

# CAPTAIN PLANNING FORMS | 2014

Our Regional Chapter Name: (San Gabriel Valley / Pomona)

~~CHARTERED~~ "C.L.I.C." (CAPTAIN Local Information Collaboration)

Our Regional Facilitator and CAPTAIN Liaison Will Be: Jon Hope & Sharon Floyd

Our Next regional Meeting Will Be Held: Monday, Nov. 17 @ 9:00am

## Contact List

NAME	TITLE	AGENCY	PHONE	EMAIL
Maria Amorim	autism specialist	Rowland USD	626-854-8543	mamorim@rowland.k12.ca.us
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Maria Donaire Martinez	ASRD MS Teacher	DUMINA UNIPEN SELPA	626-893-2650	maria.donaire.martinez@orgj.org
Bobby Antillon	SCHOOL PSYCHOLOGIST	ESGV SELPA	626-611-0817	BANTILLONE@USD.CLAIREMONT.EDU
David Andrecht	Ed Specialist	ESGV SELPA	626-825-4811	dandrecht@glendora.k12.ca.us
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Jen Shubin	Consultant/SLP	Puente Hills SELPA	562-201-6753	jennifer.shubin@rockymail.com
Monica Randall	School Psych/BCBA	Puente Hills SELPA	(626) 825-6831	mr.randall@rowland.k12.ca.us
Jon Hope	Assoc. Director Client Services	SGPRC	909-706-3595	j.hope@sgprc.org
Sharon Floyd	<del>ASD</del> ASD Coordinator	ESGV-SELPA	(626) 966-1679	Sfloyd@cvusd.k12.ca.us

Brainstorm on Collaboration

What trainings/activities are already taking place that may meet the requirements for CAPTAIN cadre?

DIS monthly Mtgs  
Dept mtgs (SDC)  
CAC mtgs

Regional Vendors Mtgs  
IA training

How can our organizations work together on training for staff and families?

Staff training + overview → parent list  
- Assess needs

CAPTAIN-Dropbox - for ppt. that has been developed

How can our organizations work together to provide training and updates to each other on relevant policy and practice changes that impact services to those with ASD?

Transition services

How can our Regional CAPTAIN Chapter connect with other agencies in our area that need to become a part of this network (e.g. Higher Ed., Vendors/Providers, Local Support and Advocacy Groups)?

Parent groups  
Transition Services

What project, conference or product could our regional team develop?

One day parent training w/ Regional + SELPA

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**Goal Area: Improve and increase collaboration between the various agencies serving and supporting individuals with ASD**

Much less than expected <small>(Present Level of Performance)</small> -2	SELPA, Reg. Ctr., FRC will work together on strategies to get our info to agencies & agencies info to parents
Somewhat less than expected <small>(Benchmark)</small> -1	SELPA, Response Center, FRC will collaborate to plan for Parent Training (e.g. identify site, divide/assign responsibilities, identify barriers)
Expected level of outcome <small>(Annual Goal)</small> 0	By Spring of 2015, SELPA, Regional Center and FRC conduct a parent training about ASD + EBP's
Somewhat more than expected <small>(Exceeds annual goal)</small> +1	By Spring of 2015, SELPA, Response Center and FRC conduct a parent training about ASD + EBP's which will include training in a variety of languages.
Much more than expected <small>(Far exceeds annual goal)</small> +2	By Spring of 2015, SELPA, Reg. Ctr. + FRC conduct <sup>multiple</sup> parent trainings about ASD + EBP's at a variety of settings.

\*\*\*This form should be collected/duplicated by CAPTAIN Leadership.

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## *Goal Area: Increase implementation and fidelity of use of the identified EBPs by providers and implementers*

Much less than expected (Present Level of Performance) -2	CADRE members will get out surveys to find which EBPs are needed in a variety of settings (classroom, parent group, etc.)
Somewhat less than expected (Benchmark) -1	CADRE members <del>from partners</del> will coach / train 2 trainers <del>and provide feedback</del> to on at least 2 EBPs identified in surveys
Expected level of outcome (Annual Goal) 0	By September 2015, CADRE Members will train 2 trainers that will then complete 1 training themselves on EBPs as <del>identified</del> <sup>selected</sup> by local assessment (at least 2)
Somewhat more than expected (Exceeds annual goal) +1	CADRE Members will train 3 trainers that will then complete 1 training themselves on EBPs (at least 2 identified by local assessment / survey).
Much more than expected (Far exceeds annual goal) +2	CADRE Member will train 3 trainers that will then complete 1 training on EBPs (at least 2 identified by local assessment / survey) and CADRE members will monitor implementation in the classroom environment