

Welcome

CAPTAIN CADRE CHECK AND CONNECT: UPDATES & INNOVATION SHOWCASE

MAY 7, 2021

12:00 PM to 1:00 PM



A FEW THINGS!

- BE PRESENT AND ENGAGED
- LISTEN DEEPLY
- HAVE FUN!
- **STAY MUTED PLEASE 😊**
- **ENTER QUESTIONS IN CHAT**



This PPT is on the Back to School Padlet in the Preparation Strategies for Educators column

All Padlets on CAPTAIN website:
www.captain.ca.gov





**Pre-Summit
Workshops**

CAPTAIN SUMMIT 2020 November 1-2, 2021

**Evening Outdoor
Reception with
music, games and
more!**

**Riverside Convention Center
3637 Fifth Street, Riverside, California 92501**

“Connecting and Reconnecting”

Save the Date!

CAPTAIN IN-PERSON SUMMIT

November 1 and 2, 2021



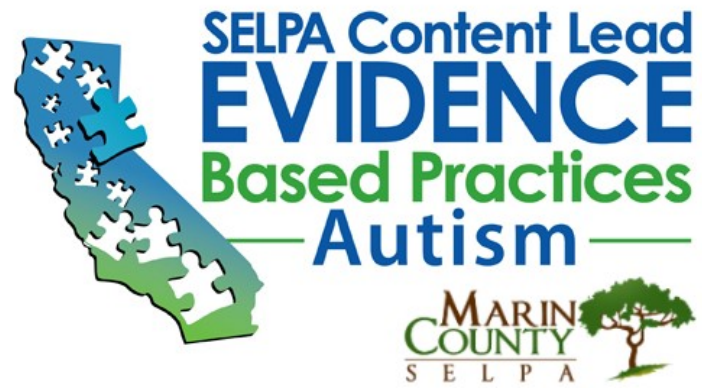
Annual CAPTAIN



“We know that this has not been a typical year, and understand that the pandemic may have significantly changed how you were able to work on the goals of CAPTAIN.

However, it is still important for us to check-in and gather data so we know how to continuously improve.

Please answer the survey honestly and know that we will be looking at this year’s data with a clear lens of understanding that this all took place during a worldwide pandemic!”



RESOURCES WE DEVELOPED IN RESPONSE TO COVID-19 for Distance Learning



PADLETS ON CAPTAIN WEBSITE

WWW.CAPTAIN.CA.GOV



RESOURCE AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA



Here is the link to the English Padlet:
<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Here is the link to the Spanish Padlet for Families:
<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

A screenshot of the Captain Events section. It features a "Google Custom Search" box with a "Search" button. Below the search box is the heading "CAPTAIN Events" and a "Calendar" link. A prominent blue box contains the following text: "CAPTAIN Summit [by invitation only]", "November 2-3, 2020", "One Statewide Summit", "Riverside Convention Center, Riverside CA".

PADLET

Resources for Educators and Families during School Closure English

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

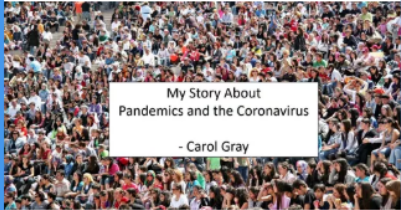
padlet

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA + 2 · 2d

RESOURCES TO SUPPORT SCHOOL CLOSURES/DISTANCE LEARNING FOR STUDENTS WITH AUTISM
SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA

RESOURCES TO EXPLAIN COVID-19 TO STUDENTS WITH AUTISM

Social Stories by Carol Gray:
Pandemics and the Corona Virus (English)




SOCIAL STORY BY CAROL GRAY Pande...
google docs

RESOURCES FOR PARENTS TO SUPPORT HOME LEARNING

AFIRM Modules

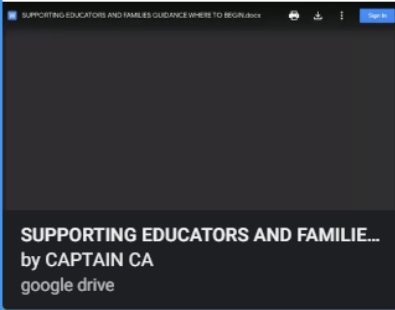
1. Visual Supports
2. Antecedent Based Interventions
3. Reinforcement



AFIRM Modules
Our funding has ended. Find out how to ...
unc

RESOURCES FOR EDUCATORS TO SUPPORT DISTANCE LEARNING

GUIDANCE DOCUMENT: What to do and Where to Start



SUPPORTING EDUCATORS AND FAMILIE...
by CAPTAIN CA
google drive

Webinar: Teaching Online During COVID-19

APPS, ETC., TO SUPPORT LEARNING, BEHAVIORS, AND MAINTENANCE OF SKILLS

Schedules:

- iCal (Apple Calendar)
- Google Calendar (iPhone and Android Apps)
- First/Then Visual Schedule App (\$14.99)

Timers:

- TimeTimer App (\$2.99)
- 20 Types of Visual Timers:

PADLET

Resources for Educators and Families during School Closure Spanish

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

padlet

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA • 6d

RECURSOS EN ESPAÑOL PARA LAS FAMILIAS CON ESTUDIANTES CON AUTISMO

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA www.captain.ca.gov

Cómo Explicar COVID-19 a los Niños

Historias Sociales por Carol Gray:

Mi historia sobre Pandemias y el Coronavirus



SOCIAL STORY BY CAROL GRAY PANDE...
by CAPTAIN CA
google drive

Historias Sociales por Carol

Información Básica Sobre El Trastorno Del Espectro Autista

Que es el autismo?



Español | Autism Speaks
El autismo, o trastorno del espectro autis...
autismspeaks

Aprenda los signos. Reaccione pronto.



Ayuda para las Familias

Información para las familias en Español:

1-888-772-9050



Autism Response Team (ART) | Autism ...
The Autism Response Team (ART) is an i...
autismspeaks

Tarjetas de Autismo

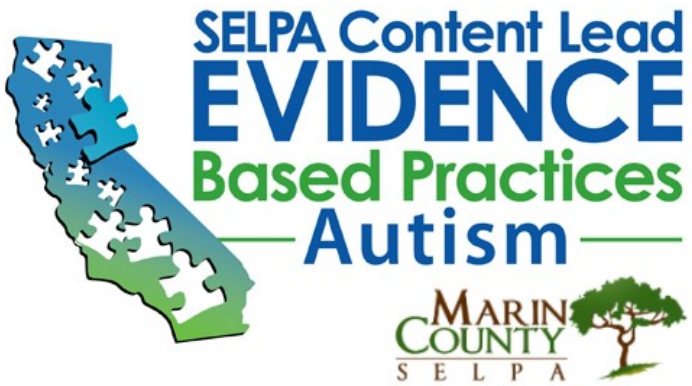
USC UCEDD

Estrategías de Enseñanza para las Familias

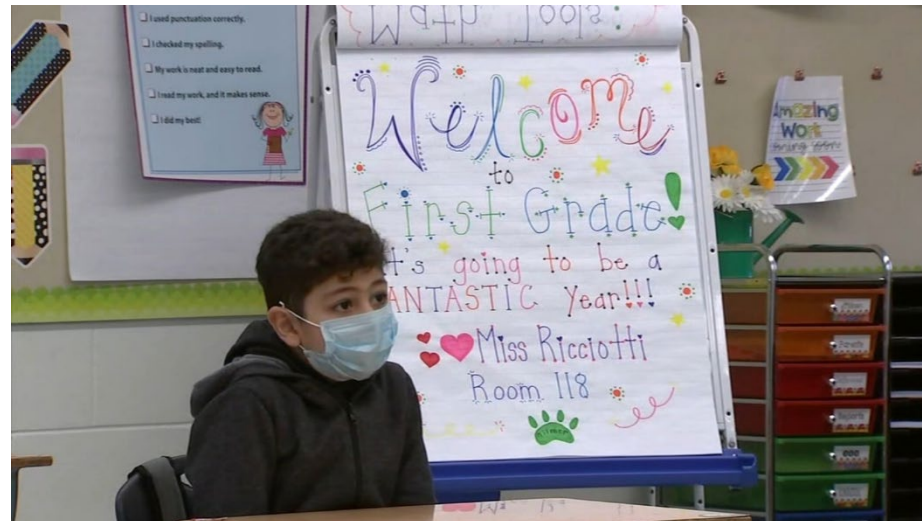
ADEPT: (Entrenamiento en Autismo para Padres Educación a la Distancia) Aprendizaje Interactivo Versión en Español



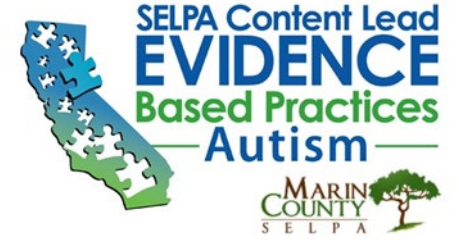
ADEPT Training | Center for Excellence i...
Ciertas funciones en este programa fuer...
ucdavis



