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THE CAHELP

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# PROFESSIONAL LEARNING & SERVICES



## Guide



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2019-20

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# Explore Our Professional Learning Opportunities

The 2019-20 professional learning opportunities provide an increasing inter-connectedness between the academic, behavioral, and social/emotional supports to keep you learning, growing, and working toward the relentless pursuit of whatever works in the life of a child.

Participate in just one course or attend a pathway that provides in-depth knowledge in a specific area. Several pathways provide a blended approach to face-to-face learning and online learning.

As always, all of the professional learning opportunities we offer are supported by research and are provided by specialists in their field. We believe in high quality professional learning will enhance your teaching practice and greatly benefit your students.

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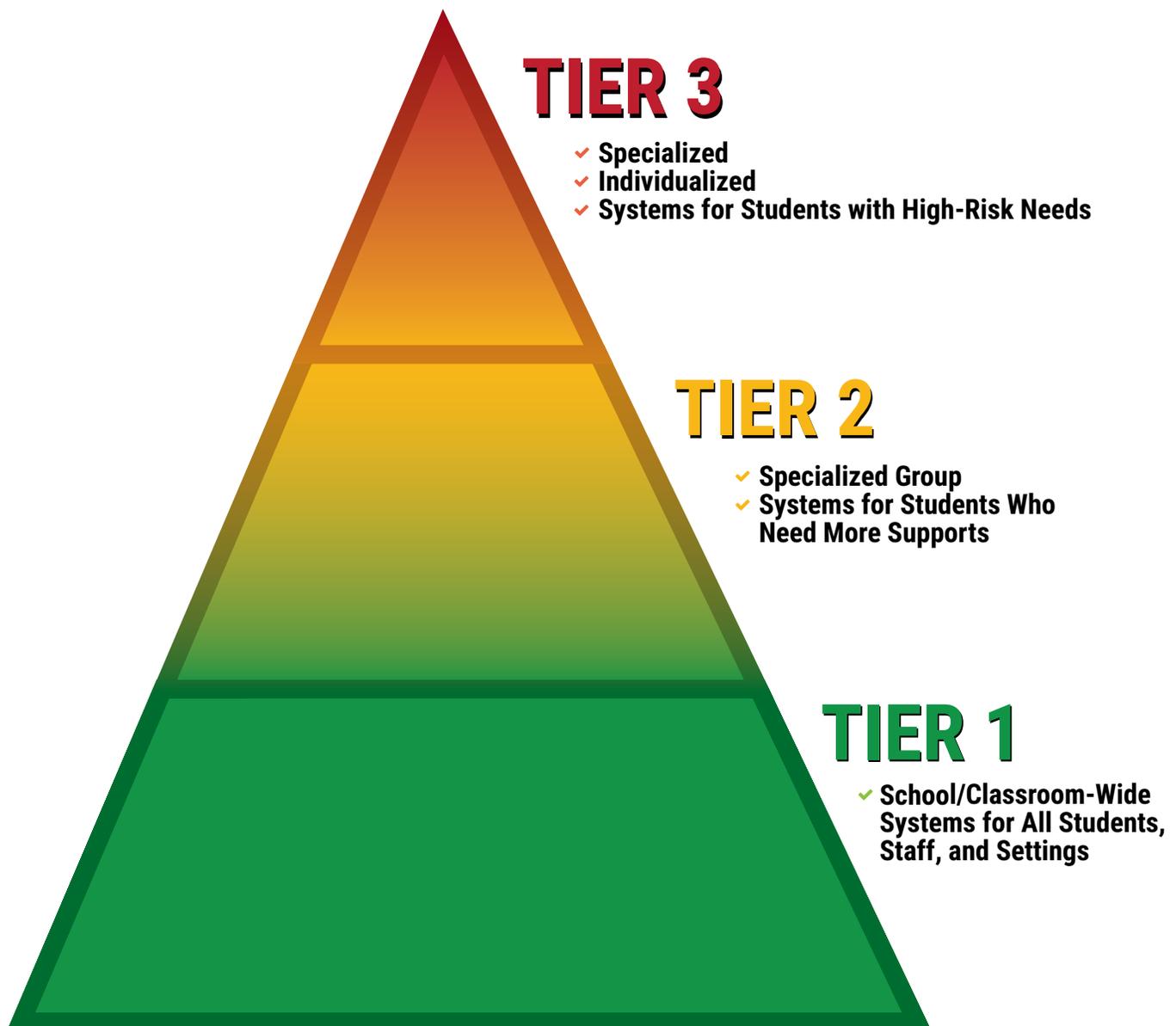
*If you have any questions regarding any of the professional learning opportunities presented in this guide, please contact Marysol Hurtado at [Marysol.Hurtado@cahelp.org](mailto:Marysol.Hurtado@cahelp.org) or at (760) 955-3552.*



# Interconnected Multi-Tiered Systems of Support (IMTSS)

Our Interconnected Multi-Tiered Systems of Support (IMTSS) framework will help ensure that all students have an evidence-based system of instruction, school climate, and comprehensive social/emotional supports that will assist them in achieving success. This unique combination:

- Embraces and addresses the diverse needs of ALL students
- Provides high-quality curricula aligned with resources and supports
- Provides additional supports and interventions for students when necessary
- Aligns the systems necessary for academic, behavioral, and social/emotional success





# Legend



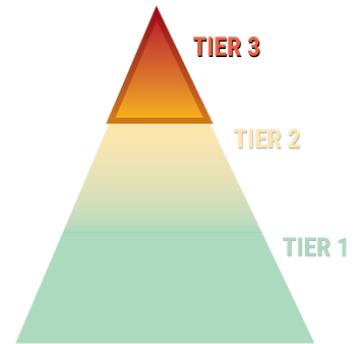
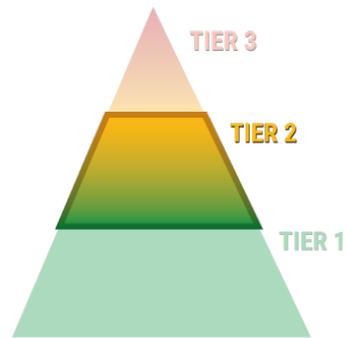
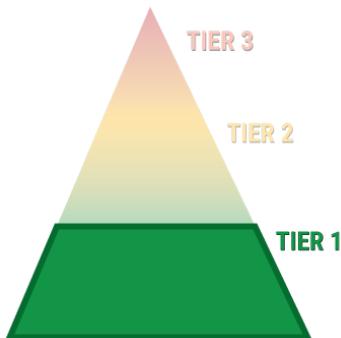
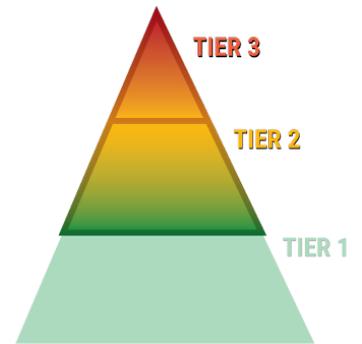
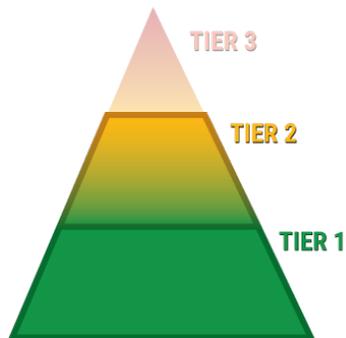
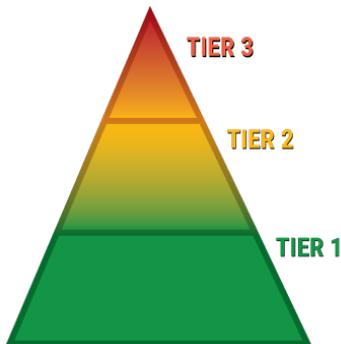
This event is a regional event, hosted at the Desert Mountain Educational Service Center, located at 17800 Highway 18, Apple Valley, CA 92307.



This event can be scheduled to be hosted on-site. For more information, please visit [www.cahelp.org/onsite](http://www.cahelp.org/onsite) (A minimum number of participants may be required for specific trainings due to the content and/or interactive nature of the training.)



This event is available to be taken as an online course.





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# PLC

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## Professional Learning Courses

Professional learning courses provided by the Desert/Mountain SELPA, Charter SELPA, and Children's Center are supported by research and are provided by specialists in their field.

Most courses are offered regionally and will be scheduled throughout the year. Many courses can also be scheduled at the district, charter, or school site by completing an on-site request.

To schedule an on-site training, simply [complete the form](#) located at:  
[www.cahelp.org/onsite](http://www.cahelp.org/onsite)



**Co-Teaching: The Power of Two**

For more information or to register for this training, visit: <https://www.cahelp.org/>

Co-teaching exemplifies inclusive education. Learn the basic approaches of co-teaching and how they are utilized to deliver high quality instruction to ALL students. This course will cover effective partnerships, components of successful models, and other fundamental concepts. Teachers are encouraged to attend with their co-teachers or department teams.

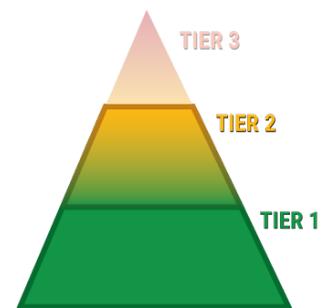
**Intended Audience**

Special education teachers, general education teachers, instructional coaches, and site administrators.

LINDA RODRIGUEZ  
 PROGRAM SPECIALIST  
 (760) 955-3681  
[linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org)  
 6:00 Hours

**LCAP Priorities**

Pupil Engagement, Pupil  
 Achievement, Implementing State  
 Standards, Course Access

**Dyslexia: Assessments and Academics**

For more information or to register for this training, visit: <https://www.cahelp.org/>

Part 1 Foundations, Screenings, and Assessments: This course series will provide participants with a foundational overview of dyslexia. The definition of the disorder, the various types of dyslexia, the associated brain functions, and the academic manifestation of dyslexia will be discussed. Additionally, participants will learn about the laws and guidelines related to the school identification of dyslexia. Reading/literacy fundamentals and the needs of special populations (i.e., English Language Learners, and gifted/talented) will be explored.

Having this foundational overview will enable participants to understand the assessment and screening process for dyslexia, and will enable them to identify targeted instructional practices within the MTSS/Rtl continuum. In addition, participants will spend time identifying screening/evaluation tools typically employed in the identification of dyslexia.

Part 2 Academic Supports and Interventions: This course series will focus on the targeted instruction associated with dyslexia within the MTSS/Rtl continuum that is explicit, multisensory, structured, sequential, comprehensive, and cumulative. This time will be spent on what teachers can do to ensure the success of students in their classroom who struggle with reading or have been identified as having dyslexia. Academic interventions for the five components of reading will include research-based programs, assistive technology, and Universal Design for Learning.

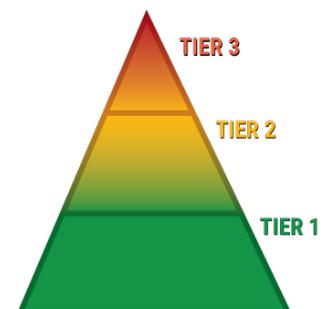
**Intended Audience**

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

KARINA QUEZADA  
 PROGRAM SPECIALIST  
 (760) 955-3578  
[karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 6:00 Hours

**LCAP Priorities**

Pupil Engagement, Pupil  
 Achievement, Implementing State  
 Standards, Course Access



## ACADEMIC SUPPORTS

### Playing Around in Math



For more information or to register for this training, visit: <https://www.cahelp.org/>

This mathematics training content is designed to provide strategies that help students appreciate math with engaging discussions, great questions to get them thinking, and captivating activities that adhere to the Common Core State Standards (CCSS) and practices. This training is packed with concrete, pictorial, and abstract activities to make the Common Core State Standards manageable, meaningful, and fun! Participants develop and learn hands-on strategies to teach grade-level content that addresses the gaps of students who are struggling with basic mathematical understanding in number sense: addition, subtraction, multiplication, and division. Course content also can include: fractions, money, place value, and math projects. The activities in this course may be designed to engage the students in higher-level thinking with model drawing and error analysis in math with real world applications to help develop rich problem-solving activities. With a menu of options to choose from, this training can be designed to fit your needs.

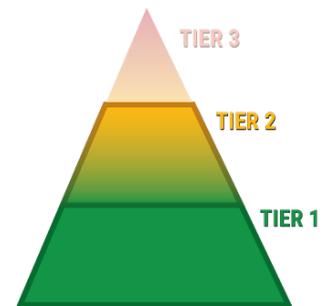
#### Intended Audience

Special education teachers, general education teachers, and paraprofessionals.

 RENEE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3586  
 [renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 6:00 Hours

#### LCAP Priorities

-  School Climate, Pupil Engagement, Pupil Achievement, Implementing State Standards, Other Pupil Outcomes



## ACADEMIC SUPPORTS

### UNIVERSAL DESIGN FOR LEARNING: ACCESS FOR ALL



For more information or to register for this training, visit: <https://www.cahelp.org/>

Have you ever wondered how to make instruction work in inclusive settings? How does one manage all of the learning differences found in one classroom? Universal Design for Learning (UDL) is a framework that dispels the myth of the average learner by recognizing learner variability. In this session, you will learn how UDL supports teachers in systematically addressing learner differences and creating equitable access to the curriculum for all students. Teachers and staff can build the capacity they need to meet the needs of all children by integrating Universal Design for Learning (UDL) as the foundation to an academic Multitiered System of Supports (MTSS).

Participants will need to bring and use their own devices (e.g., Chromebook, laptop, iPad, etc.). Additional on-site coaching can also be provided by request.

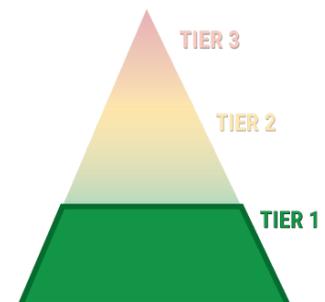
#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, instructional coaches

 BONNIE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3572  
 [bonnie.garcia@cahelp.org](mailto:bonnie.garcia@cahelp.org)  
 6:00 Hours

#### LCAP Priorities

-  Pupil Engagement, Pupil Achievement, Course Access



# UNIVERSAL DESIGN FOR LEARNING: IMPLEMENTATION THROUGH INSTRUCTIONAL DESIGN AND INSTRUCTIONAL TECHNOLOGIES



For more information or to register for this training, visit: <https://www.cahelp.org/>

Universal Design for Learning (UDL) is a framework that dispels the myth of the average learner by recognizing learner variability. In this six-hour blended learning course, participants will explore UDL's four instructional components: goals, assessments, methods, and materials. Instructional technologies that lend themselves to the UDL framework will be discussed, analyzed and explored to support participants in their ability to develop lesson plans that are UDL friendly. A brief overview of the UDL framework will be provided; however, participants should have a basic understanding of the UDL principles and guidelines, expert learning, and learner variability to support the application of the framework to their developing lesson plans.

Participants will need to bring and use their own devices (e.g., Chromebook, laptop, iPad, etc.). Additional on-site coaching can also be provided by request.

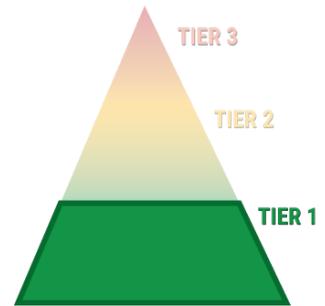
## Intended Audience

Special education teachers, general education teachers, paraprofessionals, instructional coaches

**BONNIE GARCIA**  
PROGRAM SPECIALIST  
(760) 955-3572  
[bonnie.garcia@cahelp.org](mailto:bonnie.garcia@cahelp.org)  
6:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement, Course Access



## ASSESSMENT

# 1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One



For more information or to register for this training, visit: <https://www.cahelp.org/>

A 1:1 paraprofessional is a support that may be provided to students with disabilities when additional assistance is necessary in order to meet goals and objectives and to benefit educationally. This course will provide guidance in determining if a student requires the additional support of a 1:1 paraprofessional. Objectives of this course include:

- Explore environmental factors contributing to the perceived need of a 1:1 paraprofessional
- Learn about natural supports and best practices that can deter the need of a 1:1
- Learn about the responsibilities of an IEP team when requesting and assigning this level of support, including incorporating fading practices
- Explore the D/M SELPA forms required when a 1:1 is requested

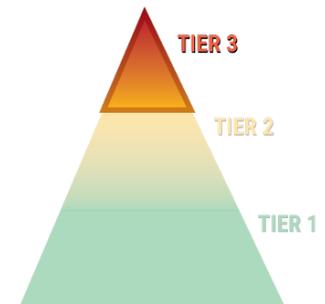
## Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

**KARINA QUEZADA**  
PROGRAM SPECIALIST  
(760) 955-3578  
[karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
4:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement, Course Access



## Administering an Alternate English Language Proficiency Test to Students with Moderate to Severe Disabilities



For more information or to register for this training, visit: <https://www.cahelp.org/>

In this training, participants will learn the administration of the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). This survey instrument may be used to assess language proficiency of ELL students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the ELPAC, and is designed for students who participate in the California Alternate Assessment (CAA). It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English.

In addition to learning the administration of the VCCALPS, participants will learn about other resources available to help IEP teams decide when unsure about which English language development assessment a student will best respond to.

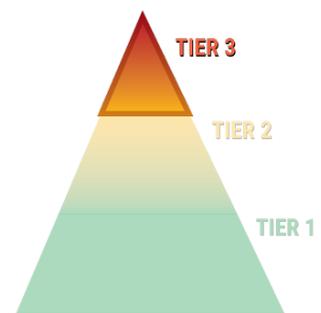
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, speech pathologists, and bilingual/ELD personnel.

KARINA QUEZADA  
 PROGRAM SPECIALIST  
 (760) 955-3578  
[karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 4:00 Hours

### LCAP Priorities

Basic Services, Course Access,  
 Other Pupil Outcomes



## Administering the California Alternate Assessment (CAA)



For more information or to register for this training, visit: <https://www.cahelp.org/>

Students demonstrating significant cognitive needs might be eligible to take an alternate state test, the California Alternate Assessment (CAA). Students found eligible for this test by their IEP team in grades 3rd - 8th and 11th, will take this computer-based, individually administered summative assessment. The CAA is aligned with the Common Core State Standards (CCSS) and is based on the Core Content Connectors (CCs). Professionals administering this test must receive training annually. Participants of this course will understand:

- The purpose and use of the CAAs for English language arts/literacy (ELA), mathematics, and science
- The various components of preparing for the CAA administration for ELA, mathematics, and science
- The step-by-step procedures for administering the CAAs for ELA, mathematics, and science to students

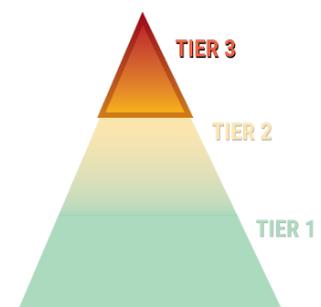
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

KARINA QUEZADA  
 PROGRAM SPECIALIST  
 (760) 955-3578  
[karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 3:00 Hours

### LCAP Priorities

Course Access, Other Pupil  
 Outcomes



## ASSESSMENT

# The Basics of Accessing the Curriculum Through Assistive Technology



For more information or to register for this training, visit: <https://www.cahelp.org/>

Assistive technology (AT) and accessible instructional materials can provide equitable opportunities for students to access the curriculum. The purpose of assistive technology (AT) is to identify what supports and options are required in order for a student to make progress towards his/her goals. This course will introduce participants to the SETT framework, a four-part model intended to encourage collaborative decision making for AT considerations. The SETT framework is a guideline for gathering data to make effective AT decisions. SETT is an acronym examining: Student's abilities and concerns, Environments in which the student experiences barriers, Tasks which are difficult for the student to accomplish (IEP goals), and Tools that may be useful to accomplish the identified task(s).

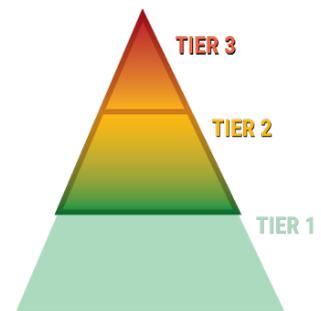
### Intended Audience

Site administrators, special education teachers, and paraprofessionals.

 SHEILA PARISIAN  
PROGRAM SPECIALIST  
 (760) 955-3567  
 [sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)  
 3:00 Hours

### LCAP Priorities

 Basic Services, Course Access,  
Other Pupil Outcomes



## ASSESSMENT

# Understanding Accessibility Resources within the California Assessment of Student Performance and Progress (CAASPP)



For more information or to register for this training, visit: <https://www.cahelp.org/>

Equal opportunity for all students to access instruction and demonstrate learning is a fundamental principle of public education. Accessibility resources represent a set of tools that help a student better access classroom instruction. They are also provided in a testing environment so that students can do their best to demonstrate their knowledge and skills. The Smarter Balanced Assessment System was designed to maximize accessibility for all students. An array of universal tools, designated supports, and accommodations are available to help ensure that Smarter Balanced summative and interim assessments generate a fair and accurate estimate of each student's achievement. The participants of this course will:

- Understand the importance of accessibility resources
- Learn about the various universal tools, designated supports, and accommodations available within the Smarter Balanced System
- Learn the initial steps in the identification of supports appropriate for each student
- Explore examples of student learning needs/characteristics that might be addressed through the use of accessibility resources

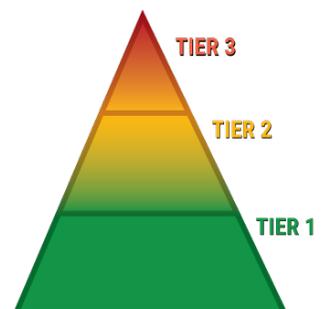
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

 KARINA QUEZADA  
PROGRAM SPECIALIST  
 (760) 955-3578  
 [karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 3:30 Hours

### LCAP Priorities

 Basic Services, Course Access,  
Other Pupil Outcomes





For more information or to register for this training, visit: <https://www.cahelp.org/>

The Desired Results Developmental Profile (DRDP) is an observation tool utilized by educators to record individual progress towards the achievement of specific outcomes across many domains of development. This instrument was developed by the California Development of Education

All preschool special education programs are required to submit the DRDP Preschool Fundamental View for each student to CASEMIS, including students who receive Speech and Language services only. Beginning in August 2018, the requirement for training special educators to use the DRDP (2015) will follow a new procedure. Mandatory training will be delivered by the Desired Results Access Project directly to all special education teachers and service providers who administer the DRDP (2015). Participants have two ways to complete training: 1. In-person session: A half-day training session held in each of the 11 California County Superintendents Educational Services Association (CCSESA) regions. OR 2. Online course: A self-paced course consisting of seven brief modules offered in the learning center. After completing either training option, all participants must complete an online demonstration of rating skills exercise in the Desired Results Access Project's learning center to receive a certificate of training completion. To register for a training, create an account through the learning center: <https://draccess.org/login/>. There is no cost to attend. For assistance, contact the Desired Results Access Project: Phone: (800) 673-9220 Ext. 2 or Ext. 4 or Email: [reports@draccess.org](mailto:reports@draccess.org) or [sarah.hughes@draccess.org](mailto:sarah.hughes@draccess.org)

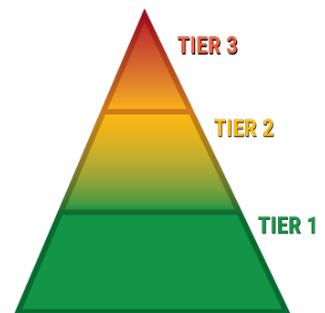
### Intended Audience

Early childhood special education teachers and early childhood speech and language pathologists.

