

SPG Therapy & Education Professional Development Program

Free CEUs for SLPs & SLPAs
Certificate of Attendance for all Disciplines

2021-2022

SPG Therapy & Education is happy to collaborate with local SELPAs and LEAs in the provision of professional development activities for staff. Trainings/in-services are presented by SPG Therapy & Education’s multidisciplinary, specialized teams or by nationally recognized speakers in the field of Special Education and Speech and Language Pathology. The following is a list of topics that are available for presentation at a district or SELPA specified location or via live remote webinar. Recorded versions are also noted. Subject matter is relevant, timely, and school-based and new topics are frequently being added. The number of complimentary presentations is based on the number of full-time SPG staff contracted by the requesting district. We encourage you to take advantage of this supplemental service program. Please refer to the table below to determine your district’s Tier Level. SELPAs and COE - please contact SPG directly for your professional development needs.

| | Tier 1 (1-3 SPG Staff) | Tier 2 (4-9 SPG Staff) | Tier 3 (10+ SPG Staff) |
|---------------------------------------------------------|----------------------------------------|----------------------------------------------|----------------------------------------------|
| Complimentary Presentation – (SPG Speakers only) | 1 presentation/yr. (3 hours total) | Up to 2 presentations/yr. (6 hours total) | Up to 3 presentations/yr. (9 hours total) |
| External Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee |
| SPG Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee | SPG will be responsible for 50% of fee |

- **SPG requires four weeks prior notice for training requests presented by internal SPG speakers.**
 - Trainings must be confirmed two weeks in advance.

**** External Speaker-** At least two-month notice is required to allow time for external speakers to make travel reservations, etc. Additional travel costs may apply to the total speaking fee. Cancellations of external speakers are subject to a 50% cancellation fee. Thank you for your understanding.

To view the most updated trainings or to make a request, visit our website at www.spgtherapy.com and click on Professional Development. Contact koren.fereira@spgtherapy.com for questions and/or additional information.

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AAC/AT and Technology

AAC in the Classroom: Empowering Support Staff

Presented by Jenna Williams M.S., CCC-SLP, SPG AAC Specialists (3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

One of the most critical keys to AAC success for any student is the buy-in and comfort level of the entire classroom team. Without their support, SLPs struggle mightily to make communication a reality for their students using AAC. However, many support staff feel overwhelmed when faced with AAC. How can they support AAC in the busy classroom? This presentation is intended for support staff that wish to provide effective interventions for students using AAC but have limited experience. Participants will be introduced to AAC in a way that will build confidence with relevant, carefully selected techniques to support and develop communication with AAC. Examples of fun, functional topics and activities will be shared. Demonstrations and hands on experience will be included. All abilities will be represented, from beginner to advanced, low tech to high tech.

A Step-By-Step Guide to AAC Assessments, Part I: Assessment Process Guidelines

Presented by AAC Specialists: Elizabeth Uduehi, M.A., CCC-SLP, Mollie Mindel, M.S., CCC-SLP and Jenna Williams M.S., CCC-SLP (3 hrs.)

Audience – SLPs

This presentation will provide the framework for evidenced-based AAC assessments. Each step in the process will be examined in detail. Current tools for conducting the AAC assessment will be demonstrated. Participants will have access to the most up to date AAC information and research, *AAC Consideration Checklists*, guideline handouts, and templates. SPG's *AAC Report Writing Guideline* will be shared, which can shape the educationally based AAC Assessment from start to finish. Legally defensible report writing for educational and third-party funding will also be reviewed. Time will be allotted to discuss actual students from your district, taking them through the AAC Assessment process.

A Step-By-Step Guide to AAC Assessments, Part II: Feature Matching, Diagnostic Trials & the IEP

Presented by AAC Specialists: Elizabeth Uduehi, M.A., CCC-SLP, Mollie Mindel, M.S., CCC-SLP and Jenna Williams M.S., CCC-SLP (3 hrs.)

Audience – SLPs

In order to complete legally defensible AAC Assessments, we must have a working knowledge of the evidence based AAC Tools and Systems, from low to high tech. However, AAC technology and modalities are ever changing. This presentation will introduce readily available and effective AAC devices, symbol systems, and apps. A systematic approach for making sound AAC decisions within a framework of feature matching will be provided, pairing the capabilities and needs of AAC user with appropriate language system, hardware, mode of access, and feedback methods. We will discuss how to appropriately conduct AAC trials so that effective AAC recommendations can be made. Funding sources for obtaining AAC will also be discussed. Time will be allotted to discuss actual students from your district, taking them through the AAC Feature Matching, Trials, and Recommendations process.

AT in the Classroom: Empowering Teacher's Support Staff

Presented by SPG's AT Specialists (3 hrs.)

Audience – SLPs, SLPAs, Support Staff

As more technology becomes available to schools it is essential that classroom teams are aware of how these tools can support daily classroom academics and activities. An often-overlooked asset for embedding these tools in a student's daily activities are the support staff in the room. This presentation is intended for support staff that wish to provide effective and meaningful tools and supports for the students they work with. Participants will be introduced to a variety of practical low- and high-tech assistive technology supports that can quickly be implemented in the classroom. All levels of comfort with technology are encouraged to join, there is something for everyone to take away! Demonstrations, hands-on activities and real classroom examples will be included for a fun and engaging professional development. All levels of student abilities will be represented, from low to high support needs, low tech to high tech.

Barriers in AAC for CLD Students

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs, SLPAs

There are special considerations when assessing and selecting AAC systems for students from culturally & linguistically diverse (CLD) populations. Discussion focuses on the professional development of a culturally responsive practice, the impact of cultural and/or linguistic differences on the evaluation/implementation process, and strategies for collaboration with communication partners at home. Currently available tools and resources for CLD populations using AAC will be highlighted.

Communication Partner Training & Techniques: Implementing AAC Effectively (Or You Can't Do It Alone!)

Presented by Jenna Williams M.S., CCC-SLP, SPG AAC Specialists (3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

When AAC is effectively matched to an eager-to-communicate student, the resulting authentic language is a joy to behold. But the sad fact is that 80% of AAC devices and methods are abandoned within the first year. How can we prevent this from happening? We just can't do it alone. We've all witnessed communication partners interacting with our AAC students in less-than-ideal ways: i.e. too much help, too little help, etc. AAC is often a new communication system for communication partners. We need to provide communication partners with relevant, carefully selected techniques to support and develop AAC communication. This presentation will provide a systematic approach to teaching these critical skills to communication partners, such as:

Why AAC is often abandoned and how prevent this from happening to your students

What communication partner skills are critical for supporting AAC development

Who the crucial communication partners are to include into training

When to teach AAC communication skills, in the sequential order

How to effectively engage reluctant AAC users

Participants will receive training handouts ready to share with communication partners, families, and IEP Teams. You will also learn some crucial aspects of AAC implementation that are often overlooked. Let's work toward AAC that is embraced by all!

Effective AAC Implementation

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

“My student has access to AAC. How can I create effective learning situations that support AAC use?” is a frequent concern of SLPs. This presentation can help! Participants will come away with a framework for designing successful therapy and classroom groups that fosters effective AAC implementation with a wide range of AAC abilities. Examples of fun, functional topics and activities will be presented that actively engage students to use AAC for authentic communication. Both push-in and pull-out models will be discussed. Ideas for AAC social language groups will also be shared. Participants will receive access to current resources, templates, and “theme-based” activities that promote generative communication and develop long-term interest. Video examples of students developing AAC skills during therapy and classroom settings will be presented, with all abilities represented, from beginner to advanced, low tech to high tech.

I Can Be Included! AT and AAC in the Inclusive Classroom – Coming Spring 2022!

Presented by Sadie Egan, M.A., AT Specialist, Mollie Mindel, M.S., CCC-SLP, AAC Specialist & Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

We know providing inclusive educational opportunities are best practice for all students, but it can be challenging for school teams to make inclusion meaningful for students with extensive support needs. How can we make sure our students with the highest needs are able to access the rich educational and social opportunities in the gen ed classroom? How can we make sure these students are included in a way that highlights their abilities? This presentation will showcase practical strategies and tools for including students in classrooms from kindergarten through 12th grade. Tips and considerations for students that use AAC or AT embedded throughout. No experience in inclusion needed, we'll start from square one and work up!

"It's My AAC System and I Can STEM If I Want To": Supporting AAC Users within a STEM Curriculum - NEW!

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (2 hrs.)

Audience – SLPs, SLPAs

Since the early 90s, STEM has been an acronym to highlight Science, Technology, Engineering, and Mathematics as disciplines in an integrative fashion. As more classrooms have adopted STEM as a curriculum, we as service providers must also find creative and collaborative ways to support our AAC users within this modern learning paradigm. This presentation will offer practical, engaging activities and resources that can support students who use AAC as they engage in STEM education throughout the day.

Keeping It Legal: AAC Services in the Educational Setting

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs

SLPs often face entrenched ideas, misinformation, and unanswered questions when attempting to serve students that require AAC. Competing demands from outside sources and the district can feel like a no-win pressure. We will discover answers to many thorny AAC questions, i.e.:

- Who can provide an AAC Assessment? Who pays for the AAC device or app?
- Is there a difference between AAC and Assistive Technology? What is an AAC Specialist?
- What must be included in a legally defensible AAC assessment report?
- When must AAC be provided in all settings, including the home?

This presentation will allow SLPs to feel confident that they are providing legally defensible AAC services. We will draw guidance from ASHA, the legal requirements of the IDEA, and current State Rules & Regulations to keep our AAC services legal and ease the pressure!

Reduce, Reuse, and Recycle: AAC Toolkit for Communication Partners on the Go! -

NEW!

Presented by Elizabeth Uduehi, M.A., CCC-SLP, AAC Specialist (90 mins)

Audience – SLPs, SLPAs, Support Staff, Teachers

IEP meetings, growing caseloads or classroom sizes, and goal progress monitoring. Does that sound like a typical school day? Those that support Augmentative and Alternative Communication (AAC) users and their systems, often struggle to find time to incorporate AAC throughout the day. This presentation will offer practical, fun, and age-appropriate ways to support K-12 students as they use AAC throughout their day to meet their educational needs, while growing in their independence and self-advocacy skills.

Strategies for Implementing Alternative Access with Switches - **NEW!**

Presented by Patty McTigue MSE, ATP (2 hrs.- recorded training)

Audience – SLPs, AAC/ AT Specialists

AAC & AT Specialists often lack knowledge, experience, and comfort when confronted with student's need for Alternative Switch Access to AAC/Computer devices. This presentation will introduce you to the types of switches that are available for computer & AAC alternative access. It will also provide you with guidance on understanding switch sites, creating a plan on implementing switch access, and identifying activities to develop switch skills.