SUPPORTING STUDENTS WITH AUTISM RETURNING TO IN-PERSON SCHOOLING



BACK TO IN-PERSON SCHOOL For Students with Autism ENGLISH



padlet

SELPA Content Lead—ASD, CAPTAIN and Marin County SELPA · 1d

Transitioning Back to School: Strategies to Support Students with Autism

SELPA Content Lead—ASD, CAPTAIN and Marin County SELPA

Guidance Document

Returning to School Guidance Document

Returning to School Guidance doc.pdf fi...
PDF document
padlet drive

Supports for Students

This is a Story About Safety Procedures at My School

This is a story about safety procedures at my school

This is a story about safety procedeures ...
PDF document
padlet drive

COVID-19 - I Can Help

Preparation Strategies for Families

Going Back to School - How to Prepare

Going Back To School - How to Prepare
PDF document
padlet drive

Parent Resource Sheet - Social Narratives

Preparation Strategies for Educators

Antecedent Based Intervention Info Packet

Antecedent Based Intervention Info Pac...
PDF document
padlet drive

R+ EBP Brief Packet

BACK TO IN-PERSON SCHOOL For Students with Autism SPANISH



padlet

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA 5h

Haciendo la Transición de Regreso a la Escuela: Estrategias Para Apoyar a los Estudiantes con Autismo

www.autismisttlearners.com

Documento de Guía

Regreso a Escuela - Documento de Guía

Estudiantes con TEA: Regreso a Escuela En-Persona Guía para Educadores y Familias

FUNDAMENTOS PARA ESTE DOCUMENTO

Hacer la transición del aprendizaje a distancia a la instrucción presencial será un momento de gran importancia para los niños y niñas que se encuentran en estos niveles y circunstancias.

El presente documento describe algunas de esas estrategias.

CAPTAIN ha seleccionado recursos y están disponibles en CAPTAIN Padlet: <https://www.captain.ca.gov/ASD/Pages/ASD-Resources.aspx>

Preparación de Regreso

- Emplear a todos los recursos de la escuela.
- Desarrollar Narrativas Positivas que describan al "Nuevo normal" de la escuela (compartimientos de salud y seguridad, reglas de los pasillos para distancia social, etc.)
- Visitar la escuela y/o ambiente a manejar o familiarizarse con los reglas.
- Tener fotos del salón, nuevos maestros, amigos, etcetera, etc. lo más pronto sea.
- Ofrecer información sobre la escuela, horarios, transporte, guías y pabellones de salud y seguridad.
- Revisar el IEP y plan SSA de su hijo para estar conscientes de los cambios, apoyos y servicios que se recibirán.
- Para una parte de IEP de hoy como que necesitan ser actualizados o cambiados basados en las necesidades actuales de su hijo.

Sp Returning_to_School_Guidance_doc... PDF document padlet drive

Apoyos Para Estudiantes

El Camino a la Secundaria

El camino a la secundaria

my new school spanish 2 PDF document padlet drive

Mis Nuevos Maestros

Estrategias de Preparación Para Familias

Vistazo Instantáneo General

Vistazo Instantáneo GENERAL

¿Qué información necesitas para poder hacer un vistazo instantáneo de tu escuela?

Nombre:

¿Qué información necesitas para poder hacer un vistazo instantáneo de tu escuela?

Nombre:

¿Qué información necesitas para poder hacer un vistazo instantáneo de tu escuela?

Nombre:

general snapshot blank spanish PDF document padlet drive

Vistazo Instantáneo General - con ejemplo

GUIDANCE DOCUMENT | ENGLISH RETURN TO IN-PERSON SCHOOL FOR STUDENTS WITH ASD



Students with ASD: Returning to In-Person School Guidance for Educators and Families



RATIONALE FOR THIS GUIDANCE DOCUMENT

Making the transition from distance learning back to face-to-face instruction will be a time of excitement, it may also be challenging as new routines and expectations are presented. Individuals with Autism often have challenges adjusting to new routines and novel situations, however, there are many research based strategies that can be implemented to support their return to in-person school. These strategies can be implemented by the family/care providers, educators and as a collaboration between home and school. This guidance document outlines some of those strategies.

CAPTAIN has curated resources and made these available on the CAPTAIN Padlet:
"Transitioning Back to School: Strategies to Support Students with Autism:
<https://padlet.com/SELPACAPTAIN/a8koag55ly7m72rs>

Prepare Your Child	Prepare Yourself (Parent/Caregiver)
<ul style="list-style-type: none">• Begin talking about the return to school• Develop Social Narratives that describe the "new normal" of school (health and safety procedures, playground rules for social distancing, etc.)• Visit the school campus and/or begin driving or walking by it with your child• Take photos of the classroom, new teachers, friends, bus, etc., your child will see.	<ul style="list-style-type: none">• Gather information about the school, schedule, transportation, and health and safety guidelines and policies• Review your child's IEP or 504 plan so you are aware of the goals, supports and services that will be needed• Ask for an IEP meeting if there are things that need to be updated or changed based on your child's current needs

GUIDANCE DOCUMENT | **SPANISH** RETURN TO IN-PERSON SCHOOL FOR STUDENTS WITH ASD



Estudiantes con TEA: Regreso a Escuela En-Persona Guía para Educadores y Familias



FUNDAMENTOS PARA ESTE DOCUMENTO

Hacer la transición del aprendizaje a distancia a la instrucción presencial será un momento de emoción, también puede ser un reto a medida que se presenten nuevas rutinas y expectativas.

