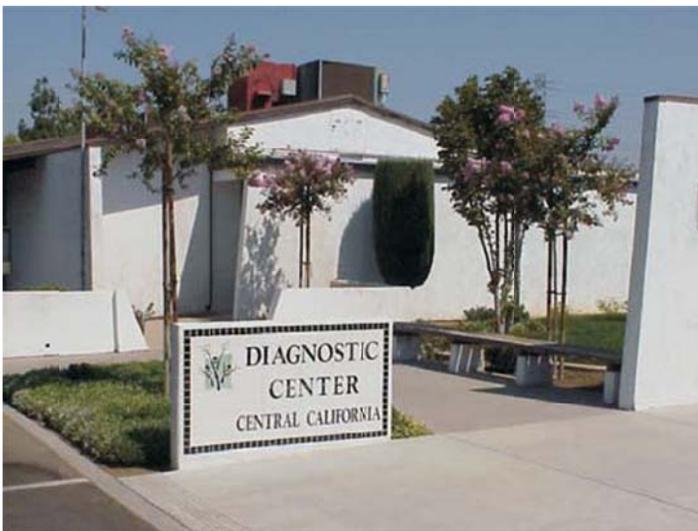


DIAGNOSTIC CENTERS



*Mary Anne Nielsen, Director
Diagnostic Center, North*



*Carole Bence, Director
Diagnostic Center, Central*



*Valerie Johnson, Director
Diagnostic Center, South*

End of the Year Report
2011-2012

California Department of Education

MISSION STATEMENT

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

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

“This has been by far the best experience our family could have had. We have learned the one thing that I feel is the most important information when dealing with your child. We have learned to talk, listen, and react to our son which is invaluable. Thank you!”

~ Parent
Southern California

“Very impressed with speed, efficiency, and professional manner in which the Diagnostic Center team conducted itself.”

~ Program Specialist
Northern California

“I appreciated the way the assessment included trial teaching to determine the best instructional strategies. I was amazed at the expertise of the staff in providing numerous ways for my son to demonstrate what he does and does not know. The assessment exceeded our expectations. We have a guide to follow for many years.”

~ Parent
Central California

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 by serving the child at the 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, prepares a report of their findings and recommendations, and meets with the family and district personnel. 55% 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, prepares a report of their findings and recommendations, and meets with the family and district personnel. 9% 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, prepares a report of their findings and recommendations, and meets with the family and district personnel. 36% of Diagnostic Center assessments were Combination Assessments.

Assessment Services *(cont.)*

“Thank you for all the time and energy you spent on this assessment. I appreciate that when you had unanswered questions, you went back for a second look. The pediatrician really helped clarify the possibility of some neurological differences due to birth trauma. This was very enlightening for the team and I think for parents as well. Thanks again for the wonderful work!”

~ Director of Special Education
Northern California

“Throughout the years we have found that the assessment services provided by the Diagnostic Center have guided us in providing better services to our students. The information you collect and share, it does what it intended to do: guide instruction and interventions.”

~ Administrator
Southern California

“Being at the Diagnostic Center with my son was an eye-opening experience. I was able to take the information gathered and use it to find better ways to assist him and meet his needs.”

~ Parent
Central California

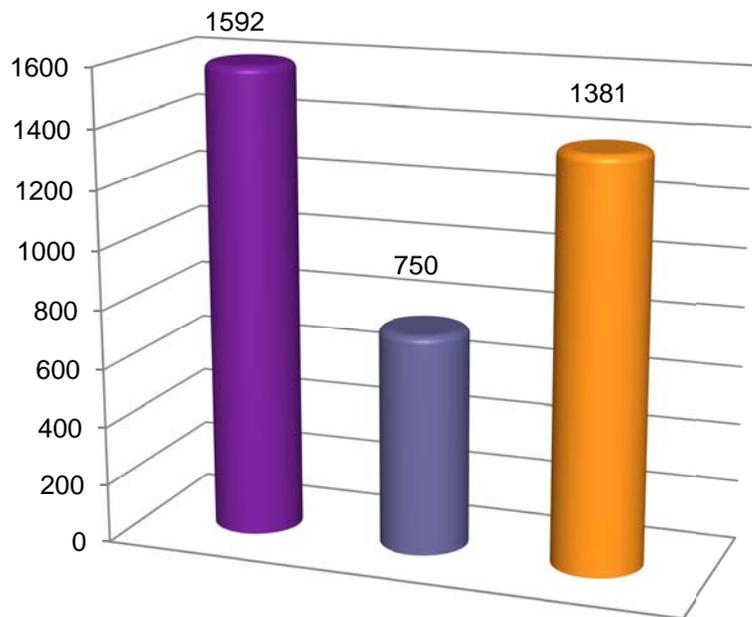
Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. 1,381 follow-up consultations were provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with 1,592 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, and Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2011-2012 school year, 3,723 students were provided services. Figure 1 illustrates the assessment services provided.