 VERONICA ROUSSEAU  
 PROGRAM SPECIALIST  
 (760) 955-3587  
 [veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 2:00 Hours

### LCAP Priorities

 Pupil Achievement, Parent  
 Involvement, Implementing State  
 Standards



## AUTISM

### Autism for Paraprofessionals: Behavior, Communication, and Social Understanding



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed to provide paraprofessionals, working with students with autism, a better understanding of the challenges students with autism face and how to support them. Participants will discuss the various behaviors students with autism engage in and how to best address them while improving student engagement and participation. Participants will also have a better understanding of what social communication deficits look like for students with autism and how to support the development of skills in these areas. Strategies will be shared that can be used to support the development of social understanding and improve the interactions of students with autism and their peers. All areas will be discussed in relation to the characteristics of autism and determining how to best meet student needs while addressing areas of concern.

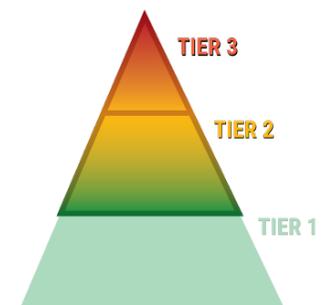
### Intended Audience

Paraprofessionals.

 JENNIFER ROUNTREE  
 PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 6:00 Hours

### LCAP Priorities

 School Climate, Pupil Engagement,  
 Pupil Achievement





For more information or to register for this training, visit: <https://www.cahelp.org/>

The focus of this course is to provide participants with a better understanding of the behaviors students with autism are engaging in and how to provide appropriate support. Students with autism display a variety of behaviors throughout the day that often impact their ability to learn. Such behaviors may include the routine/ritualistic expressions characteristic of autism, unusual/socially unaccepted ways of communicating and socializing with others or behaviors such as task avoidance, verbal outburst, or physical aggression. Individuals on the spectrum often engage in these undesired behaviors as a way to self-regulate or communicate. Topics of discussion for this course will include functions of behavior, functional communication, replacement behaviors, staff members' role in behavior, interventions, and the importance of data collection.

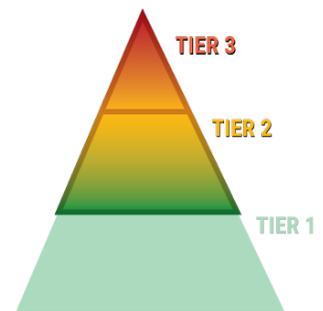
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

JENNIFER ROUNTREE  
 PROGRAM SPECIALIST  
 (760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement



For more information or to register for this training, visit: <https://www.cahelp.org/>

The focus of this course is to provide participants with a framework for understanding Autism Spectrum Disorders (ASD). Topics include prevalence, characteristics, educational and social implications, and effective interventions/instructional strategies. An emphasis will be placed on understanding evidence-based practices (EBPs), identifying the most recent changes reported by the National Professional Development Center on Autism Spectrum Disorders and understanding the importance of incorporating these instructional strategies in all settings. This course is designed for anyone touching the life of an individual on the autism spectrum.

Participants will become familiar with ASD, the characteristics and how they impact learning, become familiar with the 27-established evidence-based practices, be aware of the importance of establishing routines, being consistent, and using evidence-based practices to support student growth and performance in all environments.

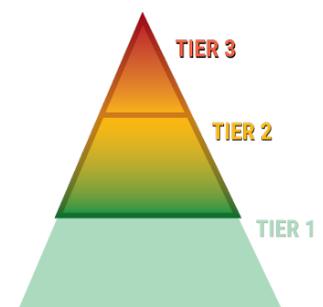
### Intended Audience

General and special education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

JENNIFER ROUNTREE  
 PROGRAM SPECIALIST  
 (760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 3:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement





For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed to provide participants with a framework for understanding how autism affects an individual's social communication. One of the two areas impacted by autism is social communication. Individuals on the spectrum struggle with different aspects of social communication including, but not limited to, understanding and effectively using skills related to pragmatics, expressive and receptive language, making friends, participating in social groups, group activities in the educational setting, and other daily social interactions. Topics of discussion will include the differences between speech and communication, the skills needed to be an effective communicator, the misperception that individuals with autism do not want to socialize, the impact failed social attempts may have on a student, the role Theory of Mind and Central Coherence play on social communication, and what interventions/instructional strategies can be used to support an individual with autism to increase his/her overall social competence.

Participants will be able to identify areas of communication affected by autism, understand the impact of impaired joint attention and how deficits in the area of pragmatics impacts communication and social interactions. Participants will understand the role motivation plays in communication. They will also understand how unsuccessful social interactions may impact the outlook of an individual with autism.

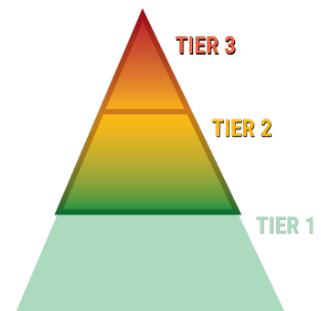
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, service providers, clinicians, and parents.

JENNIFER ROUNTREE  
 PROGRAM SPECIALIST  
 (760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 6:00 Hours

### LCAP Priorities

Pupil Engagement, Pupil Achievement



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will focus on the psychological theories of autism and how a student's weakness in any of them may impact their ability to access the curriculum or excel in any environment. Through the presentation of case studies, three psychological theories will be discussed and shown to directly impact students with autism and their ability to access academic content and a less restrictive environment. Participants will also determine how evidence-based practices (EBPs) can be used to help students progress toward and meet specific standards and classroom expectations. Participants will learn the three psychological theories that affect students with an autism spectrum disorder, (Theory of Mind, Central Coherence, Executive Function) and how they relate to autism. Participants will also learn how weaknesses in each of the above-mentioned areas inhibits progress toward academics and participation in the least restrictive environment. Participants will discuss EBPs and how they can be used to help support the student based on current needs and determine ways to increase student progress and success in the least restrictive environment.

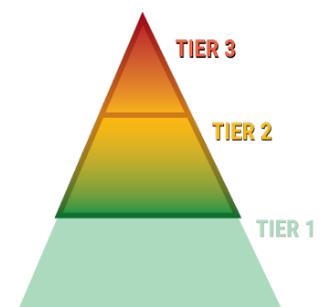
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and speech-language pathologists.

JENNIFER ROUNTREE  
 PROGRAM SPECIALIST  
 (760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 3:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement



## Social Skills Training: An Evidence-Based Practice for Individuals with Autism



For more information or to register for this training, visit: <https://www.cahelp.org/>

Social skills training is a hot topic when discussing how to support individuals with autism. As one of the defining characteristics of autism, social communication challenges often limit or inhibit effective social interactions with others. These interactions can include, but are not limited to making friends, participating in group conversations, and sharing information with others in socially acceptable ways. In 2014, social skills training (SST) was added to the list of 27 evidence-based practices established by the National Professional Development Center on Autism Spectrum Disorder (NPDC). This list identifies practices used with individuals with autism that have an evidence-base to support its effectiveness.

This course will explain social skills training, share the evidence supporting its effectiveness, explain the process for implementation and discuss what makes it an effective practice when teaching social skills to individuals with autism. Participants will be given the opportunity to practice the specific skills related to SST, brainstorm with others on what SST can look like, and develop a list of ways SST can be incorporated into current supports being provided to individuals with autism.

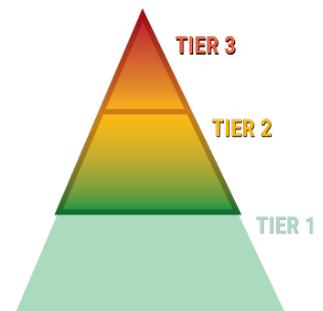
### Intended Audience

General education teachers, special education teachers, paraprofessionals, service providers, clinicians, and parents.

 JENNIFER ROUNTREE  
PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 6:00 Hours

### LCAP Priorities

 School Climate, Pupil Engagement, Pupil Achievement



## BEHAVIORAL SUPPORTS

### Behavior Intervention Plans 1 and 2- Application



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-requisite: Behavior Intervention Plan (BIP) 1 and/or 2. This course will focus on the application of the principles of behavior planning after participants had the opportunity to implement in their settings. Participants should come prepared to engage in discussions and troubleshooting activities such as the scoring of a plan related to the application of behavior plans in their setting and must bring an actual behavior plan from their practice.

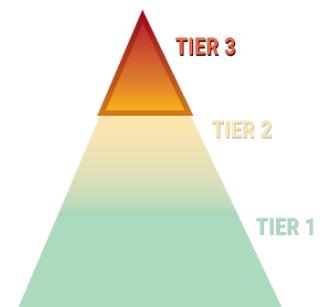
### Intended Audience

Special education teachers, school psychologists, and administrators.

 DANIELLE COTE  
PROGRAM SPECIALIST  
 (760) 955-3584  
 [danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
 1:30 Hours

### LCAP Priorities

 Pupil Engagement, Pupil Achievement



# Behavioral Intervention Plan Principles- The BIP Level 1



For more information or to register for this training, visit: <https://www.cahelp.org/>

This online course will guide practitioners in creating effective behavior intervention plans for early stages behaviors or as an interim plan for moderate, serious, or extreme behaviors. The behavior intervention plan form level 1, an abridged format of the behavior intervention Level 2, will be reviewed. Operational definitions, environmental strategies, the antecedent-behavior-consequence continuum, function, replacement behavior, reinforcement, crisis plan, data collection, and communication principles are explicitly taught.

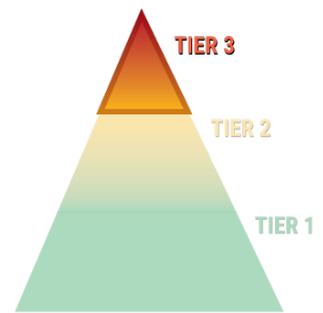
To gain access to this training, please click on <https://bit.ly/2HcfDBh>

### Intended Audience

Special education teachers, site administrators, and school psychologists.

**DANIELLE COTE**  
PROGRAM SPECIALIST  
(760) 955-3584  
[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
1:00 Hours

**LCAP Priorities**  
Pupil Engagement, Pupil Achievement



# Behavioral Intervention Plan Principles- The BIP Level 2



For more information or to register for this training, visit: <https://www.cahelp.org/>

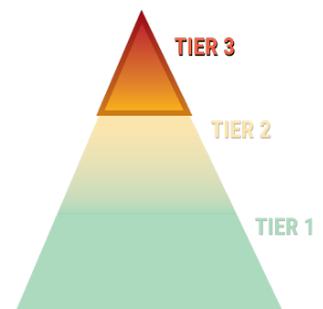
This course will guide educators in creating effective behavior intervention plans for students needing intensive intervention and supports. Participants will learn the essential elements of a research-supported behavior intervention plan that includes, operational definitions, data collection, antecedents, consequences, ecological analysis, environmental changes, functions of behavior, replacement behaviors, teaching strategies, reinforcement, generalization, prompting, reactive strategies, goals, and communication. The Behavioral Intervention Plan Level 2 is the document that will be the focus of this course.

### Intended Audience

Special education teachers, school psychologists, and administrators.

**DANIELLE COTE**  
PROGRAM SPECIALIST  
(760) 955-3584  
[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
6:00 Hours

**LCAP Priorities**  
Pupil Engagement, Pupil Achievement



## Behavioral Support Plan (BSP), through the PBIS Lens



For more information or to register for this training, visit: <https://www.cahelp.org/>

What does a Positive Behavioral Interventions and Supports (PBIS) team do next when students are unresponsive to Tier 1 and Tier 2 supports? An intensive team, unique to the individual student, is responsible for designing the BSP based upon assessment data.

This course will first focus on simple and effective ways to assess student behavior with a short and easy team-based process using the competing pathways charting that is based on applied behavior science. This course will then guide educators in using a team-based approach to create an effective behavior support plan (BSP) for early stages of behavior, or at the Tier 3 level. The antecedent-behavior-consequence continuum, strategies that include changes in the environment and adult responses, function and instruction on replacement behavior, systems of individual reinforcement, and communication principles will be reviewed.

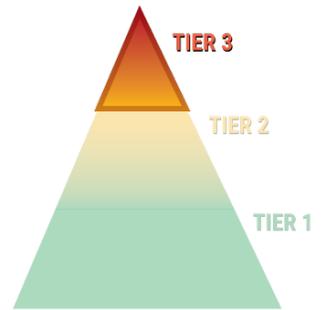
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, school psychologists, and school counselors.

**PERSON** NATALIE SEDANO  
PREVENTION AND INTERVENTION LEAD  
SPECIALIST  
**PHONE** (760) 955-3590  
**EMAIL** [natalie.sedano@cahelp.org](mailto:natalie.sedano@cahelp.org)  
**CLOCK** 7:00 Hours

### LCAP Priorities

**PLUS** Pupil Engagement, Pupil Achievement



## Bullying Prevention and Intervention: Using Expect Respect Curriculum



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course provides simple and clear strategies to prevent and intervene with bullying problems on school campuses, including modern day challenges associated with social media. Participants will be guided through the research-based supported curriculum, Expect Respect.

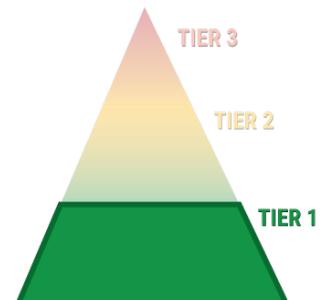
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, counselors, and site administrators.

**PERSON** ANGELA MGBEKE  
PBIS SPECIALIST  
**PHONE** (760) 955-3683  
**EMAIL** [angela.mgbeke@cahelp.org](mailto:angela.mgbeke@cahelp.org)  
**CLOCK** 6:00 Hours

### LCAP Priorities

**PLUS** School Climate, Pupil Engagement, Basic Services, Pupil Achievement, Parent Involvement, Other Pupil Outcomes



## Check-In Check-Out Intervention



For more information or to register for this training, visit: <https://www.cahelp.org/>

Check-In Check-Out (CICO) is a Tier 2, group oriented intervention designed especially for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observable across multiple settings. This training will teach participants the basic structure of setting up CICO with fidelity in a school system. Key features of CICO include: increased positive adult contact, social skills training, a direct link to school-wide behavioral goals and expectations, frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals. Research conducted on CICO consistently demonstrates associated decreases in problem behaviors, office discipline referrals, and referrals for special education services. Participants will understand how students are placed in a Tier 2 intervention, how CICO is implemented in schools, and how to create foundations for a CICO system.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

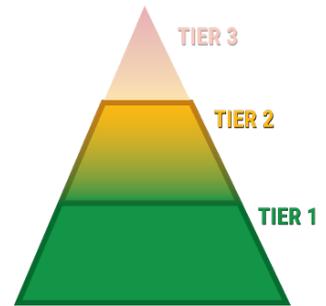
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

4:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Check-In Check-Out, CICO-SWIS



For more information or to register for this training, visit: <https://www.cahelp.org/>

Check-In Check-Out (CICO-SWIS) is a web-based decision-making system providing school/facility personnel with an online space to enter Check-In Check-Out (CICO) point card data easily and efficiently. Information entered into CICO-SWIS is confidential and secure. CICO-SWIS protects data through the use of account-specific passwords and high-quality data protection procedures. Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns, and student behavioral needs. Using these reports, teams can look at detailed information about success of targeted interventions for students and their referral patterns. Teams can use year-end reports to guide action planning for the referral patterns.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

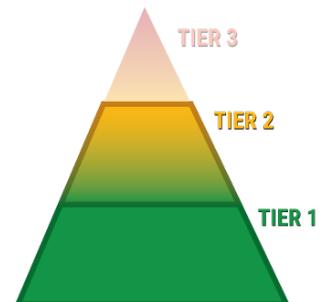
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

4:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Classroom Structure and Management



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed to assist participants in developing a classroom structure and management that will help limit the potential for undesired behaviors in your classroom. Participants will be introduced to the basic behavioral principles of antecedent-based strategies. We will explore classroom foundations, focusing on the physical arrangement of the classroom, and classroom management strategies to help students reach both academic and behavioral success.

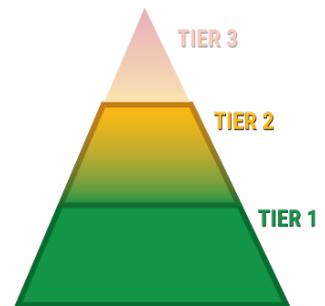
### Intended Audience

Special education teachers, general education teachers, and paraprofessionals.

 RENEE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3586  
 [renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 6:00 Hours

### LCAP Priorities

 School Climate, Pupil Engagement



## Competing Pathways Charting



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course focuses on simple and effective ways to assess student behavior with a short and easy team-based process using competing pathways charting, which is based on applied behavior science. Competing Pathways Charting (CPC) is a simple graphic organizer method that allows educators to create a document that will serve as a foundation to write a behavior support or intervention plan in short-fashion. Setting events, antecedents, target behavior, consequences, function of the behavior, and replacement behavior principles will be explored.

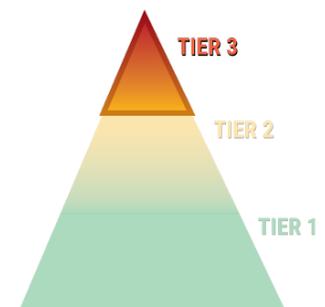
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, administrators, and school psychologists.

 DANIELLE COTE  
PROGRAM SPECIALIST  
 (760) 955-3584  
 [danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
 3:00 Hours

### LCAP Priorities

 Pupil Engagement, Pupil Achievement



## Creating a Responsive Classroom



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will focus on preventing, de-escalating, and responding to defiance in the classroom. There are going to be times when defiance happens, even when a positive system is in place and positive relationships are being fostered. Most often, students want to feel significant and get their needs met any way they can, and believe it or not they are not usually trying to annoy us. Participants will see twists on strategies they know and gather new approaches to use in their classroom, all while continuing to grow strong relationships with their students.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

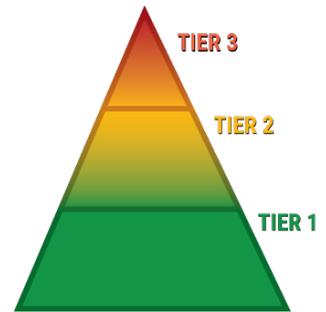
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Crisis Prevention Institute (CPI)



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Non-Violent Crisis Prevention Institute (CPI) is a two-day course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold, as a last resort, dangerous situations. Participants must dress safely and must attend the entire two-day course. At the successful demonstration of competency of disengagement skills and physical interventions and passage of a written exam, participants will receive certification.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, school psychologists, and administrators.

THE CPI TEAM

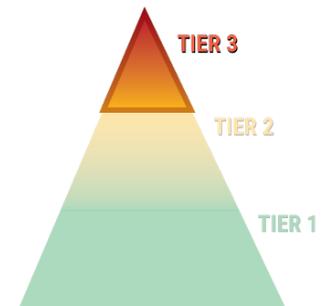
(760) 955-3584

[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)

12:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement



## De-Escalation Strategies for Educators



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course stresses the importance of focusing on prevention and early recognition of factors that may lead to escalation of student behavior. Topics will include self-care, precipitating factors, rational detachment, values of staff members and organizations, non-verbal communication, para-verbal communication, verbal communication, crisis development and the verbal de-escalation continuum. This course is an abridged version of day 1 of Crisis Prevention Institute (CPI).

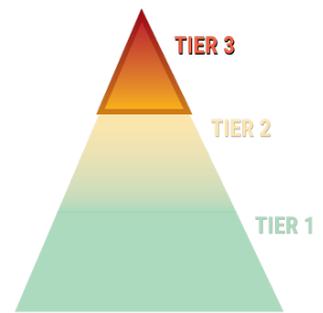
### Intended Audience

Special education teachers, paraprofessionals, site administrators, school psychologists, and general education teachers.

**DANIELLE COTE**  
PROGRAM SPECIALIST  
(760) 955-3584  
[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
3:00 Hours

### LCAP Priorities

☉ School Climate, Pupil Engagement



## Disability Awareness with Simulation



For more information or to register for this training, visit: <https://www.cahelp.org/>

The most formidable barrier facing individuals with disabilities is often found in the behavior of others. This course encompasses an overview of the most common disability categories and executive functioning skill deficits and their educational implications. Concrete strategies for the student will be explored. This course will also include an experiential component: "Don't walk a mile in my shoes, just sit an hour in my seat." A disabilities simulation component will provide participants with the opportunity to experience the challenges of children with specific learning disabilities (SLD). Participants will learn adaptive interventions for children with SLD, ADHD, and autism. An important goal of this course is to increase insight and empathy for children whose disabilities and social/emotional challenges impact their access to instruction and may cause disruptive behavior.

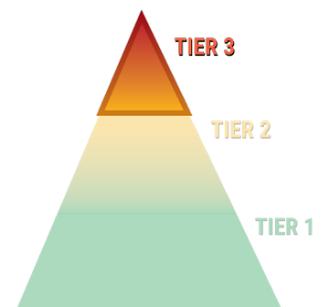
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, and administrators.

