

# DIAGNOSTIC CENTERS



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## End of the Year Report 2014-2015

California Department of Education

## MISSION STATEMENT

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students; technical assistance and consultation in program and instructional design; professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, and; presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, County Office of Education or SELPA. Eligible students include those enrolled in special education who are not progressing despite local school effort, who present with a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, County Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

# Assessment Services

“I was overwhelmed by how wonderful we were treated by the entire staff and all the professionals. Observing my daughter in that environment also helped me more aware of her weaknesses and her strong abilities.”

~ Parent  
Central California

“I believe the information provided was most helpful for the family. I think the family felt heard and supported which is important.”

~ School Staff  
Northern California

“The Diagnostic Center went above and beyond to address our concerns. We were welcomed to the Center with opened arms and left with a new family. So grateful to have the opportunity to get our daughter assessed.”

~ Parent  
Southern California

Districts, who have directed available resources to serve a child, often have unanswered questions and request the assistance of the Diagnostic Centers. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis, functioning levels, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans to serve the child at the school site, at the Diagnostic Center, or in both school and Center settings.

**Field-Based Assessments** are generally conducted over a span of one-to-three days at the student’s school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Sixty six percent (66%) of Diagnostic Center assessments were provided in the field.

**Center-Based Assessments** are conducted at the Diagnostic Center over a span of two-to-five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Over three percent (3.6%) of Diagnostic Center assessments were conducted at the Diagnostic Center.

**Combined-Location (Blended) Assessments** are conducted at the school and Diagnostic Center sites over a period of three-to-five-days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Thirty percent (30%) of Diagnostic Center assessments were Combined-Location Assessments.

# Assessment Services *(cont.)*

“The insights of the team were great. Both for helping us as parents as well as quantifying for the school what was and was not a reasonable expectation.”

~ Parent  
Northern California

“Your responses to the district’s questions were very good; however, your report went beyond that and provided a great deal of information that will be helpful to us in planning for this student’s success.”

~ School Staff  
Central California

“During the district/parent conference the Diagnostic Center acted as an advocate for my child and his needs”

~ Parent  
Southern California

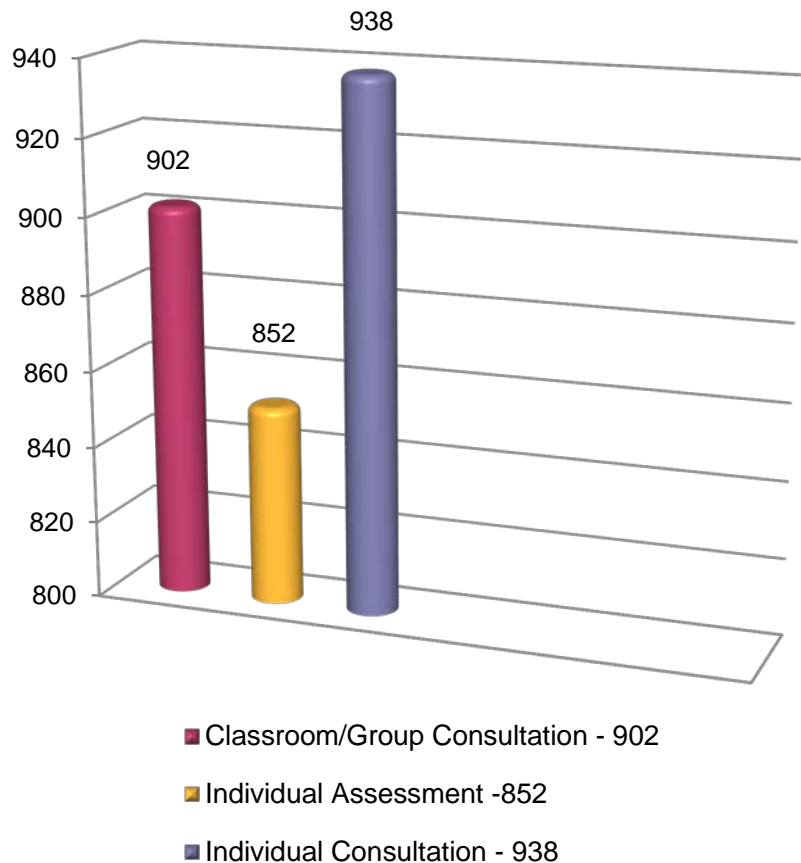
Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. During the 2014-15 academic year, 938 follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with 902 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Assistive Technology, and Adapting Curriculum for Severely Disabled Students and students with Autism Spectrum Disorders.

During 2014-15 school year, 2,692 students were provided services. Figure 1 illustrates the assessment services provided.

## 2014-2015 Assessment Types Total Assessments = 2,692

Figure 1





# Referral Trends

“You guys are awesome! The way you were able to look at all aspects of the learning a profile, evaluating abilities and challenges, then present the information to our team was artfully done.”

~ School Staff  
Northern California

“Everyone was very friendly, well informed and professional. We were very pleased and looking forward to the school implementing the recommendations.”

~ Parent  
Central California

“The Diagnostic Center was extremely helpful with this student. I provided information to help the school to tailor her instruction ever further. I am very happy with my Diagnostic Center experience.”