Supporting Literacy Learning for Students who use AAC - **NEW!**

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2 hrs. or 3 hrs.)

Audience – SLPs, SLPAs

Numerous barriers are in place for students with complex communication needs in learning to read and write. While literacy is not the SLP's primary responsibility, we play a critical and direct role in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple disabilities. As language experts we can help guide the IEP team in presuming potential to learn. From emergent literacy to conventional literacy, this presentation will guide the clinician along numerous evidence-based interventions that will support communication and literacy hand in hand.

Autism Spectrum Disorders

Autism Spectrum Disorders in The Schools: Evidence-Based Practices and Current Research

Presented by Natalie Webber, M.S., CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

This seminar is designed to help answer one of the most pressing questions currently facing school-based SLPs – “How do we effectively treat individuals with ASD in order for them to successfully access and achieve common core standards?” There are a myriad of treatments frequently being discussed in the general public; however, the treatment approaches presented will focus on the outcome of the 2015 National Standards Report (Phase 2). The report reviewed over 800 research studies and articles and then compiled information regarding which treatments were most effective according to scientific evidence. The role of the SLP will be outlined for 9 of the “Established” treatment models. Videos, modeling, and discussion activities will provide attendees with examples and “hands on” practice of these effective treatments.

Requesting with Picture Icons: An Evidence-Based Practice Approach to Teaching Requesting Skills with the Use of Picture Icons

Presented by Tricia Dausses, M.S., CCC-SLP, BCBA (3 hrs.)

Audience – SLPs, SLPAs

Teaching students with developmental disabilities such as those on the Autism Spectrum a form of effective and efficient communication is a significant and viable skill that should be an essential part of any intervention plan. Especially, when appropriate communication skills are replaced with inappropriate behaviors, such as aggression, secondary to reduced verbal skills. But, how do you teach functional communication to students who exhibit reduced and/or limited verbal, vocal, and imitative repertoires?? This presentation entails a teaching procedure utilizing icons combined with ABA principles to assist professionals and paraprofessionals to; 1) create communicative opportunities, 2) augment a student's communication skills, and 3) enable that student to communicate their immediate wants and needs appropriately and effectively.

Behavioral Interventions

Disguising Work as Play Using ABA

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Support Staff

This presentation focuses on how SLPs can use common Applied Behavior Analysis (ABA) principles and procedures to keep therapy sessions fun, motivating and effective. Attendees will learn to embed communication trials into naturalistic play activities using a function-based approach. Strategies including antecedent adjustments, reinforcement contingencies, and responding to challenging behavior to promote language acquisition will be woven into the presentation and small group, hands-on activities will give participants an opportunity to practice implementing these strategies. Helpful handouts designed specifically for school based SLPs will also be provided.

Using Effective Behavior Management During Therapy Sessions

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Support Staff

This presentation outlines ways to prevent and manage problem behaviors so that therapy sessions will be optimally productive and fun. Participants will learn about the basic functions of behavior, ways to prevent problems before they arrive, and how to maximize learning time in sessions. Low effort, high impact strategies will be covered, modeled, and practiced with participants in this hands-on training.

Using Low-Impact Strategies to Reduce Disproportionality - **NEW!**

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Audience – SLPs, SLPAs, Teachers, Support Staff

Disproportionality is defined as the over or underrepresentation of a certain group in special education. Disproportionality can have long-lasting negative impacts on students including exclusion from beneficial learning environments, psychological harm, increased likelihood of dropping out of school and being incarcerated later in life. Educators need evidence-based, equitable, and effective strategies to support students and avoid disproportionality in the least restrictive environment.

Complex Communication Needs

Introduction to The Communication Matrix: Administration, Interpretation, and Implementation

Presented by Jenna Williams M.S., CCC-SLP, SPG AAC Specialists (6 hrs.)

Audience – SLPs

Children who present with complex communication needs along with vision, hearing and sensory motor issues are always a challenge to evaluate. Typically, it is easier to see what these children *cannot* do rather than what they *can* do. The Communication Matrix is designed to pinpoint exactly how an individual is communicating already and provide educational teams and families with a framework for determining logical communication goals in the IEP. This tool offers a clear way to organize our observations of their early communication abilities and target areas for growth. The results are represented in a concise visual format which offers team members a focal point at the IEP. Attendees will review all components of The Communication Matrix, review videos, practice their observation skills and learn how to use the information from The Matrix to plan and implement progress. Emphasis will be on the pre-symbolic, complex learner and the cohesive implementation of strategies to promote the learner's advancement toward being a symbolic communicator. Consideration of receptive communication, behavior, symbol type, array. Literacy instruction and sample IEP objectives will be shared.

The Power of Play in Early Child Development

*** Presented by Cari Ebert, M.S., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs, Support Staff, Teachers, OTs, PTs

This seminar is based on the understanding that young children learn best through play that is relevant and meaningful to their lives...not through direct instruction, drill work or flash cards! Through play, children discover, interact, absorb, experience, create, explore and learn. Cari provides clinically relevant activities and strategies to create functional learning opportunities that promote cognitive, physical, social-emotional and language development in the natural environment. Working with the birth to five population requires professionals to partner with parents and other caregivers by embedding strategies into routines that naturally occur throughout the child's day. Using a coaching model instead of a direct therapy model of service delivery is critical to successful outcomes for young children.

Cultural & Linguistic Diversity

Assessing African American Students: Avoiding Disproportionality and Bias

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist and Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs

Attendees will become familiar with issues of disproportionality in identification of African American students in Special Education and will learn best practices in assessment of African American students, including alternative assessment methods. Participants will be familiar with the Larry P. Law and will learn guidelines for identifying the appropriateness of diagnostic instruments and least-biased report writing.

CLD Considerations in The Schools: What New SLPs Need to Know

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (90 mins)

Audience – SLPs

Especially given the diversity that characterizes California, SLPs need to appropriately account for the diverse cultural and linguistic backgrounds of the students they serve. To help new SLPs navigate the treacherous legal and ethical intricacies of school-based practice, this training provides an overview of the dangers of disproportionality and bias, important cultural and linguistic considerations, and key legal responsibilities for serving CLD students in the public schools.

Cultural and Linguistic Diversity Overview: Evaluation of African American & English Learner Students

Presented by: Maret Wilson, M.A., CCC-SLP, Bilingual Specialist and Mollie Mindel, M.S., CCC-SLP, AAC Specialist (3 hrs.)

Audience – SLPs

Attendees will become familiar with test bias considerations, including a review of the Larry P. litigation and guidelines. Participants will learn how to identify appropriate norm-referenced tests, and how to use a variety of alternative evaluation methods. At the conclusion of this presentation, participants will be able to: Analyze assessment tools for EL and AA students, understand the Larry P. guidelines, name and describe at least 3 alternative evaluation methods as well as understand requirements for legally defensible report-writing for CLD students.

English Learners: Resources for Therapy and the Linguistically Appropriate IEP

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (3 hrs.)

Audience – SLPs, SLPAs

Participants will learn about legal and best-practice considerations for the language of intervention, components of a linguistically appropriate IEP, and a variety of therapy resources for serving English Learners.

Ethical Considerations for Working with CLD Populations - **NEW!**

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs, Teachers

Within public schools, our culturally and linguistically diverse (CLD) students are expected to perform at the same level as their monolingual peers on English-based standards and their home language is often not represented. As SLPs, we must consider the biases that exist in our current system and how they may impact the referrals we receive and our students' experiences. It is also critical for us to reflect on our own language experience and role within the education system.

Evaluation and Eligibility Determination for English Language Learners

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (3 hrs.)

Audience – SLPs

In this presentation, participants will become familiar with typical bilingual language development, and learn how the grammatical and phonetic structure of Language 1 may influence Language 2. Participants will also understand how the stages of bilingual language acquisition can affect testing outcomes which may lead to over-identification. CA Educational Code will be discussed, and therapists will learn when testing is needed in primary language. In addition, resources will be provided that will assist participants in determining language difference vs. disorder when an interpreter or standardized test is not available.

Evaluation & Eligibility Determination for English Learners: Expanded 6-Hr Version

Presented by Maret Wilson, M.A., CCC-SLP, Bilingual Specialist (6 hrs.)

Audience – SLPs

This presentation will include and expand upon the topics presented in the 3-hour version of this series, participants will learn about additional alternative assessment means, working with interpreters, and will engage in group work to practice generating appropriate assessment batteries and to interpret results.

Intervention for ELLs with Language Impairment

*** Presented by Celeste Roseberry-McKibbin, Ph.D. (6 hrs.)*

Audience – SLPs, SLPAs

This workshop focuses on practical strategies and materials for bilingual and monolingual English-speaking clinicians who serve ELLs (English Language Learners) with language impairments. The workshop's contents will help clinicians who serve preschool and elementary students from any cultural-linguistic background. Participants will receive easy-to-implement, fun, effective ideas for helping ELL students who are learning English as well as coping with language impairments. The session will focus on increasing oral and written language skills and on collaborating with classroom teachers. Relating IEP benchmarks and therapy goals to Common Core State Standards will be reviewed.

Non-Biased Assessment for ELLs with Potential Language Impairment

*** Presented by Celeste Roseberry-McKibbin, Ph.D. (6 hrs.)*

Audience – SLPs

There is an increasing number of culturally and linguistically diverse students who are English Language Learners (ELLs) in America's schools. Many professionals experience challenges with differentiating language differences from language impairments in ELL students who are struggling in school. This workshop addresses nonbiased assessment strategies and materials that can be used to differentiate language differences from language impairments in ELL students from any linguistic background.

Stages/Features of Bilingual Language Development - **NEW!**

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs, Support Staff, Teachers, OTs, PTs

When serving bilingual students, it is imperative to consider the typical and atypical patterns of dual language development in order to accurately identify our students' strengths and needs. This training will walk you through the various stages of bilingual language development, explore how these stages vary from student to student, and identify early signs of a potential language disorder. Participants will also have the opportunity to implement this knowledge in various case studies.

Therapy Strategies and Materials for a Diverse Caseload - **NEW!**

Presented by Kate Elahi, M.A., CCC-SLP (90 mins)

Audience – SLPs, SLPAs

Working with students from culturally and linguistically diverse (CLD) backgrounds may present new challenges when creating treatment plans and designing activities. This course will equip participants to draft goals that will be meaningful and relevant to students and their families as well as provide resources and activities that may be implemented with a CLD caseload. Participants will review existing resources and will also collaborate to share knowledge and generate new materials.

