

Diagnostic Centers



North

South

Central

**End of The Year Report
2002-2003**

www.dc-cde.ca.gov

California Department of Education
School and District Operation Branch
State Special Schools and Services Division

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Mission Statement

Provide Local Education Agencies (LEAs) a continuum of assessment services for individuals with special needs and to provide training to their service/care providers.



Mary Anne Nielsen, Director



Susan Bobbit, Director



Deborah Holt, Director

California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, county Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, county Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

Assessment Services

"The materials we have been given are so instrumental to our child's progress. The support and knowledge we receive from your staff is priceless."

Parent
Southern California

"The team approach allowed us to speak with one voice to the family and also cleared up confusions for all concerned."

Special Education Teacher
Northern California

"We continue to be appreciative of the multiple services that we receive from your Center. The level of professionalism and expertise that is represented by your staff is impressive. It is especially important for our small, rural districts to have access to such support and information. Thank you."

SELPA Director
Central California

Students who exhibit complex learning problems present various challenges. Districts who have directed available resources to serve a child often have unanswered questions and request the Diagnostic Centers' assistance. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis and level of functioning, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans, serving the child at his or her school site, at the Diagnostic Center or at both school and Center sites.

Field Based Assessments are conducted over a span of one to three days at the student's school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations, and meets with the family and district personnel. **248** or **50%** of Diagnostic Center assessments were provided in the field.

Center Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations and meets with the family and district

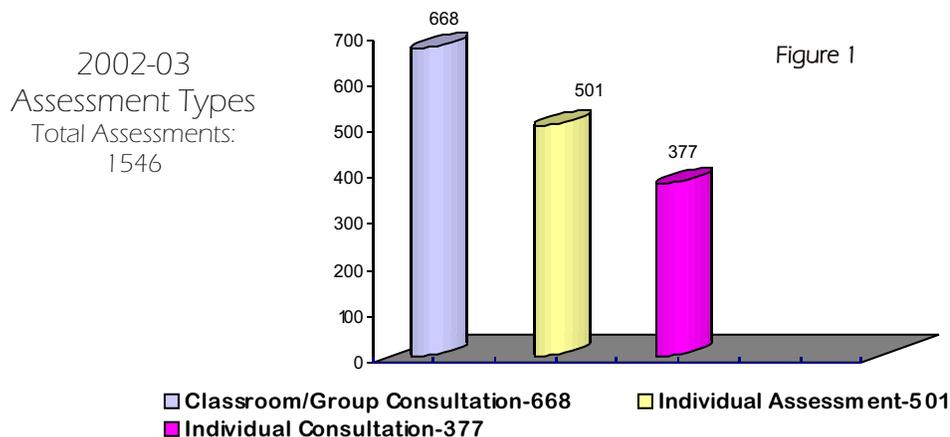
personnel. **135** or **27%** of Diagnostic Center assessments were conducted at the Diagnostic Center.

Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations and meets with the family and district personnel. **118** or **23%** of Diagnostic Center assessments were Combination Assessments.

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. **377** follow-up consultation were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with **668** students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2002-03 school year **1546** students were provided services. Figure 1 illustrates the assessment services provided.



Referral Trends

"I have had extensive dealings with the Diagnostic Center over the last 6 years and it has continued to give me valuable teaching tools to work with for not only this student, but for other students who benefit from the knowledge I gain."

Special Education Teacher
Central California

"We are thankful for the assessment packet of findings; it is the manual they forgot to give us when he was born. We review it periodically and find something new each time. We also appreciated having all the wrong "labels" taken off him. We now have a name for the needle in the haystack."