**DANIELLE COTE**  
PROGRAM SPECIALIST  
(760) 955-3584  
[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
6:00 Hours

### LCAP Priorities

☉ Pupil Engagement, Pupil Achievement



## Discouraging Problem Behaviors: Managing Those Little Rascals



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will provide strategies to support Positive Behavioral Interventions and Supports (PBIS) in the classroom. Participants will learn prevention strategies, identify function of behavior, and the principles of function-focused reinforcements using practical applications.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

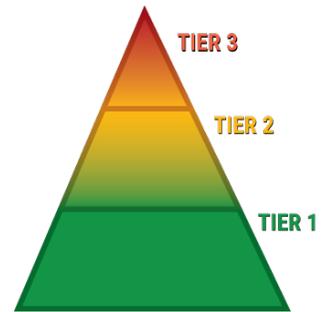
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

7:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Functional Behavioral Assessments- FBAs



For more information or to register for this training, visit: <https://www.cahelp.org/>

Educators will acquire the necessary foundational concepts in the areas of records review, interviews, challenging behaviors, data collection, environmental problems, antecedents and consequences, function of the behavior, and reinforcers to be able to complete a functional behavioral assessment, a best-practice step (and legally necessary in certain instances) leading to an effective behavior intervention plan.

### Intended Audience

Special education teachers and school psychologists.

DANIELLE COTE  
PROGRAM SPECIALIST

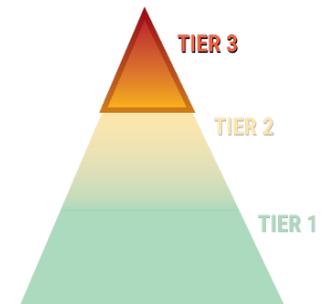
(760) 955-3584

[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)

3:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement





For more information or to register for this training, visit: <https://www.cahelp.org/>

To be effective in multicultural classrooms, educators must have the ability to relate respectfully with people of their own culture as well as those from other cultures. This course is designed to guide educators through activities that distinguish the differences between culture and climate on their campuses, and strategies for implementing culturally responsive practices. Participants will learn the core components of cultural responsiveness and how to use Positive Behavioral Interventions and Supports (PBIS) principles to change school cultures and systems to enhance educational equity. Intentional use of these strategies will support districts in reducing disproportionate practices.

**Intended Audience**

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

THE PBIS TEAM

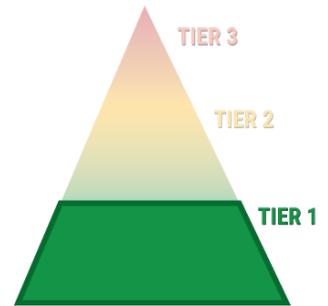
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

7:00 Hours

**LCAP Priorities**

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course provides participants with an understanding of sensory integration and self-regulation for children. Participants will learn practical evidence based strategies to implement in the educational environment to promote independence and learning.

**Intended Audience**

KATHLEEN PETERS  
PROGRAM MANAGER

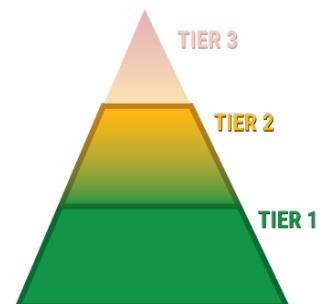
(760) 955-3568

[kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org)

2:00 Hours

**LCAP Priorities**

- Pupil Engagement, Implementing State Standards



# Learning Disability Simulation Workshop



For more information or to register for this training, visit: <https://www.cahelp.org/>

“Don’t Walk a Mile in My Shoes, Just Sit an Hour in My Seat.” A disabilities simulation component will provide participants with the opportunity to experience the challenges of children with specific learning disabilities (SLD). Participants will learn adaptive interventions for children with SLD, ADHD, and autism. An important goal of this course is to increase insight and empathy for children whose disabilities and social/emotional challenges impact their access to instruction and may cause disruptive behaviors.

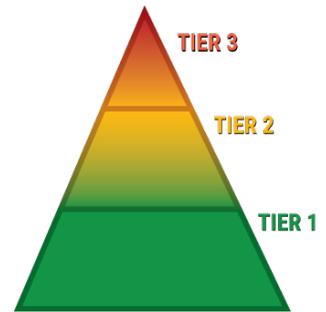
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech and language pathologists, clinicians, and parents.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
3:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement, Other Pupil Outcomes



# Mindfulness for Educators and Students



For more information or to register for this training, visit: <https://www.cahelp.org/>

Mindfulness is a continuum of research-based practices to support self-regulation and increased attention and focus for students and educators. Within an Interconnected Multitiered System of Supports (IMTSS) mindfulness is a Tier 1 support, intended for all educators and students, promoting proactive, preventative practices to support academic, social emotional, and behavioral learning and success. This 2 hour course will help participants

- Define mindfulness: What it is and is not
- Understand how mindfulness supports brain development and integration
- Develop proactive classroom practices to promote self-care and resilience as well as strategies to help educators and students identify triggers and decrease stress through mindfulness

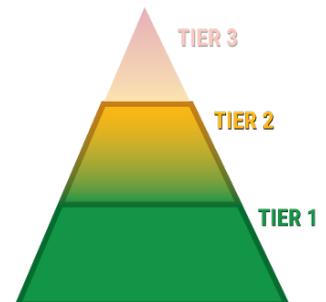
### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, counselors, and paraprofessionals.

**DANIELLE COTE**  
PROGRAM SPECIALIST  
(760) 955-3584  
[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement



## Positive Behavioral Intervention and Support (PBIS) Team

### Workgroup K-12



For more information or to register for this training, visit: <https://www.cahelp.org/>

This working day provides teams with an opportunity to review their current implementation plans, discuss next steps, action plan, and receive support as teams move through implementation steps. The Desert/Mountain SELPA Positive Behavioral Interventions and Supports (PBIS) team members will be in the room providing coaching and facilitation as requested by teams. Participants will build on existing relationships with their site PBIS team, identify their existing level of implementation, and design an action plan for growth.

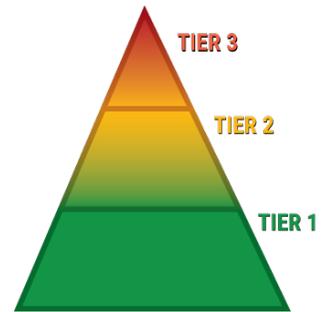
#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

ATHENA VERNON  
PREVENTION AND INTERVENTION LEAD  
SPECIALIST  
 (760) 955-3579  
 [athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)  
 6:00 Hours

#### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Positive Behavioral Interventions and Supports (PBIS) Bootcamp (K-12)



For more information or to register for this training, visit: <https://www.cahelp.org/>

This refresher course is designed for school sites who have been through the Positive Behavioral Interventions and Supports (PBIS) training, but may need a refresher at Tier 1. As teams and school site personnel grow and change, it is often necessary to build the capacity of current staff. This course is a supplement to the three-year commitment. Participants will become more familiar with the implementation of PBIS, identify the level at which the school/district is currently operating, and action plan steps for implementation.

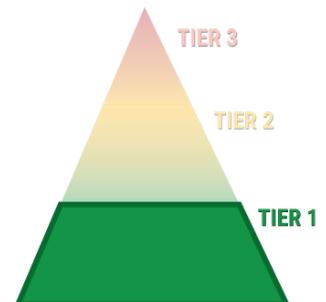
#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM  
 (760) 955-3579  
 [athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)  
 7:00 Hours

#### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

Do you have parents that are asking for assistance in their home? PBIS refers to a systems change process for an entire school, district, and home. The underlying theme is teaching behavioral expectations in the same manner as any subject. This session will define what a PBIS system may look like in the home setting to help build a connected system between a student’s home and school life. Participants will become more familiar with the system of PBIS and the multi-tiered approach as it relates to behavior, create a matrix of what positive behavioral expectations look like, sound like, and feel like in all the home areas, and identify common language between home and school regarding behavioral expectations.

**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, and parents.

THE PBIS TEAM

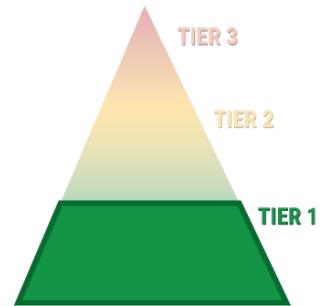
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

3:00 Hours

**LCAP Priorities**

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



**Overview**

For more information or to register for this training, visit: <https://www.cahelp.org/>

This overview will describe the what, why, and how of Positive Behavioral Interventions and Supports (PBIS) training. PBIS is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. Participants will gain a deeper understanding of the benefits of PBIS, understand how this framework fits with pieces that are currently working, and define how this framework fits in with their LCAP.

**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

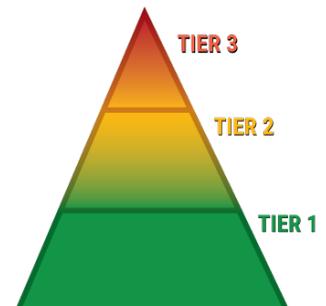
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

3:00 Hours

**LCAP Priorities**

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Positive Behavioral Supports and Interventions (PBIS) Sustainability



### Network

For more information or to register for this training, visit: <https://www.cahelp.org/>

The PBIS Sustainability Network provides a forum for PBIS practitioners, representing schools and districts, to share successful strategies and resources, update their knowledge, and build capacity and sustainability of PBIS/MTSS in their school or district. The PBIS Sustainability Network will focus on a Multi-Tiered Systems of Supports (MTSS) model supported by implementation science. Key features of the model include: (a) integrated academic, behavior, and social- emotional components, (b) data driven decision making, (c) evidence-based practices, and (d) development of a continuum of student supports.

#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

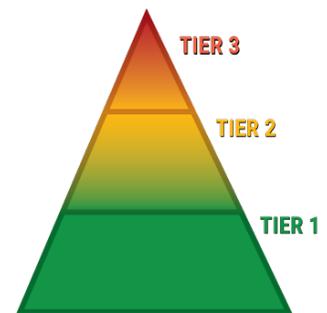
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

6:00 Hours

#### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Prompting



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will focus on the principles of prompting and will include a discussion of what prompting looks like, how prompting is currently being used, prompt hierarchies, and the importance of prompt fading. Throughout the course, participants will be given opportunities to practice prompting techniques. Participants will understand what a prompt is and how to determine which prompt(s) to use based on student need and the given task. This course is 90 minutes-long.

This course is the prerequisite for Prompting – Application. Participants may also complete this course online, if unable to attend in person, through the AFIRM modules at <https://afirm.fpg.unc.edu/afirm-modules>. To obtain credit for online participation, participants will be asked to turn in a certificate of course completion from AFIRM. This will allow participants to receive credit if working to complete the Para Professional Pathway. This course is 90 minutes long.

#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

JENNIFER ROUNTREE  
PROGRAM SPECIALIST

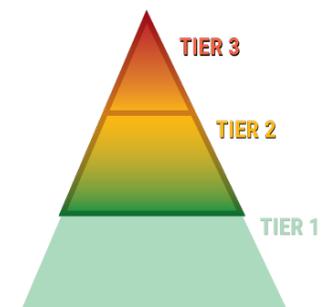
(760) 955-3585

[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)

1:30 Hours

#### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement



BEHAVIORAL SUPPORTS  
**Prompting - Application**



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-Requisite: Completion of Prompting course either in person or online, <https://afirm.fpg.unc.edu/afirm-modules>. If completed online, participants will be asked to present certificate of completion from AFIRM the day of the training.

This course will focus on the application of the principles of prompting, specifically giving participants the opportunity to ask questions and troubleshoot challenges they have in implementing within their settings. Participants should come prepared to engage in discussions and activities related to the application of prompting. This course is 90 minutes long.

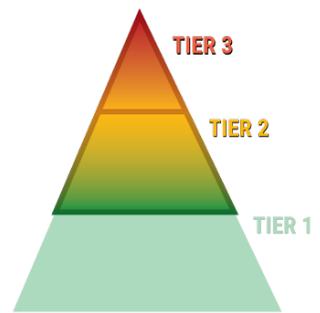
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, service providers, clinicians, and parents.

JENNIFER ROUNTREE  
PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 1:30 Hours

**LCAP Priorities**

Pupil Engagement, Pupil Achievement



BEHAVIORAL SUPPORTS  
**Reinforcement**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will focus on the principles of reinforcement as an evidence-based practice supported by applied behavioral science. Facilitated discussions will guide educators on what reinforcement is, reinforcement in the environment, types of reinforcement, how to use reinforcement, reinforcement schedules, and the importance of individualization. Throughout the course, participants will be given opportunities to determine what types of reinforcement is being used and determining their effectiveness.

This course is the prerequisite for Reinforcement – Application. Participants may also complete this course online, if unable to attend in person, through the AFIRM modules at <https://afirm.fpg.unc.edu/afirm-modules>. To obtain credit for online participation, participants will be asked to turn in a certificate of course completion from AFIRM. This will allow participants to receive credit if working to complete the Para Professional Pathway. This course is 90 minutes long.

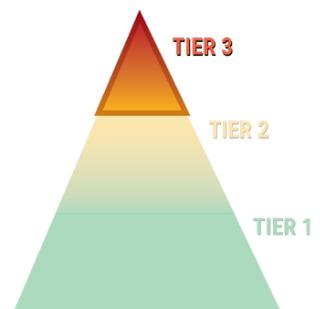
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, and school psychologists.

DANIELLE COTE  
PROGRAM SPECIALIST  
 (760) 955-3584  
 [danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
 1:30 Hours

**LCAP Priorities**

School Climate, Pupil Engagement, Pupil Achievement



BEHAVIORAL SUPPORTS  
**Reinforcement-Application**



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-requisite: Reinforcement. This course will focus on the application of reinforcement principles after participants have had the opportunity to implement in their settings. Participants should come prepared to engage in discussions and troubleshooting activities related to the application of reinforcement in their setting.

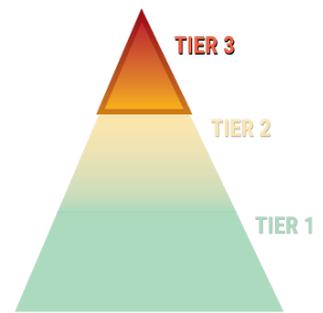
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, and school psychologists.

DANIELLE COTE  
PROGRAM SPECIALIST  
 (760) 955-3584  
 [danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)  
 1:30 Hours

**LCAP Priorities**

School Climate, Pupil Engagement,  
Pupil Achievement



BEHAVIORAL SUPPORTS  
**Resiliency For Youth**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This brand-new training will introduce the key concepts and skills from the Why Try founder's new book, "The Resilience Breakthrough". This one-day training provides tangible tools that will help anyone convert life's adversities and setbacks into powerful action. Come join us in a fun-filled day learning engaging activities to reinforce the principles of each unit and transform the way you and your students view life's challenges. These strategies will increase student engagement, improve relationships, and boost ideas for creating a school-wide culture of resilience.

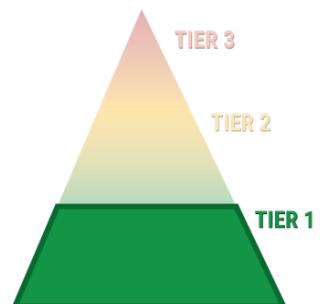
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, counselors, school psychologists, and site administrators.

RENEE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3586  
 [renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 3:00 Hours

**LCAP Priorities**

School Climate, Pupil Engagement,  
Pupil Achievement



## School-Wide Information System (SWIS)



For more information or to register for this training, visit: <https://www.cahelp.org/>

School-Wide Information System (SWIS) training is a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision-making. SWIS provides school personnel with the information they need to be successful decision makers. Through SWIS, school staff enter office discipline referrals online. The data is summarized to provide information about individual students, groups of students, or the entire student body over any time period. SWIS training for schools currently implementing a Positive Behavioral Interventions and Supports (PBIS) model. Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionately by ethnicity, detailed information about individual students referral patterns, and year-end reports to guide action planning for the upcoming school year.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

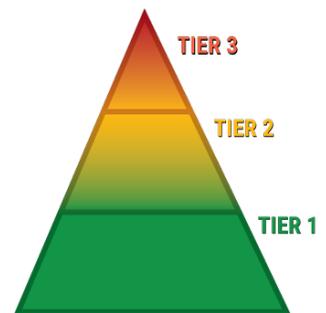
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Self-Regulation in the Classroom



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course provides participants with various self-regulation strategies to address self-regulation behaviors and to teach different self-regulation skills to children and adolescents. A brief discussion will be given regarding how executive function impacts self-regulation. Emphasis will be placed on self-regulation strategies that can be used in office and school settings with children and adolescents.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech & language pathologists, clinicians, and parents.

CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER

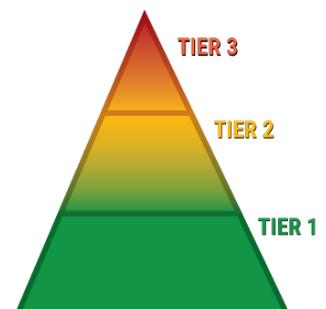
(760) 955-3607

[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)

3:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement



**Social Narratives**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will provide participants with an overview of social narratives. Focus will be placed on the use of social narratives when working with students struggling with social competency across a variety of settings. Examples of social narratives will be given with specific emphasis on their use in addressing behavior needs and social skill development. Participants will learn when and how to develop a social narrative to support their student’s needs, become familiar with different ways in which social narratives can be used to meet the needs of a variety of students and how to incorporate social narratives into daily activities.

This course is the prerequisite for Social Narratives – Application. Participants may also complete this course online, if unable to attend in person, through the AFIRM modules at <https://afirm.fpg.unc.edu/afirm-modules>. To obtain credit for online participation, participants will be asked to turn in a certificate of course completion from AFIRM. This will allow participants to receive credit if working to complete the Para Professional Pathway. This course is 90 minutes long.

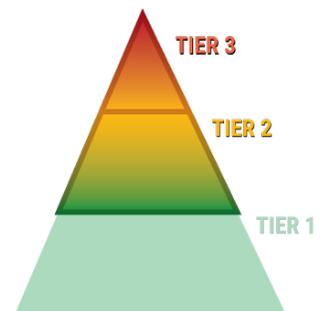
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

**JENNIFER ROUNTREE**  
PROGRAM SPECIALIST  
(760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
1:30 Hours

**LCAP Priorities**

☉ School Climate, Pupil Engagement, Pupil Achievement



**Social Narratives - Application**



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-Requisite: Completion of Social Narratives course either in person or online, <https://afirm.fpg.unc.edu/afirm-modules>. If completed online, participants will be asked to present certificate of completion from AFIRM the day of training.

This course will focus on the application of social narratives, specifically giving participants the opportunity to ask questions and troubleshoot challenges they have in implementing within their settings. Participants should come prepared to engage in discussion and activities related to the use of social narratives. If social narratives have been created for use, participants may bring these social narratives as a part of the troubleshooting activities. This course is 90 minutes long.

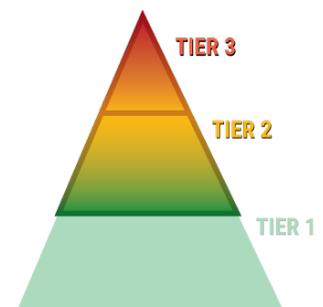
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, service providers, clinicians, and parents.

**JENNIFER ROUNTREE**  
PROGRAM SPECIALIST  
(760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
1:30 Hours

**LCAP Priorities**

☉ Pupil Engagement, Pupil Achievement



## Team Initiated Problem Solving (TIPS)



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course presents a model for using data for problem solving and decision making that includes a systematic team process. Participants will learn how to organize and conduct meetings, problem solve, define action plans, define goals and evaluation plans, and document decision plans.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE PBIS TEAM

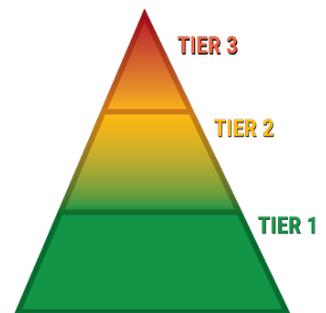
(760) 955-3579

[athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)

3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## The Paraprofessional Supporting Behavior



For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants will acquire skills in the areas of applied behavior science including the ABCs (antecedent/behavior/consequence), environmental factors, functions of behavior, replacement behavior, reinforcement, crisis procedures, skill acquisition, prompting, task analysis, data collection for the prevention of behavioral challenges as well as intervention when necessary.

### Intended Audience

Paraprofessionals.

DANIELLE COTE  
PROGRAM SPECIALIST

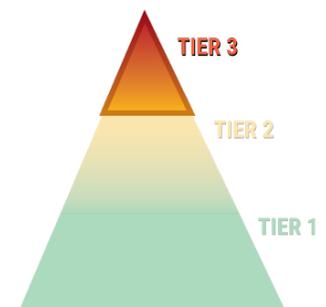
(760) 955-3584

[danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)

6:00 Hours

### LCAP Priorities

- Pupil Engagement, Other Pupil Outcomes



# The Paraprofessional Supporting the Classroom



For more information or to register for this training, visit: <https://www.cahelp.org/>

Paraprofessionals are a great asset to the educational team supporting the success of students with special needs. As the complexity of classrooms change, the role of the paraprofessional has also changed. Participants will acquire skills in applied behavioral science in collaboration workstyles, roles, and responsibilities, reinforcement, 504 plans, IEPs, professional conduct, student challenges, reporting, and documentation.

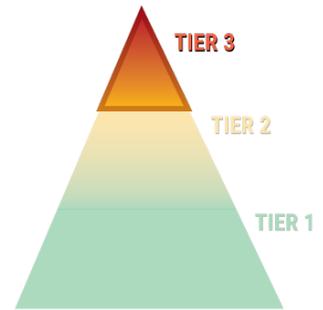
### Intended Audience

Paraprofessionals.

- DANIELLE COTE  
PROGRAM SPECIALIST
- (760) 955-3584
- [danielle.cote@cahelp.org](mailto:danielle.cote@cahelp.org)
- 6:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement



# The Role of Universal Screening in Tiered Systems of Support



For more information or to register for this training, visit: <https://www.cahelp.org/>

Interested in learning about behavior screening and why it is important? This course will guide participants with the benefits of universal screening for behavior and will explore example universal screeners and how one school successfully implemented them. Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs.

