SPG Therapy & Education
Professional Development Program Guide
2023-2024

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SPG Therapy & Education
Professional Development Program

CEUs for SLPs & SLPAs
Certificate of Attendance for all Disciplines

2023-2024

SPG Therapy & Education is happy to collaborate with schools, organizations and SELPAs in the provision of professional development activities for staff. Presentations 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 specified location or via live remote webinar. In person presentations may include travel costs. 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, school or organization. We encourage you to take advantage of this supplemental service program. Please refer to the table below to determine your Tier Level.

	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.	Up to 2 presentations/yr.	Up to 3 presentations/yr.
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.**
- **All in-person presentations will include travel costs. Virtual presentations do not include travel costs.**

** 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 **PD@SPGTHERAPY.COM** for questions and/or additional information.

Assistive Technology: From Assessment Through Implementation - NEW!

Presented by SPG's AT Specialists (90 mins- 2 hrs.)

Audience – SLPs, Teachers

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. At each annual IEP, the team is asked if the student requires assistive technology as part of their access to FAPE. How do we know? How can a team determine which AT tools to try? Due to the fact that a student's academic environment, their learning demands and the available AT tools are continuously changing, AT is a dynamic process of trials, exploration and experimentation. Having a basic understanding of what tools are available can guide the team to selecting appropriate tools to try which can lead to effective implementation and ultimately increased student success! All levels of student abilities will be represented, from low to high support needs, low tech to high tech.

AT in the Classroom: Empowering Teacher's Support Staff

Presented by SPG's AT Specialists (90 mins- 2 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

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! Two-hour version includes 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.

AAC in the Classroom: Empowering Support Staff

Presented by SPG AAC/AT Specialists (90 mins- 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.

AAC Tools, Modalities & Vocabulary- NEW!

Presented by SPG AAC/AT Specialists (90 mins- 3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

During this presentation, we will explore a wide range of AAC tools, modalities, and vocabulary systems that have revolutionized communication access for people with various disabilities and conditions. Whether you are an AAC user, a caregiver, a professional, or simply interested in inclusive communication, this presentation is for you.In addition to discussing the tools themselves, we will explore different AAC modalities, such as speech-generating devices, manual signing, gesture-based systems, and eye-gaze technology. Each modality will be presented with real-life examples and case studies, showcasing the impact they have had on individuals' lives, fostering independence, and improving social interaction.

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

Presented by SPG AAC/AT Specialists   (90 mins- 2 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!

Culturally Responsive Intervention Practices in AAC

Presented by SPG AAC/AT Specialists (3 hrs.)

Audience – SLPs, SLPAs

Working with an ever-increasing diverse student population requires flexibility and creativity to ensure the interventions we are delivering to our students are culturally responsive. This is particularly important for supporting our culturally linguistically diverse students who use AAC. It can be a challenge for the clinician to develop cultural competence, and implement culturally and linguistically appropriate AAC systems, materials, and activities for each individual student. This presentation will address the challenges involved in supporting CLD students who use AAC, and provide the tools and strategies needed to be successful!

CVI-Friendly Supports and Considerations for AAC

Presented by SPG AAC/AT Specialists (2- 3 hrs.)

Audience – SLPs, SLPAs

Cortical visual impairment (CVI) is a term used to describe visual impairment that is neurologically based. Though CVI is the dominant visual impairment that impacts many of our students with complex communication needs (CCN), it is not always recognized or understood by speech-language pathologists (SLPs). Special considerations need to be made to appropriately support students with CVI who use augmented & alternative communication (AAC). This presentation will provide SLPs with an accessible overview of CVI characteristics, how to accommodate a student's CVI in order to provide a valid AAC assessment and appropriate AAC systems, and the adaptations needed to implement efficacious AAC interventions.

Effective AAC Implementation

Presented by SPG AAC/AT Specialists (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.

Introduction to AAC Assessments - NEW!

Presented by SPG AAC/AT Specialists (2 hrs.)

Audience – SLPs, AT/AAC Specialists, Special Education Teachers

This presentation will provide the framework for evidence-based AAC assessments. Each step in the process will be examined in detail. Current tools for conducting the AAC assessment will be discussed. Participants will have access to the most up-to-date AAC information and research, handouts, and templates. SPG's AAC Report Writing Guideline will be shared, which can shape the educationally based AAC Assessment from start to finish. Participants will have opportunities to ask case-specific and general questions on AAC assessments.