~ School Psychologist  
Southern California

Requests for assessment services continue to be in demand, indicating that Diagnostic Centers are serving LEAs most challenging-to-serve students. Reasons for requesting assessment assistance vary district to district region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs.

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Instructional Strategies/Programming	63%
Communication	57%
Behavior	37%
Diagnosis	47%
Impact of Medical Conditions on Education	15%
Autism	27%
Conflict Resolution	8%
Mental Health	15%
Secondary Issues	12%
IEE: Independent Educational Evaluation	8%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for Local Educational Agencies. In addition, Special Projects are designed and implemented to support local educational agencies, based on local needs.

The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 637 surveys were returned from school staff and 179 surveys from parents. Responses indicated that:

- ❖ **100%** of administrators reported positive outcomes for the students as a result of the assessment.
- ❖ **96%** of teachers and specialists reported that the assessment services were useful to the IEP Team
- ❖ **98%** of parents reported that the Diagnostic Center responded to their concerns.
- ❖ **95%** of parents reported that the assessment provided them with new information.

“The assessment was very helpful to the school as it clarified what special services should be included in the student’s transition from a 504 plan to an IEP.”

~ Administrator  
Central California

“The team was fantastic. The resulting report really seems to describe my child’s learning profile. We now use this in all our IEP’s. No other report has been as helpful in our 8 year journey down this road.”

~ Parent  
Southern California

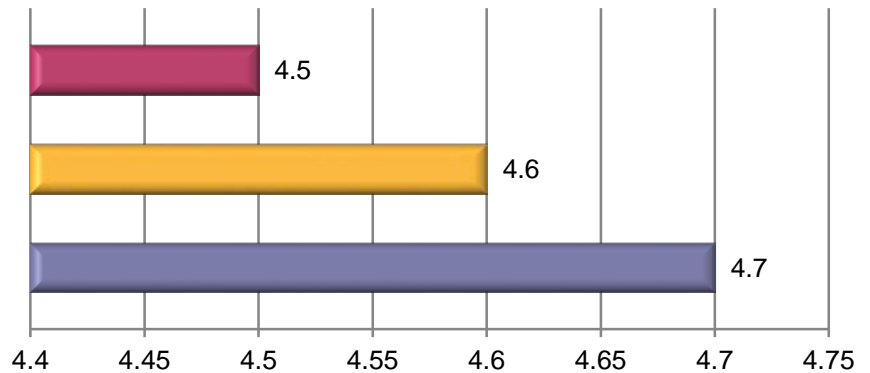
“Having an interpreter at your assessment really helped getting an accurate picture of our student’s true abilities”

~ School Staff  
Northern California

### LEA Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 3

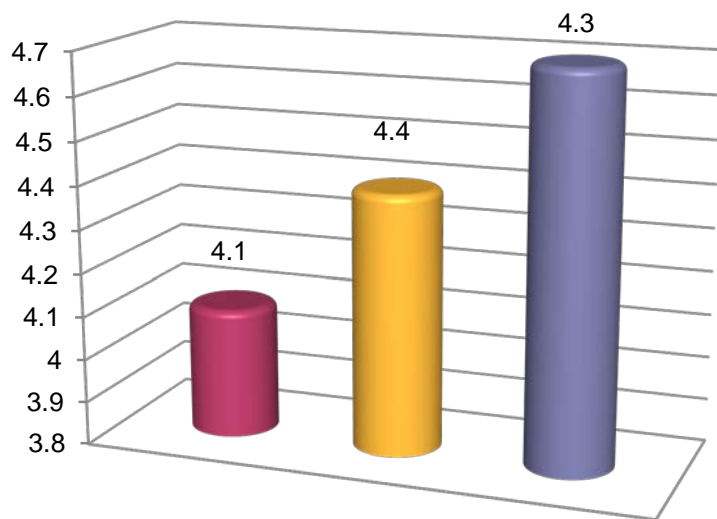


- Useful to IEP Team - 4.5
- Overall Teacher/Specialist Satisfaction - 4.6
- Overall Administrator Satisfaction - 4.7

### Parent Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 4



- Assessment Promoted Collaborative Planning Between Family and IEP Team - 4.1
- Information Assisted You With Dealing More Effectively With Your Child - 4.4
- Overall Parent Satisfaction - 4.3

# Professional Development

“The evaluation process was very thorough. I loved how the assessment team spent so much time observing the student in my classroom and how available they were through e-mail throughout the whole process. I had many questions and all were answered with enthusiasm and intelligence.”

~ School Personnel  
Central California

“I am glad I was able to attend the training. It was very informative and I am looking forward to sharing the information with not only the staff at my sites but with parents looking for support strategies as well”

~ School Personnel  
Southern California

“The conference was an incredible demonstration of effective teamwork! I think the teamwork must have sounded effortless because it actually felt effortless.”

