To register on-line go to: http://monterey.k12oms.org/login.php

Date of Event	Event Description
August 22, 2017	**Woodcock Johnson IV Tests of Achievement: Administration, Scoring and Interpretation** In this session, participants learn to administer and score the Woodcock-Johnson IV (WJ-IV) Tests of Achievement and to interpret test results. Participants have an opportunity to practice administering achievement tests, including those that comprise the math, reading and written language composite scores. The presenters will also provide information on scoring writing samples, using the WJ Score online software, interpreting scores in terms of academic performance, and explaining scores to other personnel and parents. (Please Note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own testing kit including testing manuals and protocols.)
August 24, 2017	**Certificated Special Education Staff Orientation** This workshop is designed to be an "orientation" for new staff members or a "refresher" for continuing staff. Information presented includes Monterey County SELPA procedures and policies; training on how to utilize the SIRAS software and complete required SELPA forms; resources for special education staff, students, and parents; and organizational strategies for keeping track of referrals and assessments. This session will include guidelines for compliant completion of IEPs as well as a basic overview of SIRAS. The afternoon session will introduce participants to agencies and programs within Monterey County that provide services to students and families. Representatives from agencies such as Behavioral Health, San Andreas Regional Center, Easter Seals, Special Kids Crusade, Salinas Circle for Children, and others will be providing a short panel presentation describing the services offered by each agency and will be available to answer your questions.

August 28, 2017 and September 29, 2017	**SIRAS: IEP Forms** Participants will learn how to complete Pre-IEP, Basic IEP forms, and Assessment Report forms following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEPs as well as an overview of the forms in SIRAS. Participants will learn how to create a multidisciplinary assessment report following the Monterey County SELPA procedures. This session will include guidelines for compliant completion of IEP assessment reports as well as an overview of the IEP Assessment Report forms on SIRAS. (Please note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own laptop. Access to SIRAS is required prior to attending the workshop.)
September 7, 2017	**Wechsler Individual Achievement Test (WIAT-3): Traditional and Digital Formats** In this workshop, participants learn to administer and score the WIAT-3, and to interpret test results. Interpretation of sub-test and composite scores will be discussed along with ways in which test results inform both the identification of learning disabilities and other disabilities, as well as intervention strategies. Focused attention will be paid to certain WIAT-3 subtests requiring particular examiner care and attention during administration and scoring. The WIAT-3 scoring software will be discussed. (Please Note: Because of the hands-on nature of the workshop, participants are encouraged to bring their own testing kit including testing manuals and protocols.)
September 8, 2017	**Paraeducator Special Education Staff Orientation** This workshop is designed to be an "orientation" for new staff members or a "refresher" for continuing staff. Information presented includes: - An overview of disability awareness - General roles and responsibilities that may be asked of a Paraeducator - Collaboration as a part of team building - An overview to inclusion laws and regulations - IEP basics that Paraeducators should know - Prompt levels used to help students achieve independence - An overview of behavior strategies

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September 12, 2017	**Transition Practices for Part C to Part B** It is highly recommended that every district should be represented at this workshop. This workshop will: • Clarify CDE regulations regarding Part C to Part B transition • Define local procedures for insuring compliant Part C to Part B transitions • Review changes in SELPA forms for completing the IFSP
September 13, 2017	**Hearing Screening Protocols and Procedures in the Schools** This workshop is offered at two different times; participants need attend only one session. This workshop will provide an overview of protocols and procedures for a school hearing conservation program. The course will help those school employees who are responsible for hearing screenings to know program requirements and proper follow up. The participant will learn the following: • Anatomy of the ear and types of hearing loss • Elements of a Hearing Conservation Program • Basic Hearing Screening Techniques and Protocols for conducting a hearing screening using an audiometer. • Alternative/Additional screening techniques and equipment for difficult to test or special populations • Equipment maintenance and calibration schedules • Hands on practice with equipment (please bring your audiometer and otoscope) • Referral process for Monterey County Office of Education Services CPDC: 3.0 hours
September 15, 2017	**Autism Series: An Introduction to Autism and Evidence-Based Practices (Part 1 of 5)** This workshop will provide an introduction to Autism and an overview of the most current evidence based approaches for students on the spectrum. Objectives of this workshop are as follows: • Define Autism Spectrum Disorder • Define the early "Red Flags" of autism • Overview of current autism statistics and identification criteria including the DSM-V and CA Ed Code Eligibility • Describe the unique learning styles of children with autism • Identify EBPs from the National Professional Development Center on Autism Spectrum Disorders (2008/2014), the National Autism Center's publication National Standards Report (2015 • Familiarize participants with practical EBP interventions including visual supports, task analysis, video modeling, peer mediated interventions and social narratives and how to access information about the steps for implementation of each of these practices.

