student work and make student achievement visual. ePortfolios use technology to document authentic assessment and data to provide professional, organized and easily accessible methods of progress monitoring. The CalSTAT ePortfolio Institute is the result of a collaborative effort between San Bernardino County Superintendent of Schools Curriculum and Instruction Division, RIMS CTAP and West End SELPA. The full two year program includes extensive and ongoing professional development and technical assistance. For further information, visit www.ctap.10.org/calstat.

Presented by Gil Diaz and April Moore, SBCSS Curriculum and Instruction

Facilitated by Amy Duncan, WESELPA Program Specialist

Response to Intervention (RtI) Leadership Cadre

Oct. 31, 2006 / Dec. 11, 2006 / Jan. 17, 2007 / Mar. 07, 2007 / Apr. 20, 2007 8:00 a.m. to 4:00 p.m.

This series of trainings and work groups is designed for schools moving into the RtI model. Schools will provide teams that may consist of an Administrator, Psychologist, Speech Pathologist, Special Education Staff, General Education Teacher (up to 3) and Reading Specialist. Included with Cadre participation is SELPA support at the school site during implementation. Participation in the Cadre is limited and must be approved by the district director of special education and WESELPA.

Day 1: Overview of RtI

This overview of the three tier RtI model will focus on the philosophical reasons for choosing RtI over the current system along with a look at what effective RtI programs look like and the steps necessary to create a RtI model.

RtI Tier II and Student Study Team

The collaboration and consultation between special education and general education during the second tier of the RtI model will be explored along with the changing role of the Student Study Team. Strategies to transform the SST team process into an effective problem solving team process will be developed and presented.

Day 2: Tools for Progress Monitoring and DIEBLS

Central to the RtI process is the use of assessments and data to drive decisions. Participants will exit this training with an understanding of progress monitoring, how it drives decisions, how it supports educational progress and how it makes academic programs defensible. Additionally, the use of DIEBLS to pinpoint academic weaknesses and determine rate of progress will be taught.

Day 3: Assessment for Instructional Intervention and Effective Instructional Practice

Tools for determining appropriate instructional intervention will be explored along with researched based interventions. Included in the research based instruction discussion will be how to identify an appropriate intervention, how to match a intervention to the student's needs and how to determine if the student is making adequate progress.

Day 4: Using RtI to Determine Eligibility and Writing the IEP

This day will focus on how the data gathered at Tier I and II can be used to determine eligibility for special education services. Participants will also learn how to write an IEP using progress monitoring to demonstrate educational benefit along with how to explain an RtI approach to parents.

**Presented by John Elderkin, WESELPA Program Specialist and
Joann Reilly, WESELPA Administrator**

Alternative Dispute Resolution Team Cadre

Jan. 12, 16, 19, and 31, 2007 8:00 a.m. to 4:00 p.m.

Educators selected by their districts to participate in this cadre will develop skills in becoming leaders in the ADR Process within the WESELPA. ADR Team members will develop skills to be both a resourceful facilitator of challenging IEP meetings within districts as well as a mediator in the Alternative Dispute Resolution Process at the SELPA level. ADR Team Members will be invited to attend four interactive skill building sessions:

- Session 1: A New Paradigm: Understanding the Foundations of the Alternative Dispute Resolution Process
- Session 2: The Language of Trust: Facilitating the Collaborative IEP Meeting Process
- Session 3: Bringing Peace into the Room: the ADR Process: Skills and Strategies
- Session 4: Changing the System: Applying ADR Skills and Aligning the Process

Presented by Amy Duncan and Garth Armit, WESELPA Program Specialists

Parent to Parent Cadre

Dates and Times TBA

Parents are essential partners in their child’s education. Learning to navigate the policies and procedures of special education can be a challenge to that partnership. Parent to Parent Support Cadre members are invited to participate in a four session series that will provide them with in-depth knowledge regarding the IEP process as well as skills necessary to develop the positive working relationships needed to promote quality educational programming for their child:

- Session 1: Parenting the Special Needs Child
- Session 2: Understanding the Structure of Special Education Services
- Session 3: Effective IEP Meetings
- Session 4: Understanding Procedural Safeguards

Presented by WESELPA Program Specialists

Facilitated by Amy Duncan,

Assistive Technology Cadre

Jan. 29, 2007 / Feb. 9 and 16, 2007 / Mar. 9, 2007 / 8:00 a.m. to 4:00 p.m.

Fee: \$25.00

Assistive Technology can open the doors of knowledge acquisition for students with special needs. The resources may be as close as your classroom computer or as innovative as specialized software. Assistive Technology Cadre members will have the opportunity to explore the world of assistive technology so that they can bring it to their classrooms and districts for implementation for students.

- Session 1: Assistive Technology – A New World of Learning
Participants will learn the policies and procedures for implementation of AT in classrooms
- Session 2: Assistive Technology at Your Fingertips – Using Microsoft Word and Excel
Fast and easy assistive technology applications for your students can be found in your classroom computer You will be amazed at the number of resources available to help students write, read, and build academic skills available in Microsoft Word and Excel. Come and explore applications you can implement tomorrow!
- Session 3: Assistive Technology and Literacy
Explore a variety of reading intervention software and ways to support reading across the curriculum
- Session 4: Don’t Make Me Write! Assistive Technology Supports for the Writing Process
Simple modifications can make all of the difference for student success. Participants will have the opportunity to explore a variety of strategies that make the writing process fun for

students and teachers. Graphic organizers, word prediction software and technology templates that encourage students to be more independent with the core curriculum will be shared. Each participant will receive a “Get a Grip Toolkit” to use in their classroom immediately.

Presented by Amy Duncan and John Elderkin, WESELPA Program Specialists, Greg Legutiki, CTAP and SETTS (Special Education Teacher Technology Specialist) Team

LEARNING OPPORTUNITIES FOR WESELPA CERTIFICATE PROGRAMS (with Units)

The following programs are developed to provide in-depth training and skill competencies in specific areas. Individuals completing these programs will receive units from CSUSB, as well as a certificate.

Inclusion Specialist Certification Program

See individual descriptions for dates and times.

Fee: \$25.00 includes fees for Inclusion Certification trainings

Many students with moderate to severe special education needs are being included in general education classrooms. Teachers who are seeking to expand their skills in providing instructional and behavioral support for these students will benefit from this course. The following eight session course will provide the essential set of competencies:

Session 1: But This Isn't A Special Education Class!

Oct. 12, 2006 8:00 a.m. to 4:00 p.m.

Participants will identify the goals of the Inclusion Certificate program and explore the role of inclusive education in the school setting. Benefits and issues will be reviewed and all participants will develop foundation skills in adapting and modifying curriculum.

Presented by Amy Duncan, WESELPA Program Specialist

Session 2: Assistive Technology – Transforming Student Learning

Mar. 20, 2006 8:00 a.m. to 4:00 p.m.

Participant will learn low and high tech solutions to learning challenges that can be immediately implemented.

Presented by the SETTS Team

Session 3: Structured Teaching (Nov. 29 or March 15) See page 3

Session 4: Changing Behavior: Functional Assessment and Behavior Intervention Planning See page 4

Session 5: Social Stories See page 22

Session 6: Learning By Design See page 31

Session 7: Collaborative Partnerships

Mar. 22, 2007 8:00 a.m. to 4:00 p.m.

Inclusive practices increase the opportunities to collaborate with paraprofessionals other service providers as well as parents. While these experiences can often be time consuming and challenging, concrete ideas and meeting frameworks will be shared that will maximize the benefits of working together with others to ensure student success.