2011-2012 Assessment Types Total Assessments = 3,723

Figure 1



- Classroom/Group Consultation - 1592
- Individual Assessment - 750
- Individual Consultation - 1381

Referral Trends

“I cannot express my gratitude enough on how much you helped our student. This has been the BEST year of his life because of the assistance and information from the Diagnostic Center.”

~ Administrator
Central California

“I feel like unlike in any other settings my child got the attention and focus that she deserves. All the staff that participated in the assessment treated her with respect and showed an interest in finding a way to help her learn. Thanks to the Diagnostic Center, we now know and will help the IEP team members plan for a most successful education plan for our child.”

~ Parent
Southern California

“I have re-read the summary from the Center many times. This information is presented in a way that is easy for me to understand and I truly agree with the Center’s conclusions.”

~ Teacher
Central 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.

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Instructional Strategies/Programming	82%
Communication	46%
Behavior	59%
Diagnosis	68%
Impact of Medical Conditions on Education	34%
Autism	38%
Conflict Resolution	31%
Mental Health	30%
Secondary Issues	18%

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 10.

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 777 surveys were returned from school staff and 278 parent surveys were returned. Their responses indicated that:

- ❖ 95% of administrators reported positive outcomes for the students as a result of the assessment.
- ❖ 98% of teachers and specialists reported that the assessment services were useful to the IEP Team
- ❖ 91% of parents reported that the Diagnostic Center responded to their concerns.
- ❖ 85% of parents reported that the assessment provided them with new information.

“The process was flawless!! The people are wonderful and professional. I don’t know where my daughter would have been without the services of the Center. I can tell you that I believe the outlook for her scholastic career is definitely brighter due to the Center and its staff.”

~ Parent
Southern California

“We thought we had a good handle on this student’s needs, but the Diagnostic Center’s assessment findings revealed new and pertinent information to guide significant instructional and services changes.”

~ Teacher
Central California

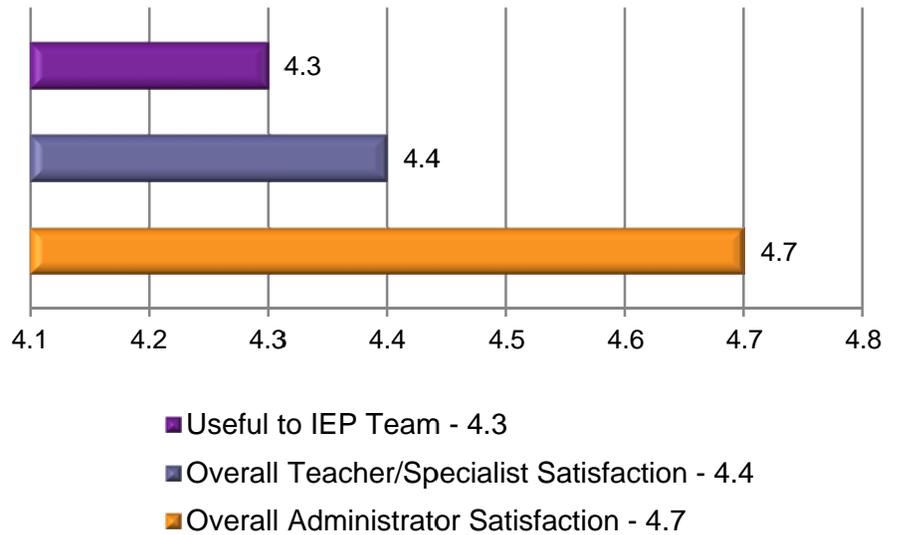
“This service provides parents with true guidance and findings that we so desperately need for our children. My greatest fear was that my child would disappear into the back of the class and eventually get so behind and frustrated that she would simply give up. Thanks to your support and assessment I now have formal findings to support her needs.”