Parent
Southern California

"I was AMAZED at the LEVEL of evaluative skills, both on paper and INTUITIVELY"

Special Education Director
Northern California

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs' most difficult-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs. Reasons for referrals include:

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Significant Behavior Problems	47%
Communication Problems	42%
Level of Functioning	39%
Accommodations to Access General Curriculum	45%
Diagnosis	41%
Primary Handicapping Condition	42%
Socio-Emotional Status	38%
Lack of Progress	34%
Impact of Medical Conditions on Education	30%
Reading	25%
Modifications to Access General Curriculum	27%
Functional Curriculum	11%
Parent-District Conflict	15%
Assistive Technology	15%
Secondary Issues	8%
Mediation/ Fair Hearing Case	4%
High Stakes Assessment	1.3%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for local educational agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 8 and include the Diagnostic Center, Central's Inclusion Project, the Diagnostic Center, North's Ask A Specialist Project, and the Diagnostic Center, South's statewide project, Positive Environments, Network of Trainers (PENT).

Evaluation of Assessment Services

"I was pleased to see the parent involved in the process. The process empowered the parents to become active participants in their son's educational planning."

Special Education Administrator
Southern California

"We really appreciate the ongoing relationship with the Diagnostic Center as new difficulties present themselves. The team was compassionate, knowledgeable evaluators who made us feel good about the strategies we have already tried. We appreciated the validation and the refocusing of our efforts to help him become successful."

Special Education Administrator
Northern California

"This student has made significant progress. He no longer has aid support and his outbursts have diminished. Thank you again for your excellent assessment and expert advice."

Special Education Administrator
Central California

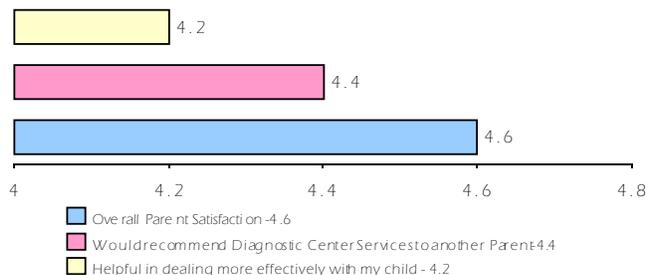
The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 853 surveys were returned from school staff. Their responses indicated that:

- 95% of administrators reported positive outcomes for the students as a result of the assessment.
- 90% of teachers and specialists reported that the assessment results supported their efforts in identifying, developing, and/or implementing appropriate educational goals and methods for the student.
- 98% of parents reported that the Diagnostic Center responded to their concerns.
- 98% of parents reported that they were encouraged to participate in the assessment process.
- 84% of parents reported that they are more aware of their children's educational and other needs as a result of the assessment.

Parent Rating of Assessment Services Received

Measured on a Scale 1-5

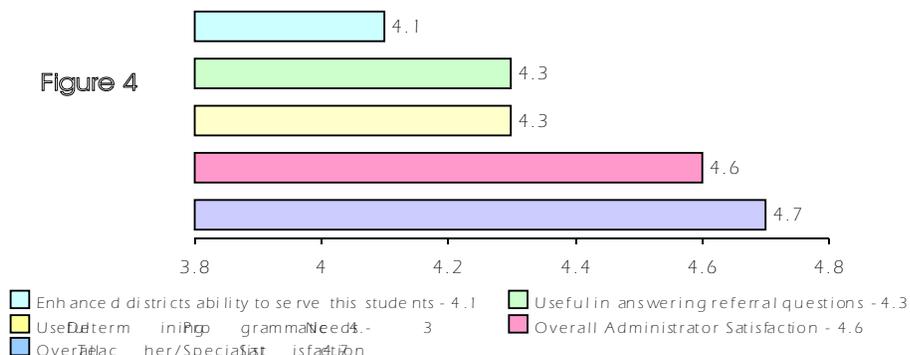
Figure 3



LEA Rating of Assessment Services Received

Measured on a Scale 1-5

Figure 4



Training Services

"I can't wait to go back to work and share all of the information with my co-workers."

Teacher, Central California

"The presentation was flawless and packed with information. I was provided plenty of materials for future support and information."