~ School staff  
Northern California

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs, County Offices of Education, and Regional Coordinating Councils continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2014-15 school year, 565 presentations to 22,636 individuals were provided at local school sites, regional workshops, and state and national conferences.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. The most frequently requested topics were those dealing with:

Training Topics	Percentage
Autism Spectrum Disorders	25.6%
Instructional Strategies	51%
Assessment Issues and Strategies	21.3%
Special Education Issues	10%
Improving Paraprofessional Skills and Expertise	12%
Language and Communication Issues	19%
Culturally Responsive Assessment and Instruction	1.2%
Behavior/Mental Health Issues	35%
Secondary Students	3.2%
Teaching Students with Moderate-to-Severe Disabilities	17.8%

In addition to these formal presentations, school districts, SELPAs and County Offices of Education request assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support, including demonstration teaching, and consultation

# Training Evaluation

"I loved the video clips and the many strategies for integrating visual supports into my daily instruction. I am a new teacher and feel I can put these strategies in place quickly"

~ Teacher  
Central California

"I will use this training information as a platform to lead teams that I support. Great information and techniques!"

~ Administrator  
Southern California

"Fantastic job presenting. Clear, concise, organized, detailed, thorough and it was incredibly well-delivered."

~ Administrator  
Northern California

The effectiveness of the professional development services offered by the Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 565 formal presentations, 12,453 surveys were completed. Highlights from the ratings:

- ❖ The trainings received high overall ratings of 3.7.
- ❖ Participants reported a 1 point average gain in knowledge.

## Participants' Rating of Training Received Services Received

Measured on a Scale of 1-5

Figure 5

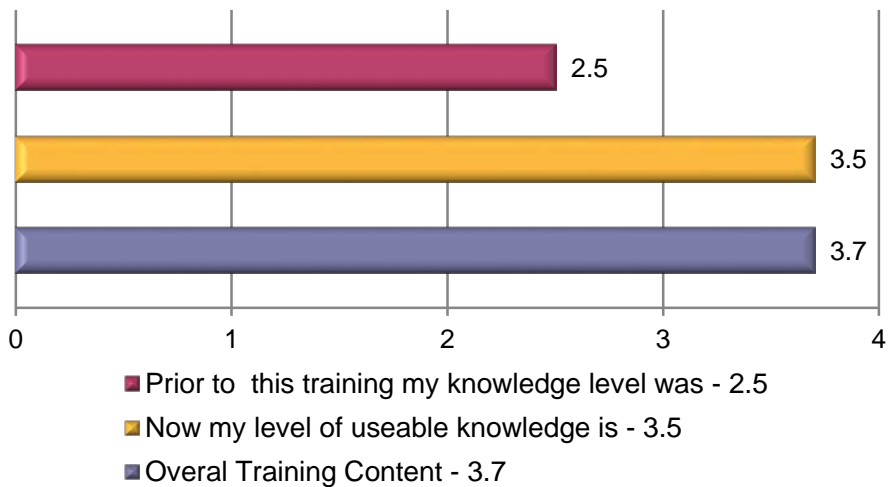


Figure 6

Average Attendees Per Session	Percentage
Other Certificated	38%
Teacher: Special Education	19.8%
Paraprofessional	23.7%
Other	26.8%
Teacher: General Education	3.4%
Administrator: Special Education	2.5%
Program Specialist	2.3%
Family	0.5%
Administrator: General Education	3.2%



# Technical Assistance

"We have utilized many of the recommendations that were made to improve program services in classes and also added Assistive Technology as a service."

~ School Personnel  
Northern California

"The variety of strategies for reading was so useful because they can be used with all grade levels and all types."

~ School Personnel  
Central California

"I left motivated to do a better job and full of knowledge on how to help them."

~ Teaching Assistant  
Southern California

In addition to formal, professional development training the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone professional to postings on the Internet (i.e., resources or referral information, to on-site demonstration teaching, to the Ask a Specialist web based discussion forum); in 2014 - 2015 there were 544,733 individuals provided with technical assistance.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, County Offices of Education and SELPAs (reported on page 10); colleges and universities (reported on pages 21 - 25), and various education agencies, service agencies, and professional organizations. Examples include the California Association of School Psychologists, American Speech and Language, Hearing Association, and California Autism Professional Technical Assistance and Information Network.

## 2014-2015 Technical and Resource Assistance

- ❖ 1053 demonstration teaching sessions were provided to 12,679 school personnel
- ❖ 9,052 individuals were provided direct resource and consultation assistance
- ❖ Internet and On-line trainings provided to 120,407 individuals
- ❖ Total Participants: 142,138

# Comprehensive Professional Development Projects

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Many SELPAs, districts, and county offices of education request Diagnostic Center projects involving their special education programs and service delivery models that require a more intensive level of assistance. The 2014-15 projects provided in-depth content training and multiple levels of support, including 1,053 sessions of demonstration teaching and on-site consultation services to 12,679 educators, as well as multiple opportunities for formal professional development training. Each project required strong district administrative leadership and teacher support. Descriptions of the projects begin on the following page.

Client Effectiveness Surveys were also distributed to teachers, administrators, designated service providers and paraprofessionals who engaged in Diagnostic Center Projects.

Of the 426 surveys returned, ratings were as follows: scale of 1 (low) to 4 (high).