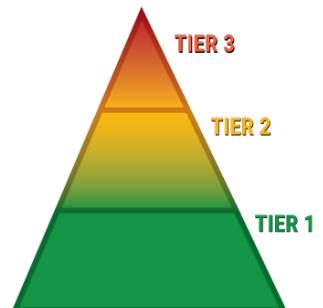
### Intended Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

- THE PBIS TEAM
- (760) 955-3579
- [athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)
- 7:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Untapped Brilliance: Supporting Students with ADHD



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course assists educators in identifying the challenges faced by students with Attention Deficit Hyperactivity Disorder (ADHD) and its impact on learning. Participants will gain a deeper understanding of ADHD and learn instructional strategies that can be applied in the classroom setting. Participants will see how integrating Positive Behavioral Interventions and Supports with classroom instructional adaptations, creates a positive learning environment for the student with ADHD.

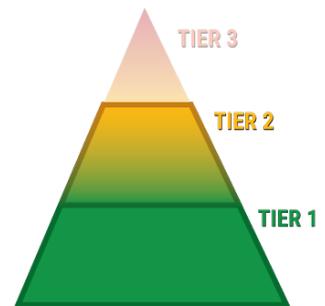
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech & language pathologists, clinicians, and parents.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
3:00 Hours

### LCAP Priorities

☉ School Climate, Pupil Engagement, Pupil Achievement



## Video Modeling: An Instructional Strategy for All



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will provide participants with an overview of video modeling and will include a discussion of what video modeling is, how it is done, and what makes it so effective as an evidence-based practice. Discussion will focus around the four different types of video models.

Participants will be able to identify the four different types of video models, see a variety of examples of when and how video models are used, understand how to use video models to support the development of academic, behavioral, functional, and social skills.

This course is the prerequisite for Video Modeling – Application. Participants may also complete this course online, if unable to attend in person, through the AFIRM modules at <https://afirm.fpg.unc.edu/afirm-modules>. To obtain credit for online participation, participants will be asked to turn in a certificate of course completion from AFIRM. This will allow participants to receive credit if working to complete the Para Professional Pathway. This course is 90 minutes long.

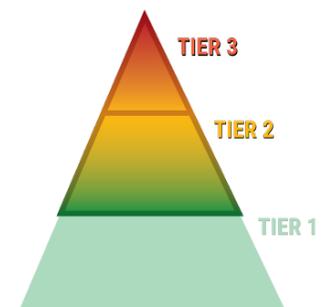
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

**JENNIFER ROUNTREE**  
PROGRAM SPECIALIST  
(760) 955-3585  
[jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
1:30 Hours

### LCAP Priorities

☉ School Climate, Pupil Engagement, Pupil Achievement



## Video Modeling: An Instructional Strategy for All - Application



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-Requisite: Completion of Video Modeling course either in person or online, <https://afirm.fpg.unc.edu/afirm-modules>. If the pre-requisite course is completed online, participants will be asked to present certificate of completion from AFIRM the day of training.

This course will focus on the application of video modeling, specifically giving participants the opportunity to ask questions and troubleshoot challenges they may have had in implementing within their settings. Participants should come prepared to engage in discussion and activities related to the application of video modeling. If video models have been created to use, participants may bring these videos to view as a part of the troubleshooting activities. This course is 90 minutes long.

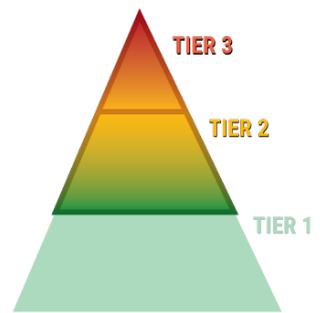
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, service providers, clinicians, and parents.

JENNIFER ROUNTREE  
PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 1:30 Hours

### LCAP Priorities

Pupil Engagement, Pupil Achievement



## Visual Supports: Educating All Students



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will provide participants with an in-depth discussion of visual supports as an evidence-based practice. Focus will be placed on developing understanding around the three different types of visual supports, visual cues, visual schedules, and visual boundaries. Visual supports are instructional strategies found to be effective for all students across all environments. Examples of visual supports will be given with specific emphasis on academic, behavior, and social skill supports. Participants will learn when and how to use visual supports. They will become familiar with the variety of ways in which visual supports can be incorporated into daily activities and recognize how visual supports are currently being used within their own settings.

This course is the prerequisite for Visual Support: Educating All Students – Application. Participants may also complete this course online, if unable to attend in person, through the AFIRM modules at <https://afirm.fpg.unc.edu/afirm-modules>. To obtain credit for online participation, participants will be asked to turn in a certificate of course completion from AFIRM. This will allow participants to receive credit if working to complete the Para Professional Pathway. This course is 90 minutes long.

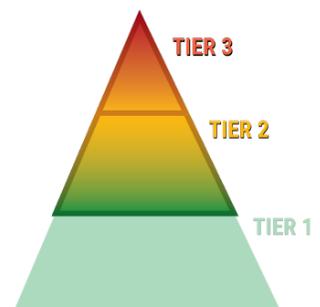
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, speech-language pathologists, occupational therapists, clinicians, and parents.

JENNIFER ROUNTREE  
PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 1:30 Hours

### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement



## Visual Supports: Educating All Students - Application



For more information or to register for this training, visit: <https://www.cahelp.org/>

Pre-Requisite: Completion of Visual Supports course either in person or online, <https://afirm.fpg.unc.edu/afirm-modules>. If completed online, participants will be asked to present certificate of completion from AFIRM the day of training.

This course will focus on the application of visual supports when working with students in all settings, specifically giving participants the opportunity to ask questions and troubleshoot challenges they have in implementing within their setting. This includes the application of all 3 types of visual supports – visual boundaries, visual cues and visual schedules. Participants should come prepared to engage in discussions and activities related to the use of visual supports. This course is 90 minutes long.

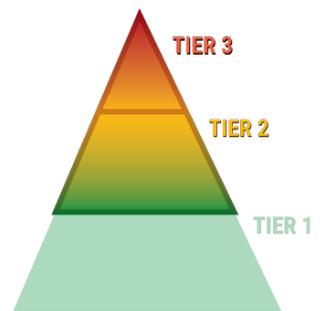
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, service providers, clinicians, and parents.

JENNIFER ROUNTREE  
PROGRAM SPECIALIST  
 (760) 955-3585  
 [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)  
 1:30 Hours

### LCAP Priorities

Pupil Engagement, Pupil Achievement



## Why Try? The Advanced Course Level 2



For more information or to register for this training, visit: <https://www.cahelp.org/>

Note: The prerequisite to attend this course is WhyTry? Foundation Course Level 1. This advanced course, Level 2 Why Try? training, will focus on a variety of fun-filled activities within each of the ten visual analogies that were not a part of the level one training. Participants should currently be utilizing the Why Try? Program and have attended the basic foundations level 1 training. The teaching materials target different learning modalities by utilizing visual analogies, music, videos, and experiential activities to help students make better decisions in life that lead to opportunity, freedom, and self-respect.

Participants will engage in multiple fun activities that include moving, developing strategies to learn how to set up and deliver the activity lessons, processing additional activities, networking and collaborating with other participants throughout the training, and delivering inspiring messages that will help students to see that their life choices affect their life outcomes.

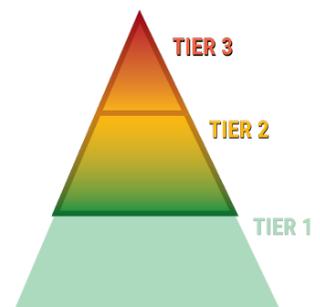
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, counselors, school psychologists, and site administrators.

RENEE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3586  
 [renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement



## Why Try? The Foundation Course Level 1



For more information or to register for this training, visit: <https://www.cahelp.org/>

Get ready for a fun day of training with the Why Try? Program that is currently used by K-12 schools, educational institutions, group homes, mental health agencies, and youth correctional facilities as a means to teach valuable life skills. It may be used with individual students, small or large groups to help students answer the question, why try in life. The program offers solutions on how to respond to daily life stressors that students can both understand and remember. The teaching materials target different learning modalities by utilizing visual analogies, music, videos, and experiential activities to make better decisions in life that lead to opportunity, freedom, and self-respect.

Participants will engage in multiple fun activities that include moving, developing strategies to surrender “one-up” relationships, ability to network and collaborate with other participants throughout the training, learn how to setup and design lessons, and deliver inspiring messages through multiple hands-on activities.

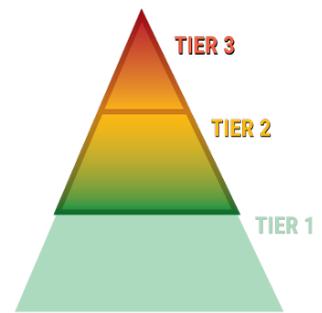
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, counselors, school psychologists, and site administrators.

RENEE GARCIA  
 PROGRAM SPECIALIST  
 (760) 955-3586  
[renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement



## Supporting and Understanding Children from Adverse Backgrounds (i.e. foster care, parental incarceration, and poverty)



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course examines the impact of adverse backgrounds on children’s behavior, relationships, learning, and future success in the classroom. The presentation will encourage understanding, nurture empathy, and assist educators in supporting children who are struggling with life circumstances such as foster care, parental incarceration, and poverty. Participants will gain a better understanding of the behaviors students from adverse backgrounds may exhibit in the school setting and increase the repertoire of ways to respond and support these students in order to bolster self-esteem for students from adverse backgrounds.

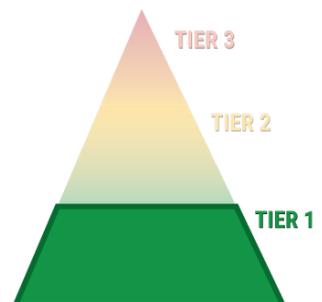
### Intended Audience

Special education teachers, general education teachers, counselors, school psychologists, and site administrators.

CHERISH BRIGHT  
 INTERVENTION SPECIALSIT  
 (760) 552-6700  
[cherish.bright@cahelp.org](mailto:cherish.bright@cahelp.org)  
 3:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement, Parent  
 Involvement



COLLEGE AND CAREER READINESS  
**12th Annual Transition Resource Fair**



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Transition Resource Fair is an annual event co-sponsored by the Desert/Mountain SELPA Transition Partnership Program (TPP), WorkAbility I Program (WA1), Employment Network (EN), Paid Internship Program (PIP), California Career Innovations (CCi), and GenerationGo! This resource-rich opportunity will provide parents, students with disabilities, educators, and all who attend, with information regarding resources and services available to students in grades 9 through 12.

Participants will have an opportunity to network with agencies regarding resources available for students with disabilities and will have an opportunity to be motivated by a learning disabilities advocate.

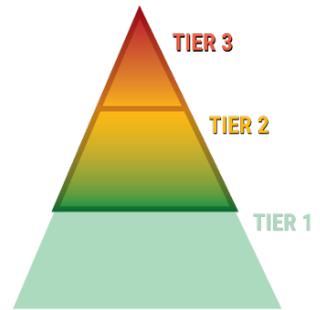
**Intended Audience**

Parents, students, and educators grades: 9th - 12th.

-  ADRIENNE SHEPHERD  
PROGRAM SPECIALIST
-  (760) 843-3982
-  [adrienne.shepherd@cahelp.org](mailto:adrienne.shepherd@cahelp.org)
-  4:00 Hours

**LCAP Priorities**

-  Pupil Engagement, Course Access,  
Other Pupil Outcomes



COLLEGE AND CAREER READINESS  
**TPP Beginning-of-the-Year Meeting**



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Transition Partnership Program, WorkAbility I Program (WA1), Employment Network, California Career Innovations (CCi), and Generation Go! invite participants to attend a presentation by Josh Davies, Chief Executive Officer, The Center for Work Ethic Development. The workplace is constantly evolving and changing, with some jobs going away and others being created. By 2030 it is estimated that 80 percent of the jobs available have not been invented yet! Rather than sit back and hope our youth have the skills for the future, now is the time to prepare for the future. Participants will learn how to develop the skills that will make our youth relevant today and in the future.

Several breakout sessions will be available for participants to select during the meeting.

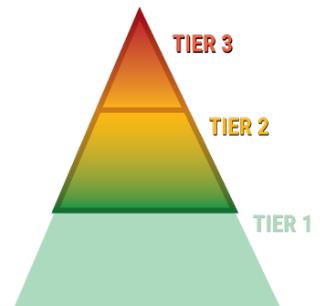
**Intended Audience**

Transition case technicians, job developers, TPP teachers, TPP instructional assistants, rehabilitation counselors, TPP job coaches, and secondary special education teachers.

-  ADRIENNE SHEPHERD  
PROGRAM SPECIALIST
-  (760) 843-3982
-  [adrienne.shepherd@cahelp.org](mailto:adrienne.shepherd@cahelp.org)
-  5:00 Hours

**LCAP Priorities**

-  Pupil Engagement, Course Access,  
Other Pupil Outcomes





For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), measurable postsecondary goals, and the legal requirements for developing the Summary of Performance (SOP). Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals. Participants will learn how to meet the requirement of Indicator 13, strategies necessary to involve students and family members in student-centered transition planning, and review a systematic approach to develop meaningful and realistic transition goals based on student needs, interests, and assessment profiles.

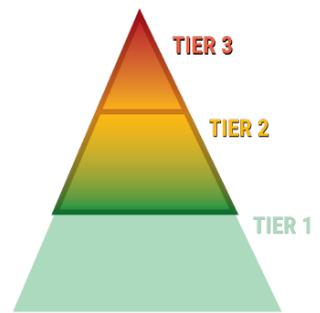
**Intended Audience**

Special education teachers, general education teachers, counselors, administrators, psychologists, and other interested support staff who work with the secondary student population.

 ADRIENNE SHEPHERD  
PROGRAM SPECIALIST  
 (760) 843-3982  
 [adrienne.shepherd@cahelp.org](mailto:adrienne.shepherd@cahelp.org)  
 6:50 Hours

**LCAP Priorities**

 Pupil Engagement, Course Access,  
Other Pupil Outcomes



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COMMITTEES AND GROUPS  
**School Psychologists' Committee**



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Desert/Mountain School Psychologists Committee meets three times per year for the purpose of continuing professional development, enrichment, networking, and training.

Attendees stay current on relevant topics that include special education legal compliance issues, best practices in assessments, IEP writing, special education eligibility, academic and behavioral accommodations and interventions, mental health practices, and suspension/expulsion procedures.

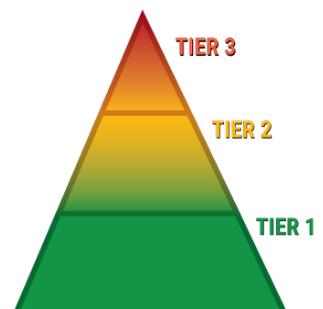
**Intended Audience**

School psychologists and speech-language pathologists.

 RENEE GARCIA  
PROGRAM SPECIALIST  
 (760) 955-3586  
 [renee.garcia@cahelp.org](mailto:renee.garcia@cahelp.org)  
 3:00 Hours

**LCAP Priorities**

 School Climate, Pupil Engagement,  
Pupil Achievement



## Speech-Language Pathologist Collaboration Group



For more information or to register for this training, visit: <https://www.cahelp.org/>

Quarterly meetings are held during the school year with presentations focused on therapy methods, assessments, research, legislative issues, and procedures. Participants will have the knowledge of the latest research regarding evidence-based therapy practices and will have information to help them provide services according to California Education Code requirements and ASHA guidelines. Additionally, they will be aware of SELPA policies and procedures regarding eligibility and dismissal criteria, IEP practices and other legal requirements. The sessions also will provide the opportunity to network with colleagues from neighboring districts in order to share assessments and therapy materials, ideas, and to establish professional relationships so that they may communicate with each other regarding shared students.

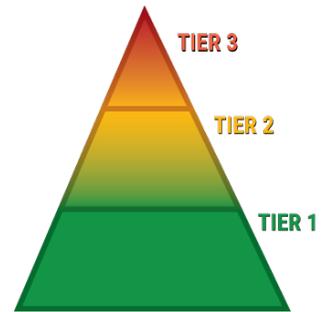
### Intended Audience

Speech-language pathologists, special education teachers, and site administrators.

- LINDA RODRIGUEZ  
PROGRAM SPECIALIST
- (760) 955-3681
- [linda.rodriquez@cahelp.org](mailto:linda.rodriquez@cahelp.org)
- 3:00 Hours

### LCAP Priorities

- Pupil Engagement, Pupil Achievement, Course Access



## SWIS Users' Network: How Efficiently Are You Using Your Data?



For more information or to register for this training, visit: <https://www.cahelp.org/>

Do you have questions about using your School-Wide Information System (SWIS) to its fullest potential? Are you struggling with managing the behavior data at your site? The SWIS User's Network offers tips and tricks of SWIS to ensure quick, complete data entry and efficient, effective data analysis. This meeting is designed for users of the SWIS suite including SWIS, CICO-SWIS, and ISIS-SWIS to improve application fluency and learn how to make your data work for you. There will be time for brainstorming and questions around your own data entry and analysis.

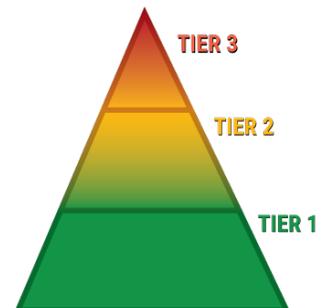
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

- THE PBIS TEAM
- (760) 955-3579
- [athena.vernon@cahelp.org](mailto:athena.vernon@cahelp.org)
- 2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

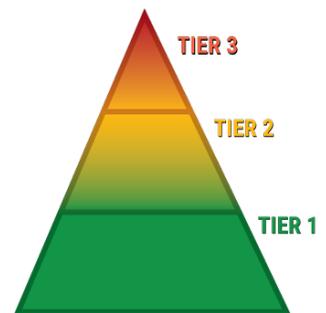
The Early Childhood Professional Learning Collaborative Group meets three times a year for continuing professional development, enrichment, networking, and training. The group provides the opportunity to develop a collaborative professional network to share ideas and information regarding current research-based practices in the field. Guest speakers and training topics will be aligned with best practices and be determined by the needs and interests of the group. Topics may include preschool assessment, early intervention, IDEA transition topics, social emotional learning, community resources, and classroom practices.

**Intended Audience**

Early childhood special education teachers, early childhood speech and language pathologists, early childhood school psychologists, early childhood general education teachers, directors, early childhood paraprofessionals, and other service providers.

VERONICA ROUSSEAU  
PROGRAM SPECIALIST  
 (760) 955-3587  
 [veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 2:30 Hours

**LCAP Priorities**  
 School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement, Implementing State Standards



EARLY CHILDHOOD EDUCATION  
**Ages and Stages Questionnaire 3 (ASQ 3) and Ages and Stages Questionnaire Social Emotional (ASQ-SE2)**



For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants will gain an understanding of how to utilize the ASQ 3 and ASQ-SE2 tools. Participants will learn how to utilize the intervention activities and how to engage parents in this relationship-based screening and intervention activities. This training will also include:

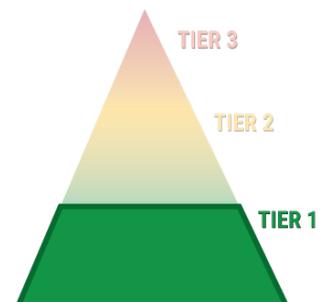
- Understanding developmental milestones
- Importance of early interventions
- Brain functioning: impacts of prenatal exposure and trauma
- SART Programs (Screening, Assessment, Referral, and Treatment)
- How to integrate the ASQ 3 as part of the early learning and development

**Intended Audience**

Special education teachers, speech-language pathologists, and early childhood educators.

CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 4:00 Hours

**LCAP Priorities**  
 School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Building Classroom Connections with Trauma-Informed Practices Through Conscious Discipline



For more information or to register for this training, visit: <https://www.cahelp.org/>

This training is based on Conscious Discipline, which is a trauma-informed and evidenced-based program by Dr. Becky Bailey. Participants will learn the Seven Basic Skills that are based on brain research to create a safe, connected, and problem-solving environment. Participants will learn how to integrate social-emotional learning, discipline, and self-regulation interventions within their classroom. This training will inspire and empower you to create a school family to help all children have a foundation for a lifetime of resilience.

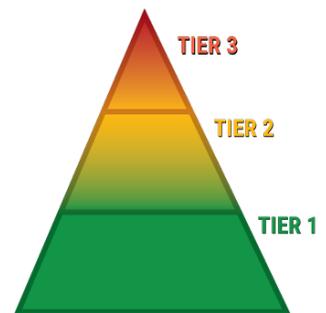
### Intended Audience

Early childhood educators, early childhood special education teachers, early childhood general education teachers, paraprofessionals, counselors, and other service providers.

LINDSEY DEVOR  
 INTERVENTION SPECIALIST  
 (760) 955-3686  
[lindsey.devor@cahelp.org](mailto:lindsey.devor@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement



## Building Teacher Resilience in a Preschool Classroom-How to Keep Your Cup Full



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will address the importance of self-care and building teacher resiliency. Working with young children is rewarding but it can also be exhausting. The responsibility that comes with caring for young children can be overwhelming, leaving you feeling frustrated and leading to teacher burn-out. In order to keep up with the demands of dealing with challenging behaviors, working with families, and the day to day responsibilities of classroom management requires a full cup. We will look at what the research states about how vicarious trauma and compassion fatigue impacts our well-being, making it difficult to be fully present to care for the children in our classrooms. This 3-hour course will provide you with simple strategies to help you keep your cup full. We will use reflective activities to help you determine the best strategy for creating and maintaining balance in your personal and professional life. You will learn how to use self-regulation tools that work for children and adults for calm, peaceful learning environment.

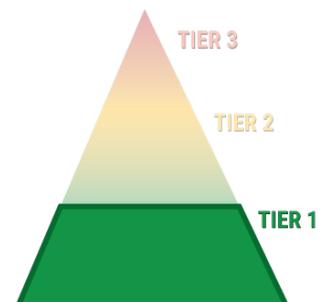
### Intended Audience

General early childhood education staff, early childhood special education teachers, paraprofessionals, and other service providers.