Keeping It Legal: AAC Services in the Educational Setting

Presented by SPG AAC/AT Specialists (2- 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!

Supporting Literacy Learning for Students who use AAC - NEW!

Presented by SPG AAC/AT Specialists (90 mins- 3 hrs.)

Audience – SLPs, SLPAs, Support Staff, Teachers

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.

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.

Interdisciplinary Collaboration - NEW!

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Audience – SLPs, SLPAs, Teachers

This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

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
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 SPG AAC/AT Specialist (2 or 3 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

An Overview of Ethical Considerations for the School Based SLP/A.- NEW!

Presented by Sean Green, M.S., CCC-SLP, (60 mins)

Audience – SLPs, SLPAs

ASHA Approved CEU Course- ASHA's Code of Ethics provides guidance for SLPs and SLPAs across workplace settings. The code highlights principles of duty, accountability, fairness and responsibility. Attendees will have an opportunity to review and identify aspects of these principles that apply to professionals working in the school based setting.

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.

Honoring Cultural & Linguistic Diversity through CA School-Based Speech-Language Assessment

Presented by: Maret Wilson, M.A., CCC-SLP, Bilingual 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: SLP Considerations 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.

Evaluation and Eligibility Determination for English 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.

Deaf and Hard of Hearing

Bilingual ASL-English Language Intervention
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (60- 90 mins.)*

Audience – SLPs, SLPAs, Teachers of the deaf
This presentation will cover bilingual ASL-English strategies for language intervention with Deaf children. It will address how to define bilingualism in this population, as well as strategies to promote it. The concepts of Common Underlying Proficiency (CUP) and cross-linguistic transfer will be reviewed, with discussion of how they relate to our work with bilingual Deaf children. Intervention strategies for literacy, vocabulary, and syntax will be discussed, as well as overall language intervention techniques.

Language Deprivation in Deaf and Hard of Hearing Children
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)*

Audience – SLPs, SLPAs, Audiologists, Teachers of the deaf
Language deprivation is a serious condition that can occur in any child but occurs disproportionately more often in Deaf and hard of hearing (DHH) children. As such, this presentation focuses on how language deprivation occurs in this population and how professionals can recognize the signs and symptoms. The main argument of this presentation is that language deprivation is preventable; therefore, it is important to educate professionals on the cause and prophylaxis of language deprivation in order to lessen its impact on children's development. There is sufficient emerging evidence on language deprivation that allows us to understand how to mitigate its effects.

Research-Based Intervention for Working with Deaf and Hard of Hearing Children
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)*

Audience – SLPs, SLPAs
This presentation will cover evidence-based practice, critical thinking, and analytic inquiry for speech-language pathologists working with Deaf and hard of hearing (DHH) children. It will review concepts in neurolinguistics and holistic treatment, as well as how to apply these concepts to our practice with this population. Participants will leave with a better understanding of how to detect pseudoscience, how to self-reflect on their own practice, and how to serve DHH children in a way that maximizes success and reduces harm.

Vocabulary and Literacy Intervention for Deaf and Hard of Hearing Students - NEW!
*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (90 mins- 2 hrs.)*

Audience – SLPs, SLPAs, Teachers of the deaf
This presentation will cover what vocabulary is and how to distinguish a word from a concept. It will propose a linguistic perspective to vocabulary when working with Deaf children and will provide strategies for expanding vocabulary in this population. A broader definition of literacy will be proposed and strategies for targeting literacy in a more expansive sense will be suggested.

IEP Compliance: Eligibility, Report Writing, and Assessment

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

Presented by Anna Davis, M.S., CCC-SLP, Jennifer Lopez, M.S., CCC-SLP, Janna Gray, CCC-SLP, Natalie Webber, M.S., CCC-SLP, Jenna Ratcliff, 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

*** 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.

Gestalt Language Processing- NEW!

*** Presented by Katie Arnold, M.A., CCC-SL, Meaningful Speech (1.5- 3 hrs.)*

Audience – SLPs, SLPAs

This presentation reviews echolalia and its role in gestalt language development. We will look at the difference between analytic language development and gestalt language development, as well as, how to identify if a child is a gestalt language processor. The stages of Natural Language Acquisition (NLA) will be outlined. Assessment in terms of language sampling and scoring within the NLA framework will be discussed.