## Client Effectiveness Surveys Received

*Measured on a Scale of 1-4*

Average Rating	Survey Questions
3.8	The areas of concern, identified as the focus of the project, were addressed.
3.7	Practical strategies and/or interventions were provided.
3.7	I have increased my knowledge regarding types and methods of strategies to use with students.
3.7	The information provided will result in improved student outcomes.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

**Milpitas Unified School District and Mountain View-Whisman School District (MUSD), Santa Clara County** requested assistance in redesigning their programs for students with an Autism Spectrum Disorder (ASD). Staff was provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD. Assessments were also conducted for individual students. In addition, the MUSD Leadership Team participated in a strategic planning process to sustain and scale up this project's scope and focus.

**Contra Costa County Office of Education** requested assistance in redesigning their programs for students with an Autism Spectrum Disorder (ASD) and severe disabilities. Staff were provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD and severe disabilities. Assessments were also conducted for individual students. In addition, the CCCOE Leadership Team participated in a strategic planning process to sustain and scale up this project's scope and focus.

**Eastside Union High School District** requested assistance for their programs for students with moderate to severe developmental disabilities. The focus of the hands on coaching and technical assistance was in the areas of: curriculum and transition - engaging meaningful and functional activities that lead to independence and development of Student Portfolios. Teaching staff were also provided with professional development opportunities in the form of coaching and attendance at trainings by the Diagnostic Center.

**CAPTAIN Website Hosted by the Diagnostic Center Northern California** The website for the California Autism Professional Technical Assistance and Information Network, [www.captain.ca.gov](http://www.captain.ca.gov), is hosted by DCN and is an interagency organization committed to disseminating evidence-based information and resources for families and educators who work with students with an ASD.

**Tehama County SELPA, Butte County SELPA, Glenn County SELPA, Sutter County SELPA and Yuba County SELPA all** received extensive training for their selected Speech-Language Pathologists to gain competency and earn certification in the area of **Alternative and Augmentative Communication (AAC)** assessment and service delivery.

**Martinez Unified School District** requested and was provided with professional development and technical assistance to learn about AD/HD, evidence-based practices and hands on coaching and technical assistance to ensure fidelity in implementation for targeted students.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

**San Mateo County SELPA** requested assistance to address their disproportionality of African American Students made eligible for special education, and to learn about the Diagnostic Center, Northern California's newly developed protocol for assessing African American students for consideration of eligibility in special education. *The Best Practice Guidelines for the Assessment of African American Students* (The MATRIX) is a system designed to guide school professionals in assessing the cognitive and language and communication strengths and weaknesses (if any) of African American students. The intent of this guideline is to help school psychologists and speech-language pathologists comply with the Larry P. mandate when assessing African American students for eligibility for special education. The school psychologists and speech-language pathologists from participating school districts partook in professional development and hands-on coaching and technical assistance to learn how to use this Best Practice Guidelines pilot.

**Liberty Union High School District** requested and was provided professional development about Co-Teaching as well as on site hands on coaching and technical assistance.

**Alameda Unified High School District (North Region SELPA) and Marin County SELPA** requested and were provided professional development and technical assistance to learn about goal setting for internalizing behaviors.

**Red Bluff Unified School District and Marin County SELPA** requested and were provided professional development and on-site technical assistance to their teaching staff to increase their knowledge and implementation of positive behavior interventions and supports.

**Sonoma County SELPA** requested and was provided professional development and hands on coaching and technical assistance about best practices in the assessment and intervention for students diagnosed with Selective Mutism.

**Tehama County SELPA** requested and was provided professional development and hands on coaching and technical assistance about best practices in Transition Assessment and program development.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

**The Diagnostic Center Northern California website, Ask A Specialist, [www.askaspecialist.com](http://www.askaspecialist.com),** provides individuals with resource and technical assistance, offering visitors the opportunity to ask questions of special education experts in the areas of Autism Spectrum Disorders, Behavior, Assistive Technology/AAC, Attention Deficit Disorder (AD/HD), Mental Health Issues, School-Related Medical Issues, Transition/Secondary Issues and Culturally Responsive Assessment.

**The Diagnostic Center Northern California hosts the website for CAPTAIN** (California Autism Professional Technical Assistance and Information Network) is an interagency organization committed to disseminating evidence-based information and resources for families and educators who work with students with an ASD ([www.captain.ca.gov](http://www.captain.ca.gov)),

**The Diagnostic Center Northern California website** also provides several on-line trainings and resources, such as the opportunity to learn about Best Practices in the Assessment of African American Students.

## DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

**Kern County Consortium Special Education Local Plan Area (SELPA)** requested a project involving trainings, in-class observations, consultation, technical assistance and group/individual assessments in the area of autism. A cadre of paraprofessionals participated in a rigorous series of trainings with DCC and District COE staff, resulting in a SELPA Certificate of Completion in Autism Spectrum Disorders, Evidence-Based Practices.