JESSICA SOTO  
 PBIS SPECIALIST  
 (760) 955-3593  
[jessica.soto@cahelp.org](mailto:jessica.soto@cahelp.org)  
 3:00 Hours

### LCAP Priorities

School Climate



## Chaos to Calm: Art-Based Activities for a Trauma-Informed Classroom



For more information or to register for this training, visit: <https://www.cahelp.org/>

Supporting social-emotional development helps children who are overwhelmed by big emotions regain their composure and improve their readiness to learn. Participants will learn sensory-based strategies to provide a creative outlet for students to increase self-expression, communication, and behavioral regulation at home and within the classroom. Research shows that art-based activities within a caregiver-child interaction can rewire neural circuits and strengthen synapses in the brain. The heart of trauma-informed care is connection, and through expressive arts we can create a sense of safety and belonging within our schools and classrooms that builds resiliency for all children.

No art experience necessary.

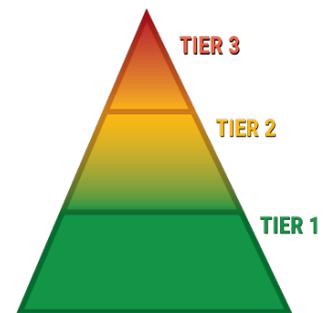
### Intended Audience

Early childhood educators, early childhood special education teachers, early childhood general education teachers, paraprofessionals, counselors, and other service providers.

**LINDSEY DEVOR**  
INTERVENTION SPECIALIST  
(760) 955-3686  
[lindsey.devor@cahelp.org](mailto:lindsey.devor@cahelp.org)  
3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Creating a Safe Place in Preschool Settings



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will support and guide preschool staff in creating a place in the classroom where children can retreat to, in order to practice self-regulation and gain composure as they become overwhelmed. The safe place is available to all children anytime of the day as needed. The course will include instruction on setting up the safe place and how to utilize self-regulation tools and materials that will help children de-escalate, identify, and address their feelings. We will discuss creating expectations for the safe place that support student behavior while strengthening a classroom system that incorporates and promotes social emotional learning (SEL). This course will identify and utilize social emotional tools from various curriculums to demonstrate how creating a safe place in the classroom helps support social emotional well-being and promotes resiliency in children.

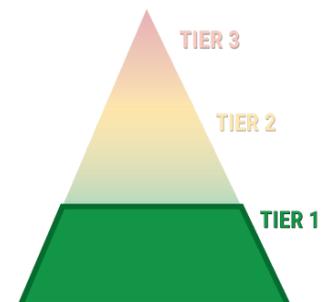
### Intended Audience

General and special education preschool personnel.

**JESSICA SOTO**  
PBIS SPECIALIST  
(760) 955-3593  
[jessica.soto@cahelp.org](mailto:jessica.soto@cahelp.org)  
3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement



## Early Childhood Classroom Strategies for Effective Large Group (Circle Time) Instruction



For more information or to register for this training, visit: <https://www.cahelp.org/>

Large group instruction, sometimes called circle-time or carpet-time is a traditional part of the daily routine in an early childhood classroom. It builds a sense of community where the whole class comes together for movement and music activities, interactive storytelling, and other shared experiences. This full-day course will explore the importance of large group instruction and focus on concrete, developmentally appropriate strategies and hands on activities to keep all students engaged. Participants will practice how to facilitate a child-centered large group time where students are actively engaged allowing for many opportunities to make choices and take leadership roles with their peers. Strategies such as embedding the instruction of IEP goals, differentiating instruction, encouraging the active physical involvement of students, and creating opportunities for meaningful communication will be discussed.

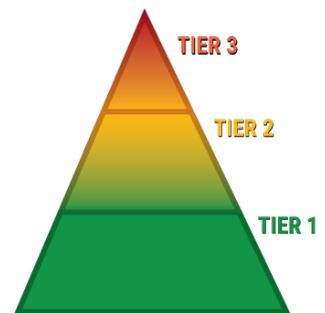
### Intended Audience

Early childhood special education teachers, early childhood general education teachers, early childhood paraprofessionals, and other service providers.

VERONICA ROUSSEAU  
 PROGRAM SPECIALIST  
 (760) 955-3587  
[veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement



## Early Childhood Daily Schedules and Visual Supports



For more information or to register for this training, visit: <https://www.cahelp.org/>

Visual supports is an evidenced-based practice (EBP) found to be effective for all students across all environments. A wide variety of visual supports are necessary to function in everyday life for all of us in the form of calendars, timers, traffic signs, grocery lists, maps, and emojis to name a few. Using visual cues in our environment allows for planning, organization, and most of all independence. Visuals are particularly imperative to young children while they are acquiring language skills, figuring out social communication rules, or may have special needs. This course will provide participants with an in-depth discussion of visual supports as an evidenced-based practice and is designed to assist participants in developing a consistent daily schedule and other visual supports that will promote behavior management and communication skills. Time will be spent exploring classroom schedules, choice boards, student expectation posters, individual schedules, first and then charts, interest area posters, and visual prompting cues. Focus will be placed on when and how to use visual supports and becoming familiar with a variety of ways in which visual supports can be incorporated into daily activities. Participants will be given the opportunity to make a variety of visual supports to take back for immediate use with students.

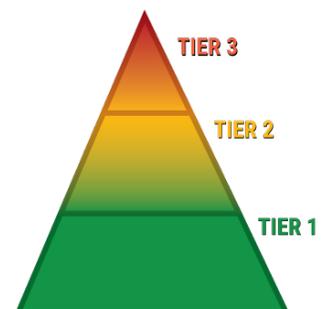
### Intended Audience

Early childhood special education teachers, early childhood general education teachers, early childhood paraprofessionals, and other service providers.

VERONICA ROUSSEAU  
 PROGRAM SPECIALIST  
 (760) 955-3587  
[veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 3:00 Hours

### LCAP Priorities

Pupil Engagement, Pupil  
 Achievement, Course Access



**Early Childhood Environments: Designing Effective Preschool****Classrooms for all Students**

For more information or to register for this training, visit: <https://www.cahelp.org/>



Safe, responsive, and nurturing environments are an important part of supporting the learning and development of young children. Well planned out classrooms help to prevent challenging behaviors and provide effective interventions for students with special needs. This 3-hour course is designed to assist participants in developing a classroom structure that will promote universal access for all young learners while supporting behavior management and incorporating developmentally appropriate practices. Participants will explore the classroom environment, focusing on the physical arrangement of the classroom, creating interest areas and visual boundaries. An overview of the environmental guidelines found in the California Preschool Curriculum Frameworks as well as from the Early Childhood Environment Rating Scale – Revised (ECERS-R) will be provided. This course will explore the interconnected physical, social, and temporal components of the classroom environment, along with adaptations to assist teachers in meeting the needs of students with special needs.

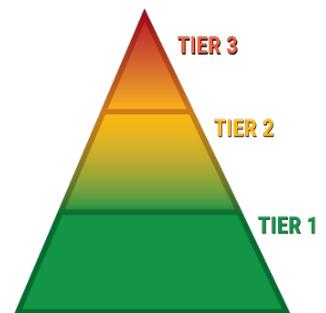
**Intended Audience**

Early childhood special education teachers, early childhood general education teachers, early childhood paraprofessionals, and other service providers.

VERONICA ROUSSEAU  
 PROGRAM SPECIALIST  
 (760) 955-3587  
[veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 3:00 Hours

**LCAP Priorities**

School Climate, Pupil Engagement,  
 Pupil Achievement

**Principles of Theraplay and Sunshine Circles®**

For more information or to register for this training, visit: <https://www.cahelp.org/>

Learn how to introduce this amazing social-emotional development group to your school. Utilize the principles of Theraplay and Sunshine Circles® which are teacher-directed and structured, where the teacher leads playful, cooperative and nurturing activities. Sunshine Circles are 99% interactive and create an atmosphere of fun, caring, acceptance and encouragement that leads to better social, emotional and even cognitive development. Participants will learn about the three rules of Sunshine Circles: no hurts, stick together and have fun! Adding these playful, cooperative and nurturing activities to your classroom will:

- Improve group functioning and individual learning
- Build positive relationships and classroom communities
- Teach healthy values, cooperation and social skills
- Bring fun and joy into the classroom
- Engage hard to reach kids
- Improve self-regulation Enhance both self-esteem and empathy for others

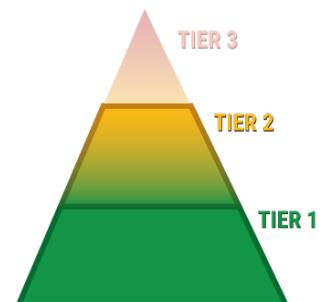
**Intended Audience**

Designed for social workers, mental health clinicians, early childhood specialists, and other professionals who are in the position to support classroom teachers.

CHERYL GOLDBERG-DIAZ  
 PROGRAM MANAGER  
 (760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 6:00 Hours

**LCAP Priorities**

Pupil Engagement, Pupil  
 Achievement



## Setting the Foundations of Social Emotional Pathways for Children



### Ages 0-5

For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants will gain a better understanding on some causes of child misbehavior. Participants will gain understanding of how to view child misbehavior/dysregulation through a different lens. Understanding that child misbehavior is not the problem in and of itself, but an indicator of an underlying difficulty or unmet need. The focus of the training will be to help participants develop empathy and work towards finding a solution through relationship with the child and teacher/family; also by helping the child to feel safe and secure as well to then support the learning environment. Some strategies for classroom behavior management will also be addressed.

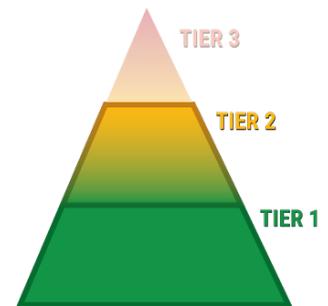
#### Intended Audience

Special education teachers, general education teachers, early childhood educators, counselors, and clinicians.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
3:00 Hours

#### LCAP Priorities

Pupil Engagement, Pupil Achievement



## Shifting Your Lens: An Introduction to Trauma Informed Practices in Early Childhood Settings



For more information or to register for this training, visit: <https://www.cahelp.org/>

Early childhood trauma and toxic stress affects an overwhelming number of the children in San Bernardino County. Many people assume that young children are protected from the impact of traumatic and stressful experiences. The reality is that they are significantly affected by these events, even if they may not understand what happened. While this is sobering, the research on resilience in children demonstrates that we can provide a reliable presence and help shield them from adverse experiences. Participants will develop an understanding of how toxic stress effects the developing brain, learn the importance of trauma-informed practices, and become familiar with The 5 Protective Factors.

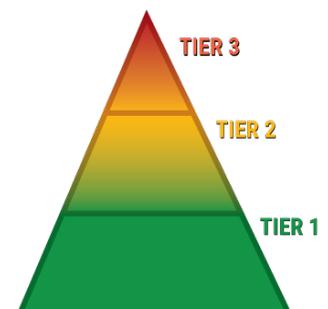
#### Intended Audience

Early childhood special education teachers, early childhood general education teachers, early childhood paraprofessionals, and other service providers.

**VERONICA ROUSSEAU**  
PROGRAM SPECIALIST  
(760) 955-3587  
[veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
6:00 Hours

#### LCAP Priorities

School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement





## The 5 Protective Factors: Promoting Emotional Competence in Young Children, a Home/School Collaborative

For more information or to register for this training, visit: <https://www.cahelp.org/>

The 5 Protective Factors are the foundation of the Strengthening Families Approach: parent resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence in children. Research studies support the common-sense notion that when these protective factors are well established in a family, the likelihood of child abuse and neglect diminishes. The protective factors are also “promotive” factors that build family strengths and a family environment that promotes optimal child and youth development. Participants will learn how to incorporate the 5 Protective Factors framework into their classrooms and their relationships with parents and families. This training will explore strategies for building stronger home and school connections, and empowering parents as partners.

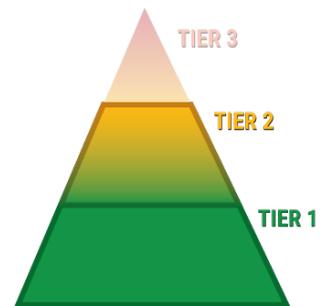
### Intended Audience

Early childhood special education teachers, early childhood general education teachers and directors, early childhood paraprofessionals, and other service providers.

VERONICA ROUSSEAU  
 PROGRAM SPECIALIST  
 (760) 955-3587  
[veronica.rousseau@cahelp.org](mailto:veronica.rousseau@cahelp.org)  
 3:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Parent Involvement



## EARLY CHILDHOOD EDUCATION, BEHAVIORAL SUPPORTS Check-In Check-Out, CICO-SWIS: Early Childhood



For more information or to register for this training, visit: <https://www.cahelp.org/>

A Tier 2 Data System (CICO-SWIS) is a web-based decision-making system providing school/facility personnel with an online space to enter Tier 2 point card data easily and efficiently. Information entered into CICO-SWIS is confidential and secure. CICO-SWIS protects data through the use of account-specific passwords and high-quality data protection procedures. Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall patterns, and child behavioral needs. Using these reports, teams can look at detailed information about success of targeted interventions for children and their behavioral incident report patterns. Teams can use year-end reports to guide action planning for the necessary interventions.

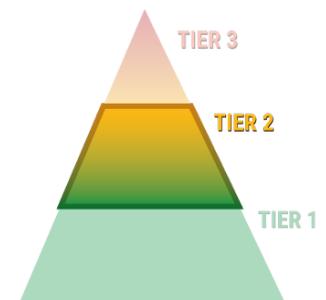
### Intended Audience

Early childhood educators, site administrators, office staff, and paraprofessionals.

THE EARLY CHILDHOOD INTERVENTION TEAM  
 (760) 955-3582  
[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)  
 2:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement, Parent  
 Involvement



EARLY CHILDHOOD EDUCATION, BEHAVIORAL SUPPORTS  
**Early Childhood Directors' Collaborative**



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Directors' Collaborative is a meeting designed for Early Childhood Program Directors to meet and discuss Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) program implementation. This forum provides an opportunity for directors to share-out ideas, brainstorm strategies for program climate change and network around topics that are specific to EC PBIS.

**Intended Audience**

Early childhood program directors.

THE EARLY CHILDHOOD INTERVENTION TEAM

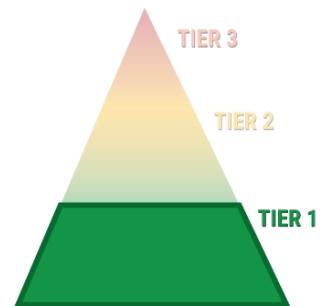
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

2:00 Hours

**LCAP Priorities**

School Climate, Pupil Engagement, Pupil Achievement



EARLY CHILDHOOD EDUCATION, BEHAVIORAL SUPPORTS

**Early Childhood Trauma Informed Positive Behavioral Interventions and Supports Bootcamp**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed for early childhood program personnel and staff whose sites have been through the Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) courses. The course provides a review of PBIS foundations at the Tier 1 level for new staff members or current team members. As teams and program personnel grow and change, it is often necessary to build the capacity of current staff. This course is a supplement to the three-year course program offered.

Participants will become more familiar with the implementation of EC PBIS, identify the level at which their early childhood program is currently operating, and action plan next steps for implementation.

**Intended Audience**

Early childhood educators, site administrators, and district administrators.

THE EARLY CHILDHOOD INTERVENTION TEAM

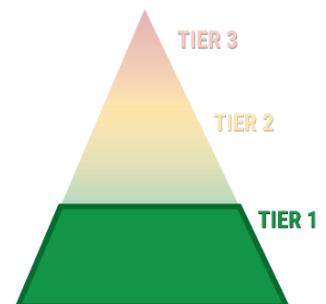
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

6:00 Hours

**LCAP Priorities**

School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Early Childhood Trauma Informed Positive Behavioral Interventions and Supports in the Home



For more information or to register for this training, visit: <https://www.cahelp.org/>

Do you have parents that are asking for assistance in their home? EC PBIS refers to a systems change process for an entire preschool site, program, and home. The underlying theme is teaching behavioral expectations in the same manner as we teach other academic skills. This session will define what EC PBIS may look like in the home setting to help build a connected system between a student’s home and preschool life.

Participants will become more familiar with the system of EC PBIS and the multi-tiered approach as it relates to behavior, create a matrix to describe what positive behavioral expectations look like, sound like, and feel like in all the home areas, and identify common language between home and school regarding behavioral expectations.

### Intended Audience

Parents, early childhood educators, site administrators, and paraprofessionals.

THE EARLY CHILDHOOD INTERVENTION TEAM

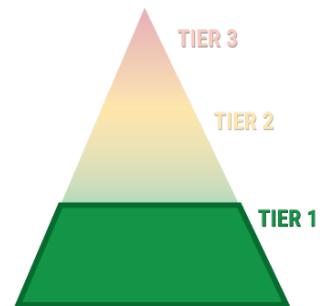
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Early Childhood Trauma Informed Positive Behavioral Interventions and Supports Overview



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is an overview that will describe the what, why, and how of Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) in the preschool setting. EC PBIS is a multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve developmentally and behaviorally significant outcomes for all children. Participants will gain a deeper understanding of the benefits of EC PBIS and understand how this framework fits with practices that are currently working within their program.

### Intended Audience

Early childhood educators, site administrators, and district administrators.

THE EARLY CHILDHOOD INTERVENTION TEAM

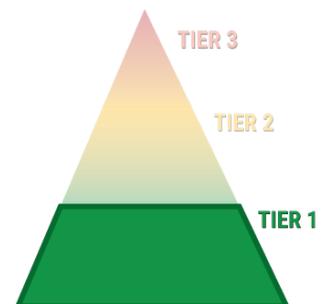
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



# EARLY CHILDHOOD EDUCATION, BEHAVIORAL SUPPORTS

## School-Wide Information System (SWIS) for Early Childhood



For more information or to register for this training, visit: <https://www.cahelp.org/>

School-Wide Information System (SWIS) training is a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision making. SWIS provides school personnel with the information they need to be successful decision makers. Through SWIS, school staff enter behavior incident reports online. The data is summarized to provide information about individual children, groups of children, or the entire site over any time period. SWIS training is for schools currently implementing an Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) model.

Participants will learn how to define behavior patterns in greater detail. Innumerable reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall patterns. Using these reports, teams can look at disproportionately by ethnicity, detailed information about individual student's patterns of challenging behavior, and yearend reports to guide action planning for the upcoming school year.

### Intended Audience

Early childhood educators, site administrators, office staff, and paraprofessionals.

THE EARLY CHILDHOOD INTERVENTION TEAM

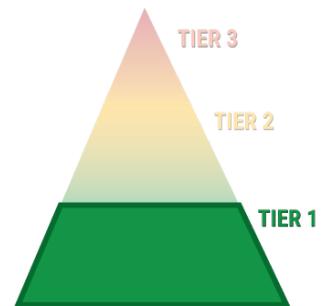
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



# EARLY CHILDHOOD EDUCATION, BEHAVIORAL SUPPORTS

## Team Initiated Problem Solving (TIPS) for Early Childhood Teams



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course presents a model for using data for problem solving and decision making that includes a systematic team process. Participants will learn how to organize and conduct meetings, problem solve, define action plans, define goals and evaluation plans, and document decisions.

### Intended Audience

Early childhood educators, site administrators, district administrators, office staff, and paraprofessionals.

THE EARLY CHILDHOOD INTERVENTION TEAM

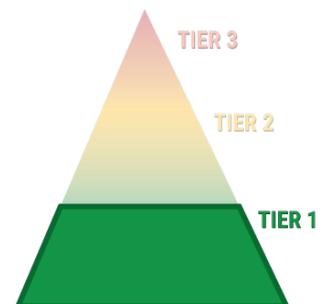
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

3:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will explain the changes that occur in the brain due to prenatal exposure, trauma, and stress, and how these changes relate to the child's functioning in the home, school, and community. The impacts of prenatal and/or postnatal exposures on learning, behavior, and relationships will be explored. Participants will learn specific interventions to assist young children who have experienced these negative events.

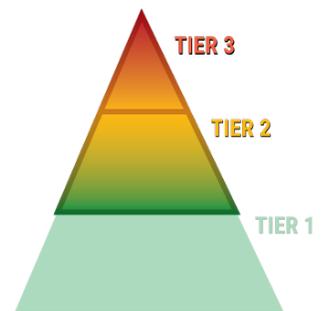
**Intended Audience**

Special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, and counselors.

 CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 3:00 Hours

**LCAP Priorities**

 Pupil Engagement, Pupil Achievement, Parent Involvement



FAMILY ENGAGEMENT  
**Community Advisory Committee (CAC) Meeting**



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Community Advisory Committee (CAC) representatives meet four times per year to give input and feedback to the Desert/Mountain SELPA regarding policy, programs, and procedures. Professional development offerings are focused on the needs of parents and caregivers and are provided directly following each of the four meetings.

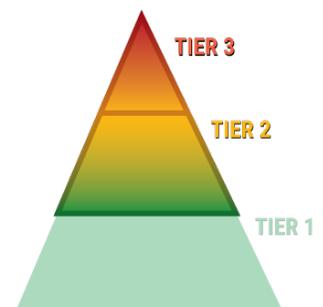
**Intended Audience**

Parents and district administrators.

 KATHLEEN PETERS  
PROGRAM MANAGER  
 (760) 955-3568  
 [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org)  
 1:30 Hours

**LCAP Priorities**

 Parent Involvement



## Collaborative IEP: Aligning the Sun, the Moon, and the Stars



For more information or to register for this training, visit: <https://www.cahelp.org/>

In this course, participants will gain an understanding of the collaborative IEP process including such cornerstones as developing effective agendas, setting the stage for collaboration, building consensus, and working through challenges. Participants will learn the basics of principled negotiations, and learn tools for effective communication, as well as intervention strategies to help deal with conflict resolution. Self-care in the midst of conflict will also be discussed.