Presented by Amy Duncan, WESELPA Program Specialist

Session 8: The Inclusive Classroom

Mar. 27 , 2007 8:00 a.m. to 4:00 p.m.

Using hands on experiences, participants will synthesize their learning experiences and expertise in supporting the unique behavioral, social and learning needs of students. Methods of problem solving and celebrating academic progress and success will be shared.

Presented by Amy Duncan, WESELPA Program Specialist

Advanced Behavior Intervention Certification Program

See individual descriptions for dates and times

Fee: BICM Certification fee consists of registration fee's that are on the required trainings
CSUSB unit fee to be determined

Behavior Intervention Case Manager (BICM) 3 day training / See page 28

Non Violent Crisis Intervention (CPI) Training 2 day training / See page 26

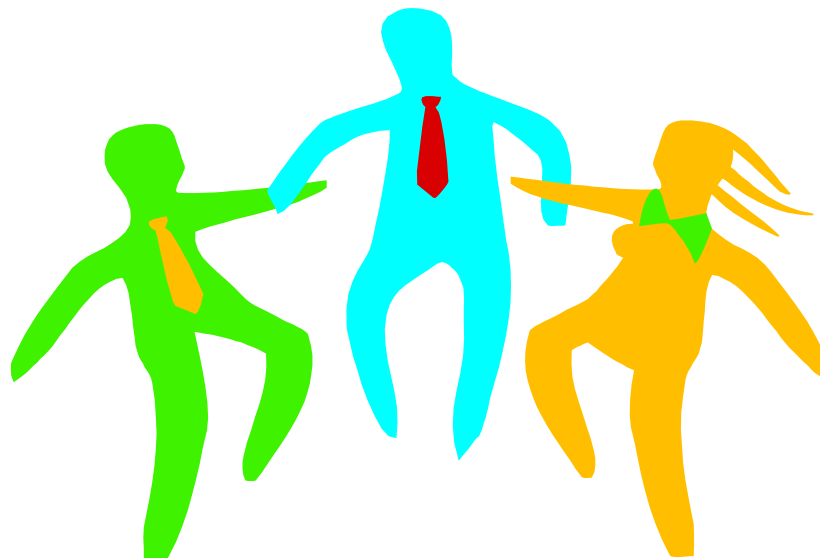
Introduction to Intensive Behavioral Interventions / See page 2

Case Study Practicum (specifically designed for BICM Certification Cadre) – equivalent to 2 units

The Case Study Practicum provides an opportunity to receive individual mentoring and small group sharing on the various aspects of behavior intervention. Participants will be required to complete a total of 16-20 hours selected from among the following options:

1. Schedule individual sessions with the West End SELPA Behavior Specialist or Program Specialist to review components of one of their own active behavior plans.
2. Participate in the field with the behavior specialist on one of his cases.
3. Participate in a small group forum analyzing and scoring active case studies.
4. Collaboratively design and evaluate progress monitoring data sheets and summary charts.

**Presented by Jack Bølle, WESELPA Behavior Specialist and
Garth Armit, WESELPA Program Specialist**



The Education of Children with Autism Certification Program

See individual descriptions for dates and times.

Fee: \$25.00, includes fees for all Autism Certification trainings

Social Stories / See page 3

Systematic Applied Behavior Approach and Curriculum (SABA-C) / See page 4

Structured Teaching / See page 3

Foundations of Autistic Spectrum Disorders / See page 4

Introduction to Intensive Behavioral Interventions / See page 2

Picture Exchange Communication Systems (PECS) Overview / See page 14

Changing Behavior: Functional Assessment and Behavior Intervention Planning / See page 4

Asperger Syndrome and High Functioning Autism: Strategies / See page 2

Presented by Amy Duncan, John Elderkin, and Christina Mikuljan WESELPA Program Specialists



Learning Opportunities for Cochlear Implants

Cochlear Implant Inservice Medical Issues Regarding Cochlear Implants

Region 10

Oct. 19, 2006 1:30 p.m. to 4:30 p.m.

Dr. Fayad from the House Institute will provide a workshop for parents and professionals about dated information regarding Cochlear Implants and hearing loss due to Atresia Microtia. The Baja System will also be discussed.

Presented by Dr. Fayad, House Ear Institute

Facilitated by Velma Neeley, WESELPA Program Specialist

Cochlear Implant Inservice

Region 10

Auditory-Verbal Therapy Follow-up Workshop

Dec. 8, 2006 7:30 a.m. to 3:30 p.m.

Fee: \$10.00 per person

A hands-on workshop covering Auditory-Verbal Therapy (AVT) as a follow-up to her workshop from May 18, 2006, on Auditory Verbal Therapy.

Presented by Melinda Gillinger, House Ear Institute

Facilitated by Velma Neeley, WESELPA Program Specialist

(Note: special CI presentation on Jan. 18, prior to Cochlear Implant Council meeting, on How to Read a MAP and Understanding Otoacoustic Emissions Test, see page 38)

Cochlear Implant Inservice

Listening for Language and Learning and Literacy for Children with Cochlear Implants

Region 10

Mar. 9, 2007 7:30 a.m. to 3:30 p.m.

Fee: \$40.00 per person, includes lunch and materials

Mary Ellen Nevins from Cochlear America will present a workshop based on a program she developed regarding Language and Literacy for Children with Cochlear Implants

Presented by Mary Ellen Nevins, Cochlear American

Facilitated by Velma Neeley, WESELPA Program Specialist

weselpa.sbcss.k12.ca.us

Learning Opportunities in Hot Topics

DINNER SERIES

Speech/Language Pathologist's

Time: 6:00 p.m. to 8:00 p.m. with dinner at 5:15 p.m.

Location: Riverside County Office of Education - 3939 13th Street in Riverside

Fee: \$150 per series or \$35.00 each inservice

Oct. 3, 2006 Speech Techniques for Children with Cleft Palate Speech

Presented by Adrianna Guillen-Sanders

Oct. 10, 2006 ENTs and SLPs Working Together

Presented by Dr. Mark Rowe and introductions by Dr. Linda D'Antonio

Oct. 17, 2006 Learning to Assess Students Using Hodson's Computerized Analysis of Phonological Process

Presented by Dr. Teri Swanson

Oct. 24, 2006 Therapy for Unintelligible Young Children Using Hodson's Cycles Approach Follow-up

Presented by Dr. Teri Swanson

Nov. 7, 2006 The SLP Model Report: What Should be in the SLP Report to Meet the Legal Criteria

Presented by Kathy Little, SLP, Riverside SELPA Due Process



Learning Opportunities in Language Development

Building Infant Communication...Including Infant Massage Overview

Sep. 14, 2006 2:30 p.m. to 3:30 p.m.

Audience: Teen mothers, teachers, nurses, educational assistants in the teen mother program

This training consists of three one-hour sessions teaching parents how to enhance their infant's language skills. Parents will learn and practice massage with their own child, will learn about language development stages, and learn the value of signing with their baby. Directors/teachers who would like this series included in their programs, need to contact Velma Neeley, WESELPA Program Specialist, at 909/481-4547 ext. 285 to set up dates, times, and locations at local sites.

Presented by Velma Neeley, WESELPA Program Specialist

PECS Training Workshop

Region 10

Oct. 24 and 25, 2006 7:30 a.m. to 4:00 p.m.