Deaf and Hard of Hearing

Fun, Evidenced-Based Approaches for Articulation & Reading for Infants and Children with Hearing Loss

****** Presented by Sandy Kaul, M.A., CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

Infants and children with hearing impairments learn best with fun, multi-sensory and hierarchical approaches, which address the development of phonemic awareness for articulation and reading. Explicit instruction techniques and Universal Designs for Learning such as, iPads, FONEMZ, Visual Phonics and others will be discussed. Effective three-dimensional tools and apps will be demonstrated with video examples of students engaged in their use. These RtI and Common Core activities answer the question, "What do I do on Monday?" Several very effective Apps that can be utilized to reinforce these speaking, listening and reading activities will be demonstrated and raffled off.

Effective Assessment and Intervention Strategies for Cochlear Implanted or Aided Deaf/HOH Students

Presented by Amber Alawazzi, M.S., CCC-SLP, LSL Cert. AVT (3 hrs.)

Audience – SLPs, Teachers

Understanding the different types of hearing loss, learning how to interpret audiological assessments, and knowing when to refer can be challenging for any SLP without extensive training and experience. Determining appropriate speech, language evaluations and utilizing specialized treatment strategies are crucial in providing effective services to the DHH population. This presentation for SLPs and teachers of the deaf provides in-depth strategies for both assessment and intervention to effectively serve DHH infants and children 10-months to 18 years of age (particularly those with cochlear implants or other hearing aid devices). Methods focus on increasing skills for: Listening and Spoken Language to auditory processing/comprehension, articulation, receptive and expressive language.

IEP Compliance: Eligibility, Report Writing, and Assessment

Alternate and Dynamic Assessment: From Theory to Practice

****** Presented by Sandy Bond, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

While the concepts and importance of dynamic and alternate assessment may be easy to grasp, their implementation is often daunting for SLPs. This training provides attendees with clearly organized materials and resources to enable them to put these evidence-based assessment principles into practice. Direct and indirect assessment tools will be reviewed, and attendees will engage in group practice and case study work.

Pragmatics: The Art of Alternative & Dynamic Assessment

Presented by Sean Green, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

This presentation for SLP's discusses methods for assessing social skills using a variety of norm referenced, criterion referenced and alternative assessment measures. Pragmatic deficits and co-morbid diagnoses will be discussed as well as the process of conducting a comprehensive, legally defensible pragmatic assessment. Participants will be familiar with California Department of Education eligibility criteria for Speech and Language Impairment (SLI) as it relates to pragmatic language.

Ready, Set, Go! The IEP Marathon - **NEW!**

Presented by Dr. Katy Duffy-Sherr, CCC-SLP (3 hrs.)

Audience – SLPs, Teachers, OTs, PTs

This course will take the learner through the IEP meeting process by providing a brief history and discussion of IDEA, ASHA's perspective on IEPs, reviewing different types of IEP meetings, responsibilities of a case manager vs. IEP team member, IEP documentation and paperwork as well as communication and organizational strategies and case studies.

Report Writing and the Art of Scoring: A Comprehensive Review of CA. Ed. Code, Eligibility Criteria and Legally Defensible Reporting

Presented by Maret Wilson, M.A., CCC-SLP, Anna Davis, M.S., CCC-SLP, Jennifer Lopez, M.S., CCC-SLP, Dr. Katy Duffy-Sherr, CCC-SLP, Natalie Webber, M.S., CCC-SLP and DeAnna Paulding, M.A., CCC-SLP (3 hrs.)

Audience – SLPs

Participants will understand the eligibility and exit criteria for Speech and Language Impairment as stated by the CA Dept. of Education and be able to apply this knowledge to written reports. Therapists will learn how to report scores from standardized testing, as well how to describe eligibility when alternative assessments have been used. Common errors such as invalid test administration, as it relates to the Larry P. vs Riley case and other minority populations that lead to disproportionality, are reviewed. SLPs will be able to name the 10 most common reasons students are over-identified for SLI and determine if students are eligible based on information found in written reports. Examples of validity and cautionary statements will be provided, as well as report templates for Pre-K through 12th grade. An eligibility worksheet will be reviewed and included in the handouts.

Language

Beyond the Verbs “Look & Go”: Strategies to Teach Curriculum Verbs - **NEW!**

*** Presented by Cathy Alexander, M.A., CCC-SLP (6 hrs.)*

Audience – SLPs, SLPAs

Limited verb lexicon is a characteristic of children with a specific language impairment (SLI). Learn how speech language pathologists (SLPs) can foster the development of verbs by increasing frequency input and verb diversity. Learn two intervention techniques and strategies that are critical for learning verbs. Strategies and techniques will be provided for children with language impairments to learn curriculum verbs. These strategies will facilitate the children's participation with the demands of the curriculum and to participate in the classroom environment. Specific scaffolding strategies to implement will be provided and discussed. Grade-level verbs, high-incidence academic verbs, and verbs critical for academic success will be listed and reviewed as well. Numerous digital handouts will be demonstrated, discussed and provided.

Grammar & Syntax Intervention Strategies for the Young Child through Adolescents -

NEW!

**** Presented by Cathy Alexander, M.A., CCC-SLP (6 hrs.)**

Audience – SLPs, SLPAs

This course focuses on innovative “Go-to” strategies and techniques for teaching grammatical and syntactic intervention for the young child through adolescents. The presenter will demonstrate evidence-based practices targeting present progressive verbs, regular and irregular past tense verbs. In addition, treatment techniques for eliciting plurals, possessives, comparatives, and superlatives will be discussed. Common Core State Standard’s (CCSS) grammatical expectations will be reviewed, and grade level examples will be provided. Deficits in comprehension and expression of syntactic structures can adversely affect reading comprehension, writing, intelligibility, and the ability to adequately communicate. This course will identify various contexts and materials (i.e., toys/books) that can facilitate production of complex syntax during language exchanges. Complex sentences comprise the majority of the sentence types that school aged children and adolescents will encounter in their academic years. Digital handouts for both grammar and syntax will be demonstrated, discussed and provided.

SLPs Support Two Critical Language Skills - **NEW!**

**** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)**

Audience – SLPs, SLPAs

Language and reading skills are learned in the classroom and in the therapy room. Our environments are ever changing and evolving in schools. New instructional and therapeutic opportunities will be discussed and demonstrated including- the "Seven Most Significant Education Studies of 2020" (Terada & Merrill) and "Exploration of Mindfulness in Speech-Language Pathology" (Medina & Mead, 2021)

Vocabulary Intervention Toolbox: Applying Evidence-Based Methods to “Ready-To-Use” Activities

**** Presented by Cathy Alexander, M.A., CCC-SLP (6 hrs.)**

Audience – SLPs, SLPAs

In this presentation, participants will learn how to foster vocabulary development for preschool through adolescent aged students. Two ways to select target vocabulary words will be demonstrated and participants will identify Tier 2 target vocabulary words in children’s books (e.g., Dr. DeSoto by William Steig). In addition, Tier 2 grade-level vocabulary resources will be provided to all participants. The SLP will learn 9 Evidence-Based techniques to explicitly teach vocabulary. The presentation will provide numerous engaging activities for all age levels, including 30+ morphological activities used to teach prefixes, suffixes and root words.

Long Distance Learning/ Teletherapy

AAC @ Home: A Multidisciplinary Approach to Supporting Families Remotely- **NEW!**

Presented by Kaitlin Anderson, M.S., CCC-SLP and Jenna Williams, M.S., CCC-SLP, AAC Specialist (90 mins)

Audience – SLPs

The shift to distance learning has presented unique challenges in supporting AAC users, families, and IEP teams remotely. AAC consultation services have been traditionally focused on team trainings, hands-on support, and identifying strategies for in-person implementation. As remote learning has become the “new normal”, AAC service providers need to apply best practices and clinical expertise formerly applied in the classroom to the home setting. This presentation shares strategies that are evidence-based and successful in the classroom; reimaged for the home, taking into consideration tools and resources available to families.

Introduction to Teletherapy and Engagement - **NEW!**

Presented by Mollie Mindel, M.S., CCC-SLP, AAC Specialist (2 hrs.- live webinar)

Audience – SLPs, AT, OT, BCBA, Teachers

As we begin to serve our students via teletherapy we need updated information and curated resources to take on this task effectively. This is even more true when serving students with limited engagement and complex issues. How can we engage these students while in a remote location effectively? In this presentation service delivery models specifically designed for these students will be addressed. Teletherapy can be an effective way to support students and families in the home setting with thoughtful consideration. Effective teletherapy can happen with real-time (synchronous), time-delay (asynchronous), or hybrid therapy models. Store-and-forward methods will be reviewed as a powerful way to support these students in the home. Examples of effective therapy schedules and activities will also be shared.

Middle School and High School

Academic Language Skills: Evidence-Based Practices for SLPs

*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs

Academic language is the real test of what works in school-based speech and language intervention. With an emphasis on vocabulary development, and morphological structures, SLPs use evidence-based practice, AND practice-based evidence to produce greater gains in 5th grade and beyond.

Narratives and Expository Text: Supporting Discourse for Primary/Secondary Students (K-8, 9-12, K-12) *

*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs

Narratives refer to stories; while expository text passages address language tools like compare/contrast, lists, sequencing, and cause and effect. Combining the two provides SLPs with a more realistic language remediation program for K- 12 school environments. *Indicate preferred grade level range when scheduling.

Seeding Success: SLPs in High School Therapy

*** Presented by Judy K. Montgomery, PhD., CCC-SLP (3 hrs.)*

Audience – SLPs, SLPAs

Weaving speech and language therapy into adolescents' busy high school days is challenging! Experience has shown that the content material of various courses works better than others. Join us to learn how what happens in the therapy room can "seed" measurable academic success.

Multi-Tiered Support System

Pre-school RTI

Presented by Jennifer Lopez, M.S., CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

Preschool is the ideal time to offer RTI, as targeted teaching and interventions can prevent or mitigate the occurrence of language, literacy, and academic learning difficulties for any child. English-language learners and students who have had limited exposure to core concepts and vocabulary directly benefit from pre-K RTI. In California, Maryland, Florida, Illinois and Colorado, **pre-K RTI programs have effectively reduced referrals to special education, in some cases by as much as 50 percent.** The presentation will focus on supporting speech, language and literacy development in the classroom b) second language acquisition c) the RTI process. Procedures, forms, parent and teacher resources (Tier 1), weekly lesson plans, materials and homework (for Tiers 2 & 3) will be provided.