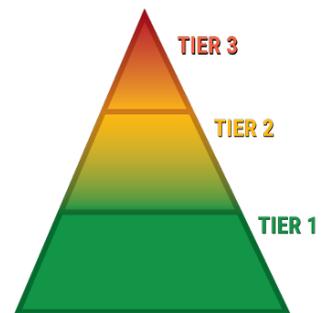
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

**KARINA QUEZADA**  
PROGRAM SPECIALIST  
(760) 955-3578  
[karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
6:00 Hours

### LCAP Priorities

➤ Pupil Achievement, Parent Involvement



## Forms and Facts 101



For more information or to register for this training, visit: <https://www.cahelp.org/>

In this course, participants will gain knowledge of the procedural and substantive protections for parents and their children with qualifying disabilities. Participants will be guided through specific required forms and components of the IEP to ensure understanding of legal compliance when considering the unique circumstances of an individual child. To foster recognition and the relationship between WebIEP and forms, the training will embed screen shots of the IEP forms and the instructions that correspond to each section of the IEP. All participants will receive a notebook with resources, links to the Desert/Mountain SELPA policies and flowcharts to help IEP teams conduct meaningful IEP meetings. Participants are encouraged to participate in discussions and questions.

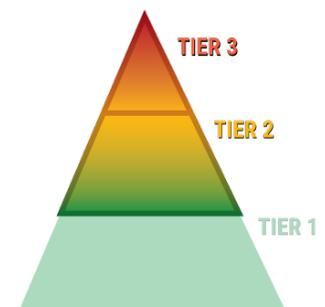
### Intended Audience

Special education teachers, school psychologists, general education teachers, and site administrators.

**SHEILA PARISIAN**  
PROGRAM SPECIALIST  
(760) 955-3567  
[sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)  
6:00 Hours

### LCAP Priorities

➤ Pupil Achievement



## INDIVIDUAL PROTECTIONS

### Least Restrictive Environment



For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants in this Least Restrictive Environment (LRE) training will receive an understanding of the components of placement; the need to have only one placement in the offer of FAPE; what the term “meaningful parent participation” requires in an IEP meeting; understand the continuum of placement options; and understand the Rachel H factors as they relate to LRE. State and federal laws and regulations, as they apply to LRE, will also be shared in this presentation.

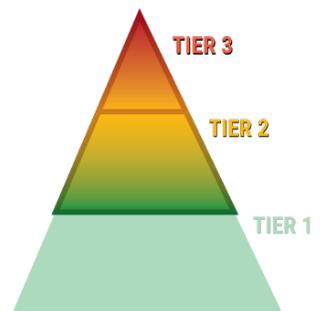
#### Intended Audience

Site administrators, school psychologists, speech-language pathologists, district administrators, counselors, general education teachers, special education teachers, and office staff.

 SHEILA PARISIAN  
PROGRAM SPECIALIST  
 (760) 955-3567  
 [sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)  
 2:00 Hours

#### LCAP Priorities

 Pupil Engagement, Pupil Achievement



## INDIVIDUAL PROTECTIONS

### Management Information System (MIS) Users' Meeting



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed for Management Information System (MIS) data entry users by way of WebDA. This meeting is to discuss new procedures with a focus on various California Department of Education guidelines for data collection and submission.

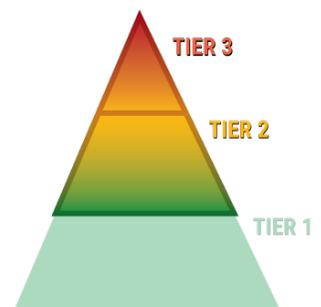
#### Intended Audience

Management Information System (MIS) data entry users.

 COLETTE GARLAND  
MIS SUPPORT ANALYST  
 (760) 955-3565  
 [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)  
 3:00 Hours

#### LCAP Priorities

 Implementing State Standards



## INDIVIDUAL PROTECTIONS

### Meaningful Parent Participation



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Individuals with Disabilities Act (IDEA) strongly supports parents' rights to be involved in the special education program that their children receive. Assisting parents in understanding the IEP process, the educational jargon, and their role as meaningful IEP team members will pave the way for building and maintaining relationships, and will result in more efficient IEP meetings.

This training will focus on the techniques and procedures to educate parents about IDEA, the assessment process, and the IEP process from the beginning of an initial referral. Participants will gain an appreciation for the benefits parent involvement can bring to the school; be able to recognize the existing models of parent involvement in their own schools; increase knowledge of how to develop a genuine partnership with parents; understand the legal requirements under IDEA; and develop the ability to have collaborative IEP meetings among all stakeholders.

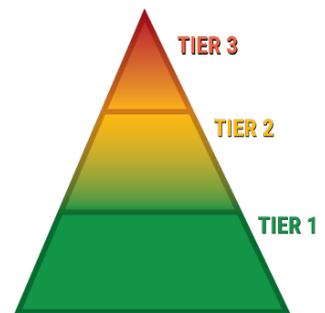
#### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

 KARINA QUEZADA  
PROGRAM SPECIALIST  
 (760) 955-3578  
 [karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 4:00 Hours

#### LCAP Priorities

 Pupil Engagement, Pupil Achievement, Parent Involvement



## INDIVIDUAL PROTECTIONS

### Present Levels of Performance (PLOPs), Goals, and Educational Benefit



For more information or to register for this training, visit: <https://www.cahelp.org/>

This interactive full-day course will focus on understanding the IEP process and ways to determine if a student is receiving educational benefit. The participants will explore how the IEP process guides the development of legally compliant present levels of performance (PLOPs) as baseline indicators so that IEP goals are written for each area of need and directly linked to the baseline (PLOP). Participants will learn how to establish a statement of measurable annual goals by identifying areas of educational need derived from the student's areas of strengths and concerns. Participants will have the opportunity to view examples of both PLOPs and goals while practicing writing from the case studies provided. A brief discussion on how to link goals to the Common Core State Standards and Essential Standards will be addressed. Participants will gain an understanding of how to use data to determine whether a student has shown progress on goals to enable a child to make progress appropriate in light of the child's circumstances.

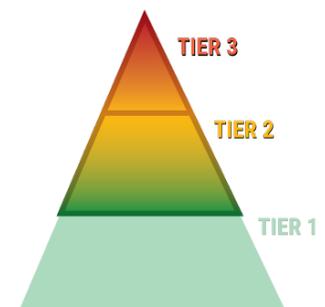
#### Intended Audience

Special education teachers, general education teachers, site administrators, counselors, and school psychologists.

 SHEILA PARISIAN  
PROGRAM SPECIALIST  
 (760) 955-3567  
 [sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)  
 6:00 Hours

#### LCAP Priorities

 Pupil Engagement, Pupil Achievement, Parent Involvement



## INDIVIDUAL PROTECTIONS

### Prior Written Notice



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will give participants an understanding of the seven required elements in a Prior Written Notice (PWN) and the nine events requiring a PWN to be sent to the educational right's holder. Using the IEP notes to serve as a PWN will also be discussed. A sample template to organize the required PWN information and sample letters for each of the nine times a PWN is required will also be shared. Participants will leave this course with knowledge and confidence in knowing how to write a legally sound prior written notice.

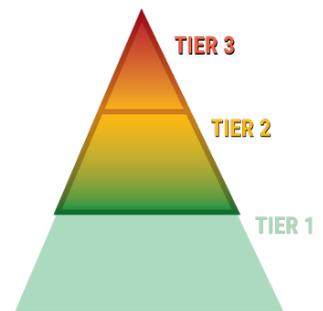
#### Intended Audience

Special education teachers and site administrators.

 SHEILA PARISIAN  
PROGRAM SPECIALIST  
 (760) 955-3567  
 [sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)  
 2:00 Hours

#### LCAP Priorities

 Pupil Engagement, Pupil Achievement



## INDIVIDUAL PROTECTIONS

### Promote Process Data Entry



For more information or to register for this training, visit: <https://www.cahelp.org/>

This workshop is for Management Information System (MIS) data entry users who process Individualized Education Plans (IEPs) with future dates and services for the upcoming school year. Participants will work through the data entry process between WebIEP, WebBridge, manual data entry, and WebDA.

Participants are encouraged to bring copies of the IEPs, as this will be a hands-on workshop at the Desert Mountain Educational Service Center's computer lab.

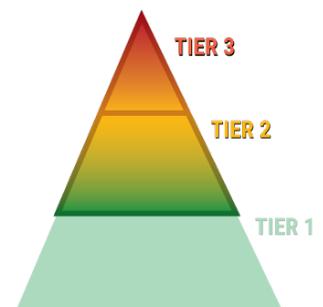
#### Intended Audience

Management Information System (MIS) data entry users.

 COLETTE GARLAND  
MIS SUPPORT ANALYST  
 (760) 955-3565  
 [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)  
 2:00 Hours

#### LCAP Priorities

 Implementing State Standards



INDIVIDUAL PROTECTIONS  
**Spanish WebIEP**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed for Spanish Local Educational Agency (LEA) translators who will be authorized to translate a COMPLETED Individualized Education Plan (IEP) in the WebIEP program that the educational rights holder has requested to be translated. Specific permission must be granted by the LEA prior to attending the course. Management Information System (MIS) data entry users are also encouraged to attend to have a better understanding of the workflow for the LEA translator.

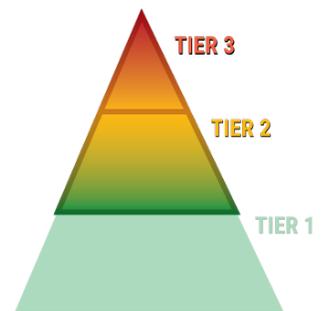
**Intended Audience**

LEA Spanish translators and MIS data entry users.

- 👤 COLETTE GARLAND  
MIS SUPPORT ANALYST
- ☎ (760) 955-3565
- ✉ [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)
- 🕒 1:00 Hours

**LCAP Priorities**

- 🔄 Implementing State Standards



INDIVIDUAL PROTECTIONS  
**Student Discipline: Manifestation Determination**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course provides foundational information related to how the Individuals with Disabilities Education Act (IDEA's) discipline procedures apply to children not previously determined to be eligible for special education and related services and the legal requirements for how students with disabilities may be (or may not be) disciplined at school for violating a code of student conduct. The course will discuss the school system's obligation to provide special education and related services during disciplinary removals. Further, the participants will examine the purpose and construct of a manifestation determination (MD) and determine if there is a relationship between the child's disability and the behavior. Finally, the course will briefly discuss how both the LEA and the parent of the child with a disability have the right to request a due process hearing to appeal decisions taken during disciplinary procedures.

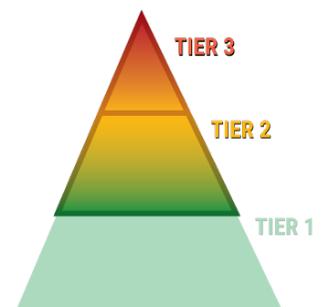
**Intended Audience**

Site administrators, school psychologists, district administrators, general education teachers, and special education teachers.

- 👤 SHEILA PARISIAN  
PROGRAM SPECIALIST
- ☎ (760) 955-3567
- ✉ [sheila.parisian@cahelp.org](mailto:sheila.parisian@cahelp.org)
- 🕒 3:00 Hours

**LCAP Priorities**

- 🔄 Implementing State Standards



## The Art of Facilitating IEP Meetings



For more information or to register for this training, visit: <https://www.cahelp.org/>

Facilitation is the process in which an individual assists an IEP team with communication and problem-solving strategies so that the IEP team can develop an educational program that is child focused while maintaining positive working relationships. The focus of this training is in helping participants learn facilitation techniques so that they can become neutral facilitators when requested to facilitate an IEP meeting. The role of the facilitator, the stages of facilitation, crucial communication and listening skills, and systematic problem solving will be discussed in this training.

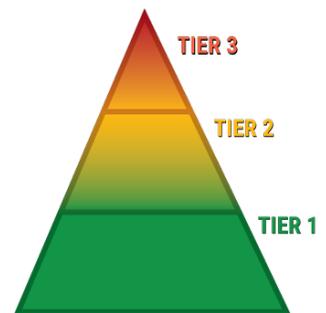
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

 **KARINA QUEZADA**  
PROGRAM SPECIALIST  
 (760) 955-3578  
 [karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 6:00 Hours

### LCAP Priorities

 Pupil Engagement, Pupil Achievement



## The What, Why, and How of IEP Meeting Notes



For more information or to register for this training, visit: <https://www.cahelp.org/>

In this course, participants will learn the purpose of IEP meeting notes and the foundational pieces to taking effective meeting notes. In this workshop, the foundational pieces to meeting notes, best practices, and common pitfalls will be discussed. A note taking template will also be presented.

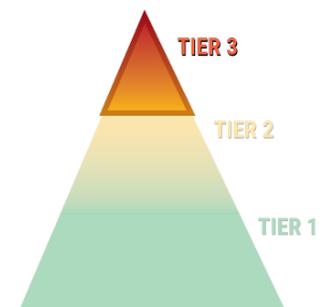
### Intended Audience

Special education teachers, general education teachers, administrators, school psychologists, and speech pathologists.

 **KARINA QUEZADA**  
PROGRAM SPECIALIST  
 (760) 955-3578  
 [karina.quezada@cahelp.org](mailto:karina.quezada@cahelp.org)  
 3:00 Hours

### LCAP Priorities

 Pupil Engagement, Pupil Achievement



INDIVIDUAL PROTECTIONS  
**WebDA/Web Bridge**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed for current Management Information System (MIS) data entry users. We are currently moving our student data system to an internet-based platform. WebDA and WebBridge will consolidate the data entry process by way of electronic data entry allowing for an easier, more accurate data transfer process. There will be plenty of time for open discussion and brain storming as we move forward in the CASEMIS to CALPADS (c2c) merge as per the California Department of Education (CDE).

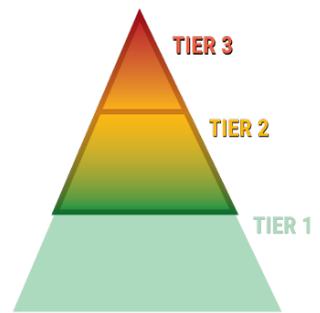
**Intended Audience**

Current Management Information System (MIS) data entry users.

-  COLETTE GARLAND  
MIS SUPPORT ANALYST
-  (760) 955-3565
-  [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)
-  2:00 Hours

**LCAP Priorities**

-  Implementing State Standards



INDIVIDUAL PROTECTIONS  
**WebIEP**



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course provides participants with hands-on training of the WebIEP program with secure username and password access based on Local Educational Agency (LEA) approval. Participants will learn to navigate through the software, provide accurate information for the Individualized Education Plan (IEP) process, and correct errors providing the user with a complete, concise, and compliant IEP. Participants will learn the basic components of the WebIEP and gain a firm understanding of the practical application in the use of WebIEP. Refresher courses are also available as federal and state regulations change. Management Information System (MIS) data entry users are also encouraged to attend to have a better understanding of the workflow regarding this software program.

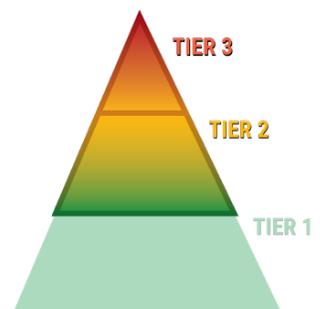
**Intended Audience**

Site administrators, school psychologists, speech-language pathologists, district administrators, counselors, general education teachers, special education teachers, and office staff.

-  COLETTE GARLAND  
MIS SUPPORT ANALYST
-  (760) 955-3565
-  [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)
-  3:00 Hours

**LCAP Priorities**

-  Implementing State Standards



## INDIVIDUAL PROTECTIONS

### WebIEP Spanish Translators' Workgroup



For more information or to register for this training, visit: <https://www.cahelp.org/>

This workshop is designed for Spanish Local Educational Agency (LEA) translators who are authorized to translate a COMPLETED Individualized Education Plan (IEP) in the Spanish WebIEP program. Policy, procedures, and best practice will be discussed and developed. Networking and group input are encouraged. We would like this to be an ongoing workgroup that meets several times a year with continued feedback and updates on state and federal regulations. Management Information System (MIS) data entry users are also encouraged to attend to have a better understanding of the workflow for the Spanish LEA translator.

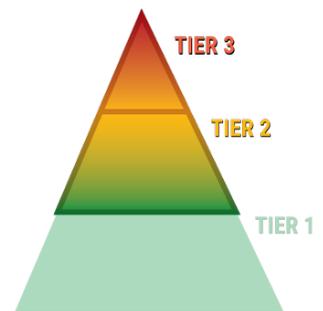
#### Intended Audience

LEA Spanish translators and MIS data entry users.

 COLETTE GARLAND  
MIS SUPPORT ANALYST  
 (760) 955-3565  
 [colette.garland@cahelp.org](mailto:colette.garland@cahelp.org)  
 1:30 Hours

#### LCAP Priorities

 Implementing State Standards



## SOCIAL/EMOTIONAL SUPPORTS

### Basic Restorative Practices



For more information or to register for this training, visit: <https://www.cahelp.org/>

Restorative practices are a continuum of research-based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them. As a prevention and intervention approach to discipline, restorative practices provide an alternative to suspension and can integrate into a school's multi-tiered system of behavioral supports.

Day 1: Introduction to Restorative Practices. Learn practical strategies to build strong, healthy relationships and community. Learn to use affective statements and questions for impromptu restorative conversations.

Day 2: Using Circles Effectively

Discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.

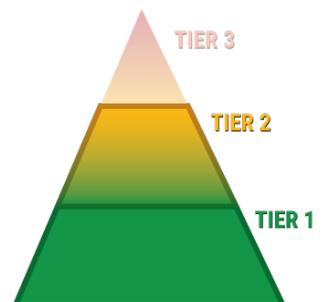
#### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

 THE RESTORATIVE PRACTICES TEAM  
 (760) 955-3582  
 [kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)  
 8:00 Hours

#### LCAP Priorities

 School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## How Does Your Engine Run? The Alert Program for Self-Regulation



For more information or to register for this training, visit: <https://www.cahelp.org/>

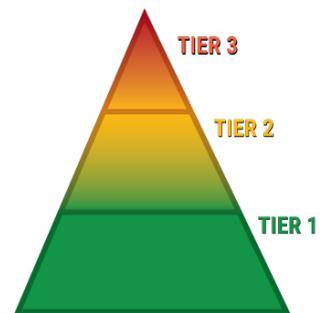
How Does Your Engine Run?, is an evidenced-based program that provides a framework to support children and adults at all levels, including those who are nonverbal. We all have engines! Some of our engines just go a little higher and some need more help, but we all self-regulate. This program can be used by educators, therapists, and parents to support students at all levels to maintain an optimal state to attend, learn, and concentrate within their environment.

### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, and paraprofessionals.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
6:00 Hours

**LCAP Priorities**  
Pupil Engagement, Pupil Achievement



## Interconnecting Systems: School Based Mental Health Supports and Multi-Tiered Systems of Support (MTSS) Overview



For more information or to register for this training, visit: <https://www.cahelp.org/>

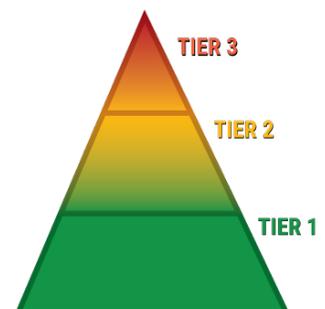
The purpose of interconnecting systems is to create a school culture and climate that promotes wellness (i.e., social emotional, behavioral, and academics) of the whole child that addresses the needs of all students, especially those at-risk for or with mental health challenges. Our new triage team, funded through the Mental Health Services Oversight Accountability Commission (MHSOAC) triage grant, will work with local districts to develop a multi-tiered system of prevention, intervention, and triage supports including: early identification, crisis intervention, and stabilization resource connections for children and families. Attend to determine readiness for your district for access to additional resources provided by the D/M SELPA triage team.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, school psychologists, and school counselors.

**NATALIE SEDANO**  
PREVENTION AND INTERVENTION LEAD  
SPECIALIST  
(760) 955-3590  
[natalie.sedano@cahelp.org](mailto:natalie.sedano@cahelp.org)  
3:00 Hours

**LCAP Priorities**  
School Climate, Pupil Engagement, Basic Services, Pupil Achievement, Parent Involvement, Other Pupil Outcomes



## Managing Burnout, Compassion Fatigue, and Vicarious Trauma



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will help identify burnout/stress, compassion fatigue, and vicarious trauma and how they differ. It will help participants understand the impact of these experiences on individuals who work with children and families. Participants will learn how to identify symptoms in yourself and your practice. Participants will create a plan to address and prevent these experiences.

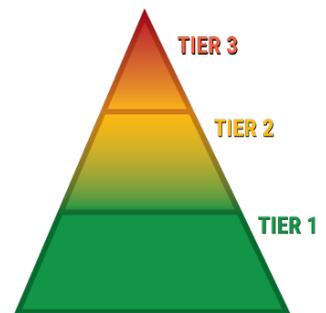
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and school psychologists.

CHERYL GOLDBERG-DIAZ  
 PROGRAM MANAGER  
 (760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 6:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Pupil Achievement



## Managing School Crisis: From Theory to Application



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is designed to prepare school administrators, school psychologists, mental health clinicians, and all educators for the inevitable crises that occur within schools and/or that affect those in schools. This training reflects the three most common phases of a crisis: pre-crisis planning, acute crisis response, and post-crisis activities. Special attention is given to the most common pitfalls (those that pose the most threat to school personnel from a liability standpoint) associated with crisis response activities.

Participants of this course are introduced to the Critical Incident Skills Management (CISM) framework and specific intervention techniques that can easily be applied within the school setting for the emotional support of students, families, and school staff. These intervention techniques are research-informed and widely recognized for their effectiveness. Participants will be given opportunities to explore the elements of effective crisis management through multiple group activities. This is not a disaster preparedness course. This course is an emotional first aid/crisis intervention.

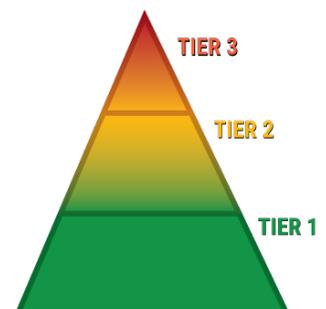
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, school psychologists, counselors, and clinicians.

BELINDA JAUREGUI  
 CLINICAL COUNSELOR  
 (760) 946-5020  
[belinda.jauregui@cahelp.org](mailto:belinda.jauregui@cahelp.org)  
 7:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement,  
 Other Pupil Outcomes



## Managing School Crisis: Refresher



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is offered as a refresher to those who have previously attended the two-day training, Managing School Crisis, From Theory to Application.