Fee: \$150.00 per person (\$135.00 per person for groups of 3 or more)

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

CEUs: Pyramid Educational Consultants, Inc. is approved by the Continuing Education Board of American Speech Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. The program is offered for 1.3 CEUs (Intermediate level; Professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

The Picture Exchange Communication System (PECS) is an initial language training package that is used to teach communication skills rapidly to those with limited functional speech. PECS is a unique training program that does not require lengthy prerequisites training and promotes communication in a social context that the user initiates. Rather than building to spontaneity, as promoted by other systems, PECS begins with spontaneous request and goes on to teach additional communicative functions, such as responding to questions and commenting. Participants will learn how to implement the six Phases of PECS, including attributes, through presenter demonstrations, video examples and role-play opportunities. Participants will leave the workshop with an understanding of how to implement PECS with individuals with autism, related development disabilities, and/or limited communication skills.

Presented by Donna M. Banzhof and Catherine Horton

Pyramid Educational Consultants, Inc.

Picture Exchange Communication System (PECS) - Overview

Apr. 19, 2007 8:00 a.m. to 4:00 p.m.

Fee: \$20.00

Audience: Teachers, paraprofessionals, parents, and itinerant service providers

The content of this course includes language development and communication strategies. Information will be presented on the communicative characteristics of nonverbal students with autism. Participants will be introduced to strategies to teach communication skills using the PECS visual representation systems. Participants will learn strategies that focus on the initiation of communication; design of effective educational environments utilizing structural and instructional elements and how to address individual communicative needs of students with ASD by providing functional and practical interventions.

Presented by Christina Mikuljan, WESELPA Program Specialist



*For all SBCSS registrations:
<http://oms.sbcss.k12.ca.us>*

LEARNING OPPORTUNITIES IN MOTOR DEVELOPMENT

Handwriting without Tears for Preschool/Kindergarten

Oct. 2, 2006 4:00 p.m. to 6:00 p.m.

The Handwriting without Tears program will be presented to address the needs for the preschool and kindergarten population. Handouts and order forms will be available. Hands on experience with all steps of the program will be provided.

Presented by Michelle Holmes, OTR/L and Kristin Allen, OTR/L, SBCSS

Motor Development and Autism for APE Specialist

Oct. 20, 2006

Location: TBA **Time:** TBA

This workshop will assist APE's in working with students on their workloads, understanding their needs and how to best serve them

**Presented by Nick Cook, SLP and Kimble Morton, Motor Assessment Program Specialist
Diagnostic Center, Southern California**

Facilitated by Ronnie Plotner, APE

Contact: Velma Neeley, WESELPA Program Specialist

Handwriting without Tears for Elementary/Middle School

Oct. 16, 2006 4:00 p.m. to 6:00 p.m.

The Handwriting without Tears program will be presented to address the needs for the elementary/middle school population. The cursive program and advanced printing program will be reviewed. Handouts and order forms will be available. Hands on experience with all steps of the program will be provided.

Presented by Michelle Holmes OTR/L and Kristin Allen OTR/L, SBCSS



Level II Physical Education Content Standards and Student Learning

Region 10

Jan. 12, 2007 7:30 a.m. to 3:00 p.m.

Location: Lake Elsinore

Fee: \$120.00 per person

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

There are five levels of Standards for APE/PE teachers which need to be taken in their numerical order. Many PE teachers recently have completed Level I, therefore they qualify to take Level II.

Presented by CAHPERD Trainers

Facilitated by Garetta Fahey, APE Lake Elsinore

Contact: Velma Neeley, WESELPA Program Specialist

Presented by Susan Simmons, Ph.D., Education Specialist

Tools for the Brain and Body

Jan. 22, 2007 4:00 p.m. to 6:30 p.m.

Various programs will be presented that are effective for setting up a child for learning in a classroom. The topics will include Brain Gym Activities, Catalyst Vision Activities, music and yoga. This will be a very hands-on in-service so be sure to wear something comfortable. We will try to provide plenty of demonstrations, rationale, and opportunities to practice the activities.

Presented by Michelle Holmes, OTR/L and Kristen Allen, OTR/L

Modulation and the Alert Program

Feb. 5, 2007 4:00 p.m. to 6:30 p.m.

A brief overview will be presented on how our brains interpret information presented through sensory input. We will then shift our focus to the Alert Program, which is a program developed to help children and adults to work on self-regulation/modulation. This program is also referred to as the “Engine Program”. We will discuss how to talk to children about how their “engine” in their body is running (fast, slow, or just right). This will be a very interactive inservice.

Presented by Michelle Holmes, OTR/L and Kristin Allen, OTR/L, SBCSS



Ready-Set-Go: OT-Based Sensory Integration Training

Region 10

May 4, 2007 7:30 a.m. to 11:30 a.m.

Location: Moreno Valley - 951/485-5600

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

A description of the sensory integration issues which are based in OT and the therapy techniques used with the Ready-Set-Go program will be discussed.

Presented by Cathi Secrist, APE Corona-Norco USD

Facilitated by Heidi Andary, APE Moreno Valley USD

Contact: Velma Neeley, WESELPA Program Specialist

WESELPA MISSION STATEMENT

The West End Special Education Local Plan Area works in collaboration with the students, parents, school districts, and community agencies to maintain effective communication, provide quality services, and ensure the provision of appropriate resources which support the education of all students with disabilities.



Learning Opportunities - Paraeducator's Institute

The West End SELPA will be providing a five-day workshop for paraprofessionals employed within the ten member districts that compose the West End SELPA. The Fall Institute will be held beginning in August and will continue through October. There will be two full-day sessions and three half-day sessions repeating content in the afternoon during the Fall Institute. The Winter Institute will repeat starting on January 12, 2007 and then culminating on March 12, 2007. This Institute will be presented in seven half-day sessions with topics repeated during the afternoon session. Upon full completion of either institute, and other requirements, participants will receive a Certification of Competency.

FALL INSTITUTE

Understanding Disabilities

Aug. 16, 2006 8:00 a.m. to 11:00 a.m.

Location: Lions West

This informative session is designed to give the professional an insight into the common and some not so common disabilities encountered in the classroom. Participants will gain an overview understanding of many of the handicapping conditions for special education as well as neurobiological conditions which can make learning a challenge for students. Included in the session will be recognizing symptoms, managing symptoms/behavior, and medication symptoms/side effects.

Presented by John Elderkin, WESELPA Program Specialist

An Autism Overview

Aug. 16, 2006 12:00 p.m. to 3:00 p.m.

Location: Lions West

An overview of the characteristics, assessment strategies/issues, educational implications, and interventions related to individuals with an autistic spectrum disorder. Participants will gain an understanding of the autism spectrum, its related disorders, educational implications, and evidence-based interventions.

Presented by Christina Mikuljan, WESELPA Program Specialist

Social Skills

Aug. 17, 2006 8:00 a.m. to 11:00 a.m.

Location: Lions West

Appropriate social skills are often critical for successful school experience and for post-school life. The inability to interact appropriately with peers and adults can severely impact a student's academic performance and general school experience. Participants will gain an understanding of the social cognitive deficits demonstrated by students with Autism Spectrum Disorder.

Presented by Garth Armit, WESELPA Program Specialist

Managing Escalating Behaviors

Aug. 17, 2006 12:00 p.m. to 3:00 p.m.

Location: Lions West

This workshop will present strategies to help avoid, redirect, or de-escalate seriously inappropriate behaviors. Participants will investigate the impact of various triggers and consequences on the problem behaviors. Participants will explore strategies to help prevent or lessen the student's need to engage in the problem behavior, as well as ways to intercede at the earliest stages of escalation. Non-verbal strategies, such as voice tone, body language and space utilization, will be demonstrated. Participants will also become familiar with how various disabilities and developmental levels influence behavior.