BTSA Teacher, Southern California

"Your willingness to give of your time, expertise, and experience gives parents and staff much needed information for interacting with special needs children. The evaluations indicate that the participants gained valuable knowledge and insight from your presentation."

Special Education Administrator
Southern California

Diagnostic Centers are recognized as leaders in staff development. Districts, SELPAs and County Offices of Education continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2002 - 2003 school year, 254 presentations to 16,293 individuals were provided at local school sites, regional workshops and state and national conferences. In addition, workshops were available to families and services agency personnel.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

In response to local and statewide needs, trainings are developed by the Diagnostic Center staff. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. Of the 254 presentations provided, the topics most frequently requested were those dealing with

- Student Behavior - 59 sessions
- Autism Spectrum Disorders - 38 sessions
- Social Skills Development - 25 sessions
- Literacy - 23 sessions
- Teaching Students with Moderate to Severe Disabilities - 15 sessions
- Improving Para-professionals' Skills and Expertise - 14 sessions

In addition to these formal presentations, many districts, SELPAs and county Offices of Education requested assistance in redesigning their special education classes and service delivery models. Comprehensive Training and Technical Assistance Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 8 - 11 report those collaborative projects provided.

Evaluation

Diagnostic Center Presentations:

CSPDC Regions

52

Districts

41

SELPAs

79

County Offices of Education

35

Agencies

7

State and National Conferences

27

Diagnostic Center Co-Sponsored Conferences

3

PENT SESSIONS

14

The effectiveness of the training services offered by Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of 254 formal presentations, 7285 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.6 (on a scale of 1-5).
- Participants reported a 1 point average gain in knowledge (on a scale of 1-5).
- 92% of the participants reported that they will use what they learned in this training.
- 88% of participants reported that plan to share this information with other professionals and parents.

Participants' Rating of Training Received

Measured on a 5 Point Scale

Figure 5

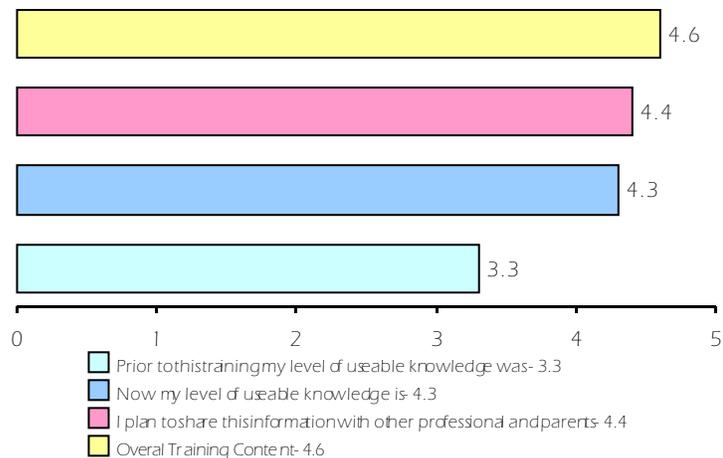


Figure 6

Average Attendees per Sessions	Percentage
Teacher: Special Education	33%
Psychologist	16%
DIS (APE/SL/Nurse)	15%
Teacher: General Education	9%
Other Agency Personnel	7%
Paraprofessional	6%
Program Specialist	4%
Parent	4%
Administrative: General Education	3%
Administrative: Special Education	2%
Student	1%

Technical Assistance

In addition to the formal staff development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone or the internet, i.e., resources or referral information, to on-site demonstration teaching and videoconferencing. **9215** individuals were provided with direct technical assistance.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. **360** individuals participated in these presentations.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with those districts, County Offices of Education and SELPAs reported on page 8, the Special Education Division of the California Department of Education, colleges and universities, as reported on page 12 and 13, and various education and service agencies and organizations, including the National Association of School Psychologists, American Speech Language, Hearing Association, California Association of Resource Specialists, and the American Educational Research Association.