~ Parent
Northern California

LEA Rating of Assessment Services Received

Measured on a Scale of 1-5

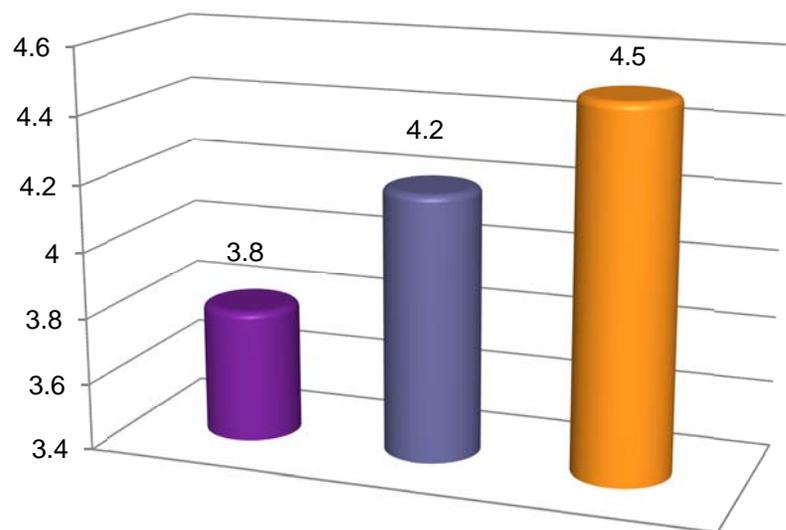
Figure 3



Parent Rating of Assessment Services Received

Measured on a Scale of 1-5

Figure 4



- Assessment Promoted Collaborative Planning Between Family and IEP Team - 3.8
- Information Assisted You With Dealing More Effectively With Your Child - 4.2
- Overall Parent Satisfaction - 4.5

Sessions Offered

Regional Coordinating
Councils
82

Districts
68

SELPAs
200

County Office of Education
130

Colleges and Universities
5

State and National
Organizations
67

Professional Development

Diagnostic Centers are recognized as leaders in professional 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 2011-2012 school year; 552 presentations to 18,961 individuals were provided at local school sites, regional workshops, and state and national conferences.

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.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. The most frequently requested topics were those dealing with:

Autism Spectrum Disorders – 20%

Instructional Strategies – 24%

Assessment Issues and Strategies – 13%

Special Education Issues – 5%

Improving Paraprofessional Skills and Expertise – 5%

Language and Communication Issues – 11%

Culturally Responsive Assessment and Instruction – 4%

Behavior/Mental Health Issues – 10%

Secondary Students – 4%

Teaching Students with Moderate to Severe Disabilities – 2%

In addition to these formal presentations, school districts, SELPAs and County Offices of Education have requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 10-16 describe those collaborative projects.

Training Evaluation

“They went above & beyond—we feel like the assessment was very thorough and not just a snapshot of our daughter.”

~ Parent
Southern California

“The collaborative efforts from the Diagnostic Center and the school allowed for additional services and options that had not been considered before.”

~ School Personnel
Central California

“I am very pleased and satisfied with work done. Evaluation was very appropriate focusing on what my child “does” not what he doesn’t do. Big difference from other evaluations or test done in the past.”

~ Parent
Southern California

“Gratitude to those who dedicate their careers to helping our special children!”