The Role of SLPs in Relation to the MTSS - **NEW!**

*** Presented by Jean Blosser, CCC-SLP, Ed.D., ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs

The MTSS Train is chugging through US schools! Be ready to hop-on! MTSS is a national initiative to support ALL students. Research shows that it can be especially beneficial for students with disabilities. This session explains MTSS and provides examples of initiatives. Case studies will be shared to highlight different stages of school involvement and SLPs' engagement. Actions to advance the interprofessional practice (IPP) will be recommended. Let's enjoy the ride together! The role of the SLP continues to evolve in response to important changes in US educational practices. The adoption of the Multi-Tiered System of Support (MTSS) framework stimulates us to re-think our role, responsibilities, therapy decisions, and service delivery practices. This session describes the MTSS initiative and excites SLPs about the important contributions we can make to student success as well as the positive potential MTSS offers for re-thinking our workload, scheduling, and collaboration. Participants will be provided with practical tips and resources and will leave the session with an action plan applicable to their unique program and situation.

Pragmatics

Assumed Knowledge: Strengthening the Social of Social Cognition

*** Presented by Anna Vagin, Ph.D. (3 hrs.)*

Audience – SLPs, SLPAs

This workshop explores the social thinking concepts that the Core Curriculum assumes to be present and developing along a typical course in students. However, students who may have diagnoses such as ASD, ADHD, NVLD, Language Disorder, Anxiety Disorder, or Social Communication Disorder often struggle with this social learning, so that their ability to learn becomes limited. The presentation will begin by exploring multiple outcome standards across the Core Curriculum, focusing on literacy and classroom communication. A number of strategies that contribute to the understanding of intention, behavior, and effect will be reviewed. We will look at some of the factors that intercept inference, whether in a picture book, textbook, media excerpt or social situation, and strategize approaches for intervention. The presenter will discuss emotional development and its role in core curriculum. Participants will learn how to support emotional learning, whether as part of an individual session or group therapy, or in the classroom.

Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning Challenges - **NEW!**

**** Presented by Anna Vagin, Ph.D. (3 hrs.)**

Audience – SLPs, SLPAs, OTs, Classroom Aides and School Counselors working with students with social learning challenges in grades 1-8.

Often, students with social learning challenges struggle with flexibility. Their tendencies toward rigidity affect their academic success, friendships, and even conversational skills. After exploring student profiles that tend toward inflexibility, numerous activities to build flexibility will be discussed and practiced, some using animated videos, some using games and activities, and others using semi-structured conversation frameworks. Participants will leave with a selection of activities and recommended video animations that target developing flexibility, applicable to group and individual sessions via both in-person as well as virtual therapy platforms.

But You Were My BFF Yesterday! Understanding & Surviving the Bumps of Friendship

- **NEW!**

**** Presented by Anna Vagin, Ph.D. (3 hrs.)**

Audience – SLPs, SLPAs, OTs, Classroom Aides and School Counselors working with students with social learning challenges in grades 1-8.

Friendships can be complicated, especially for students with social learning challenges. So wanting friendship, they can become possessive and smothering, expecting every recess and lunch to be spent alone with that one friend. Often missing the subtle nonverbal and emotional signals that a friend may need a break from the relationship (or sometimes just want to play with other friends), these students are typically confused, angry and sad when someone they saw as a friend no longer wants to hangout. Their tendency toward black and white thinking makes it difficult for them to understand that friendships are always in a state of flux, and that they fall on continuums rather than a friend/not friend choice. They don't understand what to them are the mysterious "rules" that govern friendships.

We will first review features of social learning challenges that affect friendships and discuss activities to address these overall deficits. We will include watching some YouTube videos portraying different issues in friendship and discuss specific activities that can help move students toward self-reflection. We will cover the importance of working on conversation with our students to make them more desirable "friend material". Emphasis will be placed on helping our students understand the continuum of friendships, as well as ways to jumpstart conversation about bumps in friendships (e.g., misunderstandings). You will leave with new ideas and activities to help your students build their social understanding and competencies around friendships.

"Hi" and "Bye" are Easy: It's the Middle Part that's Tricky

**** Presented by Anna Vagin, Ph.D. (3 hrs.)**

Audience – SLPs, SLPAs

This half day workshop focuses on structured and semi-structured ways to work on conversation and is appropriate for those working with students who have receptive and expressive language delays or challenges with social thinking. We will discuss the underlying social cognitive constructs of conversation and classroom discussions, as well as factors of processing and formulation speed and ability. We will talk about the importance of perspective, emotions and flexibility, and review some basic conversational choices. A systematic way of working on spontaneous conversation will be presented and practiced using small group activities. Included will be ways to work on negotiating, arguing, cooperating, dealing with misunderstandings, and texting – all important forms of conversation that we often neglect. Lots of therapy video examples will be viewed throughout the presentation.

Inference: The Power of the Double Think

**** Presented by Anna Vagin, Ph.D. (90 mins)**

Audience – SLPs, SLPAs working with students in grades 1-8 with social learning challenges or expressive/receptive language delay.

Many students with social learning challenges struggle with inference, a skill that underlies academic, social, and even conversational success. We will review the skill set behind inferential skills and review a number of strategies that can be helpful in building understanding of intention, behavior, and effect. Using the term “Double Think”, we will explore how to support students in going beyond their initial thoughts to attend to what they see and know, review their world knowledge, and figure out the “why” behind the “what”. We’ll use a range of material, from storybooks and textbooks to YouTube videos, strategizing and practicing some approaches for engaging intervention. Includes sample goals & rubrics.

It’s Broader Than You Think- New Curriculum Standards and Social Thought: From Writing Goals to Engaging Intervention

**** Presented by Anna Vagin, Ph.D. (6 hrs.)**

Audience – SLPs, SLPAs

New Core Curriculum Standards have multiple outcomes that are dependent on social thought. For those supporting students with social learning difficulties, it can be challenging to keep these standards in mind as we set goals, identify specific areas for intervention, and support teachers. A general overview of the Core Curriculum will emphasize underlying social and emotional knowledge, and how literacy can be affected for students with ASD, ADHD, NVLD, or emotional issues. We will also look at the issue of “jump cuts” and how these breaks omit information that supports inference, whether in a textbook or social situation. We will review a number of strategies that can be helpful in building understanding of intention, behavior, and effect. We will also focus on emotional development and its’ role in core curriculum and how we can support emotional learning, in therapy or in the classroom. We will discuss how we can use highly engaging media to facilitate teaching of abstract social concepts and investigate the use of third-party material (pre-selected movie, YouTube, etc.) to build social knowledge. Participants will leave with a list of recommended media choices and accompanying activities. Video examples and YouTube viewing will be incorporated throughout the day.

I’ve Got a Feeling – Raising Our Comfort Level in Working with Emotions

**** Presented by Anna Vagin, Ph.D. (3 hrs.)**

Audience – SLPs, SLPAs

Feelings are a crucial component of relationships and as SLPs, teachers or parents we need to be comfortable talking and working with children around feelings and emotional learning, This workshop focuses on: 1) Building understanding of emotional development and what we know about the development of empathy in students with social learning challenges; 2) Exploring visual supports to facilitate work on feelings; 3) Providing specific suggestions for expanding emotional vocabulary; 4) Demonstrating how to incorporate emotions into our teachings about social relationships.

Keep Talking! Narrative Development for Language and Social Learning

**** Presented by Anna Vagin, Ph.D. (3 hrs.)**

Audience – SLPs, SLPAs

Students with social cognitive challenges struggle with many aspects of narrative and conversation. This workshop will provide information, tips, and sample visual supports to use with elementary through high school students, as well as many video clips of group and individual therapy sessions. First, we will focus on how adults (therapists, teachers, aides and parents) can mediate social learning and language most successfully. We will explore using a variety of materials as we review how to support narrative development. We will review six basic conversational choices, including visual supports to assist students in remembering and monitoring these diverse options. We will emphasize the importance of interjections, often neglected but crucial communicators of our attention and empathy. Finally, we will examine how students can practice these skills using topics that are of most interest to them, and how to integrate video into individual and group intervention. Attendees will leave with ideas and visual supports they can immediately begin using.

Play2Practice: Gaming for Social Learning - **NEW!**

**** Presented by Anna Vagin, Ph.D. (90 mins)**

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors working with students in grades 1-8 with social learning challenges.

Board games were once used mostly as breaks from therapy. However, we can use the range of tabletop games (board games, dice games, card games, flicking games, etc.) to support our work in social cognition. Learn about fabulous cooperative and competitive games on the market as well as simple visual supports that will help students practice managing their uncomfortable feelings and taking risks, solidify relationship skills (beyond turn taking!), and learn to manage competitive urges in self-motivating and socially effective ways. Learn how to modify games to make them more accessible to a broader range of students, as well as how to write rubrics focused on building social competencies by playing games. Leave with lists of terrific cooperative as well as competitive games.

Social-Pragmatic Skills: A Team Approach to Intervention

Presented by Jennifer Lopez, M.S., CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

This workshop provides ideas for serving students with pragmatic disorders in the public schools, and offers best practice guidelines for pragmatics intervention, as well as recommendations for collaborative, team-based service delivery. Various treatment modalities and strategies will be addressed. Attendees will create lesson plans around team collaboration.

School is Full of Feelings: What's a SLP/SLPA/OT to do? - **NEW!**

**** Presented by Anna Vagin, Ph.D (3 hrs.)**

Audience – SLPs, SLPAs, OTs

The moment students step on campus they are surrounded by feelings - inside the classroom, the hallway, the library, the lunchroom, the blacktop, etc. Feelings are at the core of relationships, but they are also in school curriculum. When we work with students who have social learning challenges, we know that feelings will enter into our work. Whether supporting self-regulation, inference, reading comprehension, conversation or friendship competencies, feelings and emotional education must be part of our discussions. Students with social learning challenges often have restricted emotional vocabulary, seem to feel their own feelings in big ways, or struggle understanding the feelings of others as they are communicated verbally and/or nonverbally. In this workshop you will learn how to: Group emotions by feeling families based on the developmental acquisition of feeling labels, build self-reflection about uncomfortable feelings and work with the benefits of uncomfortable feelings. Additionally, will review activities to help students: Connect feelings, experiences, and mood, track their feelings in conjunction with the perspectives of others and develop more positive inner voice.

That's So Annoying! The Challenges of Feeling Annoyed & Annoying Others - **NEW!**

**** Presented by Anna Vagin, Ph.D. (90 mins.)**

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors working with students in grades 1-8 with social learning challenges.

Students with social learning challenges often find peers (and adults) annoying. And, with varying frequency, many peers (and adults) in their home and school environments find them annoying. We will explore this common emotion, discussing both its positive role in social relationships as well as how it can serve as a trigger for big reactions and resentments. You will leave with YouTube video recommendations and structured activities to utilize in your individual or group sessions, ways to jumpstart these important conversations, as well as strategies to help.