**Kern CAPTAIN Cadre (Bakersfield City School District, Kern High School District, Kern County Consortium Special Education Local Plan Area (SELPA), and Kern County Office of Education):** This project was an outcome of the CAPTAIN Summit. CAPTAIN is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California. The focus of this project was to provide a system of support for CAPTAIN Cadre members from the Kern County region to develop and provide trainings, support, consultation, coaching and technical assistance to educators in their region to implement EBPs and ensure fidelity of implementation, with a forum for collegial communication and support.



# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

**San Joaquin County CAPTAIN Cadre:** This project was an outcome of the CAPTAIN Summit. CAPTAIN is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California. The focus of this project was to provide a system of support for CAPTAIN Cadre members from the San Joaquin County SELPA region to develop and provide trainings, support, consultation, coaching, and technical assistance to educators in their region to implement EBPs and ensure fidelity of implementation, with a forum for collegial communication and support.

**Central Valley CAPTAIN Cadre:** This project was an outcome of the CAPTAIN Summit. The focus of this project was to provide a system of support for CAPTAIN Cadre members from the central valley region, including the SELPAs from Fresno, Kings, Madera, Tulare and Merced Counties, to develop and provide trainings, support, consultation, coaching, and technical assistance to educators in their region, to implement EBPs, and ensure fidelity of implementation with a forum for collegial communication and support.

**The California Autism Professional Training and Information Network (CAPTAIN): Research Group Evaluating California's Current Implementation in Schools of Evidence Based Practices in Autism** The research group analyzed results from a survey of statewide key stakeholders in California regarding their knowledge, implementation and evaluation of twenty four (24) evidence based practices in autism, as defined by the National Professional Development Center for Autism Spectrum Disorders (NPDC-ASD). The primary focus of this research group was to identify evidence based practices to implement statewide, through a network of trainings offered in collaboration with the Diagnostic Centers. The NPDC-ASD evidence based practices were also used for DCC's CAPTAIN training program. All training participants were given a pre-survey to assess their **knowledge** of evidence based practices, as defined by the NPDC-ASD, their **implementation** of standardized protocol to administer these practices, and their **evaluation** process. In addition, participants' demographics were assessed.

**San Luis Obispo SELPA** requested a project focused on evidence-based instruction for special education teachers, paraprofessionals, and support staff. Participants included educators within the SELPA. The project was designed for preschool through 12th grade students with Autism Spectrum Disorder and multiple disabilities. A strand of trainings was provided, interspersed with classroom observation and technical assistance, with an emphasis on evidence based instructional strategies and progress monitoring.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

**San Luis Obispo County Office of Education** requested a project focusing on building an **Assistive Technology Team** that would conduct countywide assessments and make recommendations for program interventions. A series of formal and informal trainings was provided for education staff and families, with on-site support. Technical assistance was provided to facilitate the development of a county “Assistive Technology and Program Design Team.” Collaborative efforts were focused on developing guidelines for assessment and appropriate recommendations.

**San Luis Coastal School District** requested a project to focus on daily living skills, communication, and assistive technology with medically fragile students. A series of formal and informal trainings was held with staff and families. On-site, student specific consultations were provided. The DCC staff provided collaborative input and recommendations to San Luis Coastal Unified staff.

**Diagnostic Center Central offered an Assistive Augmentative Communication (AAC) Certification Project** for central valley educators. A cadre of 35 speech-language pathologists and special education service providers attended a series of seven, full-day rigorous trainings, with additional course work assignments. In-class support and technical assistance was provided with regard to interventions, assessments and report writing. Participants who attended all of the coursework and completed assignments at a satisfactory level were given a certificate of successful coursework completion.

**Tulare County Office of Education requested an Assistive Technology Certification Project.** This project included a cadre of 30 teachers who attended a series of seven, full-day rigorous trainings. In-class support was provided between trainings and completion of work tasks between trainings was required from the participants. Consultation and technical assistance with assessment and report writing was also provided. Participants who attended all of the coursework and completed assignments at a satisfactory level were given a certificate of successful coursework completion.

**San Joaquin County Office of Education** requested a project involving a series of 28 trainings on the evidence-based practices for working with children with autism spectrum disorders, leading to a State Autism authorization for teachers. This project also included an assessment strand. Individuals who attended all trainings within the series received a certificate of completion from the Diagnostic Center.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

**The Diagnostic Center provided a one-week AAC Summer Academy** (Assistive Augmentative Communication) that was attended by 15 students, who use electronic communication devices, as well as several general education peers and adult volunteers. The project focused on improving the quality, variety and frequency of communicative intents of students ranging from preschool through secondary levels. The students engaged in a variety of academic, social, and problem-solving activities including puzzles and games. Thematic instruction was utilized with an “animals and places they live” theme, and the culminating activity was a fieldtrip to the zoo. Parents and educators were invited to participate, observe, ask questions, and receive guidance. The project involved direct student instruction, modeling of AAC device programming, consultation, technical assistance and individual student assessment reports. Teachers and parents were invited to participate and observe. Short informal trainings were held for educators at the end of each day to debrief, garner input, and plan the next day’s events. Individual assessment/progress reports were generated for each special education student attending and provided to both the parents and districts.