~ Parent
Northern California

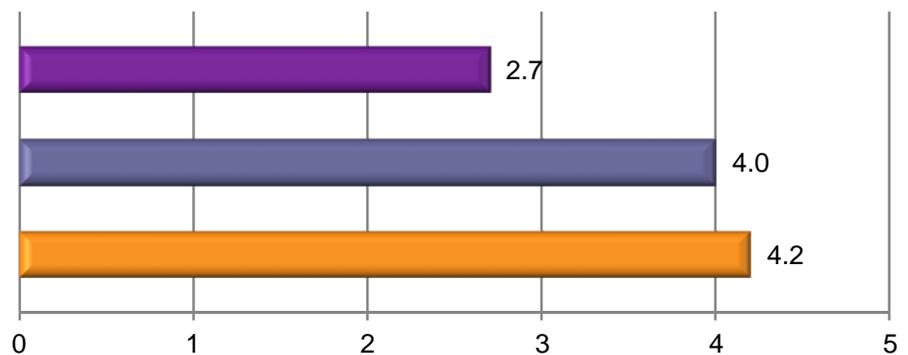
The effectiveness of the professional development services offered by the Diagnostic Centers are measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of the 552 formal presentations, 11,976 surveys were completed. Highlights from the ratings:

- ❖ The trainings received high overall ratings of 4.2.
- ❖ Participants reported a 1.3 point average gain in knowledge.

Participants’ Rating of Training Received Services Received

Measured on a Scale of 1-5

Figure 5



- Prior to this training my level of useable knowledge was - 2.7
- Now my level of useable knowledge is - 4.0
- Overall Training Content - 4.2

Figure 6

Average Attendees Per Session	Percentage
Other Certificated	22%
Teacher: Special Education	26%
Paraprofessional	17%
Other	18%
Teacher: General Education	9%
Administrator: Special Education	4%
Program Specialist	2%
Family	1%
Administrator: General Education	1%

Technical Assistance

"The report and presentation provided many strategies and practical ideas for helping or student. The assessment truly filled in the "missing" pieces that the school and parents need to help her progress."

~ Director of Special Education
Northern California

"Your sincere efforts demonstrate a well-organized team, with attention to details, follow-ups, and extensive accurate diagnosis. Tremendously valuable in seeking appropriate treatment for my son. Thank you."

~ Parent
Southern California

"The Diagnostic Center consistently provides extensive testing results and strategies for student success that can be realistically implemented – amazing resource for parents and educators."

~ Administrator
Central California

In addition to the formal 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 professional or the Internet (i.e., resources or referral information, to on-site demonstration teaching and the Ask a Specialist web based discussion forum). 1,594,856 Individuals were provided with technical assistance.

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

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, County Offices of Education and SELPAs (reported on page 10), colleges and universities, (reported on pages 17 and 18), various education and service agencies and organizations, including the California Association of School Psychologists, American Speech and Language, Hearing Association, and California Interagency Autism Planning Group.

2011-2012 Technical and Resource Assistance

- ❖ 660 demonstration teaching sessions were provided to 10,095 school personnel
- ❖ 2,9722 individuals were provided direct resource and consultation assistance
- ❖ Internet and On-line trainings provided to 1,565,800 individuals
- ❖ Total Participants: 1,597, 828

Comprehensive Professional Development Projects



The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. The Comprehensive Professional Development 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 the 2011-2012 school year 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:

Bass Lake Joint Elementary School District, Madera County requested assistance to increase student engagement strategies, direct instruction and differentiation. The project involved a series of trainings interspersed throughout the year with in-class support, technical assistance and practice with newly learned strategies. The year culminated with a collegial “Walk Through” of classrooms and group goal-setting to create a bridge for implementation of new strategies into the following year.

Berryessa Union Elementary School District, Santa Clara County requested assistance in redesigning their programs for students with autism. Staff were provided training, coaching, resource and technical assistance. Assessments were conducted for individual students. In addition the BUESD Leadership team developed and adopted *BUESD Standards for Special Education Staff*.

Bonita Unified School District, Los Angeles County requested training and assistance in the area of transition. Sixty students and their teachers at San Dimas High School participated in this project which focused on the creation of a transition planner and portfolio.

Compton Unified School District, Los Angeles requested training and assistance in the area of transition. This Transition Project included 60 students and their teachers and culminated in the development of a transition portfolio emphasizing their career interests, learning preferences, and individual strengths.

Downey High School District, Los Angeles County requested training and assistance in the area of transition. This Transition Project included 63 school students and their teachers and focused on the development of a transition planner and portfolio.

East San Gabriel Valley SELPA participated in a high school project focusing on improving the learning and educational environments for learners with autism spectrum disorders through implementation of evidence based practices. Training, coaching and demonstration teaching activities were provided.