Frecuentemente las personas con autismo tienen retos ajustándose a rutinas y situaciones nuevas, sin embargo, hay varias estrategias basadas en investigación que pueden ser implementadas para apoyar su regreso a la escuela en-persona. Estas estrategias pueden ser implementadas por la familia/cuidadores, educadores y como una colaboración entre la casa y la escuela. Este documento describe algunas de esas estrategias.

CAPTAIN ha seleccionado recursos y están disponibles en CAPTAIN Pallet:
"Transición de Regreso a la Escuela: Estrategias para Apoyar a Estudiantes con Autismo: <https://padlet.com/SELPACAPTAIN/a8koag55ly7m72rs>

Prepare a Su Hijo	Prepárese Usted (Padre/Cuidador)
<ul style="list-style-type: none"> • Empiece a hablar del regreso a la escuela • Desarrolle Narrativas Sociales que describan el "nuevo normal" de la escuela (procedimientos de salud y seguridad, reglas de los juegos para distancia social, etc.) • Visite la escuela y/o empiece a manejar o caminar cerca con su hijo • Tome fotos del salón, nuevos maestros, amigos, camión, etc., su hijo las verá 	<ul style="list-style-type: none"> • Obtenga información sobre la escuela, horario, transporte, guías y pólizas de salud y seguridad • Revise el IEP o plan 504 de su hijo para estar consciente de las metas, apoyos y servicios que se necesitaran • Pida una junta de IEP si hay cosas que necesitan ser actualizadas o cambiadas basado en las necesidades actuales de su hijo

Prepare Your Child



- Begin talking about the return to school
- Visit the school campus or begin **driving or walking by** it with your child
- **Take photos** of the classroom, new teachers, friends your child will see
- Make a **storybook about the new classroom**
- **Make a video** of the campus or classroom including any new visual cues that explain health and safety procedures
- **Develop social narratives** that describe the “New Normal” of school (health and safety procedures, playground rules for social distancing, etc.)

A Story: My New Teacher

MIS NUEVOS MAESTROS

UNA HISTORIA SOBRE MIS NUEVOS MAESTROS

**Spanish
and
English**

MY NEW TEACHERS

A STORY ABOUT MY NEW TEACHERS



MY TEACHER

This is my teacher.

Her name is _____.

She will help me in my new class.

She will help me learn to read and write.

She will help me with math.

I can always ask _____
for help!

She will bring
my school.

Spanish and English



MI MAESTRA

Esta es mi nueva maestra.

Su nombre es _____.

Ella me ayudará en mi nueva clase.

Ella me ayudará a aprender a leer y escribir.

Ella me ayudará con las matemáticas.

Siempre puedo preguntar
a _____ por ayuda!

Ella me llevará a nuevos lugares en
mi escuela.



MI MAESTRA DEL HABLA

Esta es mi maestra de habla.

Su nombre es _____.

Ella me ayudará en mi nueva clase.

Ella vendrá a visitar mi clase a veces.

Ella puede ayudarme a usar mis palabras.

Ella puede ayudarme aprender a hacer preguntas.

A veces se sentará conmigo en mi clase.

Spanish and English



MY SPEECH TEACHER

This is my speech teacher.

Her name is _____.

She will help me in my new class.

She will come and visit my class sometimes.

She can help me use my words.

She can help me learn to ask questions.

Sometimes she will sit with me in my class.

Prepare Your Child



- Take opportunities to **practice the health guidelines** such as wearing a mask, social distancing, following directional arrows, hand washing/sanitizing
- Begin working on a **bedtime and morning routine** that will carry over to when school starts. A visual schedule can be helpful.
- Talk about and **practice any calming strategies** that have worked such as deep breathing, listening to music, asking for a break/walk, etc.
- Talk about and **practice help seeking scripts** or use of icons/visual supports that communicate the need for assistance.

I am working for a break from wearing



a mask



Estoy trabajando para un descanso de



usar mi mascarilla



I am wearing my face mask



Estoy usando mi mascarilla



A Parent's Guide

Helping your child wear a face mask

Your child may have challenges or discomfort when wearing a face mask. After talking about the importance of face masks, ask your child about what might be bothersome and any preferences in type, color, or style. Once you understand, you can help work with your child to help make the face mask more comfortable to wear.