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Additionally, we will explore some example goals and how to support language with a gestalt language processors at each stage of gestalt language development.

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.

Language Deprivation vs. Language Disorder - NEW!

*** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (1-2 hrs.)*

Audience – SLPs, SLPAs

This presentation will review the difference between language deprivation and disorder, including their etiologies and symptoms. It will explain the differential diagnosis of language deprivation from similar presentations of language delay and language disorder. It will utilize a literature review of both empirical and theoretical research to inform evaluation and treatment.

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 (3 or 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
Presented by Kaitlin Anderson, M.S., CCC-SLP (90 mins)

Audience – SLPs, SLPAs

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; reimagined for the home, taking into consideration tools and resources available
to families.

Teletherapy with Animated Videos - NEW!
** Presented by Anna Vagin, Ph.D. (2 hrs.)

Audience – SLPs, SLPAs

Finding materials that easily and effectively translate into teletherapy sessions can be challenging. We will review research supporting the use of animated videos as engaging materials and review a diverse set of specific activities to work in inference, narrative discourse and greater social understanding. Multiple examples of using readily available annotations as visual supports will be given. While specifically applicable to teletherapy, all the materials and activities discussed can also be used for in-person sessions. We will consider the all-important topic of goal writing and documentation of progress via rubrics. Participants will leave with updated lists of great videos and activities to pair with them.

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.

Pragmatics and Autism Spectrum Disorders

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

Audience – SLPs, SLPAs, OTs, Classroom Aides, School Counselors

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.

Conversation in Real Time: Using Animated Videos for Conversation Practice - NEW!
*** Presented by Anna Vagin, Ph.D. (2 hrs.)*

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

The complex nature of conversation often challenges students with language and/or social cognition differences. Conversational competence encompasses the ability to participate in conversations effectively and involves keeping up with the pace and path of conversation, monitoring and adjusting our tone and prosody, incorporating nonverbal communication, maintaining attention, staying regulated, paying attention to the emotional information communicated to us by our partner, and many other components of cognition,

pragmatics and discourse. This seminar will focus on an activity developed specifically to support conversation practice - Conversation in Real Time (CRT), in which students partner together to provide conversational voice-over for animated videos without accompanying dialogue. Given the language formulation, spontaneity and flexibility required to keep up with the pace of action between characters (and thus the conversation,) we will discuss how to select appropriate animated videos based on several variables. Finally, we will discuss how we can use rubrics to write goals and keep data on performance. Participants will leave with a list of suggested animated videos and activity sequences for using the CRT framework in their sessions.

"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.

The Thinking Side of Social: The Role of Mental State Verbs in Development
** *Presented by Anna Vagin, Ph.D. (90 mins- 3 hrs.)*

Audience – SLPs, SLPAs
Mental state verbs (MSV) describe processes of cognition, and thereby aren't visible. While we can see someone "running", we can't see the internal process of "hoping". However, understanding and use of MSV is a critical reflection of cognitive development, and is important for discourse development, academic success, social understanding, and conversational competence. We will begin by exploring the term, drawing from the fields of theory of mind, cognition, linguistics, and attachment. The research exploring how students with language and social challenges differ in their understanding and use of mental state verbs will be reviewed. Then we will explore how to develop MSV in the students with whom we work, covering in-session activities as well as suggestions for teachers and families. Participants will leave with a clear understanding of the critical role that MSV play, as well as activities to incorporate into their therapy sessions and consultations with teachers and families.

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: A Therapeutic Role-Playing Game as a Portal to Social Growth - NEW!
*** Presented by Anna Vagin, Ph.D. (90 mins- 3 hrs.)*

Audience – SLPs, SLPAs, OTs, School Counselors, Support Staff, Teachers
It can be challenging to keep students engaged in the social learning process. Over the years, they see many programs and materials, and the statement "I already know all about __" challenges us to continuously search for new, evidence-based materials. We'll discuss a recently-released therapeutically-applied role-playing game developed by gametogrow.org – Critical Core, and its application to our work in social cognition. Critical Core is NOT a video game, it's a quest-driven social experience that supports and values collaboration. Based in a DIR/Floortime model, Critical Core works to develop executive function, regulation, collaboration, perspective taking, and imaginative play. We'll learn about the game components and examine three case studies following the game experience and progress of: a student with social pragmatic disorder and ADHD, a student with learning differences and anxiety, and a student with twice exceptionality

School is Full of Feelings: What's a SLP/SLPA/OT to do?
*** 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, Teachers
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
*** Presented by Anna Vagin, Ph.D. (3 or 4.5 hrs.)*

Audience – SLPs, SLPAs, Support Staff, OTs, Psychologists, School Counselors, Teachers
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.