Participants of this course are introduced to the Critical Incident Skills Management (CISM) framework and specific intervention techniques that can easily be applied within the school setting for the emotional support of students, families, and school staff. These intervention techniques are research-informed and widely recognized for their effectiveness. Participants will be given opportunities to explore the elements of effective crisis management through multiple group activities. This is not a disaster preparedness course. This course is an emotional first aid/crisis intervention.

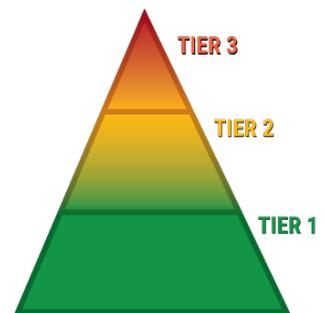
### Intended Audience

Individuals that have previously completed the two required days of the Managing School Crisis: From Theory to Application training.

BELINDA JAUREGUI  
CLINICAL COUNSELOR  
 (760) 946-5020  
 [belinda.jauregui@cahelp.org](mailto:belinda.jauregui@cahelp.org)  
 2:00 Hours

### LCAP Priorities

School Climate, Pupil Engagement



## Positive Language in the Home



For more information or to register for this training, visit: <https://www.cahelp.org/>

The purpose of this training is to work with parents on the power of positive language at home. Positive Behavioral Interventions and Supports (PBIS) and five simple steps will be used to guide parents on how to start using positive language in the home. Children will be empowered when positive language is used in the home.

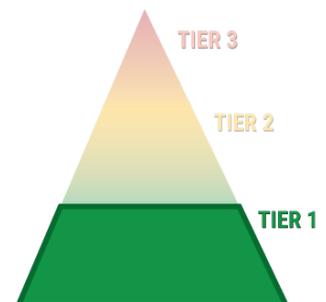
### Intended Audience

Parents.

CARYN DE LA TORRE  
OUTREACH SPECIALIST  
  
 [caryn.delatorre@cahelp.org](mailto:caryn.delatorre@cahelp.org)  
 3:00 Hours

### LCAP Priorities

Pupil Engagement, Basic Services,  
Pupil Achievement, Parent  
Involvement



## Restorative Conferences



For more information or to register for this training, visit: <https://www.cahelp.org/>

Conferencing can be employed by schools in response to wrongdoing, truancy, disciplinary incidents, including violence, or as a prevention strategy in the form of role plays of conferences with primary and secondary school students. In workplaces, conferences address both wrongdoing and conflict.

Restorative practices are a continuum of research based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them. As a prevention and intervention approach to discipline, restorative practices provide an alternative to suspension and can integrate into a school’s multi-tiered system of behavioral supports.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE RESTORATIVE PRACTICES TEAM

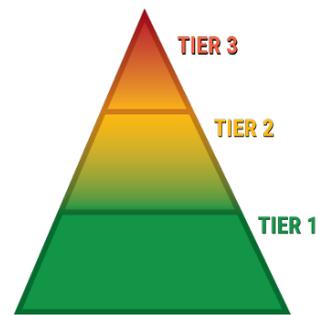
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

8:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Restorative Practices Overview



For more information or to register for this training, visit: <https://www.cahelp.org/>

Restorative practices are a continuum of research based informal and formal strategies to develop a sense of community in schools where adults do things WITH youth rather than TO or FOR. This overview will provide school teams with an introduction to the continuum of restorative practices and some introductory content from the two full-day trainings: Introduction to Restorative Practices and Restorative Circles. Introductory concepts and skills include the Social Discipline Window, de-escalation skills, affective statements, and restorative questions. These concepts will be introduced as preventative approaches to discipline. Participants will gain a deeper understanding of the benefits of restorative practices which provides an alternative to suspension and can be integrated into a school’s multi-tiered system of behavioral supports. Participants interested in more in-depth skills and implementation may register for the full two-day course offered regionally for certification in Introduction to Restorative Practices and Restorative Circles.

### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

THE RESTORATIVE PRACTICES TEAM

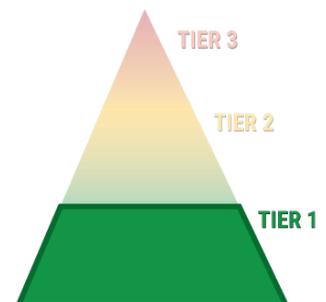
(760) 955-3582

[kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)

2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement



## Self-Harming Versus Suicide: Understanding the Differences



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will outline the major differences between self-harming behaviors and suicide. Participants will learn how to identify warning signs of both and how to effectively respond. Discussion regarding how suicide and self-harm are portrayed in the media will also be covered. Participants will learn what questions to ask someone who is self-harming and/or showing signs of suicidal behavior.

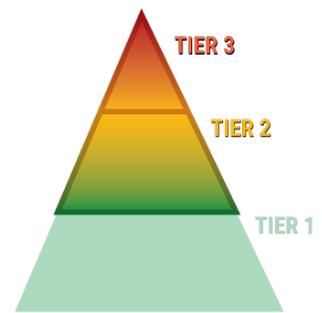
### Intended Audience

Special education teachers, general education teachers, site and district administrators, school psychologists, and counselors.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
2:00 Hours

### LCAP Priorities

⊕ School Climate, Pupil Engagement



## Sexual Abuse Awareness Training: Understanding the Impacts



For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants will gain awareness and understanding related to any form of sexual violence, including rape, child molestation, incest, and similar forms of non-consensual sexual contact. Most sexual abuse experts agree that sexual abuse is not just about sex; instead, it is often an attempt to gain power over others. Due to the trauma and negative emotions linked to sexual abuse, survivors may be at risk for mental health conditions. Immediate crisis assistance after sexual assault can prove invaluable and even save lives.

This training will assist those that work with children and adolescents to recognize the signs of abuse in order to help identify children that possibly have been assaulted. Reporting procedures will be reviewed, as well as the mental health piece of what to say and how to get the victim the help they need. The reaction differences of boys and girls that have been assaulted, and how to respond to their needs appropriately will also be addressed.

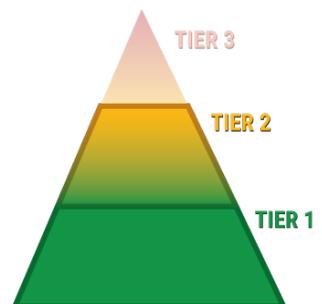
### Intended Audience

Special education teachers, general education teachers, paraprofessionals, site administrators, school psychologists, clinicians, and counselors.

**CHERYL GOLDBERG-DIAZ**  
PROGRAM MANAGER  
(760) 955-3607  
[cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
3:00 Hours

### LCAP Priorities

⊕ School Climate, Pupil Engagement



## SOCIAL EMOTIONAL LEARNING (SEL): Do I Have It Already? Why Do I Need It? How Do I Get More of It?



For more information or to register for this training, visit: <https://www.cahelp.org/>

This presentation will discuss the why, what, and how of Social Emotional Learning (SEL). Participants will walk away with three take away practices to create the climate for SEL as well as how to integrate with other initiatives into a multi-tier system of support (MTSS). A strong focus will be on how to implement more SEL as district leaders, with staff, and in classrooms. Practical SEL resources will be provided to participants.

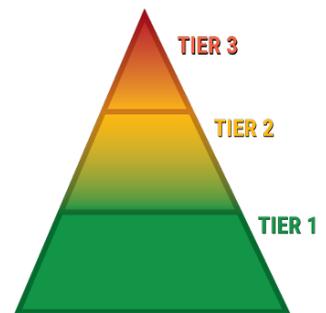
### Intended Audience

General education teachers, special education teachers, paraprofessionals, site administrators, and school psychologists.

KAMI MURPHY  
PROGRAM MANAGER  
 (760) 955-3582  
 [kami.murphy@cahelp.org](mailto:kami.murphy@cahelp.org)  
 2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement, Parent Involvement



## Social Skills Groups



For more information or to register for this training, visit: <https://www.cahelp.org/>

In the social skills groups course, participants will learn how to address skill difficulty at all three tier levels with an emphasis on how to implement social skills groups within the classroom as well as in small groups. Information on how to find curriculum for groups will also be explored.

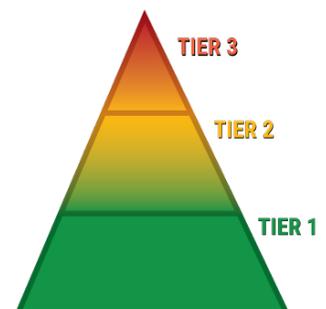
### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, and paraprofessionals.

CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 2:00 Hours

### LCAP Priorities

- School Climate, Pupil Engagement, Pupil Achievement



## SOCIAL/EMOTIONAL SUPPORTS

### Strategies for Positive Parenting



For more information or to register for this training, visit: <https://www.cahelp.org/>

This free workshop series will focus on assisting caregivers with acquiring the tools to be more effective in parenting their children. Participants will learn strategies for improving their relationship, connecting through clear communication, increasing compliance, positive discipline techniques, and more. Once you complete the six sessions, you will have the skills to increase harmony and decrease conflict in your home. All six sessions must be attended in entirety to obtain a certificate of completion.

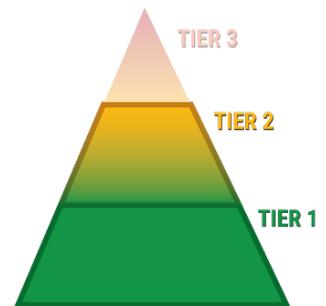
#### Intended Audience

Parents and guardians.

 BELINDA JAUREGUI  
CLINICAL COUNSELOR  
 (760) 946-5020  
 [belinda.jauregui@cahelp.org](mailto:belinda.jauregui@cahelp.org)  
 3:00 Hours

#### LCAP Priorities

 Parent Involvement



## SOCIAL/EMOTIONAL SUPPORTS

### Understanding and Supporting Positive Student Mental Health



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course will empower classroom teachers and staff that interact daily with students with the information needed to recognize the risk factors and warning signs for the most common mental health illnesses in children, such as depression and anxiety. It will also focus on trauma and toxic stress, and the effect on the developing brain of a child. Equally as important, specific tools and strategies needed to create positive learning climates that enhance social and academic achievement will be provided in this hands-on learning opportunity.

>Participants will learn how social-emotional health disorders impact academic success. They will also walk away with specific instructional strategies that promote a positive classroom climate, increase students' motivation to learn and improve academic success at the universal/prevention level, the secondary/targeted support level, and the tertiary/intensive support level.

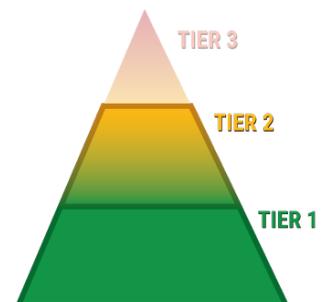
#### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, paraprofessionals, counselors, office staff, and parents.

 CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 6:00 Hours

#### LCAP Priorities

 School Climate, Pupil Engagement,  
Pupil Achievement



## Understanding the Impacts of Grief on Children and Adolescence



For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants will gain insights and understanding of the impact of grief and loss on children and adolescence. Participants will learn about the different types of grief, including facts and statistics, and causes and risk factors of grief. Participants will gain the understanding of the development of children’s concepts and understanding of death and what is childhood traumatic grief. Participants will learn ways to provide support and establish safe supportive environments, including intervention strategies.

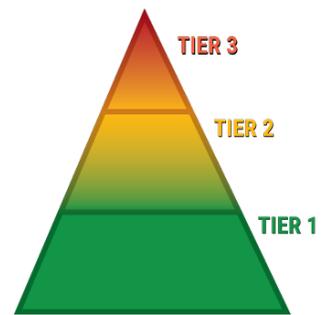
### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, and counselors.

 CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 6:00 Hours

### LCAP Priorities

 School Climate, Pupil Engagement



## Youth Mental Health First Aid



For more information or to register for this training, visit: <https://www.cahelp.org/>

Youth Mental Health First Aid teaches a five-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. Anyone can take the eight-hour Youth Mental Health First Aid course, but it is ideally designed for adults who work with young people, ages 12-18, teachers, coaches, leaders of faith communities, social workers, and other caring citizens. Achieve an increase in the mental health literacy of adults who interact with school-aged youth and increase awareness of mental health issues among school-aged youth.

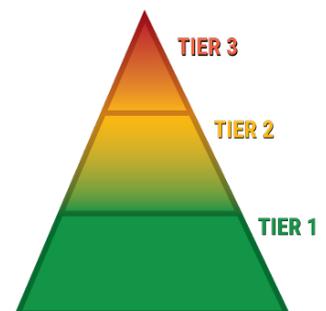
### Intended Audience

Special education teachers, general education teachers, site administrators, school psychologists, paraprofessionals, office staff, bus drivers, and counselors.

 CHERYL GOLDBERG-DIAZ  
PROGRAM MANAGER  
 (760) 955-3607  
 [cheryl.goldberg-diaz@cahelp.org](mailto:cheryl.goldberg-diaz@cahelp.org)  
 8:00 Hours

### LCAP Priorities

 School Climate, Pupil Engagement



## SPEECH AND HEARING How Do They Hear?



For more information or to register for this training, visit: <https://www.cahelp.org/>

This course is an introduction to how we hear and how assistive technology equipment can assist when there is a malfunction of the hearing mechanism. Participants will learn the parts of the human hearing mechanism and how they transmit sound, how types of equipment, such as hearing aids, cochlear implants, and FM systems, can assist their students, and learn how education and access laws effect students with hearing loss.

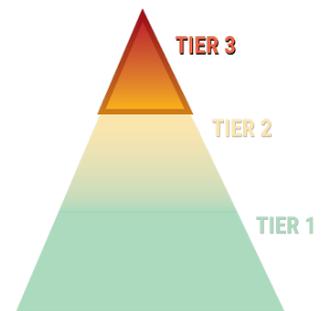
### Intended Audience

Speech-language pathologists, special education teachers, general education teachers, and site administrators.

 LINDA RODRIGUEZ  
PROGRAM SPECIALIST  
 (760) 955-3681  
 [linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org)  
 3:00 Hours

### LCAP Priorities

 Pupil Engagement, Pupil  
Achievement, Course Access



## SPEECH AND HEARING Troubleshooting Equipment for Students with Hearing Loss



For more information or to register for this training, visit: <https://www.cahelp.org/>

Designed to give participants hands-on learning and practice with assistive equipment to assist their students that experience hearing loss. Participants will learn the parts of the FM system and how they work, learn the components of Troubleshooting Kits\* and their functions, and discover problems and fix malfunctioning systems. \*Those participants who have a student with hearing loss who uses an FM system in class may receive a Troubleshooting Kit.

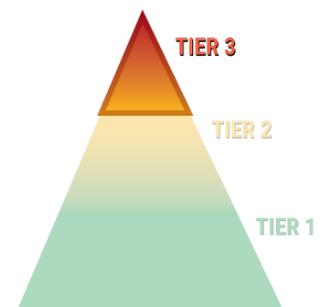
### Intended Audience

Speech-language pathologists, special education teachers, general education teachers, and site administrators.

 LINDA RODRIGUEZ  
PROGRAM SPECIALIST  
 (760) 955-3681  
 [linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org)  
 3:00 Hours

### LCAP Priorities

 Pupil Engagement, Pupil  
Achievement, Course Access



# PLP

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## Professional Learning Pathways

Participating in a pathway allows for a deeper understanding and integration of the academic, behavioral, and social/emotional needs of the students we serve. Participants are able to prioritize courses to attend that fit the unique practices, values, and beliefs of their other school site or LEA. Opportunities for learning may include technical assistance and coaching, depending on the course and needs of the participants. This also allows for learning over time and for building long-term professional relationships with participating LEAs and the program staff of the Desert/Mountain SELPA, Desert/Mountain Charter SELPA, and the Desert/Mountain Children's Center.

## Life Challenges: Social, Emotional, Development, and Impacts of Trauma Research



For more information or to register for this training, visit: <https://www.cahelp.org/>

This pathway is an introduction to social emotional wellness and youth mental health concerns. It is no secret that children and teens who are resilient, possess a sense of self-worth, who like school, have friends, and feel connected to adults at home and at school, will perform better in school and in the world around them. Sometimes, however, mental health issues can affect how a student thinks, feels, and acts. This day will include information about the importance of connecting children to their school community and how to increase protective factors among youth. Educators also need to know the signs that indicate a child may be experiencing challenges such as depression, anxiety, eating disorders, and other mental health concerns. Equally important, specific tools and strategies needed to create positive learning climates that enhance social and academic achievement will be provided in this hands-on learning opportunity. Participants will also be presented with information about the elective courses listed below and will be supported in choosing those which best fit their teaching situations and/or areas of interest.

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### Required Courses

- Life Challenges: Social, Emotional, Development and Impacts of Trauma
- Understanding Grief and Loss with Children and Adolescence,
- Sexual Abuse Awareness Training: Understanding the Impacts

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### Elective Courses

Each elective course uniquely supports educators understanding of the social emotional needs of children and provides specific strategies to support those needs. The following electives are recommended as part of this pathway.

- **How Does Your Engine Run? The Alert Program for Self-Regulation**  
*Social/Emotional Supports*
- **Youth Mental Health First Aid**  
*Social/Emotional Supports*
- **Self-Harming vs. Suicide: Understanding the Difference**  
*Social/Emotional Supports*
- **Supporting and Understanding Children from Adverse Backgrounds**  
*Social/Emotional Supports*
- **Trauma, Toxic Stress and the Developing Brain**  
*Social/Emotional Supports*
- **Managing Burnout, Compassion Fatigue, and Vicarious Trauma**  
*Social/Emotional Supports*
- **Untapped Brilliance: Supporting Students with ADHD**  
*Behavioral Supports*

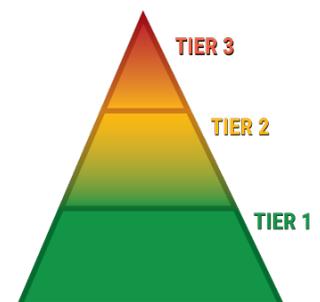
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### Intended Audience

Paraprofessionals, general and specials education teachers, site administrators, school psychologists, counselors, and clinicians.

### LCAP Priorities

- ➔ Pupil Achievement, Pupil Engagement, School Climate



## Early Childhood Trauma Informed PBIS Team Exploration and Readiness



For more information or to register for this training, visit: <https://www.cahelp.org/>

This training is designed for Early Childhood Educators. In this pathway, participants will explore and prepare their teams for the Tier One Early Childhood Trauma Informed PBIS Foundations. This pathway will guide teams in the understanding of what Early Childhood Trauma Informed PBIS is and how it can help systematize current practices. This pathway will include opportunities to explore researched based methods that decrease challenging behaviors and support children who come from hard places. For greater success of implementation this pathway is a prerequisite for entering into Tier One Early Childhood Education Trauma Informed PBIS.

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### Required Courses

#### Day 1

Early Childhood PBIS Overview

#### Days 2

Negative to Positive Reframe

#### Day 3

Trauma Informed PBIS Foundations

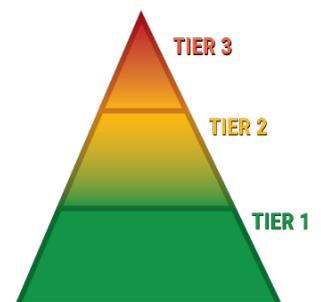
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### Intended Audience

Early childhood educators that are preparing for Year One Early Childhood Trauma Informed PBIS Foundations.

### LCAP Priorities

- Pupil Achievement, Pupil Engagement, School Climate



# Tier One Early Childhood Trauma-Informed Positive Behavioral Interventions and Supports, Foundations



For more information or to register for this training, visit: <https://www.cahelp.org/>

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve significant developmental, behavioral, and social-emotional outcomes for all students. At the Tier I level, teams will learn how to build their school’s pro-social environment by establishing a system with common language, common practices, and common vision. Selected program representatives will attend four days of coaching/trainer of trainers (TOT) sessions along with preschool directors/administrators.

---

## Required Courses

### EC PBIS Overview

#### Day 1

Implementation Steps 1-3;

#### Day 2

Implementation Steps 4-5; .

#### Day 3

Team Workgroup;

#### Day 4

Teaching Positive Behavior - Tools and Strategies;

#### Day 5

Implementation Steps 6-7;

#### Day 6

School-Wide Information Systems;

#### Day 7

Implementation Step 7 continued;

#### Day 8

Trauma, Toxic Stress, Behavior, and the Developing Brain.

### EC PBIS Coaches/Trainer of Trainers (TOT)

#### Program Representatives and Directors (Four Days)

#### Director’s Collaborative (Four Days)

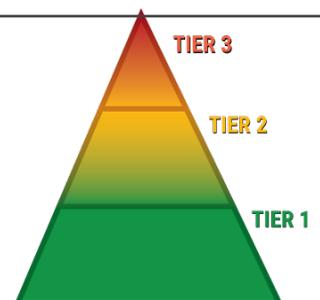
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## Intended Audience

Early childhood educators, site administrators, district administrators, and paraprofessionals.

## LCAP Priorities

- ⊕ Pupil Achievement, Pupil Engagement, School Climate, Parent Involvement



## Early Childhood Trauma-Informed Model Classroom (TOT)



For more information or to register for this training, visit: <https://www.cahelp.org/>

Model Classroom (TOT) is 4 days of training and coaching designed to build capacity with classroom teams while working closely with an external coach. TOTs attending all 4 training days will be creating model classrooms with their classroom teams in an effort to be a model training site. TOTs will serve as lead coaches and will be the point of contact in disseminating information to their programs. The TOTs will also be invited to participate in training opportunities where they may train side by side with CAHELP trainers to build capacity and sustainability for their programs.

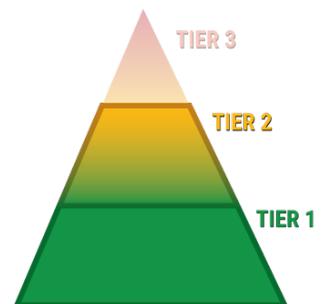
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### Intended Audience

Early childhood educators, site administrators, and district administrators.

### LCAP Priorities

- ➔ School Climate, Pupil Engagement, Pupil Achievement



# Tier One Early Childhood Trauma-Informed Positive Behavioral Interventions and Supports, Implementation



For more information or to register for this training, visit: <https://www.cahelp.org/>

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve significant developmental, behavioral, and social-emotional outcomes for all children and families.