ABOUT FACE MASKS

WHY

Coronavirus can be spread when we breathe, cough or sneeze. Wearing a mask reduces spread from person to person.

WHO

People who wear face masks help prevent the virus from spreading. Children under the age of two and those with breathing challenges should not wear face masks

HOW

When wearing a face mask, make sure it covers both the nose and mouth. After using the face mask, remove it and be sure to wash hands. Disposable masks should be thrown in the trash and fabric masks should be washed in the washing machine.

WHERE

Use face masks when in public settings, especially in places where you are in close contact with others such as a grocery store, laundromat, pharmacy, or bank.

TYPES OF MASKS

Depending on your child's comfort level and face shape



Face mask



Neck Gaiter

GETTING COMFORTABLE

Mask Anxiety

If your child expresses fear over the mask, address what is bothering them. This may be due to fear of the mask itself, itchiness, feeling hot or difficulty breathing.

- Include your child in making the mask or even **decorating** it with stickers or using fun fabrics
- Have a child feel more comfortable with face masks by seeing other family members wear them as well
- When creating or choosing a mask, experiment with **different fabric textures**

How to make a mask:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/DIY-cloth-face-covering-instructions.pdf>

Ways to get used to a face mask

Use a "visual timer" technique. Put a timer on and wear a mask alongside your child at home. Incrementally increase the time to allow your child to get used to the feel.



Rewards. Give your child a reward for practicing wearing the mask at home. For example, allow your child screen time while wearing the mask.

Be patient! It may take days or even weeks for a child to get used to a face mask. There are people around you who could help. Ask your health care provider to get the support you need.

Una Guía para Padres

Ayudando a su hijo a usar un cubrebocas

Su hijo pudiera tener retos o molestias cuando usa un cubrebocas. Después de hablar de la importancia de los cubrebocas, pregunte a su hijo que le molesta y sus preferencias en cuanto a tipo, color o estilo. Una vez que lo entienda, usted puede apoyar trabajando con su hijo para ayudarlo a que el cubrebocas sea más cómodo de usar.



SOBRE LOS CUBREBOCAS

PORQUE

El Coronavirus se puede contagiar cuando respiramos, tocamos o estornudamos. Usar un cubrebocas reduce el contagio de persona a persona.

QUIEN

La gente que usa cubrebocas ayuda a prevenir la propagación del virus. Los niños menores de dos años y aquellos con dificultades respiratoria no deben usar cubrebocas.

COMO

Cuando use un cubrebocas, asegúrese de que cubre ambas, la nariz y

DONDE

Use cubrebocas cuando este en lugares públicos, especialmente en lugares en donde esté en contacto cercano con otros tales como tienda de comida, lavandería, farmacia o banco.

TIPOS DE CUBREBOCAS

Dependiendo del nivel de comodidad y forma de cara de su hijo



Spanish and English

RUTGERS

Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

KOHL'S
Cares

Through a partnership with Kohl's Cares,
Children's Specialized Hospital is improving access
to care for children with special health care needs.