**Presented by Jack Bølle, WESELPA Behavior Specialist and
Claire Puno, WESELPA Program Specialist**

The Role of the Aide - Collaboration/Communication

Sep. 19, 2006 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

This half day workshop will provide paraprofessionals with information regarding the roles and responsibilities of the paraprofessional, being a team member; use of "People First", language, the IEP Process, including goals and objectives; good instructional strategies; language development and how to enhance language skills in the delivery of curriculum; behaviors/communicative intent; and some legal guidelines including confidentiality.

Presented by Garth Armit and Velma Neeley, WESELPA Program Specialists

Strategies in Increasing Independence

Oct. 5, 2006 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

Participants will learn how communication patterns influence student behavior and learning as well as how to change nonproductive practices. Participants will experience specific strategies designed to encourage more complete and successful participation within the greater context of the classroom and school environment.

**Presented by Claire Puno, WESELPA Program Specialist and
Jack Bølle, WESELPA Behavior Specialist**

Inclusion Strategies

Oct. 6, 2006 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

Paraprofessionals play a critical role in the success of students with moderate to severe disabilities whose services are provided in less restrictive environments. Participants will explore the goals of inclusive education and develop effective strategies for instructional and behavioral supports for those students.

Presented by Amy Duncan, WESELPA Program Specialist

WINTER INSTITUTE

Understanding Disabilities

Jan. 12, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

This informative session is designed to give the professional an insight into the common and some not so common disabilities encountered in the classroom. Participants will gain an overview understanding of many of the handicapping conditions for special education as well as neurobiological conditions which can make learning a challenge for students.

Presented by John Elderkin, and Christina Mikuljan, WESELPA Program Specialists

Managing Escalating Behaviors

Jan. 19, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

This workshop will present strategies to help avoid, redirect, or de-escalate seriously inappropriate behaviors. Participants will investigate the impact of various triggers and consequences on the problem behaviors. Participants will explore strategies to help prevent or lessen the student's need to engage in the problem behavior, as well as ways to intercede at the earliest stages of escalation. Non-verbal strategies, such as voice tone, body language and space utilization, will be demonstrated. Participants will also become familiar with how various disabilities and developmental levels influence behavior.

**Presented by Jack Bølle, WESELPA Behavior Specialist and
Claire Puno, WESELPA Program Specialist**

The Role of the Aide - Collaboration/Communication

Feb. 2, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

These half day workshops will provide paraprofessionals with information regarding the roles and responsibilities of the paraprofessionals, being a team member; the language "People First", the IEP Process, including goals and objectives; good instructional strategies; language development and how to enhance language skills in the delivery of curriculum; behaviors/communicative intent; and some legal guidelines including confidentiality.

Presented by Garth Armit and Velma Neeley, WESELPA Program Specialists

An Autism Overview

Feb. 9, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

This informative session is designed to give the professional an insight into the common and some not so common disabilities encountered in the classroom. Participants will gain an overview understanding of many of the handicapping conditions for special education as well as neurobiological conditions which can make learning a challenge for students.

Presented by John Elderkin and Christina Mikuljan, WESELPA Program Specialists

Social Skills

Feb. 27, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

Appropriate social skills are often critical for successful school experience and for post-school life. The inability to interact appropriately with peers and adults can severely impact a student's academic performance and general school experience. Participants will gain an understanding of the social cognitive deficits demonstrated by students with Autism Spectrum Disorder.

Presented by Garth Armit, WESELPA Program Specialist

Strategies in Increasing Independence

Mar. 1, 2007 8:00 a.m. to 11:00 a.m. Repeated 12:00 p.m. to 3:00 p.m.

Participants will learn how communication patterns influence student behavior and learning as well as how to change nonproductive practices. Participants will experience specific strategies designed to encourage more complete and successful participation within the greater context of the classroom and school environment.

**Presented by Claire Puno, WESELPA Program Specialist and
Jack Bølle, WESELPA Behavior Specialist**

Inclusion Strategies

Mar. 12, 2007 8:00 a.m. to 11:00 am. Repeated 12:00 p.m. to 3:00 p.m.

Paraprofessionals play a critical role in the success of students with moderate to severe disabilities whose services are provided in less restrictive environments. Participants will explore the goals of inclusive education and develop effective strategies for instructional and behavioral supports for those students.

Presented by Amy Duncan, WESELPA Program Specialist



weselpa.sbcss.k12.ca.us

Learning Opportunities for Paraeducators

What Every Paraeducator Should Know About Working with Students with Autism

Region 10

Mar. 1, 2007 8:00 a.m. to 11:30 a.m.

Fee: \$15.00

Sponsored by: DMSELPA

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Paraeducators working with students with autism and related disorders.

This workshop will provide an overview of Autistic Spectrum Disorders, as well as, practical information paraeducators can use for more effective teaching. Strategies for one-to-one and small group instruction will be presented, including direct instruction strategies, use of reinforcement, error correction and prompting. An array of positive behavior supports will be presented, as well as teacher-para communication “hints”.

Presented by Mary Owens, Educational Specialist

Diagnostic Center, Southern California

Supporting Social Skills - How Can Paraeducators Help?

Region 10

Mar. 1, 2007 12:00 p.m. to 3:30 p.m.

Fee: \$15.00

Sponsored by: DMSELPA

Many children with a disability have limited social skills. This can make it very difficult for them to negotiate the school environment, particularly at recess, lunchtime, play times, and before and after school. These are often the times in which paraeducators are primarily responsible for the child. Specific social skill difficulties will be discussed, some of their origins will be suggested, and practical suggestions for helping students overcome these difficulties will be presented. The format of this session will be a combination of lecture, discussion and small group activity.

Presented by Kimble Morton, Motor Assessment Program Specialist

Diagnostic Center, Southern California

“A Partnership Dedicated to Education”

LEARNING OPPORTUNITIES IN PARENT SUPPORT

The following workshops are specifically designed for parents. Parents are welcome to attend other West End SELPA workshops.

Clinical Parent Training Program (2 Training Series)

Fall: Oct. 4, 2006 (10 weeks—Wednesday nights) 7:00 p.m. to 9:00 p.m.

Spring: Feb. 28, 2007 (10 weeks—Wednesday nights) 7:00 p.m. to 9:00 p.m.

The Clinical Parent Training Program is specifically designed to reverse the negative, often abusive spiral many families are experiencing. Parents are systematically taught new patterns of behaving and communicating. Evidence points out that changes at home also carry over into the classroom. In an effort to increase this transfer to the classroom, we include a session, week #7, devoted to improving classroom behavior by linking it to the strategies that parents are implementing at home. Each child's teacher is invited to this session and encouraged to participate in brainstorming additional strategies to enhance the home-school partnership. This program is specifically geared for parents, foster parents, grandparents, and caregivers of children who are between the ages of three and twelve and who exhibit defiant, oppositional, non-compliant, and/or hyperactive behaviors.

Presented by Jack Bülle, WESELPA Behavior Specialist,
Terry Crowe, School Psychologist,
Gayle Sarrio, Dean of Students,
Roger Hammond, Special Education Teacher, and
Tracy Miller, Special Education Teacher

Clinical Parent Training Program—Spanish (2 Training Series)

Fall: Oct. 5, 2006 (10 weeks—Thursday nights) 7:00 p.m. to 9:00 p.m.

