

# **PROFESSIONAL LEARNING CATALOG**

2021-2022



EL DORADO  
**CHARTERSELPA**  
Special Education Local Plan Area

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## Leadership Academy

The Leadership Academy brings together a cohort of both current and new special education administrators for a week-long training focused on developing the essential skills and knowledge for providing special education supports and services tailored to the individual charter school's mission, community, and student population.

The Leadership Academy focuses on five core special education modules:

- Leadership in Special Education
- Program Design and Implementation
- Student Performance and Outcomes
- Fiscal and Resource Management
- Compliance and Legal Responsibilities

*Leadership Academy will be delivered through a hybrid model and kicks off virtually Monday, July 26, 2021 – Tuesday, July 27, 2021, and then continues in-person on Wednesday, July 28, 2021 – Friday, July 30, 2021, at the beautiful Courtyard by Marriott Liberty Station in San Diego, California. \*Schedule subject to change per state guidelines.*





## Teacher Academy

Teacher Academy is a virtual three-day institute that further develops newer Special Education teachers (within their first three years of practice) through research-based content and activities that improve the outcomes of students with disabilities.

Teacher Academy focuses on the following core areas:

- Develop a deep understanding of the thread of educational benefit
- Apply the concept of the thread of educational benefit to draft a compliant IEP in the special education student information system SEIS
- How to prepare a complaint assessment plan based on areas of suspected student need
- Bolster a foundational understanding of how to calculate FAPE and draft reasonably calculated IEP goals
- Review practical communication skills and strategies for effective collaboration, including preparing and facilitating IEP meetings

Participate in a professional learning community focused on reviewing SELPA and non-SELPA resources that improve personal teaching and school-wide practices.

Training Length:        9 Hours Total

To promote a regional professional learning community, teachers are strongly encouraged to register for the training dates offered in their region.

For more information and registration, visit [charterselpa.org/academies/](http://charterselpa.org/academies/).

## Paraeducator Academy

Paraeducator Academy is a virtual one-day training aimed at increasing the knowledge and skills of paraeducators. Under the supervision of an appropriately credentialed educator, paraeducators are responsible for assisting students with disabilities in the least restrictive setting as outlined in the IEP. To be effective in this vital role and to ensure positive student outcomes, paraeducators require a clear understanding of the delivery of individualized adaptations and educational supports for students across school settings.

Participants must view three 30-minute web modules before participating in a live zoom meeting with SELPA staff. Web modules are viewable on devices with Internet access, including Chromebooks, desktops, laptops, iPads, and mobile devices.

Training Length: 2.5 Hours

For more information and registration, visit [charterselpa.org/academies/](http://charterselpa.org/academies/).

## Speech and Language Pathologist Academy

Speech Academy: The newly developed speech academy includes 4 weeks of half day trainings, centered around hot topics within the speech and language community. Topics included (but not limited to) are pragmatics, dyslexia, bilingual assessment and childhood apraxia. SLP's will receive either state or ASHA CEU's for attending.

Training Length: 16 Hours Total

For more information and registration, visit [charterselpa.org/academies/](http://charterselpa.org/academies/).

## Psychologist Academy

The School Psychologist Academy is a one-day virtual training aimed at enhancing the knowledge and skills of School Psychologists within a Charter setting. The academy will incorporate best practices, review research-based content, and provide opportunities for collaboration. This event will enable practitioners to network and gain access to resources that can be utilized and built upon in practice. The School Psychologist Professional Learning Community (PLC) will be held the following day to provide for additional collaboration and networking opportunities. Participants are encouraged to attend both events.

For more information and registration, visit [charterselpa.org/academies/](http://charterselpa.org/academies/).

## Understanding and Managing Challenging Behavior Top Ten Tips for Educators

This training provides an overview of practical techniques to circumvent potential behavior escalation that may disrupt or halt classroom instruction and student learning. Participants gain knowledge in understanding the function of a behavior, collecting meaningful data, and applying evidence-based and positive behavioral interventions.