- | | |
|-----------|---------------|
| Alameda | Placer |
| Alpine | Plumas |
| Butte | Sacramento |
| Colusa | San Benito |
| Contra | San Francisco |
| Costa | San Mateo |
| Del Norte | Santa Clara |
| El Dorado | Santa Cruz |
| Glenn | Shasta |
| Humboldt | Sierra |
| Lake | Siskiyou |
| Lassen | Solano |
| Marin | Sonoma |
| Mendocino | Sutter |
| Modoc | Tehama |
| Monterey | Trinity |
| Napa | Yolo |
| Nevada | Yuba |

2002-2003 Technical Services

- **217** demonstration teaching sessions were provided to **1539** school personnel
- **1711** individuals were provided direct resource and consultation assistance
- **77** special projects sessions were conducted serving **5965** individuals

Total Participants: 9,575



Amador
Calaveras
Fresno
Kern (North & West)
Kings
Madera
Mariposa
Merced
San Joaquin
San Luis Obispo
Stanislaus
Tulare
Tuolumne

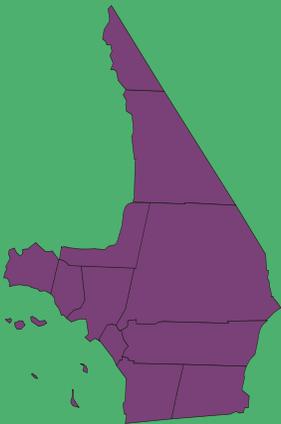


Consultation and Technical Assistance

The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. Our Comprehensive Training and Technical Assistance Projects are designed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation services. During 2002-2003 school districts, county offices of education and SELPAs were selected to develop model programs highlighting best practices and teaching strategies. Each project was designed to be easily replicated. A sampling of the projects include:

- **Albany Unified School District** requested assistance to improve their middle school program for students with moderate to severe disabilities. The focus of this project was to infuse transition services into the academic program and align the academic program with the state curriculum standards. Direct services were provided to students and staff, including consultation, demonstration teaching, videotaping, resource assistance and training in the use of the Middle School Transition Portfolio, resulting in active student participation in the IEP process. This project will extend to the high school level in the 2003-04 school year.
- **Clovis Unified School District, Lenmore Unified School District and Fresno Office of Education** requested assistance with inclusion issues, specifically increasing staff and students understanding of how to successfully include students with disabilities into the general education programs at three school sites. Specific services provided included collaborative opportunities for general education and special education staff, observations, dialogue, demonstration teaching and sharing of resources and materials.
- **Del Norte County Office of Education** requested professional development services for their special education staff. Located in the most northern region of California, this county has limited resources. To assist the staff, consultation services were provided via videoconferencing. Topics included Tourette Syndrome and Autism Spectrum Disorders.
- **East Whittier School District** requested technical assistance in refining reading instruction for middle school students. The purpose of the project was to provide multiple levels of literacy support at the district and school site levels to administrators, general and special education teachers.
- **Fresno Unified School District** requested assistance to address the literacy needs of Deaf and Hard of Hearing elementary aged students. This multi-year project provided classroom consultation, opportunities for staff development, and resource assistance. The focus was to provide research based strategies and interventions to improve student literacy skills. In addition, direct student interventions were recommended and demonstrated.

Imperial
Inyo
Kern (South & East)
Los Angeles
Mono
Orange
Riverside
San Bernardino
San Diego
Santa Barbara
Ventura