Spring: Mar. 1, 2007 (10 weeks—Thursday nights) 7:00 p.m. to 9:00 p.m.

Location: TBA

Pre-registration is required, limited space. Call Anna Hernandez 909/481-4547 ext. 264 for details.

See Clinical Parent Training Program description on Page 29

Facilitated by Natividad Vasquez-Silva, Marriage, Family Therapist
Marie Greene, School Psychologist, and
Luiz Vieyia-Valadez, MFT Intern

COMMUNITY ADVISORY COMMITTEE PARENT PRESENTATIONS

What Resources are Available in the Community for Special Needs School Aged Children?

Oct. 17, 2006 6:45 p.m. to 8:00 p.m.

Are you looking for a place to connect with other families who have school aged children with special needs? You are not alone, come to this presentation and learn what your community has to offer. Those in attendance will learn about support groups, health services, educational programs, sports clubs, and specialized resources. Information will be presented by community organizations in collaboration with the West End SELPA CAC.

Technology Assistance for Special Kids!

Nov. 14, 2006 6:45 p.m. to 8:00 p.m.

Assistive Technology can help students overcome difficulties they experience in gaining information, organization and demonstrating what they know. This presentation will provide information on how to identify assistive technology that your child may be able to benefit from and will provide hands on demonstrations of both low tech and high tech items.

Changes in the IEP/How Will the CAHSEE Affect Our Students

Feb. 20, 2007 6:45 p.m. to 8:00 p.m.

Are you familiar with the changes that have occurred due to the reauthorization of the Individuals with Disabilities Education Act (IDEA)? Do you know what supports and accommodations may be available to assist your child in passing the California High School Exit Exam (CAHSEE)? This presentation will highlight changes in state and federal law affecting the IEP process, identification of students for special education, and student discipline. Information will also be provided about the supports districts have put in place to assist students with special needs to pass the exit exam and the status of accommodations, waivers and exemptions.

Life After High School

Where Does My Child Go From Here?

Apr. 7, 2007 6:15 p.m. to 8:00 p.m.

What happens when my child exits from high school or reaches age 22? What are the resources available for learning disabled students as well as severely disabled students? Those in attendance will learn about training centers, community college programs, agencies, and vocational programs for special education students, and much more.

**Facilitated by the WESELPA Community Advisory Committee and
Carol Gentili, WESELPA Vocational Assessment Specialist**

WESELPA Celebration

May 31, 2007 3:00 p.m. to 5:00 p.m.

This event honors those educators and parents who are making a difference in the lives of special needs students by supporting students in inclusive settings. Developing innovative programs, providing leadership or committing a lifetime of service.

Facilitated by the WESELPA Team

Parent to Parent Cadre (see page 8 for details/date)

Parents are essential partners in their child's education. Learning to navigate the policies and procedures of special education can be a challenge to that partnership. Parent to Parent Support Cadre members are invited to participate in a four session series that will provide them with in-depth knowledge regarding the IEP process as well as skills necessary to develop the positive working relationships needed to promote quality educational programming for their child.

Learning Opportunities in Positive Behavior Supports

Revisiting the FOCUS Process

Oct. 11, 2006 12:30 p.m. to 3:30 p.m.

RtI requires that we consider behavioral interventions as well as academics prior to referrals. Revisit the FOCUS process to develop a complete profile of students with behavior needs in order to provide team developed interventions and follow-up. Memory sheet information can be used to develop 504 plans.

Presented by Velma Neeley, WESELPA Program Specialist

Compliant and Effective Positive Behavior Support Plans

Oct. 17, 2006 8:30 a.m. to 3:30 p.m.

Fee: \$15.00

Audience: Administrators, teachers, and school psychologists

Participants will understand the regulations as they apply to IEPs and behavioral interventions, be able to differentiate the core differences between behavior interventions based on functional assessment and those that are not, and learn how to articulate the various levels of support to IEP teams as well as how to access it. Participants will be able to develop Level One Behavioral Support Plans that embody the key principles of applied behavior analysis and write measurable positive behavioral goals and benchmarks. A PBSP Scoring Rubric that enables users to measure the internal integrity of their behavior plan will also be provided and explained.

**Presented by Jack Bølle, WESELPA Behavior Specialist and
Garth Armit, Amy Duncan, Claire Puno, WESELPA Program Specialists**

Non-Violent Crisis Intervention ~ CPI Training - Four 2-Day Trainings (2 units)

Oct. 18 and 19, 2006 / Dec. 6 and 7, 2006 / Feb. 22 and 23, 2007 / May 1 and 2, 2007

8:30 a.m. to 3:30 p.m.

Fee: \$20.00

Audience: Teachers, paraprofessionals, parents, itinerant service providers, school psychologists, counselors, and administrators

Two-day training and certification:

An introduction to crisis prevention that emphasizes early intervention and non-physical methods for preventing and managing disruptive behavior. In addition, personal safety techniques, restraint positions, transport techniques, and team strategies will be taught.

**Presented by Christina Mikuljan, WESELPA Program Specialist and
Anne Savage, WESELPA School Psychologist**

BICM Recertification Training

Nov. 15, 2006 or Dec. 19, 2006 8:30 a.m. to 3:00 p.m.

Fee: \$15.00

This is a mandatory training for all personnel previously certified by the West End SELPA as a Behavior Intervention Specialist Case Manager, BICM, and who wish to maintain their certification. This training will present updated information and procedures related to the following topics:

1. Newly adopted forms and procedures for conducting functional analysis assessments and for developing, implementing, and monitoring positive behavior intervention plans.
2. Severe behavior emergency updates, including the use of physical restraint and creating interim safety plans.
3. Conducting valid and defensible behavioral observations.
4. Creating compliant and defensible positive behavior plans—Using the Quality Evaluation Scoring rubric Revised

Certification/Recertification:

1. Participants will be required to evaluate one of their plans using the new Quality Evaluation Scoring guide in order to complete recertification requirements.
2. Personnel who attended previous West End SELPA BICM trainings but did not complete their certification requirements, must attend this training and use the new forms and procedures in completing the required tasks.

**Presented by Garth Armit, WESELPA Program Specialist and
Jack Bølle, WESELPA Behavior Specialist**

Class Meetings—Building Respectful Problem Solving Strategies in the Classroom

Nov. 16, 2006 2:30 p.m. to 4:00 p.m.

A one and a half hour overview of the Class Meeting Process to provide participants a feel for this process and sign-up for Velma to provide the four, one-hour trainings in their classroom with students and staff. After the four “training” sessions, the class will be prepared to continue the process of giving compliments, helping each other, solving problems, and planning events. This training is based on the fundamentals described in the Stephen Glenn’s “Developing Capable People” programs and from his book, “Raising Self-Reliant Children in a Self-Indulgent World.”

Presented by Velma Neeley, WESELPA Program Specialist

Hidden Functions of Problem Behaviors: Sensory-Seeing and Sensory-Avoiding

Region 10

Dec. 5, 2006 9:00 a.m. to 12:00 p.m.

Fee: \$5.00 **Registration:** Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Teachers, school psychologists, APE’s, BICM’s, Program Specialists, parents, and other IEP team members.

Are you having difficulty identifying the functions of some problem behaviors? Are you wondering what

interventions to use when sensory responses seem to be the function of the behavior? This program is designed to help special educators understand unusual sensory responses including provision of a method of assessment and strategies for developing effective interventions. Case study, discussion, and lecture formats will be used.