Turn it on: Using Media for Social Learning

**** Presented by Anna Vagin, Ph.D. (3 or 6 hrs.)**

Audience – SLPs, SLPAs

Current research findings suggest that children on the Autism Spectrum struggle to process social motion. This presentation will provide a conceptual framework for watching social movement as a way to build social knowledge. We will explore how to use full length movies as well as pre-selected YouTube videos in therapeutic and classroom settings. Multiple activities to guide structured viewing will be accompanied by video and art examples, demonstrating how to target: 1) Expansion of emotional vocabulary; 2) Greater awareness of cognitive processes; 3) A more solid understanding of what does and does not contribute to successful social relationships. Lots of easily accessible media provides highly engaging and “relationship rich” material. We will discuss how to break down sample IEP social learning goals into underlying concepts and support our teaching with media selections for social learning of children ranging in age from preschool through middle school. We will look at video gaming and talk about Gamification and Flow theories as we explore why many students with social learning challenges are so into gaming. You will leave with a list of terrific media, as well as ideas that you can try immediately with your students. Therapeutic as well as YouTube videos will be incorporated throughout the day.

YouCue Bootcamp: 3 Pathways for Social Learning - **NEW!**

**** Presented by Anna Vagin, Ph.D. (3 or 4.5 hrs.)**

Audience – SLPs, SLPAs, Support Staff, OTs, Psychologists, Classroom Aides and School Counselors working with students with social learning challenges in grades 1-8.

Research over the past decade tell us that students on the Autism Spectrum (and probably students with ADHD or emotional issues such as anxiety) also struggle to process the intention behind social movement, so it really makes sense to use materials that move. We will review 3 pathways using YouTube videos as social learning material: **Pathway 1:** Building Greater Emotional Understanding, specifically: identifying feelings, thoughts and perspectives, expanding beyond “happy”, “sad”, “mad”, challenges and benefits of uncomfortable emotion. **Pathway 2:** Cooperation for Social Success, specifically: the role of flexibility and regulation, roadblocks to cooperation. **Pathway 3:** Resilience for Life’s Challenges, specifically: building tolerance for discomfort, visual supports and strategies addressing inner voice, facilitating the growth of resilience. You will leave with a new list of great videos, activities to pair with them, suggested ways to move students to the “practice” phase, and sample rubrics to use in tracking progress for each Pathway.

Zip The Lip: Using Silence, Pacing & Gestural Supports for Better Social Teaching- **NEW!**

**** Presented by Anna Vagin, Ph.D. (90 mins.)**

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors working with students in grades 1-8 with social learning challenges or expressive/receptive language delay.

Typically, we cue with too much verbal language. Our desire to support students leads us to “help” by using our words to give hints, ask relevant questions, and direct students to what we think they should say. But what we really want is spontaneity! Learn the theories behind using more silence and pacing, as well as a greater understanding of what psycholinguists have taught us about gestures and how they reflect our conceptual knowledge and help us think. Explore how difficult it is to wait for students who are slower processors and formulators, and practice strategies to raise your comfort level with these critical forms of mediation.

Special Day Class, General Education Class & Full Inclusion: Collaborative Partnerships

Improving Students’ Communication by Modifying Teachers’ Instruction

**** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)**

Audience – SLPs, SLPAs, OTs, PTs

Children with disabilities often do not achieve their maximum potential within the classroom setting. They often fail because they cannot follow the teacher’s directions, retain information, ask questions, respond to questions, navigate the classroom, access instructional materials, socialize with their peers, etc. etc. Student’s performance can often be improved if teachers were aware of how to modify the learning environment and their own communication during instructional interactions. This training presents a model of service delivery where the SLP, OT and/or PT coach teachers on how to effectively modify their classroom and instructional communication. Practical tools designed for coaching teachers to successfully integrate modifications and accommodations into their classrooms will be incorporated.

Integrating Your Therapy into the Special Education Classroom: A Collaborative Approach

Presented by Dr. Katy Duffy-Sherr, CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

As school based SLPs, we are often asked to provide integrated therapy in the SDC classroom. This can be a daunting task, as each student may have a different level of communication (verbal through nonverbal) and/or mode of communication (AAC device, PECs, Sign Language, etc.). How can SLPs meet the communication needs of all students at the same time within the classroom format? Look no further! We will share proven and effective ideas for integrating your therapy into the SDC setting. This presentation will provide fun, functional, easy-to-use tools and techniques. Learn to use “News2You” and design “theme-based” activities that promote generative communication and long-term interest.

Interprofessional Collaboration is Essential: 6 Steps for Success - **NEW!**

****** Presented by Jean Blosser, CCC-SLP, Ed.D., ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)

Audience – SLPs, SLPAs, BCBA, Psychologists, OTs, PTs

Collaborative relationships can lead to positive cultures in complex school organizations. Many related service providers struggle with concrete ways to support students' success in the classroom. They search for ways to integrate the core curriculum into their service delivery and foster generalization of skills outside the therapy setting. After all, when is there time to become familiar with every grade level standard to ensure that core standards are embedded into therapy? This workshop sets the stage for dynamic ways to collaborate with other team members. Strategies will be explored for identifying and removing the barriers that inhibit collaboration (i.e. busy school schedules, competing priorities, etc.) using a unique framework, **"6 Steps to Success."** Participants will have an opportunity to create a *School Culture Profile* to characterize the level of collaboration at their sites and then define specific strategies to build upon that level to improve the quality, effectiveness, and efficiency of collaboration. Through several engaging group activities, participants will identify potential collaborative partners, determine ways to establish meaningful relationships, and develop systems for ongoing communication and collaboration.

SLP and SLPA Supervision & Collaboration: How to Make it Work

Presented by Natalie Webber, M.S., CCC-SLP (90 mins)

Audience – Special Education Program Specialist and Coordinators, Principals

The scarcity of licensed Speech-Language Pathologists to serve public school students is a major concern in California and throughout the U.S. Results of a 2016 ASHA School Survey revealed more than half (54%) of school-based clinicians reported that job openings exceeded job seekers in their type of employment and geographic area. SLPs from the western region of the US, including California, were more likely than clinicians in other regions to report that job openings exceed job seekers. School administrators are acutely aware of the adverse impact the SLP shortage has not only on provision of services to SLI students, but also in terms of state and federal compliancy mandates. What can be done to resolve this issue? Jump on board and be prepared to travel the roadmap that will help you successfully navigate the use of SLP-As in collaboration with SLPs.

Tips for Forging Great Partnerships with Parents - **NEW!**

****** Presented by Jean Blosser, CCC-SLP, Ed.D., ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)

Audience – SLPs, Teachers, PTs, and other IEP team members

Parents are the constant in a child's life. They bear the responsibility of making decisions that will affect their child's life and education. As service providers we can increase a child's potential for success by engaging their parents and preparing them to play a critical role in their child's education, health care, and therapy intervention. Unfortunately, we often find partnering with parents frustrating due to the presence of legal issues/advocates, time constraints, adversarial relationships, negative experiences, lack of resources and more. Language and cultural challenges and transportation issues may also be contributing factors. This presentation will motivate SLPs, OTs, PTs, teachers and other IEP team members to take a fresh approach to establishing meaningful partnerships with parents. Challenges that occur when interacting with parents will be identified and discussed. Tips, tools, and strategies to establish positive, effective relationships will be provided.

Specialized Topics

Clinical Supervision: The Requirements and the Rest of the Story

Presented by Anna Davis, M.S., CCC-SLP, Dr. Katy Duffy-Sherr, CCC-SLP and Maret Wilson, M.A., CCC-SLP (3 hrs.)

Audience – SLPs

This training will provide attendees with the knowledge and tools to meet ASHA and state requirements for providing clinical supervision. In addition to concrete requirements, the training will provide several suggestions and considerations to foster an ethically sound supervisory relationship, and to promote quality communication and feedback. Tips, suggestions, and case study examples will also be reviewed to prepare attendees for the frequently occurring questions and challenging situations that supervisors may face. At the conclusion of this presentation, participants will be able to: describe the supervision requirements for the ASHA CFY and CA RPE, explain supervision requirements for SLPAs and what duties SLPAs may and may not perform, give at least two examples of ethical considerations important to supervision and identify at least three strategies or tools to foster quality communication and feedback in the supervisor/supervisee relationship.

Every Student Succeeds Act (ESSA) and the New CA Dyslexia Bill: Implications for the SLP

Presented by Sean Green, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

This presentation will provide participants with an explanation of the ESSA Act and its focus on early intervention and literacy. In addition, participants will learn about the New CA Dyslexia Bill: definition of dyslexia & its relationship to language, ASHA position on literacy and the roles of the collaboration team members. This presentation will also provide assessment and treatment approaches.

Exiting and Transition Services: The Nuts & Bolts

Presented by Jennifer Lopez, M.S., CCC-SLP and Anna Davis, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

The number of students receiving special education supports increases yearly. That translates to large caseloads and negatively impacts the special education budget for school districts. This presentation will assist SLPs in communicating that E-X-I-T is not a bad 4-letter word! We will review SLI eligibility, discuss service delivery models, include considerations for transition services, and talk about ASHA's exit criteria guidelines. Participants will learn to write functional goals for our older students and collaborate with secondary team members. Frequently asked questions and concerns surrounding these controversial topics will be covered.

Improving Intelligibility in Children with Speech Sound Disorders

Presented by Sean Green, M.S., CCC-SLP (3 hrs.)

Audience – SLPs

This presentation will discuss intelligibility and assessment of intelligibility. An overview of speech sound disorders will be provided. Innovative approaches to speech sound delivery will be presented e.g. contrastive/multiple oppositions; phonological process, traditional articulation. Case studies and analysis of treatment options will be presented and discussed.

Literacy and The Role of the School-Based SLP

Presented by Mollie Mindel, M.S., CCC-SLP (2 hrs. or 3 hrs.)

Audience – SLPs, SLPAs

Current trends reveal that SLPs typically consider reading and writing the responsibility of teachers and resource specialists; however, ASHA's 2001 position statement indicates, "SLPs play a critical and direct role in the development of literacy for children and adolescents with communication disorders." What do speech, language and literacy have in common? A lot! This training will discuss the strong connection between literacy skills and language development. Evidence based literacy interventions beginning with the early skills of phonological and phonemic awareness will be provided. The importance of teaching strategies for vocabulary development, comprehension, and reading fluency will be presented with accompanying "ready to use" lessons and materials.