Wait! What Did I Miss? Understanding the Role of Jump Cuts in Inferential Skills-
NEW!
*** Presented by Anna Vagin, Ph.D. (2 hrs.)*

Audience – SLPs, SLPAs, Support Staff, Teachers
Inference underlies academic, social and even conversational success, and depends on the ability to identify and process relevant details and apply our knowledge of the world to the current situation we are trying to

understand. Jump cuts – the actions and events that we may miss or that aren't shown us – makes inference significantly more challenging for students with language and social cognitive differences. Many students we see in our sessions 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, including storybooks, textbooks, animated videos, and a semi-structured conversation curriculum, as we review a range of activities for engaging intervention.

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, School Counselors, Support Staff, Teachers
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' Learning by Modifying Teachers' Instructional Communication

*** 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.

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, BCBAs, 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.

The Role of SLPs in Relation to the MTSS
*** 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.

Tips for Forging Great Partnerships with Parents
*** Presented by Jean Blosser, CCC-SLP, Ed.D , ASHA Fellow (Creative Strategies for Special Education) (3 hrs.)*

Audience – SLPs, SLPAs, 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 and Janna Grey, M.S., 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.

Differential Diagnosis for Apraxia of Speech - NEW!
** Presented by Kimberly Sanzo, M.S., CCC-SLP, BCS-SL, Founder, Language First (60- 90 mins.)

Audience – SLPs

This presentation will review the characteristics of speech production errors in children with Childhood Apraxia of Speech (CAS) and those in Deaf children. It will cover how the errors in each population look dissimilar as well as how clinicians can differentiate between the two. Considerations for identifying CAS in Deaf children will be covered, as well as strategies for intervention when a Deaf child had CAS.

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.

Literacy and The Role of the School-Based SLP
Presented by SPG AAC/ AT Specialist (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

** *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

Presented by Shelley Freitas, M.S., 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.

Replace Challenging Behaviors and Create Connected, Confident, and Compassionate Kids with Communication Commercials – NEW!

** *Presented by Ellen Dodge, MEd, CCC-SLP (90 min.- 3 hrs.)*

Audience – SLPs, SLPAs, Teachers

Professionals who want tangible, effective, and easy to implement social-emotional (SEL) tools in the school settings will want to join this practical, "hands-on" training. The Kimochis Keys to Communication will be highlighted as these simple yet powerful tools provide students with positive communication tools to replace challenging behavior and promote resiliency. The connection between feelings and behavior and how temperament influences social habits will be outlined for academic and social implications. Professionals will leave with the formula to provide "doable doses" of SEL instruction by creating 5-minute "Communication Commercials" that will help kids practice ONE communication tool all day long. Together, teachers and specialists use the same language to create connected, confident, compassionate kids.

Selective Mutism –

***Presented by Emily R. Doll, M.A., M.S., CCC-SLP, (3 hrs.)*

Audience – SLPs, SLPAs, Psychologists

Is your student just shy or is there something more going on? As speech-language pathologists and school psychologists, 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.

The Nuts & Bolts of Apraxia Therapy- NEW!
*** Presented by Cari Ebert, M.S., CCC-SLP (3 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.

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.

I'm Not Quite an Expert & That's Okay: Increasing Empathy, Confidence and Effectiveness in Assessment and Treatment of School-age Stuttering– NEW!
Presented by Janna Gray, MA CCC-SLP and Molly Stepaniak, MA CCC-SLP (3 hrs.)

Audience – SLPs, SLPAs
Studies show there is limited training and overall reduced confidence in the area of stuttering, across speech-language pathologists. This course will serve as an opportunity to increase awareness and understanding of the lived experience of a person who stutters, while simultaneously building the competence of the clinician who may serve them. This timely presentation will help draw a parallel between stuttering the conversation of diversity, equity, and inclusion.