	• Familiarize participants with computer resources including informational/training sites and iPad apps CPDC: 5.5 Hours
September 18, 2017	**DRDP 2015 Training for Teachers of Infants, Toddlers and Preschoolers** This workshop is offered at two different times; participants need attend only one session. The purpose of this workshop is to train district personnel to administer the Infant and Preschool Desired Results Developmental Profile (DRDP-2015) to infant and preschool students with IEPs, to score the assessment, and to report the results. DRDP-2015 is used to assess the progress of all of California's infant and preschool children with disabilities.
September 26, 2017	**You Don't Have to be a Specialist to Implement AT! Practical Strategies for Teachers and Service Providers (Part 1 of 3)** This series of workshops is designed to assist district level teams in the consideration and implementation of assistive technology for students who are on individualized education plans. The series will help providers to be more knowledgeable and skilled in the strategies and tools that can be implemented prior to the need for assessment or intervention by an Assistive Technology Specialist. District teams should consist of at least three members and must receive approval from the district administration to attend as there will be a fee for this series. You must obtain the access code from your administrator prior to registering for this event. If you are from a small school district, please contact your administration or SELPA for assistance in coordinating a regional team from your area. Homework will be assigned following each session. Focus Part 1: The focus of this session will include a review of AT and AAC, how are AT needs met, what is an AT Specialist and AT tools/strategies (no tech, low-tech and high tech) There will be two breakout sessions depending on your need. AT for High Incidence: Reading, Writing, Math tools and assessment strategies AT for Low Incidence: AAC Complex Communication Needs, Adapted Hardware, Adapted Software CPDC: 5.5 Hours
September 27, 2017 or October 11, 2017	**Behavior Series Part 1: Tier 1 and Tier 2 Interventions to Promote Positive Classroom Behavior** This workshop is offered on two different dates; participants need only to attend one session. This workshop provides and overview of Tier 1 interventions and supports to create a positive classroom learning environment for all students. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction. Tier 2 supports and progress monitoring strategies will also be presented.

	Participants will learn strategies to: • Increase positive behavior for all students in a classroom environment • Decrease or prevent disruptive behavior from occurring • Structure and organize classrooms activities • Match appropriate interventions to student needs
October 5, 2017	**TouchMath: The Essentials** This workshop is offered on two different times; participants need attend only one session. This training will include learning modalities as it relates to counting, skip counting, patterns, addition, and subtraction. Also discussed will be best practices for the classroom as well as the brain research behind TouchMath. Curriculum topics covered during the training will include: mastery of the sequential, step-by-step process for teacher TouchMath computation, how to differentiate instruction using TouchMath manipulatives, hands-on strategies to use TouchMath with students of all learning types, and creative ways to use TouchMath program materials. You do NOT need to own TouchMath kits in order to benefit from the training and implement the strategies in your classroom.
October 10, 2017	**Autism Series: Visual Supports as an Evidence-based Practice for Students on the Autism Spectrum (Part 2 of 5)** Visuals Supports are an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old that is implemented in a variety of ways across multiple settings. This workshop will address the research behind the use of visual supports and the implementation in the classroom. **Basics…** • Definition and description of Visual Supports EBP • How this practice is used and by whom • Research basis for the practice **Planning for the Practice…** • Steps of the planning process • Concrete examples of how the steps are followed **Using the Practice…** • Steps for using the practice • Examples of how teachers and parents can use the practice • Interactive problem solving activities using visual support **Monitoring Progress…** • Steps for monitoring progress • Engaging examples of how to use data to make decisions • Using data forms CPDC: 5.5 Hours