Making Sense of Sensory - **NEW!**

*** Presented by Cari Ebert, M.S., CCC-SLP (3 hrs. or 6 hrs.)*

Audience – SLPs, SLPAs, BCBAs, RBTs, OTs, PTs

Struggling learners benefit when practitioners work together as a cohesive unit to assess and treat the whole child. This transdisciplinary team approach requires pediatric therapists and educators to understand and synthesize knowledge from the fields of speech-language pathology, occupational therapy, physical therapy, and special education. Understanding that sensory input drives motor and behavioral output provides the foundation for this course. The way young children take in, process, and respond to sensory information significantly affects learning, development, and behavior. Pediatric therapists and early childhood educators can gain confidence and competence by increasing their knowledge related to the impact of sensory-motor issues on speech, language, and social-emotional development. This 3-hour course will provide an overview of the external and internal sensory systems along with observable characteristics of sensory over-responsivity, sensory under-responsivity, and sensory craving behaviors. Occupational therapists are the professionals who specialize in sensory processing disorder, but all early childhood providers need to have a basic understanding of how a multisensory therapy approach can help young children interact more effectively with their environment.

Orofacial Myology Principles for School-Based SLPs – **Coming Spring 2022!**

Presented by Shelley Freitas, MS, CCC-SLP, QOM (90 mins.)

Audience – SLPs

This presentation is targeted for clinicians who are treating clients of all ages with persistent speech sound disorders who are not demonstrating response to treatment. Information and functional assessment strategies using myofunctional principles and research will be provided to help clinicians rule out or identify oral structure barriers to progress and how to encourage families to seek appropriate referrals to tethered oral tissue (TOT) professionals, if needed.

Selective Mutism

Presented by Jane Krider, M.S., CCC-SLP (3 hrs.- recorded training)

Audience – SLPs

Is your student just shy or is there something more going on? As speech-language pathologists, we play a crucial role in the assessment and treatment of students with Selective Mutism (SM), a disorder facing 1 in every 100 elementary school children. To effectively do this, we must first understand the nature of SM; its potential causes, common characteristics, and associated disorders. This presentation will summarize the most recent research on SM as it relates to general understanding of the disorder, assessment, and treatment. You will learn what your role is in the assessment and treatment processes. Specific techniques and strategies will be discussed so that you can hit the ground running when you meet your next student with SM.

Supporting Students: A Multidisciplinary Approach to Mitigating Learning Loss

Presented by Dr. Katy Duffy-Sherr, CCC-SLP (90 mins)

Audience – SLPs, SLPAs, BCBAAs, Psychologists, Principals, Special Education Coordinators, Program Specialists, General Education Teachers, OTs, PTs,

Given current and predicted levels of learning loss coupled with the social-emotional impact of COVID-19, all students will need additional support when schools return to in-person instruction. Initial prioritization of class-wide interventions will provide students with lost or missing skills and permit school-based teams to collect adequate data to use in the future if considering referral and evaluation for special education services. Learning recovery efforts will necessitate a collaborative approach and require the collective participation of a range of educators, including related service providers.

The Effects of Alcohol & Drugs on Executive Function and Language Development

Presented by Natalie Webber, M.S., CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs

Children who experience stress, trauma, and exposure to drugs & alcohol in utero and early infancy, as well as those who are abused/neglected as they grow up are at a higher risk for deficiencies in language skills due to brain dysfunction or lack of adequate stimulation. Participants will learn about the impact of pre-, peri- and neonatal conditions on the development of specific language impairment. Implications for assessment and treatment will be discussed, specifically in the areas of executive function skills and social skills.

Voice and Fluency

Fluency for Ages 2-6: When to Start Therapy and What to Do!

*** Presented by Susie Harder, M.A., CCC-SLP (Owner & Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs

This 3-hour workshop will focus on children ages 2-6 who are showing signs of stuttering. As Speech-Language Pathologists, we have many decisions to make about when therapy is warranted and what to do to best serve children in this age range. The course will primarily outline a) how to decide when (and if) a child needs to begin speech therapy, b) specific strategies for therapy sessions, and c) how to structure parent involvement (even in the schools) for maximum effectiveness and carryover of fluency into everyday situations.

My Top 10 Stuttering Therapy Suggestions for Improved Effectiveness

*** Presented by Susie Harder, M.A., CCC-SLP (Owner & Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)*

Audience – SLPs, SLPAs

This workshop will focus on 10 essential ideas to increase effectiveness as a SLP who works with children who stutter (ages 7 and older). The presenter will discuss her top ten therapy ideas for working with stuttering and will show how these ideas provide the foundation for a comprehensive therapy process. This presentation will provide SLPs with straightforward, concrete suggestions for therapy to increase effectiveness and make more meaningful progress toward fluency goals. Through the use of visuals, discussion, student examples, and videos, this presentation is designed to be engaging and motivating.

School-age Fluency Therapy: Materials & Therapy Procedures

****** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)

Audience – SLPs, SLPAs

The goal of this 3-hour workshop is to provide SLPs with clinical insight and strategies for working effectively with students who stutter in any setting, specifically ages 7 and up. The speaker will explore current research and trends for school-age children who stutter and discuss recommendations for therapy goals and treatment activities. Given the demands of working within the schools, how can we best serve children on our caseload with fluency concerns? The speaker will focus on topics such as: 1) using assessment results to plan treatment and write goals, 2) essential components to school-age therapy including an overview of the therapy process, and 3) developing clinical problem-solving skills necessary to identify barriers impacting progress.

Stuttering Therapy: Materials, Ideas and Generalization!

****** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (3 hrs.)

Audience – SLPs, SLPAs

Clinicians often express interest in learning new ideas for fluency therapy. This course is designed to explore options and materials for treatment sessions with children who stutter, ages 7 and up. The presenter will address: 1) The three phases of fluency therapy; 2) Using materials you already have to practice fluency shaping and stuttering modification techniques; 3) Utilizing the language hierarchy to determine appropriate language levels for activities; 4) How to increase the child's motivation in therapy; 5) Targeting adverse impact of stuttering including classroom participation and social components, and 6) Strategies for more effective transfer and generalization of skills. Emphasis will be placed on practical treatment ideas and materials as guided through EBP.

Stuttering Therapy: Comprehensive & Practical Evaluation & Therapy Procedures

****** Presented by Susie Harder, M.A., CCC-SLP (Owner and Fluency Consultant of Central Valley Stuttering Center) (6 hrs.)

Audience – SLPs, SLPAs

This goal of this 6-hour workshop is to provide SLPs with clinical insight and strategies for working effectively with students who stutter in the school setting, specifically ages 7 and older. The speaker will explore current research and trends for school-age children who stutter and discuss recommendations for comprehensive assessment, therapy goals, and treatment activities. Given the demands of working in the schools, how can we best serve children on our caseload who stutter? The speaker will focus on topics such as: 1) How to efficiently conduct a comprehensive evaluation, 2) Why a comprehensive evaluation will help facilitate quicker progress and generalization, 3) Essential components to school-age therapy including an overview of the therapy process, 4) Material ideas for fluency therapy, and 5) Developing clinical problem-solving skills necessary to identify barriers impacting success. Using research, videos, case studies, and frequently asked questions from SLPs in the school setting, a variety of treatment options and suggestions will be reviewed to assist in selecting strategies for effective, individualized therapy. Take-home materials will be available to participants including helpful worksheets for every step of the therapy process, including assessment, treatment, and collaboration with teachers and parents.

Suspected Childhood Apraxia of Speech (SCAS)

*** Presented by Cari Ebert, M.S., CCC-SLP (6 hrs.)*

Audience – SLPs, SLPAs

Being able to effectively communicate is how young children interact, socialize and learn. There is cause for concern when a young child has strong cognitive and receptive language skills but is struggling learning how to talk. It is critical for therapists to be able to differentially diagnose suspected childhood apraxia of speech from late talkers. Therapy for a young child with SCAS should focus on motor planning skills directly and indirectly related to the development of speech. Parent involvement is a critical component of early intervention services, and each family needs to be provided with functional strategies that can be embedded into their daily routines to help their child become an effective verbal communicator. This one-day seminar is packed full of clinically relevant strategies and activities for use with young children with suspected childhood apraxia of speech. Therapists will gain hands-on knowledge of ways to modify existing therapy materials designed for older kids to make them fun and functional for toddlers and preschool age children. From assessment, to diagnosis, to therapy materials, to parent coaching, participants will discover effective ways to create the best therapy model for young children with SCAS.

SPG Therapy & Education is an approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board. Speech and Language Therapists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. District SLP's, as well as related special education staff, are welcome to attend these 3 hour or 6-hour presentations free of charge. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

Updated: 11/4/21

SPG Therapy & Education Professional Development Program

**Behavioral Trainings for Special Educators, Administrators,
DIS Staff, and Behavioral Aides**

2021-2022

SPG Therapy & Education is happy to collaborate with local SELPAs and LEAs in the provision of professional development activities for staff. Trainings/In-services are presented by our BCBA Clinical Supervisors or by nationally recognized speakers in the field of behavior. The following is a list of topics that are available for presentation at a district or SELPA specified location or via live remote webinar. Some trainings are also available via recording. The number of complimentary presentations is based on the number of full-time SPG staff contracted by the district. We encourage you to take advantage of this supplemental service program.

| | Tier 1 (1-3 SPG Staff) | Tier 2 (4-9 SPG Staff) | Tier 3 (10+ SPG Staff) |
|---------------------------------------------------------|----------------------------------------|-------------------------------------------|-------------------------------------------|
| Complimentary Presentation – (SPG Speakers only) | 1 presentation/yr. (3 hours total) | Up to 2 presentations/yr. (6 hours total) | Up to 3 presentations/yr. (9 hours total) |
| External Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee |
| SPG Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee | SPG will be responsible for 50% of fee |

SPG requires four weeks prior notice for training requests presented by SPG speakers.

Trainings must be confirmed two weeks in advance.

**** External Speaker-** *At least two-month notice is required in order to allow time for an outside speaker to make travel reservations, etc. Additional travel costs may apply to total speaking fee. Cancellations of outside speakers are subject to a 50% cancellation fee. Thank you for your understanding.*

To view the most updated trainings or to make a request, visit our website at www.spgtherapy.com and click on Professional Development. In addition to trainings, SPG’s behavior team offers 1:1 student support, consultation to classrooms and assessments.

Contact PD@spgtherapy.com for more information.

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Trainings for Speech Therapists

Effective Behavior Management During Speech Sessions

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

This presentation outlines ways to prevent and manage problem behaviors so that speech sessions will be optimally productive and fun. Participants will learn about the basic functions of behavior, ways to prevent problems before they arrive, and how to maximize learning time in sessions. Strategies covered will be low effort but yield high impact results. This training has been revised to include strategies for online Speech Sessions.

Disguising Work as Play Using ABA

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

This presentation focuses on how to use common Applied Behavior Analysis (ABA) strategies to keep therapy sessions fun, motivating and effective. Attendees will learn the functions of behavior, with an emphasis on the functions of communication. The basics of behavior management, including environmental modifications, will be woven into the presentation and small group hands-on activities will give participants and opportunity to practice strategies using common therapy tools. Helpful handouts designed specifically for school based SLPs will also be provided.