Consultation and Technical Assistance

Continued

- **Hesperia Unified School District** staff, working with students identified as emotionally disturbed and/or behaviorally challenged were provided consultation and training on class-wide behavioral systems, collaboration strategies, maximizing instructional minutes, and linking IEP goals and objectives with the California State Standards.
- **Konocti Unified School District** requested assistance with improving their program for students with moderate to severe disabilities. This second year project provided teacher and administrative consultation, professional development opportunities, demonstration teaching and resource assistance. In addition, direct student interventions were recommended and demonstrated.
- **Lake Elsinore School District** was provided technical assistance to assist with multiple levels of literacy support to school site teams at target sites within the district. Demonstration lessons in Corrective Reading, Reading Mastery, and Rewards were provided in conjunction with teacher and instructional assistant feedback and coaching sessions.
- **Lemon Grove School District** requested assistance to restructure general and special education middle school reading classes. The project goals were to improve teachers' delivery of reading instruction and to increase student reading performance. The project supported the implementation of the state adopted reading intervention program: Fast Track and Rewards, a supplementary program. Components included demonstration teaching, consultation, technical assistance, observations, coaching and direct support.
- **Los Angeles Unified School District** requested assistance to address the needs of students with autism. This year long project provided support services to nine special day class teachers. Project components included 47 classroom visits during which demonstration teaching, consultation and technical assistance was provided, eight full day trainings, and a monthly newsletter.
- **Napa Valley Unified School District and Napa SELPA** requested assistance to improve their special education program. Monthly consultation services were provided, resulting in draft "Standards" for special education teachers, paraprofessionals, DIS staff, and special education administrators. The "Standards" were modeled after the California Teaching Standards. In addition, various professional development activities were provided. This is a multi-year project.

"Wonderful and informative. You shared so many practical handouts with us. This workshop gave me lots of strategies to expand what I already do."

Teacher, Special Education
Central California

"As usual your presentation was well organized and kept the audience engaged. Sharing first hand experience with the transition process was an asset. We had a large, diverse group with many different levels of experience. The knowledge and skills shared will hopefully help create more quality interagency planning in our county."

WorkAbility/TPP Director
Northern California

"The classroom strategies were wonderful. I am often asked by teachers for suggestions and I will surely pass these ideas on."

School Psychologist
Southern California

Consultation and Technical Assistance

Continued

- **Ocean View School District** school psychologists were provided a series of seminars over a four month period focusing on the administration and interpretation of the Southern California Ordinal Scales of Development. Particular emphasis was placed on how information gleaned from the Scales can be used in conjunction with standardized measures to assist school personnel in the development of appropriate educational and behavioral programming.
- **Orcutt Union School District** was provided in-depth training and multiple levels of literacy support for general and special education teachers. Goals included targeting students at risk for reading failure and providing intensive reading intervention; raising the academic performance of students enrolled in reading intervention classes; providing support to special and general educators teaching the Reach: Corrective Reading and Rewards programs; training the Director of Special Educator as a Direct Instruction coach; and providing ongoing support to Intervention and Administrative Teams. Components included observation and feedback sessions, problem solving and planning sessions, and assessment data interpretation.
- **Ponoma Unified School District** requested assistance to support a strategic plan for a Middle School Reading Initiative at six middle school sites. Specific training in Reach: Corrective Reading was provided along with classroom observations, demonstration teaching and feedback sessions, coaching support and problem solving/planning sessions.
- **San Mateo Office of Education** requested assistance to meet the diverse needs of a special day class for severely disabled students. Training, direct consultation, and demonstration teaching, including opportunities to visit exemplary programs were provided to the IEP team in the areas of curriculum, augmentative communication, and problem behavior. In addition, specific student related issues were addressed.
- **San Ramon Valley Unified School District** requested consultation services for elementary special day class teachers and paraprofessionals. The focus of this project was literacy, behavior and classroom management techniques, assistive technology and inclusion strategies. Direct support, coaching, literacy training and curricular resources were provided to special education and general education staff.

"This information confirms that I am headed in the right direction with my students. I know that they will enjoy some of the strategies you showed us."

Resource Teacher
Central California

"We can always count on the Diagnostic Center to provide us with practical and research-based information."

Special Education Teacher
Southern California

"Your presentation was very well received and all enjoyed the day. I'd also like to thank you for your enthusiasm and professional spirit while presenting and sharing ideas with our attendees. Your energy level is great and keeps everyone engaged!"