October 23, 2017 or March 22, 2018	**IEP Notes** This workshop is offered on two different dates; participants need attend only one session. This workshop is intended to teach IEP team members best practices for taking IEP notes. This workshop will cover what should and should not be stated in IEP notes, best practices for IEP note taking, and how to handle disagreements over IEP notes. There will be hands-on practice activities for writing IEP notes.
October 24, 2017	**Behavior Series Part 2: Preventative Strategies for Dealing Effectively with Escalating Misbehavior** Problem behaviors usually start small and escalate. In this workshop, participants will learn to catch students early in the escalation cycle and interact with them in ways that prevent behaviors from escalating. Participants will receive an overview of the following behavior management components: • Choosing specific preventative strategies • Using progress-monitoring tools • Multiple ways of collecting data • Selecting appropriate replacement behaviors Participants will also have an opportunity to complete an ECMP (Escalation Cycle Management Plan) with guided practice and discuss strategies for determining when formal assessment is necessary.
October 26, 2017	**You Don't Have to be a Specialist to Implement AT! Practical Strategies for Teachers and Service Providers (Part 2 of 3)** This workshop is a 3-part series; participants need to attend all three sessions. This series of workshops is designed to assist district level teams in the consideration and implementation of assistive technology for students who are on individualized education plans. The series will help providers to be more knowledgeable and skilled in the strategies and tools that can be implemented prior to the need for assessment or intervention by an Assistive Technology Specialist. District teams should consist of at least three members and must receive approval from the district administration to attend as there will be a fee for this series. You must obtain the access code from your administrator prior to registering for this event. If you are from a small school district, please contact your administration or SELPA for assistance in coordinating a regional team from your area. Homework will be assigned following each session. Focus Part 2: The focus of this session will be on the development of an implementation plan. Samples of implementation plans will be examined and district teams will have an opportunity to work together to develop two plans for students they are focusing on during this series. There will be two breakout sessions depending on your need. In break out groups examples and activities will be based on the following student needs:

	AT for High Incidence: Implementation Plans AT for Low Incidence: Implementation Plans CPDC: 5.5 Hours
November 7, 2017	**The Manifestation Determination Process** During the manifestation determination process the IEP Team is responsible for making informed decisions about the relationship between a student's disability and misconduct. This training offers an opportunity to learn how to prepare for, carry out, and document the manifestation determination process. Participants will: • Determine when a manifestation is necessary • Legal components of the manifestation determination • Organize and gather relevant information • Learn a strategy to write a manifestation determination report
November 8, 2017	**Behavior Series Part 3: Behavior Pathway Charting** Creating a Behavior Pathways Chart allows the behavior consultant to formulate the results of a Functional Behavioral Assessment into a one-page document which will be the "map" for behavior plan development. This requires consultation and assessment skills, and is important to master prior to moving a team toward developing an effective behavior plan. • Overview of PENT forms and rationale for use of Pathway Chart • Guided practice with Simple Pathway Charting and more complex charting • Using the Consultant's Script

November 9, 2017	**Autism Series: Data Collection and Graphing of Evidence-based Practices for Students on the Autism Spectrum (Part 3 of 5)**
	
	Data collection and graphing is a key component of any intervention. Educators often struggle with developing appropriate data collection methods. Collecting and reviewing data before, during, and after is a necessary step in determining the effectiveness of EBP strategies that are being implemented. The steps involved in monitoring progress will be the focus of this workshop. The data collection methods to be covered will include:
	• Identifying the behavior
	• Collecting baseline data
	• Establishing goals or outcomes related to the data
	• Gathering data throughout the intervention using:
	    o Duration Recording
	    o Event Recording
	    o Interval Recording
	    o Latency Recording
	• Monitoring the data to determine the effectiveness of the intervention