**Autism Forum:** The Diagnostic Center, Central initiated and developed the Autism Forum to promote networking and sharing among local area educators and families within a construct of staff development and enhanced parent/district collaborations. The Autism Forum was held three times this year. Each forum contained a presentation of ‘Hot Topics’ and “New Research or Developments,” in addition to guest speakers on a wide variety of topics related to ASD.

**Central Unified School District (CUSD) requested an AAC and Literacy Project:** This project incorporated communication as a primary need for language delayed students, and included discussion of academic communication opportunities as a whole. A primary focus was placed upon building communication opportunities for students who utilize alternate means of communication. However, this was addressed within the context of increasing communication opportunities, vocabulary development and language/literacy skills in classrooms. During the project several classroom visits occurred in the schools of students using AAC devices. Teachers and speech pathologists were encouraged to participate in collaborative ways during observations, and to inform DCC staff of student and classroom activities, growth and needs. At times, DCC staff participated in classroom activities or led communication exchanges as the need arose. Observations or classroom participation varied in order to allow DCC staff to respond to teacher requests, to model communication opportunities, to demonstrate activities or simply to more adequately relate to difficulties being described by CUSD staff.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

**Selma Paraprofessional Project:** This project, an outgrowth of past workshops for the paraprofessionals in Selma Unified, stemmed from a desire to add an implementation piece so that paraprofessionals could apply skills learned (and receive feedback). Three meetings were held in 2014-15 to provide staff development on data driven decisions, universal design and differentiation. Several additional examples of video modeling or educational articles were provided via email, and included paraeducators responses in exchange. In the spring semester, a DCC Education Specialist visited each paraprofessional's classroom and observed a lesson or activity. Using an adapted "Learning Walk" format, each paraprofessional received feedback in a short individual conference. The project's final meeting ended in a culmination activity summarizing and practicing ideas learned, and was followed by a presentation of certificates by Selma Unified administration.

**Visalia Unified School District** requested a project to focus on **Building Social Skills in Individuals with Autism Spectrum Disorders and Other Related Disabilities**. A series of four trainings were developed and presented to approximately 40 Psychologists and Speech Language Pathologists. Training topics included: Evidence Based Practices to Support Social Skills and Data Collection, Building a Comprehensive Team Approach, Assessment of Social Skills and Social Skill Development, and Application and Treatment Strategies. This multi-year project includes: technical assistance (on-line support), consultation, collaboration, coaching, observations, trainings, and demonstration teaching.

## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

### **Glendale Unified School District**

This Certificate Program provided in-depth training in the area of augmentative-alternative communication assessment for AAC specialists and staff who serve children with complex communication needs in their school districts. The project emphasized the integration of theory with practice and conceptualization of the impact of cognitive, perceptual, and motor deficits on communication and AAC recommendations. The project also provided direct experience with a sample of augmentative devices.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

### **North Inland SELPA**

The Diagnostic Center, South specialist provided in-depth training in the area of augmentative-alternative communication assessment for AAC specialists and staff who serve children with complex communication needs in their school districts. This project provided content related to integrating theory with practice, conceptualizing the impact of cognitive, perceptual, and motor deficits on communicating and AAC recommendations and provided direct experience with a sample of augmentative devices.

### **Lakeside Union School District**

This project was a joint effort undertaken between Lakeside Union School District and the Diagnostic Center, Southern California. The project will project provided professional development and individualized coaching in evidence based practices to district staff who work with students with autism.

### **Downey Unified School District**

Downey Unified School District participated in a Caseload Management Strategies project with the Diagnostic Center. District speech-language pathologists were provided support in developing strategies to effectively manage student outcomes. The project encompassed two components comprised of professional development and small group coaching/consultations using 1-2 students currently on each SLPs caseload. The half day training incorporated common misconceptions in interpreting educational code criteria for speech-language impairment and then strategies for the identification and delivery of educationally relevant speech/language services. The small group consultations provided an opportunity for each speech-language pathologist to then incorporate the concepts and strategies into their initial and/or triennial assessment using the student they included in this project.

### **Paramount Unified School District**

Paramount Unified School District participated in a Caseload Management Strategies project with the Diagnostic Center. District speech-language pathologists were provided support in developing strategies to effectively manage student outcomes. The project encompassed two components comprised of professional development and small group coaching/consultations using one to two students currently on each SLP's caseload. The half-day training incorporated common misconceptions in interpreting educational code criteria for speech-language impairment and then strategies to



# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

manage student outcomes effectively.

### **Lynwood Unified School District**

Lynwood Unified School District participated in a Caseload Management Strategies project with the Diagnostic Center. District speech-language pathologists were provided support in developing strategies to effectively manage student outcomes. The project encompassed two components comprised of professional development and small group coaching/consultations using 1-2 students currently on each SLPs caseload. The half day training incorporated common misconceptions in interpreting educational code criteria for speech-language impairment and then strategies for the identification and delivery of educationally relevant speech/language services. The small group consultations provided an opportunity for each speech-language pathologist to then incorporate the concepts and strategies into their initial and/or triennial assessment using the student they included in this project.