SELPA Support Coordinator
Northern California

"Everyone I talked with said they learned something new!"

School Psychologist, CASP Local
Chapter Chair
Northern California

- **Tulare County Office of Education** requested assistance to improve speech and language therapists' skills in assessing sensory oral motor functions of students with moderate to severe articulation difficulties. Individual student assessments, coupled with staff coaching and modeling resulted in the development of a formalized county assessment procedure and accompanying recording forms and records.
- **Vallejo Unified School District** was provided training, resource assistance and consultation services to improve their identification of, and to develop programs for, elementary aged students with Autism Spectrum Disorders. Follow-up services are available at the district's request.
- **West Contra Costa SELPA** requested assistance to improve their special education program. Monthly consultation services were provided, resulting in draft "Standards" for special education teachers, paraprofessionals, DIS staff, and special education administrators. The "Standards" were modeled after the California Teaching Standards and were developed at two levels: standards for those working with mild/moderate disabled students and those working with students with moderate/severe disabilities. In addition, various professional development activities were provided. This is a multi-year project.
- **West Contra Costa SELPA's** second year, collaborative Transition Project continued. The focus of this project was to provide direct consultation, demonstration teaching, and technical assistance services to design and implement a comprehensive transition program for special education students, ages 18 - 22.
- **West End SELPA** was provided monthly technical assistance in implementing Reach: Corrective Reading as well as specific training in the Direct Instruction coaching model. Support included assistance with interpretation of data for intervention placement, problem solving and planning sessions, and resource/materials assistance.

Consultation and Technical Assistance

Continued

"I teach at the university level (Masters) classes in Special Education. I will be incorporating all of the excellent materials on accommodations and modifications from your training in my coursework."

University Instructor
Southern California

"I have been doing BSP training since 1999. I can't believe how much more effective the work I'm doing with teachers is after gaining so much more insight and perspective from the PENT Summit."

PENT Cadre Member
Southern California

"California is the only state engaged in getting sustainability in Positive Behavioral Supports through a statewide network."

George Sugai
University of Oregon

In addition to the Diagnostic Centers' Comprehensive Training and Technical Assistance Projects to LEAs, regional and statewide projects are developed and implemented. A sampling of these projects includes:

- **The Diagnostic Center, Southern California** completed a five-year statewide training plan in the area of Positive Behavioral Supports. Trainings in school-wide behavior supports, discipline, behavior support plans and classroom strategies were disseminated statewide to over 19,000 educators. Over 1,500 trained educators joined the Positive Environments, Network of Trainers (PENT), a statewide email technical assistance, collaboration and case specific consultation to support local trainers.

This five year project culminated in the PENT Summits, a three day trainer of trainers symposium, in the North and South, Jan/Feb of 2003. The highly successful Summits provided 200 SELPA-designated participants with enhanced ability to consult and train on positive behavior support planning. These PENT Cadre members are now providing training and consultations in their local regions throughout California.

Plans for 2003-04 include collaborative efforts between DC South and North to offer statewide practicum training in developing and scoring high quality behavior plans using the new instrument, "Behavior Support Plans Quality Evaluation", as well as the development of a PENT website. In addition, a PENT Forum will be held in 2004 for Cadre members to come back together to share locally developed materials and further enhance their repertoire of skills.

- **The Diagnostic Center, Central California** collaborated with San Francisco State University to provide classes for students residing in the Central Valley and enrolled in the university's Visually Impaired Credential Program. Utilizing the Diagnostic Center's videoconferencing equipment, the class was broadcasted from San Francisco to Fresno.
- **The Diagnostic Center, Northern California** continued its web-based discussion forum, "Ask A Specialist". Designed in question format, the forum focuses on the areas of ADHD, Assistive Technology, Behavior, Medical Conditions Affecting Education, and Transition Services. Individuals are encouraged to visit www.askaspecialist.ca.gov and submit a question. Monthly, questions are collected and reviewed. A question in each topic area is selected and the answer is posted. Previous questions and answers are archived and easily accessible.
- Also available at the Diagnostic Center, Northern California's website, www.dcn-cde.ca.gov are two distance learning programs. "Isn't My Child Too Young" online training is designed for families of middle and high school aged students with special needs. "Understanding Section 504" provides an overview of Section 504 of the Rehabilitation Act of 1973 and its implications/mandates for public education. It is designed for both families and professionals.