Training Length: 2 Hours  
Audience: Administrators, General Education and Special Education Teachers, Support Staff, Psychologist, Counselors, Service Providers

## Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle

Students experiencing behavioral and social-emotional difficulties may exhibit behaviors that require careful intervention. This training focuses on verbal de-escalation strategies designed to quickly and effectively intervene before, during, and after a behavioral escalation. Participants learn techniques to avoid crisis, the stages of behavioral escalation, and essential post-intervention elements

Training Length: 3 Hours  
Audience: Administrators, General Education and Special Education Teachers, Support Staff, Psychologist, Counselors, Service Providers

## Nonviolent Crisis Intervention Training

The Crisis Prevention Institute (CPI) Non-Violent Crisis Prevention Intervention training expands on the verbal de-escalation model. It is designed to provide participants with decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security<sup>SM</sup> of students. Participants learn how to recognize the stages of an escalating crisis and learn how to apply evidence-based techniques, which may include the use of safety interventions to de-escalate appropriately. Nonviolent Crisis Intervention Training emphasizes physical safety interventions as a last resort and appropriate to the risk level.

*NOTE: CPI Nonviolent Crisis Intervention (NCI) certification consists of the following:*

- *Completing CPI on-demand web modules*
  - *Review of CPI content with SELPA staff*
  - *Passing CPI's written test*
  - *Demonstrating in-person competency of CPI's Safety interventions disengagement and holds*
- Participants who complete all portions above will receive a CPI NCI blue certification card.*

Training Length: 8 Hours  
Delivery method: Hybrid: Virtual and In-person  
Audience: Administrators, General Education and Special Education Teachers, Support Staff, Psychologist, Counselors, Service Providers

## Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) for Educational Success

Students with challenging behaviors or intensive social-emotional needs may require the support of a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) to function successfully in the school setting. This training reviews when FBA-BIP is necessary, the systems needed for an effective FBA-BIP process, the steps for conducting an effective FBA, including data to determine maintaining the function of behavior, and understand the critical components of function-based BIPs.

Training Length: 2.5 Hours  
Delivery method: In person or Virtual  
Audience: Special Education Administrators; Special Education Teachers; School Psychologists; School Counselors, Service Providers, Case Managers

# UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS

## Designing Instructional Programs for Students with Significant Support Needs

This training reviews how to develop standards-aligned, grade-level instruction for students with moderate/severe disabilities in inclusive settings. Participants gain a better understanding of the following: Assessing for areas of need, writing developmentally appropriate IEP goals, considerations for instructional planning, transition planning, and proper participation in the California Alternate Assessment (CAA).

Training Length: 6 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; School Counselors; Case Managers

## Instructional Strategies for Teachers to Support Struggling Readers

The approval of Assembly Bill 1369 has renewed the focus on strategies and services to support students who struggle with reading and those with dyslexia. With the 2017 release of the Dyslexia Guidelines, California educators now have an expanded array of resources. This training opportunity is intended for educators who will be providing reading interventions, focusing on students with dyslexia. Participants will be introduced to the California Dyslexia Guidelines, as well as tools, information, and resources to support the development of a systematic, cumulative, and explicit reading intervention program.

Training Length: 4 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; School Counselors; Case Managers

## Meeting the Needs of Students with Autism – Understanding Eligibility, Support Strategies, and EBPs

With an increase in the number of students diagnosed with Autism Spectrum Disorder (ASD), there is an urgent need to expand the use of evidence-based strategies and supports that improve the quality of educational programs for this student group. This training reviews practices that support the distinct characteristics of Autism and the potential educational impact on learning and behavior, considerations for establishing meaningful ways to support students in the least restrictive setting, and critical elements necessary for implementing an effective school-based program.

Training Length: 2 Hours, 3 Hours, and 2 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; School Counselors; Case Managers



# **SPEECH AND LANGUAGE**

## **Speech and Language: Understanding the Thread of Ed Benefit**

Participants will gain real life experience through activities and allow for collaboration between colleagues in the areas of the referral process, elements of assessment and report writing, deep dive into the newly revised speech and language SELPA template and creating legally compliant speech and language IEP's.