An RWJ Barnabas Health facility

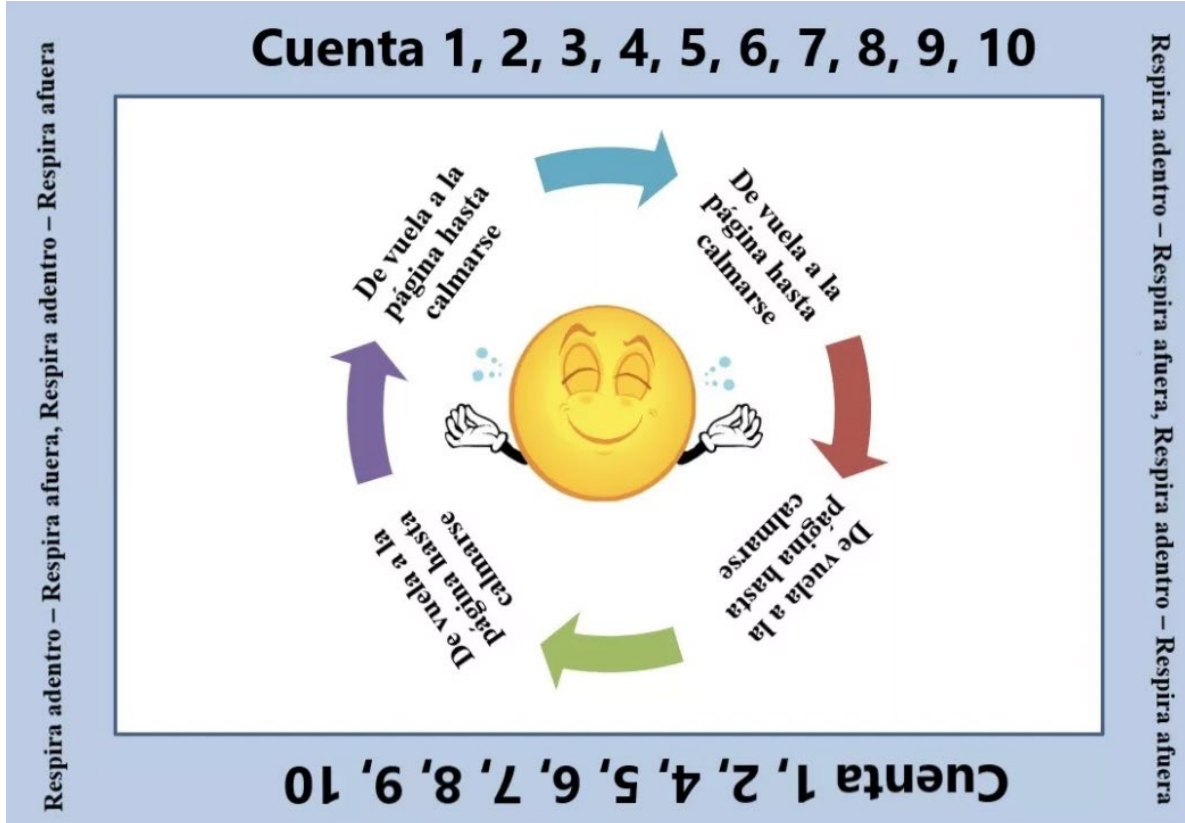
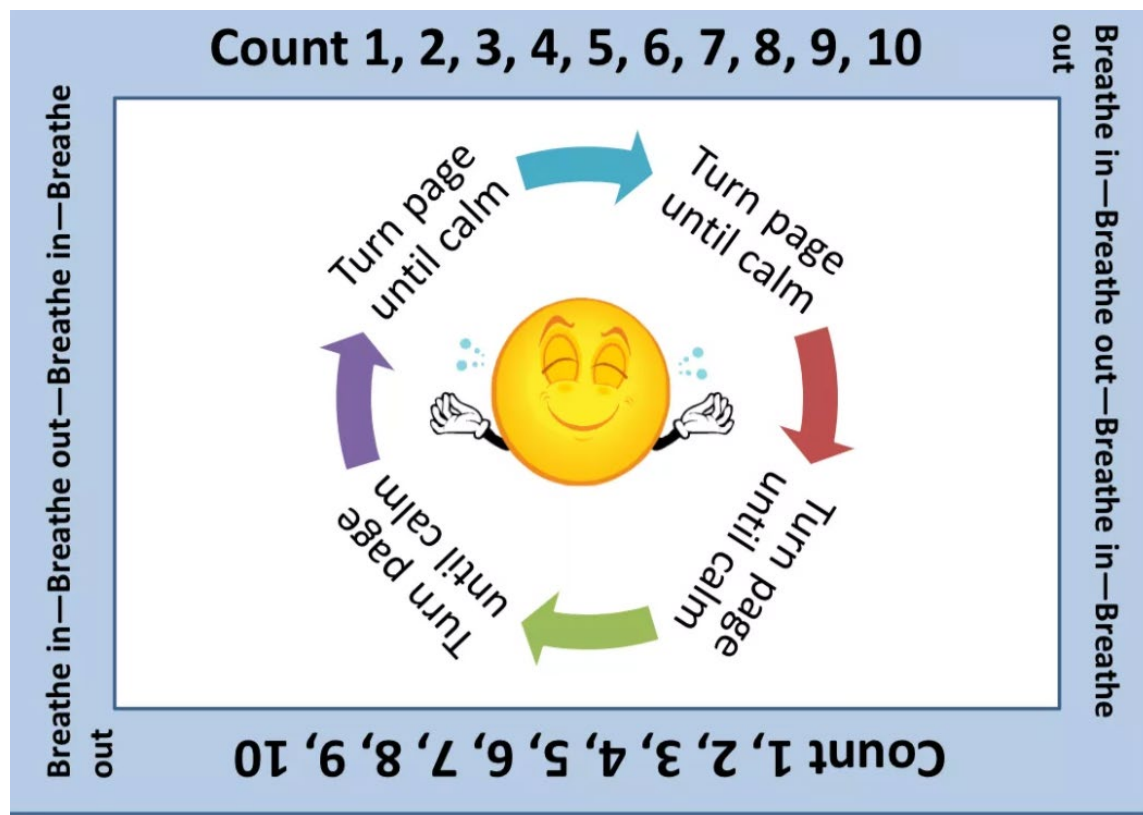
www.childrens-specialized.org

© 2020 Children's Specialized Hospital

SELF CALMING RESOURCE

ENGLISH

SPANISH



Prepare Yourself



- Gather information about the school, schedule, transportation, and health and safety guidelines and policies. Use the “New School Checklist” on Padlet.
- Review your child’s IEP or 504 plan so you are aware of the goals, services and supports that will be needed.
- Ask for an IEP meeting if there are things that need to be updated or changed based on your child’s current needs.
- Remember to prioritize health and safety and social-emotional well-being especially during this transitional period. Academic learning loss (if any) may need to be addressed after your child has adjusted to the return to school.