Using Low Intensity Strategies to Reduce Disproportionality - **NEW!**

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Disproportionality is defined as the presence of students from a specific group in an educational program being higher or lower than one would expect based on their representation in the general population of students. The ripple effect of disproportionate placement in special education or disproportionate disciplinary interventions can be seen throughout the lifetime of a student. This training describes eight low-effort, high-impact strategies to apply universally to assist all students with being successful in the least restrictive environment. Participants will be provided with a low-intensity strategy reflection tool to guide them as they navigate the new school year.

Trainings for Paraprofessionals

Back Up! Strategies to Increase Student Independence

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

The number of paraprofessionals working in schools continues to increase. This training discusses the benefits of this role and, in turn, how it can inadvertently create barriers to students achieving their outcomes. Strategies are included for how school teams can consider fading some of the paraprofessional support and increase student independence.

Beyond the Basics of Behavior: Advanced Skills for Paraprofessionals

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

This training outlines intermediate level behavior skills that are efficient and effective. Topics such as preventative measures, advanced reinforcement strategies and systems, and flexibility and tolerance training will improve staff's ability to address challenging behaviors in the classroom, as well as teach important skills.

Changing Our Behavior

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Changing one's own behavior can be easier said than done. This training looks at the variables that surround our own behavior both in life and at work. Having solid guidelines for self-management while implementing behavior intervention plans can minimize incorrect implementation and improve outcomes for students. Participants are tasked with identifying behaviors they'd like to change and developing a self-management plan with a reinforcement system embedded. Opportunities to practice utilizing plan components are built into this interactive training.

Data Collection

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Data collection is an imperative part of any behavioral program. This training discusses the different types of data collection, reviews the pros and cons of different methods, and provides participants with an opportunity to practice utilizing a variety of data sheets. Participants are taught to visually inspect data and are given an overview of how data trends should inform intervention.

Identifying and Strengthening Replacement Behaviors

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

All problem behaviors have functionally equivalent behaviors that will assist with getting the student's need met more appropriately. This training covers how to identify a useful replacement behavior based on how the problem behavior functions for the student and high impact, low effort reinforcement strategies to build up new skills.

Increasing Motivation and Engagement

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

This presentation will provide participants with effective and easy to implement strategies needed to successfully engage students. Identifying appropriate prompting and reinforcement strategies are crucial fundamental concepts in establishing a foundation for students to engage in the classroom. Modeling, videos, opportunities to practice strategies will be provided for participants.

Instructional Strategies: Best Practices in 1:1 Teaching

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Paraprofessionals are often tasked with implementing intensive 1:1 teaching to address IEP goals. This training reviews best practices and techniques in these intensive sessions. Practical strategies to prepare lessons based on IEP goals and the three key pieces of teaching: the cue, response, and consequence. Participants will have the opportunity to practice several strategies as well as correct errors and deliver reinforcement throughout the training.

Positive Behavior Interventions and Supports- Staff Training on Evidence-Based Practices to meet the Requirements of AB1172 - **NEW!**

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

This training outlines evidence-based, positive behavioral interventions in an easy-to-digest format. Participants are exposed to the process of functional analysis, ways to prevent challenging behaviors, what to consider when choosing appropriate replacement behaviors, how to use reinforcement effectively, how to teach functionally equivalent replacement behaviors, and the steps of the acting-out cycle for de-escalation. This training fulfills the requirements set forth by Assembly Bill AB1172 and is appropriate for any staff person who has contact or interaction with students during the school day.

Preventing Problem Behavior

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Preventing problem behavior is paramount for success in special education classrooms. This training covers strategies that focus on structuring the environment to prevent problem behavior and increase engagement in learning. Identifying environmental variables that precede problem behavior and understanding how to individualize prevention is outlined.

Prompting and Prompt Fading

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Prompting is an effective way to assist with skill development. This training provides participants with a comprehensive overview of the types of prompts, using prompt hierarchies to inform prompt fading, and how to utilize errorless learning for best outcomes. Participants are provided with opportunities to practice prompting and prompt fading across a variety of learning scenarios commonly seen in classrooms.

Seven Steps to Gaining Instructional Control

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Developed by Robert Schramm, the 7 Steps for Earning Instructional Control provides parents and educators strategies on how to increase the likelihood that a student will complete a directive when instructed. By creating meaningful relationships and modifying the environment, more time can be spent on quality learning instead of addressing challenging behaviors. This training breaks down each of the 7 Steps and provides examples of how each step can each be implemented in a school setting.

The Acting Out Cycle

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Effectively managing acting-out behavior by students in the classroom is essential to avoid escalating the situation. This training based on Colvin and Scott's (2015) work equips participants to identify acting-out behaviors and strategies to minimize problem behaviors as well as increase engagement and success in the classroom.

The Basics of Behavior for Paraprofessionals

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

This training covers why problem behaviors are likely to occur as well as the essential components to any effort to change behavior. The functions of problem behavior and how they relate to the skill deficits of the individual are reviewed in an easy to digest format. Strategies to prevent behaviors, teach replacement behaviors, and also change your response to behavior are reviewed and practiced.

Using Reinforcement Effectively

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement to increase positive behaviors and remove inadvertent reinforcement for problem behaviors.

Using Visual Supports in the Classroom

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

We all rely on visual information to navigate through our days. Visual systems can be a powerful support for children on the spectrum. Examples of a variety of visual systems such as visual schedules, choice boards, transition systems, and checklists are reviewed for their practical applications into classrooms. Visual systems for both preventing and responding to challenging behavior are reviewed.

Trainings for Special Educators, Psychologists and Administrators

Assessing Problem Behavior: Efficient & Effective Assessment Methods for School

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Assessing problem behavior is the first step towards developing a comprehensive Behavior Intervention Plan for a student. This training outlines assessment methods that can be implemented easily and effectively in the school environment, and participants are taught how to interpret information captured during assessments to then inform intervention. This training is ideal for school psychologists, program specialists, or special educators and is ideally conducted prior to The Behavior Plan training.

Behavior Skills Training for Teachers

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Behavior skills training is an easy and effective way to teach new skills. This training reviews the main components of BST, instructions, modeling, rehearsal, and feedback and provides a solid rationale for using these steps to disseminate information to classroom staff and students alike.

Classroom Behavior Games

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Games are motivating and novel ways to work on increasing desired behavior in the classroom. This training reviews the science behind motivation and the benefits of making innovative and effective behavior change games.

Classroom Management Plans: Developing Structures and Supports for Lasting Behavior Change

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Classroom management plans assist teachers with setting up their classrooms for optimal success. This training assists with integrating behavioral structures such as task analyzing difficult routines, layered reinforcement systems, and environmental modification for best outcomes. Participants will be exposed to the components of high-quality classroom management plans and will have the opportunity to draft several components with support from presenters. This training is ideal for Special Educators.

Instructional Strategies: Best Practices in Group Teaching

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Challenging behavior can disrupt learning in any educational setting. This training reviews low effort teaching strategies such as active supervision, opportunities to respond, and pre-correction among others. Participants are given opportunities to break into small groups to role play and practice strategies throughout.

Reinforcement in the Classroom: Individual and Group Reinforcement Systems

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement in the classroom to change individual and classroom wide behaviors. Reinforcement systems such as token system, the good behavior game, and level systems (among others) are highlighted and outlined for integration into the classroom. Materials and instructions for developing a token system are included.

Supportive Inclusion

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will review the key features, challenges, and ways to most easily address the challenges associated with including special education students in general education. Low effort strategies will be presented alongside practical implementation tips.

The Behavior Plan: Writing High Quality, Easy to Implement, Effective Behavior Plans

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Once challenging behaviors have been assessed, information gathered should be utilized to develop the Behavior Intervention Plan. In this training, participants are guided through the components of the behavior plan, how to develop interventions to make challenging behaviors ineffective for the student, and how to write functionally equivalent replacement behavior goals. This session is the perfect follow up to the Assessing Problem Behavior training.

The Big Four: Essential Skills to Prevent Problem Behaviors

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

This training focuses on the article "The Big Four" by Rosales et. al, which covers "likely universal repertoires that may constitute a core curriculum for child(ren) at risk for problem behavior and would increase the likelihood of navigating his or her environment effectively in such a way as to contribute to the overall quality of life". Attendees will learn to identify the four repertoires and how to teach them across a variety of functioning levels.

Using Low Intensity Strategies to Reduce Disproportionality - **NEW!**

Presented by SPG BCBA Clinical Supervisors (3 hrs.)

Disproportionality is defined as the presence of students from a specific group in an educational program being higher or lower than one would expect based on their representation in the general population of students. The ripple effect of disproportionate placement in special education or disproportionate disciplinary interventions can be seen throughout the lifetime of a student. This training describes eight low-effort, high-impact strategies to apply universally to assist all students with being successful in the least restrictive environment. Participants will be provided with a low-intensity strategy reflection tool to guide them as they navigate the new school year.

Positive Behavior Interventions and Support (PBIS) Trainings for All Staff

Classroom Management: Self-Assessment and Setting Expectations

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will utilize a classroom management self-assessment to review critical classroom management practices. Participants will have the opportunity to develop an expectations matrix for their classroom both across settings and activities/routines. Strategies for outlining, displaying, and teaching expectations will be reviewed with examples for multiple settings and routines.

Physical Arrangement and Classroom Procedures

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will learn components of thoughtful classroom arrangement for behavior management and maximizing instructional efforts. The importance of outlining, teaching, and practicing classroom procedures is outlined with examples for a variety of classroom procedures.

Low Intensity Behavior Strategies

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will learn seven low effort, high impact strategies to engage learners in the classroom and minimize problem behaviors. Each strategy will have an accompanying tip sheet and an opportunity to practice or see the strategy in action.

Reinforcement Systems

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will get an overview of token economies and how to best utilize reinforcement systems in varied classroom settings. The key components of effective reinforcement systems will be outlined for participants to develop new systems or trouble shoot existing systems. Participants will also be introduced to group reinforcement contingencies and will be provided with a token economy development worksheet.

Supportive Inclusion

Presented by SPG BCBA Clinical Supervisors (2 hrs.)

Participants will review the key features, challenges, and ways to most easily address the challenges associated with including special education students in general education. Low effort strategies will be presented alongside practical implementation tips.

The Classroom Coaching Model for General Education, RSP, and Special Education Teachers

*** The Classroom Coaching Model uses a combination of interviews, coaching, consultation, 1:1 support and monthly workshop-style trainings in a unique yearlong support program for teachers.*

Month 1: Introduction to the CCM: Classroom Climate and Building Rapport

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants will learn the basis for the CCM, the importance of a positive classroom climate and the benefits to building positive rapport with students early in the year. Concrete techniques for building rapport and creating a positive learning environment are outlined.