Interagency Collaboration

"I know that every Diagnostic Center training I attend will be worth my time. I always leave with new knowledge and skills. You reaffirm my passion for education. I leave re-energized, anxious to return to the classroom."

Special Education Teacher
Northern California

"Thank you so much for the excellent information. I had no idea so much has happened in the world of Autism. I am especially excited about getting together with my autistic students' parents and making a better classroom/school plan."

Special Education Teacher
Central California

"My school has sent me to a couple of trainings before, but they were nothing like this! I really learned something useful that will help me help my students."

Instructional Assistant
Northern California

The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech and language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, Hayward
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State University, Sacramento
- Chapman University
- Fresno Pacific College
- Lehigh University
- Alliant International University
- Portland State University
- San Francisco State University
- San Jose State University
- Sonoma State University
- Texas A & M
- University of California, Berkeley
- University of Oregon
- University of Texas
- University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. Staff served on Departmental advisory committees and work groups, interagency task forces and consulted on various state projects. A sampling of Diagnostic Center participation includes:

- Alameda County Transition Interagency Committee
- Alternate Assessment Workgroup
- California Teaching Credential Committee
- Fiesta Educativa Del Sur De La Bahia
- Fresno Area Transition Council
- Fresno and Tulare County Early Intervention Task Force
- IDEA National Cadre of Trainers
- Merced County Transition Council
- National College Association of Teachers Education Accrediation Team
- SEACO Severe Disabilities Workgroup

Department of Education
1430 "N" Street, 5th Floor
P. O. Box 944272
Sacramento, CA 94244-2720

Jack O'Connell
California State
Superintendent of Public
Instruction

Department of Education
State Special Schools and
Services Division
1430 N Street, Second Floor
Sacramento, CA 95814

Ron Kadish, Director

Diagnostic Center
Central California
1818 W. Ashlan Avenue
Fresno, CA 93705

Diagnostic Center
Northern California
39100 Gallaudet Drive
Fremont, CA 94538

Diagnostic Center
Southern California
4339 State University Avenue
Los Angeles, CA 90032

Interagency Collaboration

The Diagnostic Centers continue to collaborate with other divisions of the California Department Of Education. The Diagnostic Centers have worked to support the State Improvement Grant (SIG) by offering personnel development workshops to each of the CSPD Regional Coordinating Councils, particularly on the grant focus areas of positive behavior supports, literacy and transition.

To support SIG, the Diagnostic Center, South developed a five year training plan in the area of positive behavior supports. Statewide workshops were provided to all eleven CSPD regions. In addition, PENT (Positive Environment Network of Trainers) was established to develop the collective expertise of trainers in solving student and group behavior difficulties and to disseminate materials.

Diagnostic Center staff collaborated with the California Department of Education presenting at department conferences and serving on such work groups and task forces as:

- Adapted Physical Education Guidelines Work Group
- California Alternate Performance Assessment (CAPA) Task Force
- CALSTAT
- Comprehensive System of Personnel Development Advisory Committee
- Focus Group on Culturally and Linguistically Diverse Students
- High School Exit Exam Special Education Workgroup
- Reading Task Force
- SELPA Behavior Committee
- Specific Learning Disability Discrepancy Workgroup
- State Improvement Grant Evaluation Task Force
- State Partnership Committee on Special Education
- WorkAbility I Advisory Committee
- WorkAbility I Human Support Services