	CPDC: 5.5 Hours
December 5, 2017 or April 24, 2018	**Meeting Students' Needs Through Universal Design for Learning as a Component of Multi-Tiered System of Supports** This workshop is offered on two different dates; participants need attend only one session. Twenty first century classrooms are full of diverse learners with varying needs. It is the job of all teachers to meet students where they are and bring them to where they need to be. This workshop is designed to provide participants with innovative and fresh ideas that will help drive instruction to meet the needs of the diverse learners in your classroom. Be prepared to pull up your sleeves and try new instructional strategies and technology that can meet the needs of twenty first century learners.
December 6, 2017	**You Don't Have to be a Specialist to Implement AT! Practical Strategies for Teachers and Service Providers (Part 3 of 3)** This workshop is a 3-part series; participants need to attend all three sessions. This series of workshops is designed to assist district level teams in the consideration and implementation of assistive technology for students who are on individualized education plans. The series will help providers to be more knowledgeable and skilled in the strategies and tools that can be implemented prior to the need for assessment or intervention by an Assistive Technology Specialist. District teams should consist of at least three members and must receive approval from the district administration to attend as there will be a fee for this series. You must obtain the access code from your administrator prior to registering for this event. If you are from a small school district, please contact your administration or SELPA for assistance in coordinating a regional team from your area. The focus of this session will be on incorporating AT into IEP goals. Areas of discussion will include how to use implementation plans to guide goal writing and how to write defensible goals around implementation of AT. Focus Part 3: The focus of this final session will be best practices for incorporating AT and developing functional, defensible IEP goals. Participants will practice writing goals related to AT. We will end with a "sharing of ideas" and discussion about how to weave learned tools and strategies into the classroom environment. There will be two breakout sessions depending on your need. In break out groups examples and activities will be based on the following student needs: AT for High Incidence: Goal Development AT for Low Incidence: Goal Development CPDC: 5.5 Hours

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January 10, 2018	**Autism Series: Reinforcement as an Evidence-based Practice for Students on the Autism Spectrum (Part 4 of 5)**
	Reinforcement increases the likelihood that a learner with ASD will perform a target skill or behavior in the future. Reinforcement is a foundational practice that is used with other evidence-based practices. Reinforcement describes the relationship between learner behavior and a consequence that follows the behavior. This workshop will address the research behind the use of reinforcement techniques and their implementation in the classroom. Basics… • Definition and description of reinforcement as an EBP • How these practices are used and by whom • Research basis for these practices Planning for the Practice… • Steps of the planning process • Concrete examples of how these steps are followed Using the Practice… • Steps for using the practices • Examples of how teachers and parents can use these practices • Interactive problem solving activities using reinforcement strategies Monitoring Progress… • Steps for monitoring progress • Engaging examples of how to use data to make decisions • Using data forms CPDC: 5.5 Hours
January 17, 2018	**Assessment of English Language Learners: An Overview** This training is intended to provide participants with a guided look at the Diagnostic Center-Nothern Califnornia's best practice guidelines for the assessment of culturally and linguistically diverse students. The framework was developed to address the disproportionate number of English Language Learners being over- and under- identified fo speech-language services. Participants will: • Become familiar with guidelines for designing and conducting an unbiased and best practices language and communication assessment • Receive copies of the forms used at the center to help guid them in future assessment • Become familiar with resources for additional support and information