New School Information and Safety Procedures

 **Important Contact Information**

Name of New School: _____
Address: _____
Website: _____

New Teacher: _____
Number: _____ Email: _____

New Principal: _____
Number: _____ Email: _____

Team Member Role: _____ Name: _____
Number: _____ Email: _____

Team Member Role: _____ Name: _____
Number: _____ Email: _____

Team Member Role: _____ Name: _____
Number: _____ Email: _____

Team Member Role: _____ Name: _____
Number: _____ Email: _____

Team Member Role: _____ Name: _____
Number: _____ Email: _____

Other Important Information

School Attendance/Absence Reporting:
Name: _____ Number: _____ Email: _____

Bussing/Transportation:
Name: _____ Number: _____ Email: _____

District Special Education Department:
Name: _____ Number: _____ Email: _____



Collaborate



- Schedule a parent/teacher conference to discuss the new school routine, child needs and supports that will need to be in place
- Complete the “Student Snapshot” so everyone know the student’s individual strengths and needs
- Develop any needed visual supports such as choice boards, visual schedules, token boards, social narratives (Social Stories or power cards), or visual cues that can remind the student of the health and safety expectations and new routines
- Develop Social Narratives (Social Stories or Power Cards) that can be read at school to support coping and emotional regulation

Student Snapshot (GENERAL)

Support me during transition by reviewing this critical information about my interests, strengths, needs and supports.

STUDENT INFO	
Name: Joseph Lee	Grade: Kindergarten/SDC Class
Teacher: Ms. Hope	Case manager: Ms. Hope



SUPPORTS/SERVICES	MY TEAM
<p>I have the following supports and services: Please review IEP/Placement for more information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Occupational/Physical Therapy <input type="checkbox"/> Communication Device <input type="checkbox"/> Speech and Language Services <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Testing Accommodations <input type="checkbox"/> Health Plan <input type="checkbox"/> Transportation <input type="checkbox"/> Instructional Aide/Support <input type="checkbox"/> Other: 	<p>Team members:</p> <p>Mr. Keen- (APE) Ms. Loop (OT) Mrs. Work (SLP) Mr. Boon (Assistive Tech.)</p>

STRENGTHS	INTERESTS	REINFORCERS
<p>I am really good at...</p> <p>Completing my morning routine Participating in circle time Asking to use the restroom Counting and sorting objects Identifying my name Following 2-step directions</p>	<p>I like...</p> <p>Playing chase and climbing at recess Pokemon Helping with songs during circle time Cars and trucks Letters</p>	<p>I enjoy...</p> <p>Pokemon cards Matchbox cars/racetrack Time on iPad playing ABC ya Gummy worms Goldfish crackers</p>

COMMUNICATION	TEACHING TIPS
<p>I communicate best by.....</p> <p>I use a communication book with icons at school and at home. I am independent with my communication book, but need reminders to take it with me across the day. I am learning to request help and a break when needed. These are new icons recently added to my book.</p> <p>I communicate best when.....</p> <p>My communication book is available and staff wait for me to select an icon and place it on my sentence strip.</p> <p>At times I may need reminders to take my time to find the icon.</p>	<p>I respond best to...</p> <p>A colored icon daily visual schedule Transition warnings and visual timers Clearly defined space during carpet activities A slant board and shortened pencil for writing tasks A first...then visual reminder of reinforcer Social narratives about unexpected events</p>

ON PADLET English and Spanish

BEHAVIORS		
Sometimes I might...	When these triggers occur...	The best way to help me...
Push other children	Waiting in line and other children get too close	Provide me with opportunities to be the line leader, have children stand on line up dots
Hide under the table	working on a task that requires me to write	Provide me with a slant board, remind me to ask for a break using a break card, use a first then visual support to show that a preferred activity is next

PARENT INPUT	
Name: Saly Lee	
Best way to contact me: <input checked="" type="checkbox"/> text <input checked="" type="checkbox"/> phone <input type="checkbox"/> email	Best time of day: anytime
Phone: 323-1234	Email: sallylee@email.com

DREAM
<p>My biggest goal for my child this year:</p> <p>Become independent with self-care and toileting</p>