Training Length: 3 Hours  
Audience: Speech Language Pathologists

## **AT/AAC: Identification, Assessment and Report Writing**

Participants will be provided with resources including the newly created AT/AAC assessment template among numerous therapeutic resources. In addition, participants will understand the tiered levels of supports available at all levels of general and special education. Finally, participants will be able to create IEP based goals and services based on the assessment reports they have conducted in both AT/AAC areas.

Training Length: 2 Hours  
Audience: Speech Language Pathologists

## **Communication Severity Scales**

The Communication Severity Scales (CSS) addresses on-going questions regarding SLP growing caseloads, lack of individualized determination of speech and language services, concerns with students missing core academic instruction, and some students rarely being dismissed from therapy.

Training Length: 3 Hours  
Audience: Speech Language Pathologists

## Speech and Language Professional Learning Network

Speech and Language PLN's focus on the collaboration between SLP's and SLPA's within the SELPA and around the state, on a variety of professional and individual topics within the field that they may be experiencing or requiring partnership around.

Training Length: 2 Hours  
Audience: Speech Language Pathologists

## Ethically and Legally Defensible Speech-Language Services in Public Schools

This webinar examines legal cases from around the U.S. that address common challenges that school-based SLPs face when making recommendations and providing services.

Training Length: 2 Hours  
Audience: Speech Language Pathologists

## Working With Children Who Have Dyslexia: The SLP's Role

This webinar discusses assessment and treatment for school-age and adolescent children who stutter. The particular focus is on how to write measurable treatment goals and design activities to help children who stutter improve their overall communication, decrease their own negative reactions to their stuttering, decrease physical tension and secondary behaviors, and improve speech fluency. Participants will leave with an understanding of how to assess and treat the affective, cognitive, and behavioral components of stuttering.

### Learning Objectives

You will be able to:

- Evaluate affective, cognitive, and behavioral components of stuttering
- Develop treatment plans that target functional outcomes for school-age and adolescent children who stutter

Training Length: 2 Hours  
Audience: Speech Language Pathologists

## Beyond Standard Scores Speech-Language Assessment of Dual Language Learner

Reliance on standardized test scores can be a major contributor to misdiagnosis of dual language learners with speech and language impairment. In this course, join a panel of experts to explore standardized tests and misdiagnosis, policy support and advocacy for multilingual assessment, and best practices in least biased evaluation for eligibility determination.

Training Length: 2 Hours  
Audience: Speech Language Pathologists

## Working with Selective Mutism: The SLP's Role

This webinar describes a validated evaluation procedure and treatment methods to improve vocal output, enhance meaningful verbalizations, and expand language in individuals with SM.

Training Length: 2 Hours  
Audience: Speech Language Pathologists



# SPECIAL EDUCATION FOUNDATIONS

## Effective Leadership of IEP Teams: Administrative Designee

Administrative designees represent the LEA during IEP meetings and help guide the team in creating legally compliant IEP documents to ensure educational benefit for students with disabilities. Participants in this training learn about the responsibilities of the LEA representative and each required IEP team member, school-wide Multi-Tiered Systems of Support (MTSS), the continuum of placements for special education, types of IEP meetings, and elements of effective IEP facilitation.

Training Length: 2 Hours  
Audience: Site Leaders/Directors, General Education Teachers, Special Education Case Managers

## Understanding and Using Accommodations and Modifications

Appropriate curricular adaptations help ensure students with an IEP access and benefit from equitable instruction. Understanding the differences between and determining the application of accommodations and modifications is often misunderstood, resulting in lowered student academic outcomes, increased misbehavior, and a lack of engagement. This training addresses the implementation of adaptations related to both instruction and assessment across all educational environments.

Training Length: 2 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Case Managers

## Fundamentals of IEP Note Taking Webinar

Writing IEP meeting notes is essential to the IEP process and can serve as a written record of an IEP meeting. Determining what to record and selecting who will do the recording of the IEP meeting can be challenging. This training reviews essential considerations in the fundamentals of IEP Note Taking.