- Teacher Interviews and Observations

Month 2: The Classroom Environment: Expectations, Rules and Procedures

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants will learn how the physical layout of the classroom plays a role in behavior management. The importance of developing, teaching, and practicing expectations, rules, and procedures is outlined with concrete methods for implementing in the classroom.

Teacher Interviews and Observations
Feedback Sessions and Goal Setting

Month 3: Preventing Problem Behavior

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants learn the importance of understanding antecedents, or the events that reliably precede problem behavior. Once common antecedents are established, easy to implement prevention strategies are outlined.

Feedback Sessions and Goal Setting

Month 4: Low Intensity Strategies

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants will learn seven low effort, high impact strategies to engage learners in the classroom and minimize problem behaviors. Each strategy will have an accompanying tip sheet and an opportunity to practice or see the strategy in action.

Classroom Coaching Sessions

Month 5: Reinforcement Systems

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants get an overview of token economies and how to best utilize reinforcement systems in varied classroom settings. Participants are introduced to group reinforcement contingencies and are provided with a token economy development worksheet.

Classroom Coaching Sessions

Month 6: Instructional Management

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants are introduced to key components of impactful instruction in the classroom. Opportunities to see and practice strategies such as effective pacing, active supervision, error correction, and opportunities to respond are provided for participants.

Classroom Coaching Sessions

Month 7: Classroom Behavior Games

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants are introduced to effective, fun, and evidence-based classroom games to improve classroom behavior.

Classroom Coaching Sessions

Month 8: Reactive Strategies

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants are taught the importance of function based responding to problem behavior so that responses have an extinguishing effect.

Classroom Coaching Sessions

Month 9: Self-Management

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants are tasked with developing a self-management plan and opportunities to practice utilizing plan components are built into this interactive training.

Classroom Observations and Reassessment

Month 10: Data Collection

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Participants are taught several different user-friendly data collection methods, given an opportunity to practice using each method. Additionally, participants are taught the importance of visually inspecting data to inform the direction of intervention.

Feedback Sessions and Goal Setting for Summer/Fall

The Head Start Series for Teachers and Support Staff – **NEW!**

Month 1: Understanding Behavior

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This training covers why problem behaviors are likely to occur as well as the essential components to any effort to change behavior. The functions of problem behavior and how they relate to the skill deficits of the individual are reviewed in an easy to digest format. Strategies to prevent behaviors, teach replacement behaviors, and also change your response to behavior are reviewed and practiced.

Month 2: Training Caregivers and Support Staff

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Behavior skills training is an easy and effective way to teach new skills. This training reviews the main components of BST; instructions, modeling, rehearsal, and feedback and provides a solid rationale for using these steps to disseminate information to parents, students, and staff.

Month 3: Increasing Motivation and Engagement

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This presentation will provide participants with effective and easy to implement strategies needed to successfully support parents with engaging students through distance learning. Modeling and videos as well as opportunities to practice strategies will be provided for participants.

Month 4: Increasing Communication

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This presentation details the importance of communication skills around requesting for items, activities, attention, and refusing items they don't want. Staff will learn to assess student current abilities for these skills and learn how to support parents with addressing missing skills across a variety of functioning levels.

Month 5: Strengthening Positive Behaviors

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement to increase positive behaviors and remove inadvertent reinforcement for problem behaviors.

Month 6: Individualizing Supports

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Individualized supports are critical in educational settings that cater to varying skill sets. This training outlines ways to adjust content, supports, and interventions based on the needs of the learners. Teachers also get an overview of the key components of the IFSP and IEP documents so they may utilize these documents to develop optimal individualization of supports.

Trainings for Parents – **NEW!**

Key Skills for Success: An Overview

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This introductory course reviews information from Rosales et. al, which covers the four critical skills that when present, prevent problem behavior. Parents will learn to identify the four repertoires in this presentation and will learn how to teach them across a variety of functioning levels across the remainder of the "Key Skills" series.

Key Skills for Success: Asking for Items, Activities, Attention and Learning to Say No

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This presentation details the importance of communication skills around requesting for items, activities, attention, and refusing items they don't want. Parents will be able to assess their child's current abilities for these skills and learn how to teach missing skills across a variety of functioning levels.

Key Skills for Success: Increasing Leisure, Social and Play Skills

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This presentation details the importance of leisure skills. Parents will be able to assess their child's current leisure skills and learn how to teach missing skills across a variety of functioning levels.

Key Skills for Success: Tolerating Adversity

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This presentation details the importance of developing strategies to tolerate or cope with aversive situations that will ultimately benefit them later in life. Parents will be able to assess their child's current ability to tolerate adversity and learn how to teach missing skills across a variety of functioning levels.

Let's Talk.... Toilet Training

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This presentation walks parents through the step-by-step process of how-to toilet train their child. From planning and preparing to implementing, parents will feel confident in their ability to take on toilet training. Handouts include a printable data tracking sheet and tip sheet.

Let's Talk.... Expanding Food

Presented by SPG BCBA Clinical Supervisors (1 hr.)

Expanding a child's food repertoire can be tricky. This presentation was developed by a behavioral specialist and occupational therapist to address various issues that are common among children who have food selectivity. Handouts include a printable tip sheet.

Let's Talk.... Sleep Routines

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This presentation covers topics such as common sleep issues in children, barriers to good sleep habits, and how to overcome these. Parents will learn how to establish sleep routines for their child and implement them with consistency.

For BACB Certificated Staff: SPG Therapy & Education has been authorized as a provider of Type II continuing education by the Behavior Analyst Certification Board, Inc.® BACB ACE Provider Number: OP-18-2841. Certificated attendees will be able to receive continuing education units toward maintenance of their certification if requested.

For Speech Language Pathologists: SPG Therapy & Education is a state approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board. Speech-Language-Pathologists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

SPG Therapy & Education is a state approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board. Speech and Language Therapists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. District SLP's, as well as related special education staff, are welcome to attend these 3 hour or 6-hour presentations free of charge. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

SPG Therapy & Education Professional Development Program

OT and PT Trainings 2021-2022

SPG Therapy & Education is happy to collaborate with local SELPAs and LEAs in the provision of professional development activities for staff. Trainings/In-services are presented by our OT and PT Clinical Supervisors or by nationally recognized speakers in the field. The following is a list of topics that are available for presentation at a district or SELPA specified location or via live remote webinar. The number of complimentary presentations is based on the number of full-time SPG staff contracted by the district. We encourage you to take advantage of this supplemental service program.

| | Tier 1 (1-3 SPG Staff) | Tier 2 (4-9 SPG Staff) | Tier 3 (10+ SPG Staff) |
|---------------------------------------------------------|----------------------------------------|-------------------------------------------|-------------------------------------------|
| Complimentary Presentation – (SPG Speakers only) | 1 presentation/yr. (3 hours total) | Up to 2 presentations/yr. (6 hours total) | Up to 3 presentations/yr. (9 hours total) |
| External Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee |
| SPG Speakers | SPG will be responsible for 25% of fee | SPG will be responsible for 50% of fee | SPG will be responsible for 50% of fee |

SPG requires four weeks prior notice for training requests presented by SPG speakers.

Trainings must be confirmed two weeks in advance.

**** External Speaker-** *At least two-month notice is required in order to allow time for an outside speaker to make travel reservations, etc. Additional travel costs may apply to total speaking fee. Cancellations of outside speakers are subject to a 50% cancellation fee. Thank you for your understanding.*

To view the most updated trainings or to make a request, visit our website at www.spgtherapy.com and click on Professional Development. In addition to trainings, SPG’s behavior team offers 1:1 student support, consultation to classrooms and assessments.

Contact PD@spgtherapy.com for more information.

AT Equipment and Adaptations for Success in the Classroom

Presented by SPG OT and PT Clinical Supervisors (1 hr.)

Audience – DIS Providers, Educational Staff, University Audiences

Functional positioning, seating, and adaptive devices can improve postural control, deformity management, pressure/ postural management, comfort, and postural accommodation to maximize mobility and access. These modifications are essential in aiding people with disabilities in purposeful movements, such as transitioning from one place to another to participate in daily activities. Participants will become familiar with how to address mobility Assistive technology, positioning, and the use of various devices to increase functional independence activities of daily living.

Teletherapy Tools and Approach for OT and PT

Presented by SPG OT and PT Clinical Supervisors (1 hr.)

Audience – OTs, PTs, Teletherapy Paraprofessionals, University Audiences

Attendees will learn creative ways to use common items found in the home to increase engagement in teletherapy sessions, as well as assist parents with ‘thinking outside the box’ with using items that are not considered conventional therapy tools. The goal is to provide fun and meaningful ideas to therapists and e-facilitators to target skill building using a non-conventional path.

Transfers, Transitions, and Positioning- Safe Practices: Save your Back for School Staff

Presented by SPG OT and PT Clinical Supervisors (1 hr. or 2 hrs.)

Audience – DIS Providers, Educational Staff, District Administrators, University Audiences

Attendees will become proficient in proper body mechanics, which promotes safe lifting and transferring of students and decreases stress on assistants’ bodies. With back injuries at work accounting for 20-36% of all work-related injuries, this is important and very preventable! This presentation includes active participation with demonstration and practice to enhance learning, so dress with movement in mind.

Understanding OT-PT-APE in the Schools

****** *Presented by SPG OT and PT Clinical Supervisors and Special Education Attorney (1 hr. or 2 hrs.)*

Audience – DIS Providers, Educational Staff, District Administrators, University Audiences

Understanding how OTs, PTs and APE Teachers are similar, yet have vast differences, can allow the education staff, district administrators, and DIS providers a clear path to meeting the students’ needs more efficiently. Attendees will build knowledge around how to differentiate and best utilize physical therapists, occupational therapists, and the adaptive physical education teacher. This allows for a more robust collaborative process in finding the best path to meet the needs of each student and support the staff and IEP process

Virtual Assessments and Evaluations for PT and OT

Presented by SPG OT and PT Clinical Supervisors (1 hr.)

Audience – OTs, PTs, Graduate Students

Participants will become familiar with virtual considerations to account for in the virtual testing realm and how to effectively choose suitable virtual assessments for PT and OT to gain the most useful and valid information. Factors that will be addressed during the presentation include:

- Technological considerations/HIPAA compliant platform
- Environmental considerations/E-facilitator
- Prepping for testing/evaluation session
- Questionnaires and effective observation strategies

For OT/ PT Certificated Staff: SPG Therapy & Education PT and OT professional development opportunities are provided by highly skilled Licensed OTs and PTs in the state of California. At this time, courses are not pre-approved for CEUs. Please refer to your professional board for options in obtaining CEU's.