Comprehensive Professional Development Projects



East Whittier City School District, Los Angeles County participated in a comprehensive professional development project focusing on reading. In-depth programming recommendations and coaching in the area of reading for students identified with autism spectrum disorders were provided.

Fremont Unified School District, Alameda County requested assistance in redesigning their programs for students with autism. Staff were provided training, coaching, resource and technical assistance. In addition the FUSD Leadership team began the development of *Standards for FUSD Special Education Staff*.

Julian Union School District, San Diego County requested assistance in the development of their program for students with autism. Recommendations for instructional strategies, behavioral intervention, and classroom organization were provided. In addition, training was provided on evidence-based strategies, as identified by the National Professional Development Center for Autism Spectrum Disorders.

Kern County Office of Education requested assistance to focus was on evidence-based practices for students with autism. This was the 4th year of an intensive SELPA Certification Program for teachers and paraprofessionals. The project expanded to include a third cadre of educators from general and special education. Project components included classroom observations, coaching, trainings, independent study tasks, and group/individual assessments.

Los Lomitas Elementary School District, San Mateo County requested assistance to enhance the capacity of resource specialists in providing academic assessment. In-depth content training and multiple levels of support including demonstration teaching, training, coaching and mentoring was provided.

Mendocino County SELPA requested the Diagnostic Center's Augmentative and Alternative Communication (AAC) Assessment and Services Certificate project. SELPA nominated Speech and Language Pathologists participated in an intensive program that covered AAC methods and strategies to maximize functional communication. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

Mission Valley SELPA, Alameda County requested the Diagnostic Center's Augmentative and Alternative Communication (AAC) Assessment and Services Certificate project. SELPA nominated Speech and Language Pathologists participated in an intensive program that covered AAC methods and strategies to maximize functional communication. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

Comprehensive Professional Development Projects



Mt. Diablo SELPA, Contra Costa County requested the Diagnostic Center’s Augmentative and Alternative Communication (AAC) Assessment and Services Certificate project. SELPA nominated Speech and Language Pathologists participated in an intensive program that covered AAC methods and strategies to maximize functional communication. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

Region 7 Regional Coordinating Council requested participation in a community autism partnership. The Diagnostic Center coordinated a community-wide *Autism Forum* to provide professional development trainings in evidence-based practices for students with autism, as well as professional networking opportunities, exploration of hot topics, current research, presentations by teams of educators experiencing success, and presentations from students, parents, and local experts in the Central Valley.

Riverside County Office of Education participated in a middle school project focusing on improving the learning and educational environments for learners with autism spectrum disorders through implementation of evidence based practices. Training, coaching and demonstration teaching activities were provided.

San Benito County SELPA requested assistance to develop a cadre of SELPA Speech and Language Pathologists to better serve the needs of dual language learners with language and communication disorders. SELPA nominated monolingual Speech and Language Pathologists participated in an intensive program that covered assessment and intervention programs. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

San Luis Obispo County Office of Education requested training in evidence-based instructional strategies for students with autism and severe disabilities with additional in-class support, consultation, and technical assistance. A county selected cadre of educators elected to focus on “Prompting and Reinforcement”. Other additional evidence-based practices were selected by individuals to build individual expertise within the county.

Comprehensive Professional Development Projects



San Luis Obispo County Office of Education requested assistance in working with students with feeding disorders. The project involved trainings regarding guidelines for referrals (decision trees), identification of safety concerns, incorporation of medically-based and school-based terminology to help students be “safe” eaters at school, lunch modifications, student specific assessments and follow-up support for individual staff. A County Core Feeding Team was identified and will be further in the 2012-13 school year.

San Luis Obispo County Office of Education requested assistance to develop regional leadership focusing on Assistive Technology and Augmentative Communication. The project involved trainings, consultation and technical assistance. An Assistive Technology Team was developed and focused on the referral process, best assessment practice, evaluating materials, communication profiles, student goals/objectives, an equipment list and lending library, cross-training of staff and implementation/frequent progress monitoring of communication devices and instructional delivery.

San Mateo County Office of Education requested assistance in redesigning their programs for students with severe disabilities and for students with autism. Staff were provided training, coaching, resource and technical assistance. Assessments were conducted for individual students. In addition the SMCOE Leadership team developed SMCOE *Standards for Special Education Staff*.