Training Length: 2 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; Special Education Related Service Providers; School Psychologists; Case Managers

## Writing Compliant IEPs SEIS

Providing students educational benefit is the corner stone of compliance and outcomes of IEP development. This training focuses on developing a strong understanding of how the thread of educational benefit connects assessment data, present levels of performance (PLOP), and student needs. This training also provides instructions on documenting IEP forms in SEIS accurately.

Training Length: 2.5 Hours

Audience: Special Education Administrators; Special Education Teachers; Special Education Related Service Providers; School Psychologists; Case Managers





## Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes

Grade level, standards-aligned academic IEP goals based on the California Content Standards are critical to ensuring students with disabilities can access high-quality curriculum and instruction. This training provides information on how to develop IEP goals that support progress toward mastering grade-level content standards and determining the students' levels of performance and steps for writing meaningful and measurable non-academic goals.

Training Length: 3 Hours  
Audience: Special Education Administrators; Special Education Teachers; Case Managers

## SEIS 101

Targeted for teacher level users of SEIS, this training provides both a technical and a programmatic understanding of SEIS. Participants will gain experience navigating between the student record and student forms in the IEP and engage in a case study of a single student across multiple IEP scenarios. Teacher level users will gain an understanding of how the concept of thread of educational benefit influences how a compliant IEP within the SEIS forms is written and how data in SEIS informs CALPADS and statewide monitoring activities.

Training Length: 4 Hours  
Audience: Special Education Teachers; Special Education Related Service Providers; Case Managers

## SEIS Foundations for District Level Users

This training is designed for district level users. Topics will include maneuvering through the software, CALPADS reporting overview and pro-tips on monitoring for data integrity.

Training Length: 2 Hours  
Audience: SEIS District Level Users

## SEIS Learning Lab

Spend the hour reviewing hot topics in SEIS with SELPA Program Technicians (PTs). SEIS Learning Lab allows participants to engage in informal meeting with PTs on SEIS hot topics, common errors, and frequently asked questions

Training Length: 1 Hour  
Audience: SEIS District Level Users, Case Managers, Special Education Teachers

## Planning for the Future: Developing an Individualized Transition Plan (ITP)

IEP teams are required to guide and prepare students for independence in earning a living wage through meaningful college and career experiences. This training reviews person-centered transition planning, requirements in developing an Individualized Transition Plan, student-focused assessment resources, and organizing school and community-based activities that bridge school to work experiences.

Training Length: 3 Hours Each

Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; Case Managers

## Supporting Secondary Transition for Students with Disabilities

Led by Rachel De Bruin, this workshop series will take a deep dive into IDEA's transition mandate and decipher each component of this highly misunderstood and confusing law. In addition, a step-by-step approach to the initial phases of the Individual Transition Plan (ITP), and continue the training on the ITP with an emphasis on transition services, how to document them on the ITP/IEP, and how to integrate them into a comprehensive school-wide transition program that goes beyond the walls of the special ed classroom.

Training Length: 3 Hours

Audience: Administrators, Special Education Teachers, Related Service Providers, Program Specialists, Guidance Counselors, Transition Service Providers, & Attorneys

# ALTERNATIVE DISPUTE RESOLUTIONS

## An Ounce of Prevention, Strategies for Dealing with Conflict for School Administrators

Join Dr. Paul Porter, current Professor at Sonoma State University and former School Superintendent, SELPA Director, and School Psychologist, in this exciting new three-part series to support school site leaders in strategies for addressing conflict. School leaders complete a self-assessment on their conflict style and gain a deeper understanding of the following concepts:

- Types of conflict
- Understanding differences as a way to defuse potential conflict
- 5 styles of dealing with conflict
- Helpful phrases: phrases that can escalate
- Helping others to win
- Using norms to prevent conflict
- A low-level conflict mediation process
- Dealing with resistance