Presented by Kimble Morton, Motor Assessment Specialist
Diagnostic Center, Southern California

Juvenile Bipolar Disorder: Essentials for School Psychologists
Region 10

Dec. 7, 2006 9:00 a.m. to 12:00 p.m.

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Specifically for School Psychologists

School psychologists frequently serve students with a diagnosis of Juvenile Bipolar Disorder (JBPD). It is a controversial diagnosis because DSM-4-TR criteria were not established for children, and symptoms overlap with other childhood disorders. This training will address how DSM-4-TR criteria relate to childhood presentation of Bipolar symptoms; the basis for special education eligibility; differentiating JBPD from conditions with common symptoms and implications for instructional settings. The role of the school psychologist in the clinical care of these students will also be addressed.

Presented by Ron Russell, Ph.D., School Psychologist and Licensed Psychotherapist
Facilitated by Jack Bölle, WESELPA Behavior Specialist

Behavior Intervention Case Manager (BICM) Certification (3-Day Training)

Jan. 30, 2007 / Feb. 21, 2007 / Mar. 13, 2007 8:30 a.m. to 4:00 p.m.

Fee: \$25.00

BICM Certification involves: (1) A three-day formal training on functional behavior assessment and the development, and implementation of positive behavioral intervention plans; (2) A two-day formal training on Non-violent Crisis Prevention Intervention Program (CPI); (3) supervised development and implementation of PBI Plan; and (4) submission of one Positive Behavior Intervention Plan for review. The formal three-day training includes a review of the regulations pertaining to behavioral interventions and their implementation, conducting all aspects of functional behavioral assessment, and developing positive behavior intervention plans based on the functional relationship between the problem behavior, its maintaining variables, and alternative replacement behaviors.

Presented by Jack Bölle, WESELPA Behavior Specialist and
Garth Armit, WESELPA Program Specialist

weselpa.sbcss.k12.ca.us

Learning Opportunities in Procedural Safeguards

The New IDEA

TBA 8:00 a.m. to 4:00 p.m.

IDEA 2004 brings many changes in the areas of evaluation, IEP development and meetings, student discipline, private schools, and dispute resolution. This presentation will review the changes and discuss how they will impact special education procedures. Participants will be able to return to their school sites with information on how to be in compliance with the New IDEA.

Presented by Joann Reilly, WESELPA Administrator

Everything You Wanted to Know About Making a Referral for Counseling (2 Trainings Offered)

Oct. 27, 2006 or Feb. 16, 2007 8:30 a.m. to 12:00 p.m.

This presentation will address the range of counseling services available to students with special needs and how to identify the services that best fit the student's needs. The referral process for these services will be reviewed and strategies provided to make the process work efficiently for staff and families.

Presented by Dave Romo, Lisa Banks-Toma, and Richard McGrath

WESELPA Clinical Counselors

Hot Topics in Special Education (2 Trainings Offered)

Nov. 13, 2006 or May 14, 2007 3:00 p.m. to 4:30 p.m.

How do issues such as reauthorization of IDEA, working with other agencies, and transitions effect the current state of special education? These and other current issues will be reviewed and recommendations for best practices in maintaining compliance with IDEA will be provided.

Presented by Joann Reilly, WESELPA Administrator

Discipline and Students with Special Needs

Mar. 7, 2007 8:00 a.m. to 12:00 p.m.

The laws relating to the discipline of special education students are complex, and parents frequently challenge districts on this issue. What are the school's rights and what are the student's rights? This presentation will review the legal requirements relating to discipline of special education students, how they have been interpreted in case law, and provide suggestions for alternative discipline strategies and effective manifestation determination meetings.

Presented by Joann Reilly, WESELPA Administrator

Learning Opportunities in Professional Support

IEP Pro Trainer of Trainers

Sep. 11, 2006 8:30 a.m. to 3:00 p.m.

Fee: \$10.00

Audience: This training is provided for district appointed representatives. Please call John Elderkin at (909) 481-4547 ext. 238 for more information.

Representatives from all West End SELPA districts are requested to attend this IEP Pro Trainer of Trainers. The intent of this workshop is to prepare experienced users of IEP Pro to provide district training and support in the use of the latest version of this software.

Presented by John Elderkin, WESELPA Program Specialist and Marlene Kiemel, WESELPA Specialist

IEP Pro SBCSS West End Student Services Trainer of Trainers

Sep. 12, 2006 8:30 a.m. to 3:00 p.m.

Fee: \$10.00

Audience: This training is provided for administrator-appointed representatives. Please call John Elderkin at (909) 481-4547 ext. 238 for more information.

Each SBCSS West End Student Services administrator is requested to select a representative to attend this IEP Pro Trainer of Trainers. The representative should have experience using IEP Pro since the intent of this workshop is to prepare these individuals to provide site training and support in the use of the latest version of this software.

Presented by John Elderkin, WESELPA Program Specialist and Marlene Kiemel, WESELPA Specialist

IEP Pro Training for Chaffey District

Sep. 26, 2006 8:30 a.m. to 3:00 p.m.

Fee: \$10.00

This training is provided for administrator-appointed representatives. Please call John Elderkin at 909/481-4547 ext. 238 for more information.

West End SELPA staff is available to assist district and county IEP Pro Trainers in providing workshops to staff within district/county settings. The intent of this workshop is to prepare these individuals to provide site training and support in the use of the latest version of this software. In order to meet the needs of the West End SELPA districts, this workshop can be provided for school sites, in the context of district staff development days, or special education meetings. To request this workshop please contact John Elderkin at 909/481-4547 ext. 238.

Presented by John Elderkin, WESELPA Program Specialist and Marlene Kiemel, WESELPA Specialist

Teaching Students with Moderate to Severe Disabilities

Region 10

Dec. 5, 2006 9:00 a.m. to 12:00 p.m.

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Teachers and related service providers working with (and writing IEP goals and objectives) for students with moderate to severe cognitive disabilities.

This training is a practicum for those working with students with moderate to severe cognitive disabilities. An activity-based approach will be used that allows participants to learn and practice systematic instruction strategies to support learning and behavior. Strategies include: task analysis, direct instruction strategies, error correction procedures, reinforcement, prompting hierarchies, and use of choice making strategies.

Presented by Mary Owens, Educational Specialist, Diagnostic Center, Southern California

Facilitated by Garth Armit and Claire Puno, WESELPA Program Specialists

Learning by Design: The Curriculum Access Toolkit

Region 10

Jan. 18, 2007 8:00 a.m. to 3:30 p.m.

Fee: \$10.00

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: General and special educators, support staff, and administrators

This workshop is designed for teachers who want to Adapt, Re-tool, and Redesign the way curriculum is accessed to meet the diverse needs of learners. Research validated strategies will be introduced as well as national trends including definitions and descriptions of the range of models such as; Universal Design for Learning, Understanding by Design, Differentiation of Instruction and Accommodations and Modifications. The primary focus will be on a "Toolkit" of strategies that educators can begin using immediately.

Presented by Susan Simmons, Ph.D., Education Specialist

Facilitated by Velma Neeley, WESELPA Program Specialist

Research Based Intervention and Data Management Symposium

Oct. 23, 2006 8:00 a.m. - 4:00 p.m.

Specially designed to address the needs of Research Based Interventions in an RtI model in school districts; some of the best known publishers of intervention materials will be at the SELPA to present their products. Presentations will focus on strength of research base and appropriateness to Tier I, II or III interventions. Additionally, the best known developers of student data management systems will be on hand to explain their products and services. If you are involved in Curriculum and Instruction, the director of a special education program, reading / math coach or special educator you owe it to yourself and students to be there.

