

SANTA CLARA COUNTY SPEECH- LANGUAGE-HEARING ASSOCIATION NEWSLETTER



President's Corner

Dear SCCSHA community,

Thank you to all those who attended the full-day Winter Workshop **Crash Course in Speech Sound Disorders** with Amy Graham, M.A. CCC-SLP. If you did not get a chance to attend, be sure to check out her website for tips and links to fun materials for the remediation of speech sound disorders.

While we had so looked forward to our annual Spring Luncheon, the decision was made to cancel the event due to concerns over the pandemic. However, we are very excited to present our second annual Professional Development Afternoon. Please join us on Friday, May 20th at 3:30 PM for a free presentation: **How the SLP Can Implement EBPs for ASD to Support Social-Emotional Learning (SEL) of Autistic Students** featuring our Legislative Chair, Ann England. Ann is the Project Coordinator of the California Autism Professional Training And Information Network (CAPTAIN) and the SELPA Content Lead-ASD, California Statewide System of Support. Attendees will earn **1.5 CEUs** for this event.

Lastly, it has been an honor to serve on the board first as Vice President and now as President. During these challenging times, it was only possible with the full support of my fellow board members. A very special thank you to our outgoing Recording Secretary, Marian Gericke, who served on the board for more than ten years, she will be sorely missed. Also, a big thank you to fellow board member and graduate school friend April Oliver who, as Tech Specialist, somehow managed to run SCCSHA's virtual events seamlessly, she will also be missed. Their support and yours are integral for SCCSHA to provide current and meaningful continuing education opportunities to our professional community. We are seeking members to fill two positions for the 2022-2023 year. If you are interested please email us at sccsha1958@gmail.com. Continued wishes for health and happiness to you all,

Valerie Bourne, CCC-SLP
SCCCHA President, 2021-2022

LEGISLATIVE UPDATE

ANN ENGLAND SCCSHA LEGISLATIVE LIAISON

California Legislation requires that a Local Control and Accountability Plan (LCAP) be developed. An LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address local and state priorities.

The school SLP can play an integral role in supporting their LEA in contributing to and developing these plans to improve outcomes for students with disabilities.

These three resources are funded by grants from the California Department of Education to further develop the capacity of SELPAs to support the LEAs they serve in developing and implementing evidence-based practices for students with disabilities in particular areas of need.

FOCUS AREA: ENGLISH LEARNERS WITH DISABILITIES: SELPA Content Lead-Imperial County-Improving Outcomes for English Learners with Disabilities

Website: <https://www.icoe.org/selpa/el-swd>

This CDE grant-funded project offers training and resources from which the SLP can benefit such as training on and access to:

- CA Practitioner's Guide for Educating EL with Disabilities
- Assessment of English Learners for Possible Identification as a Student with a Disability
- Writing Linguistically Appropriate Goals and Objectives for ELs with Disabilities
- Understanding the English Language Proficiency Assessments for California (ELPAC)
- Understanding the Alternate English Language Proficiency Assessments for California (ELPAC)

FOCUS AREA: AAC, UDL, AT: SELPA Content Lead-Placer County- Open Access Project

Website: <https://www.openaccess-ca.org/>

This CDE grant-funded project focuses on resources from which the SLP can benefit in the topic areas of:

- Augmentative and Alternative Communication strategies
- Assistive Technology
- Universal Design for Learning

FOCUS AREA: Autism: SELPA Content Lead-Marin County-CAPTAIN (California Autism Professional Training And Information Network)

Website: <https://captain.ca.gov/>

This CDE grant-funded project focuses on resources from which the SLP can benefit in the topic areas of:

- Evidence-Based Practices for individuals with ASD
- Training and Resources to learn more about the EBPs for individuals with ASD
- Access to local CAPTAIN Cadre to receive support



HOW THE SLP CAN IMPLEMENT EBPS FOR ASD TO SUPPORT SOCIAL EMOTIONAL LEARNING OF AUTISTIC STUDENTS

MAY 20, 2022 3:30 - 5:15 PM PM VIA ZOOM
0.15 CEUS

SEMINAR DESCRIPTION

This presentation will discuss the five broad and interrelated areas of competence for social-emotional learning (SEL) known as the CASEL 5 developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The SLP will learn about which Evidence-Based Practices (EBPs) for ASD have been shown to be effective to address each of the five SEL areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. How the SLP can collaborate and provide the support needed to ensure autistic students equitable and beneficial access to SEL activities and programs will be discussed.

LEARNING OBJECTIVES

1. Five broad and interrelated areas of competence for social-emotional learning (SEL) known as the CASEL 5
2. Which EBPs for ASD have been shown to be effective to address the CASEL 5
3. Explain the importance of the 2020 report: Evidence-based Practices for Children, Youth, and Young Adults with Autism by the National Clearinghouse on Autism Evidence and Practice, University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute
4. How the SLP can collaborate to ensure that autistic students have equity and beneficial access to SEL programs and activities
5. Where to find research-based resources

WORKSHOP OUTLINE

- Introduction to speaker and topic
- Brief overview of CAPTAIN (California Autism Professional Training And Information Network)
- Brief review of the Evidence-Based Practices for Children, Youth, and Young Adults with Autism March 2020 report and evidence for AAC and the free online e-learning Autism Focused Intervention Resources and Modules (AFIRM) that support the learning of these EBPs for Autism
- Review of the Collaborative for Academic, Social, and Emotional Learning (CASEL) five core competencies:
 1. Self-Awareness
 2. Self-Management
 3. Social-Awareness
 4. Relationship Skills
 5. Responsible Decision-Making
- Explain which Evidence-Based Practices (EBPs) for Autism have been shown to be effective for Autistic students and how the SLP can be
- Learn about research-based resources to effectively implement the EBPs for SEL with students on the autism spectrum
- Q&A

ASHA DISCLOSURES

Financial

- Ann England will reap no financial gain from this presentation nor does she have any products to sell for financial gain.

Non-Financial

- Ann England is an employee of the Marin County Office of Education/SELPA and her employment is funded through a grant from the California Department of Education and the California Collaborative on Educational Excellence.

ABOUT THE SPEAKER

ANN ENGLAND, MA, CCC-SLP-L

Ann is the Project Coordinator of the SELPA Content Lead-ASD grant and the Co-Coordinator of the California Autism Professional Training And Information Network (CAPTAIN). Ann is a California licensed and credentialed Speech-Language Pathologist and also holds the California Administrative Credential. The five-year grant is part of the California Department of Education's Statewide System of Support to provide educators training, coaching and resources in evidence-based practices for autistic students. The outcome of the grant work is to provide LEAs technical assistance and professional leadership to improve academic and social outcomes, increase successful inclusive education opportunities, and improve post-secondary success for students with ASD and other developmental disabilities.



SIGN UP NOW AT SCCSHA.ORG

This event is free. Workshop handouts and links will be emailed prior to the event.

2022-23 JAN WILKERSON MEMORIAL SCHOLARSHIP APPLICATIONS NOW OPEN

We are offering a scholarship in the amount of \$500 to a graduate student in the field of Speech-Language Pathology or Audiology. The scholarship money will be paid directly to the student's university or college for tuition fees. For more information regarding this scholarship, please find the criteria and application on our [website](#).