Southeast SELPA, Santa Clara County requested the Diagnostic Center’s Augmentative and Alternative Communication (AAC) Assessment and Services Certificate project. SELPA nominated Speech and Language Pathologists participated in an intensive program that covered AAC methods and strategies to maximize functional communication. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

West Contra Costa County SELPA, Contra Costa County requested assistance to develop a cadre of SELPA Speech and Language Pathologists to better serve the needs of dual language learners with language and communication disorders. SELPA nominated monolingual Speech and Language Pathologists participated in an intensive program that covered assessment and intervention programs. Training, coaching, resource and technical assistance was provided and assessments were conducted for individual students.

West Covina Unified School District, Los Angeles County participated in a project focusing on transition. Students and their teachers participated in learning activities to identify and plan for positive post-secondary outcomes. Students successfully completed a transition planner and portfolio.

Comprehensive Professional Development Projects



The Diagnostic Centers continue to work in partnership with the National Professional Development Center (NPDC) to develop model classrooms for students with Autism Spectrum Disorders. Riverside County Office of Education, East San Gabriel Valley SELPA, Tracy Unified School District, Manteca Unified School District, and Chico Unified School District were selected to represent southern, central and northern California local education agencies. This year's focus was with elementary, middle and high school students. Diagnostic Center autism specialists provided onsite consultation and technical assistance throughout the 2011-2012 school year. The goal of this multi-year project to increase local district staff's knowledge of and capacity in implementing evidence-based practices with students who have an Autism Spectrum Disorder. The project classrooms should be available for educators and administrators to visit during the 2012-2013 school year.

This endeavor is a result of the grant awarded to California based on the input from California's Interagency Autism Planning Group (IAPG). The IAPG includes staff from the Diagnostic Centers, California Department of Education, UC Davis M.I.N.D. Institute, Department of Developmental Services and other state agencies. The IAPG was formed to implement many of the recommendations of the California Legislative Blue Ribbon Commission on Autism and the California Superintendent of Public Instruction Autism Advisory Committee.

DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

The Diagnostic Center, Northern California developed a collaborative protocol for assessing African American students enrolled in special education. The *Best Practice Guidelines for the Assessment of African American Students project* is designed to guide school professionals in assessing the strengths and challenges of African American students. The intent of the *Best Practice Guidelines for the Assessment of African American Students* is to help school psychologists and speech and language pathologists comply with the Larry P. mandate when assessing African American students for special education. School Psychologists and Speech and Language Pathologists from Mt. Diablo Unified School District, Antioch Unified School District, Twin Rivers Unified School District, San Leandro Unified School District and Fremont Unified School District, as well as students enrolled in the School Psychology Department of California State University, East Bay participated in the project.

Comprehensive Professional Development Projects



The Diagnostic Center Northern California's Ask A Specialist website, www.askaspecialist.ca.gov, provides individuals with resource and technical assistance and offers visitors the opportunity to ask questions of special education experts in the areas of Autism, Behavior, Assistive Technology, Attention Deficit Disorder (ADHD), Mental Health Issues and School-Related Medical Issues. DCN provides other on-line trainings such as *Understanding Section 504* provides participants with opportunities to learn Section 504 mandates and district's responsibilities; to develop an understanding of eligibility requirements; and to explore accommodations and program access. *Transition Basics*, is designed to help parents and their children become active participants in the Individual Transition Plan (ITP) process and preparation for life after high school.

DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

The Diagnostic Center, Central California continued their seven-year partnership with CalSTAT in the Effective Reading Intervention Academy (ERIA), providing support to 13 new and continuing district teams within the San Joaquin, Fresno, Madera and Kings Counties. The multi-year project focused on developing system-wide models of instruction for middle and secondary schools in core and intervention-level literacy and content area classes. General, special, and ESL staff benefitted from trainings, on-site support and on-line coaching. Schools charted progress and worked toward effective RtI² models of instruction, driven by systematic assessment, screening and progress monitoring.

Trainings focused student engagement, direct instruction and comprehension. Examples included evidence-based strategies for student engagement and direct instruction; building academic vocabulary; building background knowledge, and evidence-based models of teacher observation, including a collegial "Walk Through" to enhance self-accountability and skill development.