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.

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: 6/19/23

SPG Therapy & Education
Professional Development Program

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

2023-2024

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 training sessions 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.	Up to 2 presentations/yr.	Up to 3 presentations/yr.
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.**

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.

Interested in a Tailored Series? *SPG Therapy is happy to tailor each series to fit the needs of the district and the availability of the professionals who will attend. We're happy to discuss your specific needs if you have several dates and training hours in mind. If you are looking to tailor a series of training sessions for your district, please contact deanna.glass@spgtherapy.com.*

Acceptance and Commitment Therapy (ACT) Applied Tools and Activities Series (3 Parts)

Presented by SPG BCBA Clinical Supervisors (90 mins. per Part, 4.5 hrs. total)

Part 1: Introduction to ACT
This training will introduce the six ACT core processes through experiential activities and applied tools. The key concepts associated with ACT as well as the hexaflex and ACT Matrix will be overviewed.

Part 2: The Hexaflex and Core Processes
This training will go in depth into 4 of the 6 core processes of ACT. Participants will have an opportunity to explore each core process through experiential activities, discussion, and an overview of the rigid and flexible topographies of each.

Part 3: Core Processes and Committed Action
This training will go in depth into the final 2 core processes of ACT. Participants will re-assess their level of comfort for implementing the ACT core processes and will be exposed to considerations for assessment and data collection. The session will commence with a committed action activity to plan how the ACT core processes will be implemented in either personal or professional life.

Interdisciplinary Collaboration

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

Trainings for Paraprofessionals, Registered Behavior Technicians (RBTs) and Support Staff

ABA in Schools - NEW!

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Applied Behavior Analysis (ABA) uses evidence based interventions to improve behavior in socially significant ways. When implemented in schools, ABA shares many key principles with Positive Behavior Interventions and Supports (PBIS), the 3-tiered framework. This workshop is designed for RBTs, and classroom professionals to review the ways that interventions at each tier of support can be applied for best outcomes. Tier-1 strategies for everyone, tier-2 strategies for some, and tier-3 strategies for individuals are reviewed and practiced.

Back Up! Strategies to Increase Student Independence

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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 (90 mins.)

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 (90 mins.)

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.

Considerations and Building Rapport- NEW!

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This training creates the foundation for the support staff series but can be a great training for the onset of the school year when teams are trying to set the tone for their classrooms. Participants are presented with a set of considerations, or "lenses" to look through when looking at challenging behaviors. These considerations help participants understand why problem behaviors may be more likely with the students they work with.

Data Collection

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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.

Implementing a Behavior Plan- BIP Components and Processes- NEW!

Presented by SPG BCBA Clinical Supervisors (90 minutes or 3 hrs.)

RBTs, 1:1's, and Classroom Staff are often tasked with implementing a Behavior Intervention Plan to support a student in their classroom. This training breaks down the components of a Behavior Plan, highlights the key details and importance of each section, and provides participants with an opportunity to reference Behavior Plan(s) to identify where to find the supports needed for common scenarios in the classroom. Participants will be provided with a mock-plan to use through the activities built into the training.

Key Skills Series (3 Parts)- NEW!

Presented by SPG BCBA Clinical Supervisors (1 hr. per Part, 3 hrs. total)

Part 1: Key Skills: Requesting Items, Activities, Attention and Saying No

This session starts the overview of the "Big Four" skills for success as described by Ala'i and colleagues in the article The Big Four, Functional Analysis Research Informs Preventative Behavior Analysis. Specifically, participants are provided with specific ways to assess and teach the critical communication skills of requesting and saying "no".

Part 2: Key Skills: Independent, Social and Leisure Skills

This session highlights the importance of independent and leisure skills, and how these skills can be taught for optimal success. Expanding leisure skills to social opportunities is discussed as well.

Part 3: Key Skills: Tolerating Adversity
This session dives deeper into the "Big Four" skills for success. Specifically, ways to assess and teach tolerating and navigating adversity.

Neurodiversity and Anti-Ableism in the Classroom - NEW!

Presented by SPG BCBA Clinical Supervisors (90 mins.)