Training Length: 7.5 Hours total

Audience: Special Education Administrators; General Education Administrators

## An Ounce of Prevention, Strategies for Dealing with Conflict for Teachers

Join Dr. Paul Porter, current Professor at Sonoma State University and former School Superintendent, SELPA Director, and School Psychologist, in this exciting new three-part series to support teachers in strategies for addressing and preventing conflict. Teachers complete a self-assessment on their conflict style and gain a deeper understanding of the following concepts:

- Types of conflict
- Understanding differences as a way to defuse potential conflict
- 5 styles of dealing with conflict
- Pacing and deeper listening
- Proper use of praise
- Asking value questions
- Pitfalls that can cause a conflict to escalate
- A low-level conflict mediation process

Training Length: 7.5 Hours total

Audience: Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; Case Managers

## An Ounce of Prevention, Strategies for Dealing with Conflict for Parents

Parents are an important partner and member of the IEP team. Invite the parents you serve to this new exciting workshop with Dr. Paul Porter, current Professor at Sonoma State University and former School Superintendent, SELPA Director, and School Psychologist. Participants can expect to gain a deeper understanding on strategies for dealing with conflict. The following topics are reviewed:

- Understanding conflict as normal
- Sources/types of conflict
- Understanding differences as a way to defuse potential conflict
- Self-Assessment: conflict style
- 5 styles of dealing with conflict
- Using Positive Intent
- Anger as a “cover emotion”
- How kids learn about dealing with conflict

Training Length: 2.5 Hours

Audience: Parents

## Mental Health Series with Ricky Robertson – Building Resilience in Students

Use trauma-informed strategies to give students the skills and support they need to succeed in school and life. This four-part series with Ricky Robertson Explores how school communities can come together and work as a whole to establish a healthy social-emotional climate for students. This series reviews the following concepts:

- The different experiences and unique challenges of students impacted by ACEs in urban, suburban, and rural schools, including suicidal tendencies, cyberbullying, and drugs
- Behavior as a form of communication and how to explicitly teach new behaviors
- How to mitigate trauma and build innate resiliency through a read, reflect, and respond model

***We recommend participants register in small teams and attend all four sessions to inform better site-based action plans that create whole-school change, where strategies are integrated from curb to classroom.***

Training Length: 6 Hours total

Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; School Counselors; Case Managers

## Preventing and Responding to Threats of Suicide and Self-Harm

Educators have a responsibility to ensure that students are safe while at school and in their community. Therefore, it is essential that school staff have the skills needed to effectively prevent and respond to threats of self-harm or suicide. This training opportunity is intended for school administrators and mental health team members who may be directly responsible for: building a site-based plan for threat response, responding to threats, and assessing risk to determine next steps to maintain student safety.

Training Length: 2 Hours

Audience: Special Education Administrators, General Education Administrators and Teachers, Special Education Teachers, School Psychologists, School Counselors, Case Managers and Related Service Providers



## Teaching the Whole Child: Designing Universal Supports for Social-Emotional Learning

This training will deepen participant knowledge of the social-emotional needs of students, assessment methodologies, and the development of social-emotional systems of support to improve student academic and behavioral success.

Training Length: 2 Hours  
Audience: Special Education Administrators; General Education Administrators; Special Education Teachers; General Education Teachers; Special Education Related Service Providers; School Psychologists; School Counselors; Case Managers

## Youth Mental Health First Aid

Youth Mental Health First Aid (YMHFA) is a tool that can be used across the mental health continuum, including prevention and early intervention, by all school staff to recognize early warning signs of mental health challenges of students. It is considered a Tier 1 strategy within a Multi-Tiered System of Supports and link to the Local Control and Accountability Plan State Priorities 5 and 6 on Student Engagement and School Climate. Strategies enable staff to support all students, including those with disabilities requiring ERMHS services, to access their educational environment. YMHFA is a training recommended by the CDE in fulfilling AB 2246, which requires that districts serving students in grades 7 through 12 adopt a policy on suicide prevention, intervention, and postvention.

Training Length: 6 Hours  
Audience: General Education Administration, Special Education Administration, General Education Teachers, Special Education Teachers, Paraeducators and Support Staff, Non-ERMHS Related Service Providers