Augmentative-Assistive Communication Summer Academy: This project focused on improving the quality, variety and frequency of communicative attempts of preschool through 6th grade children who use augmentative communication devices. The one-week Summer Academy included 8 nonverbal students who use ACC devices, as well as 6 general education peers. Students engaged in a variety of reading/math periods, and problem-solving activities involving puzzles or games. Thematic instruction was utilized, with a "Wild West" theme. Parents and educators were invited to observe, ask questions and receive guidance. The project involved direct student instruction, modeling of ACC device programming, consultation, technical assistance and individual student assessments.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

The Diagnostic Center, Southern California provided an *Assistive Technology Assessment Certificate-High Incidence* multiday training focused on preparing district staff to assess the assistive technology needs of students with high incidence disabilities. The training included participants from several counties in southern California. Participants attended eight days of training over a period of seven months. Participants gained knowledge and expertise in a range of technology tools and software programs that can be used to help struggling students succeed.

The Diagnostic Center, Southern California completed its tenth year of directing and supporting the Positive Environments, Network of Trainers (PENT). Diagnostic Center, Southern California continued to respond to email and phone requests for consultation on behavior support, discipline and related topics through the Positive Environments, Network of Trainers (PENT) list-serve. The PENT website, www.pent.ca.gov, continues to be updated with resources for training materials to support staff and students in effective response to problem behavior and development of individual, class wide and school wide behavior support.

The PENT Cadre, 204 SELPA Director nominated trainers and consultants on behavior, met in the annual PENT Forums.

Interagency Collaboration

Diagnostic Center
Northern California
39100 Gallaudet Drive
Fremont, CA 94538

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

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

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.

- ❖ Alliant International University
- ❖ California State Polytechnic University, Pomona
- ❖ California State University, Fresno
- ❖ California State University, East Bay
- ❖ California State University, Long Beach
- ❖ California State University, Los Angeles
- ❖ California State University, Sacramento
- ❖ Cuesta Community College
- ❖ San Francisco State University
- ❖ San Jose State University
- ❖ Sonoma State University
- ❖ University of California, Davis
- ❖ University of California, Los Angeles

Interagency Collaboration *(cont.)*

Tom Torlakson
State Superintendent of
Public Instruction and
Director of Education

William Ellerbee, Jr.
Deputy Superintendent of
Public Instruction
Student Support & Special
Services Branch

Scott Kerby
Director
State Special Schools &
Services Division

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

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have 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
- ❖ ASHA Council for Clinical Certification
- ❖ ASHA Minority Student Leadership Program
- ❖ California Association of Resource Specialists
- ❖ California Association of School Administrators
- ❖ California Association of School Psychologists
- ❖ California Consortium for Post-Secondary Options for People with Developmental Disabilities
- ❖ California Department of Education CalSTAT
- ❖ California Department of Education Larry P Task Force
- ❖ California Interagency Autism Planning Group
- ❖ California School Employee Association
- ❖ California Speech-Language Hearing Association
- ❖ Central California Autism Society of America
- ❖ Central California Autism Regional Task Force
- ❖ Central Valley Community Autism Partnership
- ❖ Children and Adults with Attention Deficit Disorder
- ❖ Commission on Teacher Credentialing Board of Reviewers
- ❖ California State University, Fresno, School Psychologist Advisory Committee
- ❖ California State University, Fresno, Special Education Advisory Committee
- ❖ Fresno Early Childhood Coalition
- ❖ Fresno Interagency Focus on Unity
- ❖ Improving Special Education Services (ISES) Committee
- ❖ International Dyslexia Association
- ❖ Los Angeles County Autism Spectrum Alliance
- ❖ National Association of Speech, Hearing, and Audiologists
- ❖ National College Association of Teacher Education Accreditation
- ❖ National Community Practice
- ❖ National Secondary Transition Technical Assistance Center
- ❖ Regional Coordinating Councils
- ❖ SELPA Behavior Committee
- ❖ Southern California Autism Training Collaborative



Diagnostic Centers
California Department of Education
Special Services and Support Branch
State Special Schools and Services Division