Neurodiversity is defined as the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population. This presentation covers tangible ways to shed outdated and ableist strategies and affirm neurodiverse ways of learning, communicating, and engaging with others. Participants are provided with a brief history of the neurodiversity rights movement and the impacts that ableism has on the mental health and general-wellbeing of neurodiverse individuals. This discussion-rich, action-oriented training is ideal for classroom staff, related service providers, and administrators.

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

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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 (90 mins.)

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 (90 mins.)

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.

The Acting Out Cycle

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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 (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.

Trauma Informed Series (3 Parts)

Presented by SPG BCBA Clinical Supervisors (90 mins. per Part, 4.5 hrs. total)

Part 1: Trauma Informed Overview

This training outlines trauma and its impact on development, behavior, and learning. Participants receive the Trauma Informed Guide as well as an overview of the basics of behavior.

Part 2: Trauma Informed Practice (Plan, Teach, Respond)

This training describes specific strategies to plan, teach, and respond with a trauma-informed lens.

Part 3: Trauma Informed Assessment and Self Care

This training outlines the importance of caring for oneself while supporting students with extensive needs. Participants receive a self-reflection tool and specific tips for building healthy self-care habits.

Using Reinforcement Effectively

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.

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 Parents – NEW!

Key Skills for Success: An Overview

Presented by SPG BCBA Clinical Supervisors (1 hr.)

This introductory course reviews information from Ala'i-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.

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 (90 mins or 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.

Interdisciplinary Collaboration

Presented by SPG BCBA Clinical Supervisors (90 mins. or 3 hrs.)

This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

Using Low Intensity Strategies to Reduce Disproportionality

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 Special Educators, Psychologists and Administrators

Training Classroom Staff: Behavior Skills Training for Teachers

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 classroom staff and students alike.

Classroom Behavior Games

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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 (90 mins.)

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.

Key Skills for Success: An Overview

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This training focuses on the article "The Big Four" by Ala'i-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.

Reinforcement in the Classroom: Individual and Group Reinforcement Systems

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 in the classroom to change individual and classroom wide behaviors. Reinforcement systems such as the 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 (90 mins.)

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.

Using Low Intensity Strategies to Reduce Disproportionality

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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 Classroom Behavior Supports (PCBS) Series
Training for All Staff- NEW!

PCBS Session 1: Considerations and Building Rapport

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> This training creates the foundation for the support staff series but can be a great training for the onset of the school year when teams are trying to set the tone for their classrooms. Participants are presented with a set of considerations, or "lenses" to look through when looking at challenging behaviors. These considerations help participants understand why problem behaviors may be more likely with the students they work with.

PCBS Session 2: Expectations and Environmental Arrangement

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> 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. Participants will learn components of thoughtful classroom arrangement for behavior management and maximizing instructional efforts.

PCBS Session 3: Procedures and Routines

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> The importance of outlining, teaching, and practicing classroom procedures is outlined with examples for a variety of classroom procedures.

PCBS Session 4: Low Intensity Strategies- Part 1

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> Participants will learn 3 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.

PCBS Session 5: Low Intensity Strategies- Part 2

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> 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.

PCBS Session 6: Using Reinforcement

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> 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.

PCBS Session 7: Responding to Behavior

Presented by SPG BCBA Clinical Supervisors (90 mins.)

> Participants are taught the importance of function based responding to behavior so that interventions are

optimally impactful.

PCBS Session 8: Data Collection

Presented by SPG BCBA Clinical Supervisors (90 mins.)

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.

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: Trauma Informed Responding and Self-Care

Presented by SPG BCBA Clinical Supervisors (90 mins.)

This training describes specific strategies respond to young students with a trauma-informed lens. It also outlines the importance of caring for oneself while supporting students with extensive needs. Participants receive a self-reflection tool and specific tips for building healthy self-care habits.

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.

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.

Professional Development Program

OT and PT Trainings

2023-2024

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.	Up to 2 presentations/yr.	Up to 3 presentations/yr.
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" 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 and 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 Adaptive Physical Educations (APE) teachers are similar, yet have vast differences, can allow the education staff, district administrators, and DIS providers a clear path to meeting students' needs more efficiently. Attendees will build knowledge around how to differentiate and best utilize physical therapists, occupational therapists, and the APE 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 a 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 for obtaining CE.