### **Escondido Unified School District**

A professional development project was undertaken with Escondido Unified School District. The purpose of the project was to train 16 of their school psychologists to utilize the *Patterns of Strengths and Weaknesses* (PSW) model in the determination of a specific learning disability (SLD). The project consisted of group training and individual coaching/consultations.

### **Alhambra Unified School District**

This project was a joint effort undertaken between the Alhambra Unified School District and the Diagnostic Center of Southern California. This project provided support to the district's school psychologists. The consultation provided assistance for assessment of and interventions for Attention Deficit Hyperactivity Disorder (ADHD) and executive functioning. Training was initially provided to all the district school psychologists, which focused on ADHD and executive functioning, implications of these conditions, and ways to address the needs of students with ADHD and executive functioning difficulties. Diagnostic Center staff then worked directly with five school psychologists and their chosen students for the project. This included classroom observations, teacher interview, and direct testing.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

### **ABC Unified School District**

This consultation project provided in-depth training, lessons and activities designed to support transition training, preparation and instruction to teachers and support staff. Using materials/resources teachers observed and experienced lessons to increase student's self-awareness necessary to make realistic-informed choices for high school planning, work experience, and successful transition into adult living and employment. A Transition Portfolio was developed as a repository of student's work and artifacts tied to transition activities. Also, each student created a Transition Planner. The planner depicts individual's strengths, preferences and learning style. In addition the planner also highlights instructional, community and employment options which parallel the Transition Services from the Individual Transition Plan.

### **Chino Unified School District**

Chino Unified School District participated in a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support in the area of transition. One hundred students and their teachers participated in this project. Activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Students created a **Transition Portfolio** and **Transition Planner** which supports their ITP. Participants also completed activities designed to support the transition process, self-advocacy and creation of post-secondary goals.

### **Fullerton Unified School District**

Fullerton Unified School District participated in a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support in the area of transition. One hundred students and their teachers participated in this project. Activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Students created a **Transition Portfolio** and **Transition Planner** which supports their ITP. Participants also completed activities designed to support the transition process, self-advocacy and creation of post-secondary goals.

### **Fontana Unified School District**

Fontana Unified School District participated in a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support in the area of transition. One hundred students and their teachers participated in this project. Activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Students created a **Transition Portfolio** and **Transition Planner** which supports their ITP. Participants also completed activities designed to support the transition process, self-advocacy and creation of post-secondary goals.

# Comprehensive Professional Development Projects



## DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

### **Ontario-Chaffey Union High School District**

Ontario-Chaffey Union High School District participated in a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support in the area of transition. One hundred students and their teachers participated in this project. Activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Students created a **Transition Portfolio** and **Transition Planner** which supports their ITP. Participants also completed activities designed to support the transition process, self-advocacy and creation of post-secondary goals

### **West Covina School District**

West Covina School District participated in a project in the area of transition. The Diagnostic Center, Southern California specialist provided technical support in the area of transition. One hundred students and their teachers participated in this project. Activities included on-site follow-up, facilitated dialogues on lesson outcomes, and feedback for ongoing transition training. Students created a **Transition Portfolio** and **Transition Planner** which supports their ITP. Participants also completed activities designed to support the transition process, self-advocacy and creation of post-secondary goals.

### **PENT**

DCS completed its 12th year of directing and supporting the Positive Environments, Network of Trainers (PENT). Diagnostic Center, Southern California continued to respond to email and phone requests for consultation on behavior support, discipline and related topics through the Positive Environments, Network of Trainers (PENT) list serve. The PENT website [www.pent.ca.gov](http://www.pent.ca.gov) continues to be updated with new resources for training materials to support staff and students in effective response to problem behavior and development of individual, class wide and school wide behavior support.

The PENT Cadre, 244 SELPA Director nominated trainers and consultants on behavior met in the annual PENT Forums. The forums focused on school based mental health. Content included differentiating between Direct Treatment Protocols and Behavior Intervention Plans, Problem Solving Non-Responders and Cognitive Behavior Therapy. The forum also provided networking opportunities and breakout sessions to showcase additional evidence based practices.

# Interagency Collaboration

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The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech-language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees, and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- ❖ Alliant University
- ❖ California State University, East Bay
- ❖ California State University, San Francisco
- ❖ California State University, Sacramento
- ❖ California State University, San Jose
- ❖ California State University, Fresno
- ❖ Fresno Pacific University
- ❖ University of California, Davis
- ❖ University of California, Los Angeles
- ❖ University of California, San Francisco Medical School
- ❖ University of North Carolina, Charlotte
- ❖ University of North Carolina, Chapel Hill
- ❖ University of the Pacific
- ❖ University of Southern California
- ❖ University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have served on Departmental Advisory Committees and work groups, interagency task forces, and consulted on various state projects. A sampling of Diagnostic Center participation includes the following:

- ❖ ACSA – Every Child Counts Symposium
- ❖ ACSA ASD Goals and Objectives Taskforce
- ❖ Advisory Commission on Special Education
- ❖ Alameda County Public Health Department-  
Developmental Disabilities Council
- ❖ American Foundation for the Blind
- ❖ ASHA Convention Committee
- ❖ ASHA Council for Clinical Certification
- ❖ ASHA Minority Student Leadership Program
- ❖ ASHA Special Interest Group 12 (AT/AAC)
- ❖ Association of California School Administrators