Presented by John Elderkin, WESELPA Program Specialist

Spotlighting the “I” in Response to Intervention (RtI): A Blue Print for Addressing and Meeting the Needs of Struggling and At–Risk Readers

Region 10

Feb. 6, 2007 8:30 a.m. to 2:00 p.m.

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Site-based or district-based literacy teams who wish to implement an intervention plan.

This training will focus on basic educational and instructional frameworks necessary for addressing the needs of upper elementary, middle and high school-aged struggling and at-risk readers. Levels of intervention will be discussed along with essential practices that support successful reading. Strategies for creating learning environments sensitive to students’ needs will be shared along with important considerations for screening and progress monitoring. Participants will assess their existing reading program/s and formulate an action plan for struggling readers. An overview of the 2002 CA Reading/Language Arts Reading Intervention Program Adoptions and 2005 Follow-up Adoptions will be shared.

Presented by Vonnie DiCecco, Ph.D., Educational Specialist
Diagnostic Center, Southern California

California Alternate Performance Assessment (CAPA)

Mar. 20, 2007 3:00 p.m. to 5:30 p.m.

The California Alternate Performance Assessment is an on-demand performance assessment for students with significant disabilities. The CAPA became operational as a new component of the STAR program in 2003 and is essential for ensuring participation of all students in the state testing and accountability program. Participants in this training will receive the skills necessary to determine student eligibility and levels, prepare the test setting, adapt the testing environment for unique needs, and manage administration details.

Presented by Garth Armit, WESELPA Program Specialist

Professional Support

Garth Armit

Lisa Banks-Toma

Jack Bolle

Amy Duncan

John Elderkin

Kris Guttman

Leo Juarez

Velma Neeley

Helen Macias

Richard McGrath

Christina Mikuljan

Claire Puno

Dave Romo

Anne Savage

Janet Van Dyke

Learning Opportunities in Reading/Literacy

Blending LIPs, Visualizing/Verbalizing, and Seeing Stars with the Classroom Curriculum

Nov.29, 2006 8:00 a.m. to 3:30 p.m. (Lunch on your own)

Fee: \$10.00

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Many staff members have been trained in using concept and symbol imagery and the LIPs materials. Juggling how to use these three in a classroom can be challenging. Come to learn some strategies to utilize all three in your program.

Presented by Velma Neeley, WESELPA Program Specialist



*Teach them well
Keep them safe
Prepare them for the future*

Learning Opportunities in Vocational Education

Enclave / Community-Based Instructional Training

Sep. 7, 2006 8:30 a.m. to 2:00 p.m.

This enclave community vocational inservice training will assist teachers and staff in the training of students as to the expectations of employers and community in relationship to social and job performance skills. Round table discussions will allow for sharing of ideas with programs that have current success stories.

Presented by Carol Gentili, WESELPA Vocational Assessment Specialist

TPP Time- Match Teacher Start-Up

Sep. 8, 2006 8:30 a.m. to 12:30 p.m.

West End SELPA TPP staff together with the Department of Rehabilitation staff will provide time match teachers with information on program requirements, and curriculum resources. Roles and responsibilities of a time match teacher as well as a review of the student referral process will be addressed during the inservice. Teachers are requested to bring with them lesson plans, or student work samples to share during the best practices section of the inservice.

Presented by Garth Armit, WESELPA Program Specialist

WorkAbility, Too Start-Up

Sept. 21, 2006 3:00 p.m. to 4:30 p.m.

Audience: Special education middle school teachers

In cooperation with the State of California's WorkAbility program, selected middle schools will participate in career exploration activities in their classrooms. This opportunity is open to all WESELPA middle school classrooms that wish to participate in the program. Each interested party must apply for the program. This first meeting will provide an overview of the program and its requirements. Forms and other information to participate in the program will be provided during this meeting.

Presented by Claire Puno, WESELPA Program Specialist

West End SELPA Vocational Team

Dawn Cathey

Jill Coulter

Carol Gentili

Dawn Henderson

Nancy Keener

Jane Maxwell

Shannon Sweda

Joan Weiss

WorkAbility, Too Curriculum In-service

Oct. 26, 2006 3:00 p.m. to 4:30 p.m.

Audience: WorkAbility, Too participating teachers

All participating teachers who are new or experienced in the middle school WorkAbility, Too program need to attend this required in-service which will provide an in-depth discussion of the curriculum provided for the program. Materials will be distributed to teachers during this in-service.

Presented by Claire Puno, WESELPA Program Specialist

Successful Transition Planning for All Students

Region 10

Oct. 12, 2006 8:30 a.m. to 3:30 p.m.

Location: SBCSS Support Center in San Bernardino

Fee: \$20.00

Sponsored by: EVSELPA

Registration: Please use on-line registration procedure at <http://oms.sbcss.k12.ca.us>

Audience: Administrators and Parents

Participants will be given an overview of the legal and ethical requirements necessary to meet the new IDEA Transition mandates for students with disabilities ages 16 and older. An emphasis will be placed on Transition Services including the Summary of Performance (SOP) and the Individual Transition Plan (ITP). Using the person Centered Planning Process, participants will learn how to generate student profiles essential in the required planning of Post Secondary goals.

Presented by Vonnie DiCecco, Ph.D., Education Specialist and

Kathy Whelan Gioia, Education Specialist

DOR/TPP Cross Training

Feb. 28, 2007 8:00 a.m. to 1:30 p.m.

The purpose of the DOR/TPP Cross Training is to provide information about the Transition Partnership Program (TPP) and the Department of Rehabilitation (DOR). Attendees will hear updates on current issues and trends in school transition from a variety of presenters and leading individuals in the field. This training also provides an invaluable opportunity for participants to network with others and exchange ideas that work for students in the area of transition.

Facilitated by Garth Armit, WESELPA Program Specialist



WorkAbility I High School Career Fair

Mar. 6, 2007 8:30 a.m. to 1:15 p.m.

A WorkAbility I event presented in collaboration with Baldy View ROP and the Employment Development Department offering an opportunity to explore a variety of career choices. Focusing on the student's needs makes this a one-of-a-kind student seminar. Registration is limited to a first come, first served basis.

Facilitated by Carol Gentili, WESELPA Vocational Assessment Specialist and the West End SELPA Vocational Team

WorkAbility, Too Career Fair for Middle School Students

Mar. 8, 2007 8:00 a.m. to 1:30 p.m.

Middle school students participating in the WorkAbility, Too Program will get a chance to attend a variety of presentations from different types of industry representatives. These presentations will provide students with input from actual employers connecting what they have learned in the classroom with real life expectations in the world of work. Students will need to bring sack lunches with drinks.

Facilitated by Claire Puno, WESELPA Program Specialist and the WESELPA Vocational Team

Parent/Teacher Vendor Night—Life After High School

Apr. 17, 2007 6:15 p.m. to 8:30 p.m.

What happens when a child exits from high school? What are the resources available for students with learning disabilities as well as students with more severe disabilities. Come and hear about training centers, community college programs, and vocational programs for special education students.

Facilitated by the WESELPA Community Advisory Committee and Carol Gentili, WESELPA Vocational Assessment Specialist

WorkAbility, Too Wrap-Up

May 3, 2007 3:00 p.m. to 4:30 p.m.