January 17, 2018	**English Language Learners with SLI: A Guide to Intervention** This training will review the second language acquisition process. Participants will become familar with the State Standards for English Language Learners and points that are important to consider when planning intervention. Participants will explore resources and materials to implement in therapy sessions for English Language Learners with Speech Language Impairment. Participants will: • Become familiar with California State Standards • Become familiar with the second language acquisition process • Review evidence based strategies and materials to conduct effective, successful, and appropriate therapy when the student's language(s) are not shared by the SLP
January 31, 2018	**Best Practices for Determining the Student's Need for 1:1 Paraprofessional** This workshop examines factors to consider when an IEP team is considering the addition of a 1:1 paraprofessional for a student. Legal factors as well as our obligation to support students to reach their maximum level of independence are considered. Assessment practices that should be followed, forms to use within our web-based IEP system, and the process to follow to add the services to an IEP are defined in this training. In addition, common practices that contribute to student independence and the development of a fading plan for the 1:1 support are discussed.
February 8, 2018 and February 9, 2018	**The Magic is in the Instruction: Effective and Efficient Teaching** This is a two-day workshop; participants need to attend both sessions. The magic is in the quality of instruction...not in the newest fad. Powerful teaching including the use of bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body and closing, embedded formative assessment, active participation, effective feedback, and judicious practice is what makes a difference in the classroom. When these elements are consistently and effectively used, learning results.
February 21, 2018	**Behavior Series Part 4: Conducting Functional Assessments to Determine the Cause of Problem Behavior** This workshop will focus on effective strategies for conducting functional behavioral assessments (FBA). While an FBA is required prior to developing a positive behavioral intervention plan, an FBA may also provide useful information when developing and implementing behavioral goals and behavior support plans. Information on how to develop operational definitions for behavior will be shared, along with strategies for collecting and analyzing data on a student's challenging behavior. Participants will learn how to utilize various data collection methods and tools necessary for conducting a functional assessment. Information on how this process

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	naturally leads to the selection of effective intervention procedures will also be covered.
March 7, 2018	**Autism Series: Social Narratives and Video Modeling as an Evidence-Based Practice for Students on the Autism Spectrum (Part 5 of 5)** Social narratives and video modeling are evidence-based practices determined to be effective for students on the Autism Spectrum. Implementation of these strategies can assist students in developing improved social, communication, joint attention, behavior, school readiness, play, adaptive, and academic outcomes. This workshop will address the research behind the use of social narratives and video modeling and the implementation in the classroom. Basics… - Definition and description of social narratives and video modeling as EBPs - How these practices are used and by whom - Research basis for these practices Planning for the Practice… - Steps of the planning process - Concrete examples of how these steps are followed Using the Practice… - Steps for using the practices - Examples of how teachers and parents can use these practices - Interactive problem solving activities using social narratives and video modeling Monitoring Progress… - Steps for monitoring progress - Engaging examples of how to use data to make decisions - Using data forms CPDC: 5.5 Hours

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April 16, 2018	**Demystifying Dyslexia: Where Do We Go from Here?**
	California legislation (AB1369, fall 2015) set in motion new steps for how California educators will handle the reading disability called dyslexia. AB1369 changed California's eligibility criteria for Specific Learning Disability (SLD) to include "phonological processing" in the description of basic psychological processed considered. A workgroup developed program guidelines, published online in August 2017, in time for implementation during the 2017-18 school year. This workshop addresses these changes in practical terms.
	Participants will learn:
	• The California-adopted definition of dyslexia.
	• How to determine if a student is "at risk" for dyslexia (screening).
	• How to design interventions to address the student's needs.
	• Tests and procedures for assessing dyslexia.
	• Ways to discuss dyslexia with parents and colleagues.
	Note: Participants may bring anonymous student profiles for discussion, if desired. Please contact the presenter about what information to bring.
April 25, 2018	**Behavior Series Part 5: Developing Effective Behavior Intervention Plans**
	Positive behavioral intervention regulations provide for the needs of special education students with serious behavior problems. The law requires educators to design plans that result in lasting, positive behavioral changes without the use of aversive techniques. Behavioral Intervention Plans (BIPs) are developed through a collaborative team approach facilitated by qualified special education staff.
	This workshop is designed to meet the following objectives. Participants will:
	• Review principles of behavior intervention and strategies for team collaboration
	• Become familiar with current strategies and practices for preventing behaviors from escalating
	• Learn to evaluate behavior plans using a quality evaluation rubric
	• Receive and provide constructive feedback on the development of BIP's and FBA's
	• Discuss and generate solutions for implementation issues
	• Increase knowledge of MC SELPA's behavior forms, policies and procedures; state- mandated requirements; and related federal requirements (i.e., FBAs and Manifestation Determinations).