## Interagency Collaboration *(cont.)*

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- ❖ Autism Society of America (ASA)
- ❖ Augmentative and Alternative Communication and Assistive Technology Network
- ❖ Blind Babies Foundation, California School for the Blind
- ❖ Buddy Systems Therapeutic Horseback Riding
- ❖ California Association of African-American Superintendents and Administrators
- ❖ California Association of Resource Specialists – Local Chapter CARS+
- ❖ California Association of School Psychologists
- ❖ California Autism Professional Training and Information Network (CAPTAIN)
- ❖ California Children Services
- ❖ California Department of Developmental Services(DDS)
- ❖ California Department of Education CalSTAT
- ❖ California Department of Education Disabilities Advisory Committee
- ❖ California Department of Education: Student Mental Health Policy Workgroup
- ❖ California School Employees Association (California Paraeducators' Conference)
- ❖ California Speech Language and Hearing Association (CSHA)
- ❖ California Speech Language and Hearing Association (CSHA) – Night at the Ballgame
- ❖ California State Employees Association (CSEA)
- ❖ California State University Fresno – School Psychologist Advisory Committee
- ❖ California State University Fresno – Special Education Advisory Committee
- ❖ California State University Fresno – Speech Language Pathology
- ❖ California Transition Alliance



## Interagency Collaboration *(cont.)*

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- ❖ Center for Excellence in Developmental Disabilities (CEDD) USC/UCLA
- ❖ Central Valley Community Autism Partnership-December Autism Forum
- ❖ Central California Chapter – Autism Society of America
- ❖ Central Valley Community Autism Partnership-Autism Forum
- ❖ Central Valley Family Resource Centers
- ❖ Central Valley Regional Center (CVRC)
- ❖ Central Valley Regional CAPTAIN Cadre
- ❖ Children and Adults with AD/HD (CHAAD)
- ❖ Children’s Hospital, Central California- Assistive Technology and Augmentative/Alternative Communication
- ❖ Closing the Gap
- ❖ Clovis Unified SELPA Community Advisory Committee
- ❖ CSUEB-Concord Educational Therapy Program
- ❖ Down Syndrome Connection
- ❖ Exceptional Children’s Unlimited- Transition SOAR
- ❖ Exceptional Parents Unlimited-Behavior Workgroup
- ❖ Exceptional Parents Unlimited-Transition Advisory Committee
- ❖ Families for Effective Autism Treatment (FEAT)
- ❖ Family Resource Centers Network of California (e.g., Parents Helping Parents)
- ❖ Fresno County Office of Education: Migrant Education
- ❖ Fresno Early Childhood Coalition
- ❖ Fresno Interagency Focus on Unity
- ❖ Fresno Pacific University Counseling and Faculty Advisory Committee

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- ❖ Kern Assistive Technology Center
- ❖ Kern CAPTAIN Cadre
- ❖ Linda Hodgdon's Visual Strategies and Implementation - Study
- ❖ National Association of Speech, Hearing, and Audiologists
- ❖ National Certification of Educational Diagnosticians
- ❖ National College Association of Teacher Education Accreditation
- ❖ National Community Practice - Transition
- ❖ National Professional Development Center on ASD
- ❖ National Professional Development Center on Autism Spectrum Disorders (NPDC)
- ❖ National Secondary Transition Technical Assistance Center
- ❖ OSEP
- ❖ Partners in Sustainable Learning
- ❖ Positive Environments, Network of Trainers (PENT)
- ❖ Regional Centers of California
- ❖ Regional Coordinating Councils
- ❖ Resources for Independence, Central Valley (Formerly Center for Independent Living-Fresno)
- ❖ San Joaquin SELPA Community Advisory Committee
- ❖ San Joaquin SELPA CAPTAIN Cadre
- ❖ San Mateo County Speech-Language Hearing Association
- ❖ Santa Clara Speech-Language Hearing Association
- ❖ SELPA Behavior Committee
- ❖ Silent Sleigh

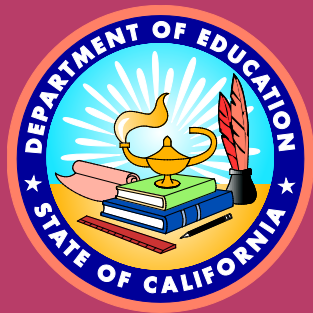
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- ❖ Southern California Autism Training Collaborative
- ❖ Southern California K-12 Assistive Technology Network
- ❖ Special Education Administrators of County Offices (SEACO) - Aligning the Foundations/Standards in the Core Areas – Preschool Work Group
- ❖ Special Education Local Plan Area State Association (SELPA)
- ❖ State Council on Adapted Physical Education
- ❖ Tri-County Regional Center
- ❖ Tulare County Women, Infants, and Children (WIC)
- ❖ Tulare County Office of Education-Impact Program
- ❖ WestED Center for Prevention and Early Intervention



Diagnostic Centers  
California Department of Education  
Special Services and Support Branch  
State Special Schools and Services Division