Audience: WorkAbility, Too participating teachers

This is an end-of-the-year celebration for all WorkAbility, Too participating teachers. It is the last mandatory meeting where everyone will share the year's successes and also look into the wonderful ideas.

Presented by Claire Puno, WESELPA Program Specialist



West End SELPA Transition Scholarship Awards Event
May 24, 2007 3:30 p.m. to 4:30 p.m.

Successful student candidates who have participated in WorkAbility, Work Projects, or the Transition Partnership Program and are graduating from high school or exiting special education will be honored during this event.

Facilitated by the WESELPA Management Team,
the WESELPA Vocational Team, and the
SBCSS Child Assistance Fund



WEST END SELPA VOCATIONAL VISION/MISSION STATEMENT

The West End SELPA Vocational Education programs are comprehensive educational programs dedicated to preparing youth with disabilities, promoting involvement in the community and workplace, and empowering them with the individual resources necessary to successfully transition to employment, lifelong learning, and quality adult life.

Workgroups/Councils

WESELPA Workgroups/Councils are networks of professionals who play a vital role in addressing relevant issues, research and legislation, as well as providing input regarding best practices in the education of students with special needs within our region.

Paraprofessional Council

Sep. 12, 2006 Laws/Legislative Update
Oct. 10, 2006 ADHD and Strategies for Success
Nov. 14, 2006 Round Table-Increasing Independence/Motivating students-best practices/role play
Dec. 12, 2006 Bi-Polar disorder and Strategies for Success
Jan. 9, 2007 Cerebral Palsy and Strategies for Success
Feb. 13, 2007 Round Table-Autism Review/Follow-up/Best Practices
Mar. 13, 2007 ODD and Strategies for Success
Apr. 10, 2007 Mental Retardation and Strategies for Success
May 8, 2007 End of year evaluation and planning

3:15 p.m. to 4:45 p.m.

Audience: Para-Professionals/Educational assistants in WESELPA member districts

Participants in the council will review and discuss current trends and policies that deal with paraprofessional practices. Council members will act as liaisons to their district colleagues regarding new information and staff development opportunities available for the paraprofessionals in this field. Members will also plan for activities that would foster networking among the different paraprofessionals providing support to students with disabilities.

Facilitated by Claire Puno, WESELPA Program Specialist

Cochlear Implant Council

Region 2

Sep. 21, 2006 /* Jan. 18, 2007 / May 17, 2007 2:00 p.m. to 4:00 p.m.

Registration: Go to <http://ci.sbcss.k12.ca.us/events>

Participants will discuss relevant issues, developing training programs, supporting new teachers, and sharing best practices in working with students who have cochlear implants.

*Prior to the regularly scheduled CI council meeting on January 18th, 2007, a presentation on "How to Read a MAP presented by Blaze Kistler and Understanding Otoacoustic Emmisions Test", presented by Alison Sabbara.

Facilitated by Velma Neeley, WESELPA Program Specialist

School Psychologist's Council

Oct. 27, 2006 / Jan 26, 2007 / Apr. 27, 2007 12:00 p.m. to 2:00 p.m.

The primary purpose of this council is to provide a forum where best practices can be shared, common issues addressed, professional development activities created, and relevant research and legislation investigated. Council members may also be responsible for selecting individuals to participate on special subcommittees and task forces being established to study critical issues. It is anticipated that special task forces will be formed to address new IDEA regulations.

Facilitated by Jack Bølle, WESELPA Behavior Specialist

SH Council

Nov. 6, 2006 / Feb. 5, 2007 3:15 p.m. to 4:30 p.m.

Audience: Teachers of students with moderate to severe disabilities

The SH Council is a forum for the dissemination and discussion of current trends and hot topics pertinent to students with severe handicaps. Participants will also have the opportunity to discuss issues and concerns specific to their district, school site and classroom and develop friendships and supports with others in the field of SH. Contact your district special education director if you are interested in participating in this council.

Facilitated by Garth Armit, WESELPA Program Specialist

Speech/Language Pathologist's Council

Sep. 20, 2006 / Oct. 18, 2006 / Nov. 15, 2006 / Jan. 17, 2007 / Feb. 21, 2007 / Mar. 21, 2007 / Apr. 18, 2007 / May 16, 2007 1:00 p.m. to 3:00 p.m.

The SLP Council members keep abreast of current inservices, policies, and networks with district SLPs concerning district services and needs. Contact your district's special education director if you are interested in the activities of this council.

Facilitated by Velma Neeley, WESELPA Program Specialist

SETTS Team

Sep. 29, 2006 / Dec. 5, 2006 / May 10, 2007 8:00 a.m. to 4:00 p.m.

The Special Education Teacher Technology Specialists (SETTS) Team commit their time and energy to expanding opportunities for students to access learning through Assistive Technology resources. They meet four times a year to share best practices, explore new resources, and plan staff development experiences for teachers in the West End.

**Facilitated by Amy Duncan, WESELPA Program Specialist and
Gregg Legutki, RIMS CTAP**

Picture Exchange Communication Systems (PECS) Technical Support

Oct. 10, 2006 / Nov. 7, 2006 / Dec. 12, 2006 / Jan. 9, 2007 / Feb. 13, 2007 / Mar. 13, 2007 /
Apr. 10, 2007 / May 8, 2007 3:00 p.m. to 5:00 p.m.

Audience: Teachers, paraprofessionals, parents, and itinerant service providers

This workshop is a monthly support service. Staff will be available to answer questions regarding ways to create icons, picture schedules, and other visual supports. Participants will have access to materials needed to make additional PECS's icons.

Presented by Christina Mikuljan, WESELPA Program Specialist



*For all SBCSS registrations:
<http://oms.sbcss.k12.ca.us>*

Parent Support Groups

Open Doors Now Parent Support Group (www.opendoorsnow.org)

Second Thursday of every month 7:00 p.m. to 9:00 p.m.

Location: Northkirk Presbyterian Church

9101 19th Street, Alta Loma, CA 91701 (Southwest corner of Beryl and 19th.)

Audience: Teachers, paraprofessionals, parents, itinerant service providers, school psychologists, counselors, and administrators

A young boy watches his classmates playing at recess, eager to join them but so socially awkward he's made fun of each time he tries. A teacher is at her wits end with a student, who's one of her brightest, bursts into tears each time new concepts are introduced. A parent sits watching his child melt-down yet again, loving him so much but wondering what the future will hold.

There are things that can help ~ tools that can build doors in the walls that separate Asperger's Syndrome (AS) and High-Functioning Autism (HFA) students from their family, friends, classmates, and teachers. Join us in our quest to help our children connect.

A southern California Inland Empire resource for parents and teachers of Asperger Syndrome and High Functioning Autistic students.

Parent Autism Advisory Team (PAAT)

Oct. 10, 2006 / Nov. 8, 2006 / Dec. 13, 2006 / Jan. 9, 2007 / Feb. 13, 2007 / Mar. 14, 2007

Apr. 11, 2007 / May 9, 2007

6:30 p.m. to 8:00 p.m.

This is a parent information and support group for families with children diagnosed with Autism presented by WESELPA staff in conjunction with the WESELPA counselors. It is the goal of this meeting to provide families with information and strategies to support them in their daily lives. It is an opportunity to ask and answer questions, as well as to connect and share information with other families going through similar situations.

Presented by Kris Guttman, Ph.D WESELPA Clinical Counselor, and
Christina Mikuljan, WESELPA Program Specialist

weselpa.sbcss.k12.ca.us



The West End SELPA
2006 / 2007 Staff Development Activities Guide
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