This third year of training will support EC PBIS teams as they continue to build Tier One and Tier Two capacity and sustainability. Course content will be specialized based on strengths and needs of teams. Course topics include:

- Cultural Responsiveness in Early Childhood
- Family Engagement including Tiered Family Supports
- Trauma Informed Practices
- Function of Behavior

Teams will continue to use data to evaluate next steps toward fidelity. Selected program representatives will attend four days of Trainer of Trainers (TOT) sessions.

---

## Required Courses

### Day 1

Building on Strengths of Your System

### Days 2-3: Course Topics

Course content to be determined by strengths and needs of teams.

Courses to be customized on Day 1.

### Day 4: Collaboration to Increase Sustainability

- Implementation successes
- Strengths of data, systems, and practices
- Define specific steps taken in order to replicate for sustainability
- Wellness for implementers
- Next steps

### EC PBIS Coaches/Trainer of Trainers (TOT)

### TOT Program Representatives (Four Days)

### Director's Collaborative (Four Days)

### Supplemental Courses:

- **Behavioral Support Plans (BSP) Through the PBIS Lens**  
*Behavioral Supports*
- **Competing Pathways Charting**  
*Behavioral Supports*
- **Social Emotional Pathways Courses**  
*Behavioral Supports*

- **EC PBIS Bootcamp**

*Early Childhood Education*

- **EC PBIS Workgroup**

*Behavioral Supports*

- **Supporting and Understanding Children from Adverse Backgrounds**

*Social Emotional*

- **PBIS in the Home**

*Early Childhood Education*

- **Ages and Stages Questionnaire 3 (ASQ)**

*Early Childhood Education*

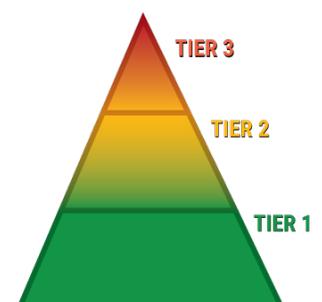
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## Intended Audience

Early childhood educators, site administrators, district administrators, and paraprofessionals.

## LCAP Priorities

- ➔ Pupil Achievement, Pupil Engagement, School Climate, Parent Involvement



## Tier Two Early Childhood Trauma-Informed Positive Behavioral Interventions and Supports, Social Emotional Learning



For more information or to register for this training, visit: <https://www.cahelp.org/>

The Trauma-Informed Practices for Early Education Pathway is designed to provide early childhood providers with knowledge, competencies, and specific tools needed to protect children who have experienced trauma and toxic stress against long-term harm. Participants will be trained in Trust-Based Relational Intervention® (TBRI®) from the Karyn Purvis Institute of Child Development. Participants will learn how to disarm fear, optimize learning, and facilitate healing for vulnerable children. This year-long, multi-day training will offer early childhood providers with a better understanding of trauma-informed practices and will be better equipped to meet the needs of all children in their care.

---

### Required Courses

#### Day 1

Introduction to Trauma Informed PBIS.

#### Day 2

TBRI® – Connecting Principles .

#### Day 3

TBRI® – Empowering Principles.

#### Day 4

Correcting Principles..

#### Day 5

Measuring Fidelity Measures and Data Systems.

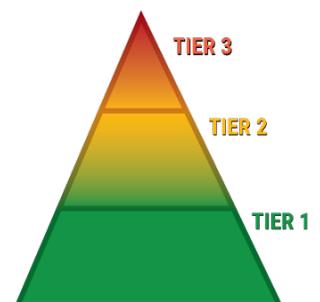
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### Intended Audience

Early childhood educators, early childhood special education teachers, early childhood general education teachers, paraprofessionals, counselors, and other service providers.

### LCAP Priorities

- ➔ Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement



## Tier Two Early Childhood Trauma-Informed PBIS Targeted Social Emotional Supports



For more information or to register for this training, visit: <https://www.cahelp.org/>

Early Childhood Trauma Informed Positive Behavioral Interventions and Supports (EC PBIS) is a multi-tiered behavioral framework for enhancing the adoption of PBIS through a trauma-informed lens. Trauma Informed PBIS provides a continuum of evidence-based interventions to achieve significant developmental, behavior, and social-emotional outcomes for all students.

EC Trauma-Informed PBIS Teams attending this pathway will have attended one year of trauma-informed practices training. This second year of training will support teams in solidifying Tier One foundations and implementing trauma-informed practices within their Tier One PBIS system; systematizing trauma-informed Tier Two practices and strengthening implementation of Tier Two social emotional supports; and creating data collection systems to monitor effectiveness of trauma-informed Tier Two supports.

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### Required Courses

#### Day 1

Tier Two Foundations and Systematizing Social Emotional Learning

#### Day 2

Looking at Effective Models of Tier Two Interventions.

#### Day 3

Implementation of Tier Two Strategies.

#### Day 4

Strengthening Your Tier Two System and Data Outcomes.

#### EC PBIS Coaches/Trainer of Trainers (TOT)

Program Representatives and Directors (4 days)

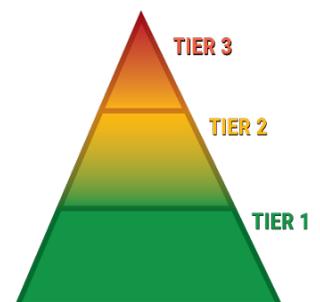
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### Intended Audience

Early childhood educators, site administrators, office staff, and paraprofessionals.

### LCAP Priorities

- Pupil Engagement, School Climate, Pupil Achievement, Parent Involvement



## Positive Behavioral Interventions and Supports, (PBIS)

### K-12 - Coach and Administrator Training

For more information or to register for this training, visit: <https://www.cahelp.org/>



Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions. Teams include the participation of a site-based coach and a site administrator. The administrator has executive leadership authority to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions). Each day of training has unique content and builds on previous knowledge and content. Specific Trainer of Trainer's (TOT) will be selected from this group to be specially trained in content and delivery for sustainability for the LEAs.

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#### Required Courses

##### Year One Coach and Administrator Trainings

###### Day 1

Start with the "Why": The Role of the PBIS Coach

###### Day 2

Identifying Evidence Based Classroom Strategies For Teachers

###### Day 3

Managing Those Little Rascals: Discouraging Problem Behaviors

###### Day 4

TIPS-Team Initiated Problem Solving & SWIS-School Wide Information Systems

##### Year Two and Three Coach and Administrator Trainings-Refer to your Scope and Sequence for exact training topic

- SWITCH: How to Motivate the Elephant - Big Ideas of Coaching
- Integrating PBIS and School Mental Health
- Supporting and Understanding Students from Adverse Backgrounds
- Trust Building with Staff and Families
- Building Systems and Practices: Using the PBIS Implementation Blueprint
- Using Universal Screener's to Efficiently and Effectively Select Interventions

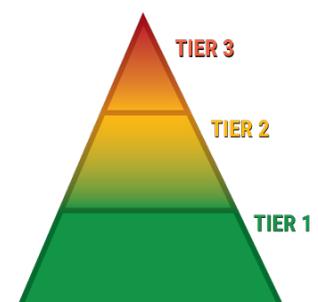
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#### Intended Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

#### LCAP Priorities

- ➡ Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

Trauma-Informed Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered behavioral framework for enhancing the adoption of PBIS through a trauma-informed lens, while supporting staff wellness. This pathway will provide trauma-informed practices to support ALL students, including those who have experienced trauma.

NOTE: The following criteria must be met to participate in this pathway:

- Completed three years of PBIS training
- Earned 70% or greater fidelity at Tier One on the Tiered Fidelity Inventory (TFI)
- Enroll a minimum of 4 team members, including an administrator, to attend

---

### Required Courses

#### Day 1

Introduction to Integrating Trauma-Informed Practices into your PBIS system.

#### Day 2

Implementing a Culturally Responsive Systems and Practices

#### Day 3

Tier Two systems through a trauma-informed lens. Incorporation of School Mental Health (SMH) practices within an Interconnected Systems Framework (ISF) to prevent and identify mental health needs and supports.

#### Day 4 & 5

Introduction to Restorative Practices: Learning practical strategies to build strong, healthy relationships and community  
Using Restorative Circles Effectively: Discovering how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.

### Supplemental courses

- PBIS Bootcamp
- Bullying Prevention and Interventions for School Sites
- Reinforcements
- Behavioral Supports
- Visual Supports for All Students
- Creating Responsive Classrooms
- Social Skills Groups
- Supporting and Understanding Students from Adverse Backgrounds

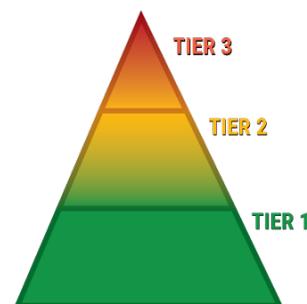
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### Intended Audience

Paraprofessionals, General and Special Education Teachers, Site Administrators, District Administrators

### LCAP Priorities

- ➡ Pupil Achievement, Pupil Engagement, School Climate, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

Positive Behavioral Interventions and Supports (PBIS) is multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. At the Tier One level, teams will learn how to build their school pro-social environment by establishing a common language, common practices, and common vision. Teams will also learn the function of behavior principles.

**Required Courses**

**Day 1**

Implementation Steps 1, 2

Step 1 - PBIS school site representatives will establish team membership foundations including: establish team member roles, create working agreements, and create an action plan for multi-year organizational use. Step 2 - In order to have a common purpose and approach to discipline, the PBIS Team will create a Behavioral Statement of Purpose that aligns with their schools mission and goals. The Behavioral Statement of Purpose fosters a more proactive approach to the teaching of school-wide social behavior expectations.

**Day 2**

Implementation Steps 3-5

Step 3 - Through a collaborative process, a clear set of 3-5 school-wide positive behavioral expectations are defined for students and staff across all school settings. Step 4 - Teaching expected behaviors means that ALL staff demonstrate, explain, and practice social skills within and across multiple school settings. PBIS Teams will action plan for creating lesson plans to teach school-wide behavioral expectations. Step 5 - Classroom-wide PBIS has a direct impact on changing social behavior and learning. PBIS Teams will learn effective classroom practices (structure, expectations, engagement, feedback and consequences) to teach classroom-wide behavioral expectations.

**Day 3**

Implementation Steps 6,7

Step 6 - Positive acknowledgment is one of the most effective means of promoting positive behavior and decreasing negative behavior. PBIS Teams will learn to foster a positive school climate by creating a school-wide acknowledgment system to support implementation efforts. The acknowledgment system will reduce the time spent correcting

misbehaviors, increase the likelihood that appropriate behaviors will be repeated, and increase positive staff/student interaction. Step 7 - PBIS Teams will develop a continuum of procedures for discouraging student behavior violations. Teams will create an active discipline flow chart that defines minor and major behavior violations and create an office discipline referral (ODR) to collect data for decision making related to supports and interventions. Best practices on managing problem behaviors in the classroom and use of consistent steps that all teachers and administration agree to, allows students to get the level of support they need to meet the desired behavioral expectations.

**Day 4**

Implementation Step 8, Planning for Implementation Kick-Off

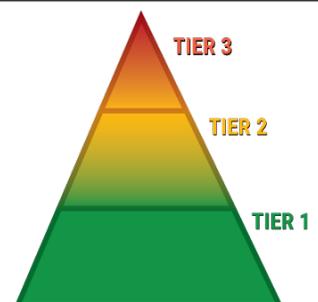
Step 8 - Using data for decision making is key to using the collaborative learning cycle, which results in effective and efficient action planning and implementation. PBIS Teams will learn to use the School-Wide Information System (SWIS), a reliable and confidential web-based information system to collect, summarize, and use student behavior data for decision making. Teams will then learn the Team Initiated Problem Solving (TIPS) model in which they use data for an effective, systemic problem solving process. Planning for Implementation Kick-Off - PBIS Teams will create an action plan related to kicking-off school-wide PBIS implementation. Teams will discuss: rotation schedule to teach expectations to all students in all settings school-wide; teaching classroom-wide expectations, sharing the school-wide acknowledgment system with staff and students.

**Intended Audience**

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

**LCAP Priorities**

- ➡ Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered behavioral framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behaviorally significant outcomes for all students. Tier Two interventions provide a secondary layer of supports for all students who are not responding to Tier One supports. Teams will practice using the function of behavior principles.

---

**Required Courses**

**Day 1**

Linking Tier One and Tier Two.

Tier One takes a look at team composition, implementation, and using evaluation to determine next steps of PBIS implementation. Linking Tier One to Tier Two, supports individuals with specific skill sets included on the team to implement Tier Two interventions using data to evaluate next steps and fidelity of Tier Two interventions.

**Day 2**

Tier Two Systems Development.

This day will look at the critical features of Tier Two interventions, matching student needs to practices, and mental health supports in the classroom.

**Day 3**

Check In-Check Out (CICO) Intervention, CICO SWIS.

Overview of Tier Two systems and Check-In Check-Out, (CICO) Intervention. Data based decision making.

**Day 4**

Youth Mental Health First Aid.

See Behavioral Supports section for description.

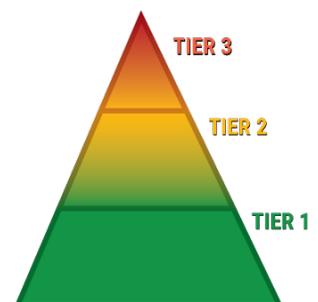
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**Intended Audience**

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

**LCAP Priorities**

- Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

Tier Two interventions provide a secondary layer of supports for small groups of students who are not responding to Tier One supports. Using fidelity tools to continuously monitor Tier One and Tier Two implementation, teams will be provided opportunities to select additional Tier Two intervention strategies, training, support, and continuous coaching. Teams will learn, understand, and apply the function of behavior principles.

---

**Required Courses**

**Day 1**

Teams will use data to ensure that capacity is continuously built with Tier One and Tier Two.

**Day 2**

Team Training or Elective Course attended as a team.

**Day 3**

Teams will use data to check fidelity and capacity at Tier One and 2. Coaching and actions steps will guide Tier 3 exploration.

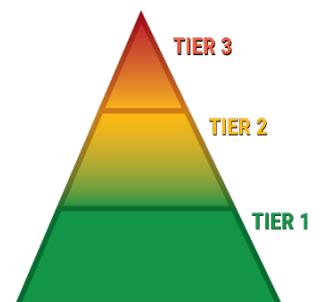
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**Intended Audience**

Paraprofessionals, general and special Education teachers, site administrators, and district administrators.

**LCAP Priorities**

- Pupil Engagement, Pupil Achievement, School Climate





For more information or to register for this training, visit: <https://www.cahelp.org/>

PBIS Year 4 and beyond. PBIS practitioners representing schools and districts, update their knowledge, and build capacity and sustainability of PBIS/MTSS in their school or district by focusing on a Multi-Tiered Systems of Supports (MTSS) Model supported by implementation science. Key features of the model include: (a) integrated academic, behavior, and social-emotional components, (b) data driven decision making, (c) evidence-based practices, and (d) development of a continuum of student supports. Suggested courses included in this pathway will support schools.

---

### Required Courses

- PBIS Overview (On-site Request)
- PBIS Bootcamp
- Implementing Culturally Responsive Systems and Practices
- Creating a Responsive Classroom (On-site Request)
- Team Workgroup
- Discouraging Problem Behaviors: Managing Those Little Rascals
- The Role of Universal Screening in Tiered Systems of Support
- Tiered Fidelity Inventory (TFI) Assessment Training

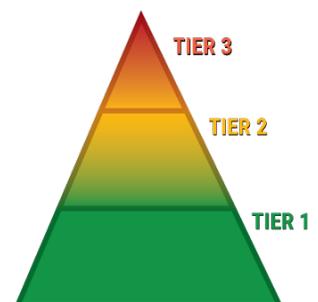
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### Intended Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators

### LCAP Priorities

- ➔ Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement





For more information or to register for this training, visit: <https://www.cahelp.org/>

This training is designed to provide teachers new to special education with the knowledge and skills they need to have a successful start. Days one, two, and three are required core days made up of IEP basics and classroom management. Web IEP is also a required course. Upon completion of the required courses, participants will be able to customize this learning pathway to best meet their individual needs by choosing courses that align with their unique teaching position.

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### **Elective Courses**

In addition to the required courses, this pathway allows the participant to choose three elective courses. Participants will select three elective courses to receive the Certificate of Completion. For additional course information, please see the Professional Learning Courses.

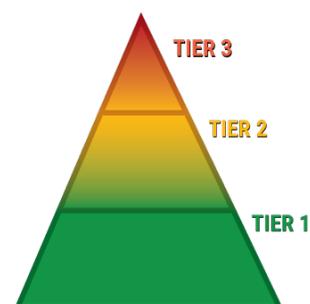
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### **Intended Audience**

Year 1 and year 2 special education teachers.

### **LCAP Priorities**

- ➔ School Climate, Pupil Engagement, Pupil Achievement, Other Pupil Outcomes





For more information or to register for this training, visit: <https://www.cahelp.org/>

This pathway was created to support the paraprofessional in acquiring foundational skills in support of students with behavioral challenges and disabilities in general education and special education settings. At the onset of the series, paras will be introduced to the main disability categories, executive skills concepts, and concrete strategies through theoretical lessons and practicum activities. Paraprofessional will assess their work and collaborative styles. Professional responsibilities related to IEP implementation and behavior planning and intervention will be discussed. Principles of applied behavioral science will be presented and discussed including, but not limited to, environmental structures, functional assessments, replacement behaviors, reinforcement, prompting, and visual support. The certificate of completion for the Paraprofessional Pathway reflects 33 hours of content area.

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### Required Courses

- Disability Awareness with Simulation
- The Paraprofessional Supporting the Classroom
- The Paraprofessional Supporting Behavior
- Autism for Paraprofessionals
- Reinforcement
- Reinforcement - Application
- Prompting
- Prompting - Application
- Visual Supports
- Visual Supports - Application

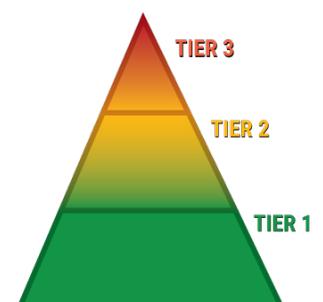
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### Intended Audience

Paraprofessionals.

### LCAP Priorities

- ➔ School Climate, Pupil Engagement, Pupil Achievement





For more information or to register for this training, visit: <https://www.cahelp.org/>

The Alternate Dispute Resolution (ADR) Pathway is designed with four required courses to provide participants with a basic understanding of the alternate dispute resolution process focusing on communication, facilitation, and negotiation techniques to use during difficult IEP meetings, parent meetings, communication with advocates, or in general. Understanding the sequential IEP process will be the connecting thread for all four courses. Using proactive techniques to work with families collaboratively throughout the entire IEP process will also be trained. It is recommended that participants take the courses in the order they are listed as content is sequential from course to course.

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### Required Courses

- IEP Forms & Facts (see Individual Protections section for course description)
- Collaborative IEP: Aligning the Sun, the Moon, and the Stars (see Individual Protections section for course description)
- The Art of Facilitating IEP Meetings (see Individual Protections section for course description)
- Meaningful Parent Participation (see Individual Protections section for course description)

*Please note that the same above courses are available to participants as a stand-alone course outside of the pathway and can be taken individually and in any order.*

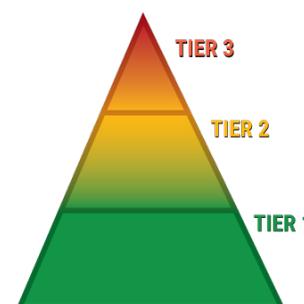
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### Intended Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

### LCAP Priorities

- ➡ Basic Services, Pupil Achievement, School Climate





For more information or to register for this training, visit: <https://www.cahelp.org/>

Participants who complete the five required courses in this pathway will receive a certificate acknowledging that the individual has received a foundational understanding of the IEP process, completing IEP forms, developing present levels of performance and measurable goals, and how to document educational benefit. Writing legally compliant IEP notes and legally compliant transition plans will also be included in these courses.

---

### Required Courses

- IEP Forms and Facts 101
- WebIEP
- WebIEP Spanish Translators' Workgroup
- PLOPs, Goals, and Educational Benefit
- Transition Planning for All Students
- The What, Why and How of IEP Meeting Notes

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### Elective Courses

- Prior Written Notice
- Least Restrictive Environment
- Manifestation Determination Process

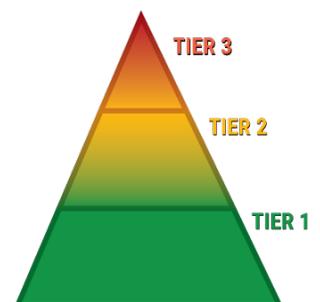
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### Intended Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

### LCAP Priorities

- ➔ School Climate, Basic Services, Pupil Achievement





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Excelsior Charter School  
Excelsior Corona-Norco  
Health Sciences High and Middle College  
Health Sciences Middle  
Helendale Elementary School District  
Hesperia Unified School District  
High Tech Elementary Point Loma  
High Tech Explorer Elementary School  
High Tech High  
High Tech High International  
High Tech High Media Arts  
High Tech High Middle Media Arts  
High Tech High Middle School  
High Tech High Statewide Benefit Charter  
Lucerne Valley Unified School District  
Needles Unified School District  
Norton Science and Language Academy  
Oro Grande Elementary School District  
Silver Valley Unified School District  
Snowline Joint Unified School District  
Trona Joint Unified School District  
Victor Elementary School District  
Victor Valley Union High School District

## Desert/Mountain Charter SELPA

Allegiance STEAM Academy - Thrive  
Aveson Global Leadership Academy  
Aveson School of Leaders  
Ballington Academy for the Arts and Sciences  
Desert Trails Preparatory Academy  
Elite Academic Academy - Lucerne  
Elite Academic Academy - AWF  
Encore Jr/Sr High School  
Encore High School, Riverside  
Julia Lee Performing Arts Academy  
LaVerne Elementary Preparatory Academy  
Leonardo da Vinci Health Sciences Charter  
OCS - South  
Odyssey Charter School  
Pasadena Rosebud Academy  
Pathways to College  
Taylion High Desert Academy



The

# RELENTLESS PURSUIT

★ OF WHATEVER WORKS IN THE ★

LIFE OF A CHILD



CALIFORNIA ASSOCIATION OF  
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