<p>Three unique things about my child:</p> <p>He is fascinated with letters and will remember words and letters he sees everywhere He loves to laugh and enjoys interacting with other children and adults He will climb anything and has great gross motor skills</p>	<p>My biggest concern:</p> <p>I am concerned he will not continue to develop his communication skills and become independent on campus. I am also concerned he will not have enough time with typical students.</p>
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HEALTH CONCERNS
<p>Important information you should know:</p> <p>Joseph is allergic to peanuts. Please see the health plan and talk with the nurse about details of the allergy and how to handle the situation.</p>

Prepare the Classroom



- Schedule a parent/teacher conference to discuss the new school routine, child needs and supports that will be in place.
- Meet with each student's IEP Team to collaborate on how to support student's return. This includes making sure all behavior supports and AAC/learning supports are in place on Day 1.
- Wear or show a photo of your face without a mask.
- Learn about and implement these three important evidence-based practices:
 1. Antecedent-Based Interventions
 2. Visual Supports
 3. Reinforcement

PHOTO BUTTONS



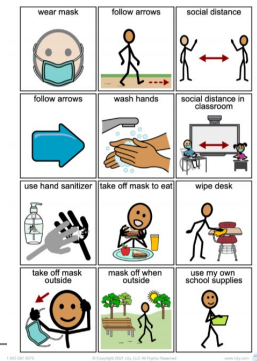
Keychain Safety Rules Visual Supports

(pictures on Padlet!)

Make Rules into Keychains

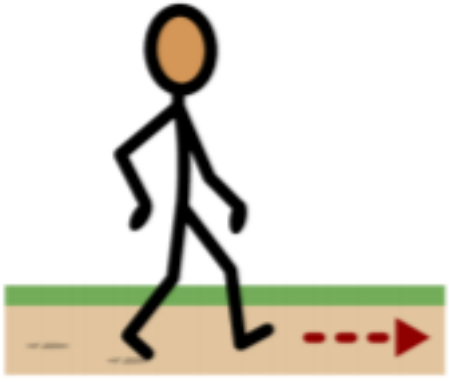


- Use Your Own Supplies
- Wipe Your Mouth
- Mask in Your Seat
- Wear a Mask
- Use Hand Sanitizer
- Mask 6 Feet Apart
- Keep Your mouth Off Your Floor
- Get Temperature Taken
- Wash Your hands frequently
- Cough and Sneeze into Your Elbow



- wear mask
- follow arrows
- social distance
- follow arrows
- wash hands
- social distance in classroom
- use hand sanitizer
- take off mask to eat
- wipe desk
- take off mask outside
- mask on when outside
- use my own school supplies

follow arrows



use hand sanitizer



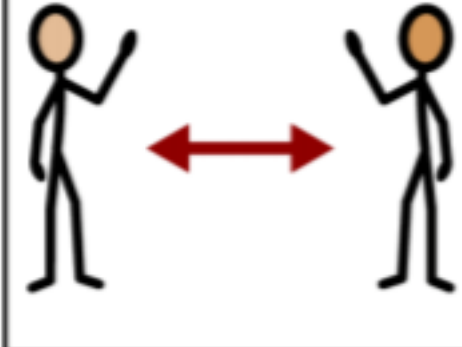
wear mask



use my own school supplies



social distance



wash hands



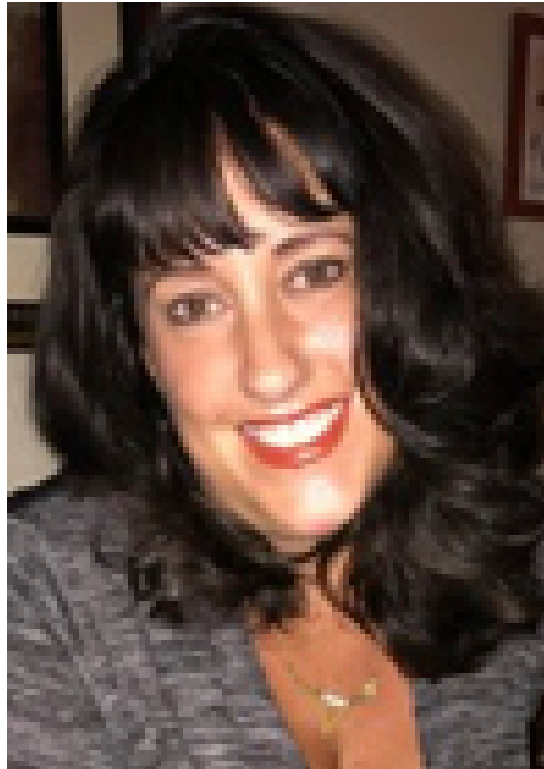
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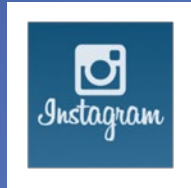


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CAPTAIN



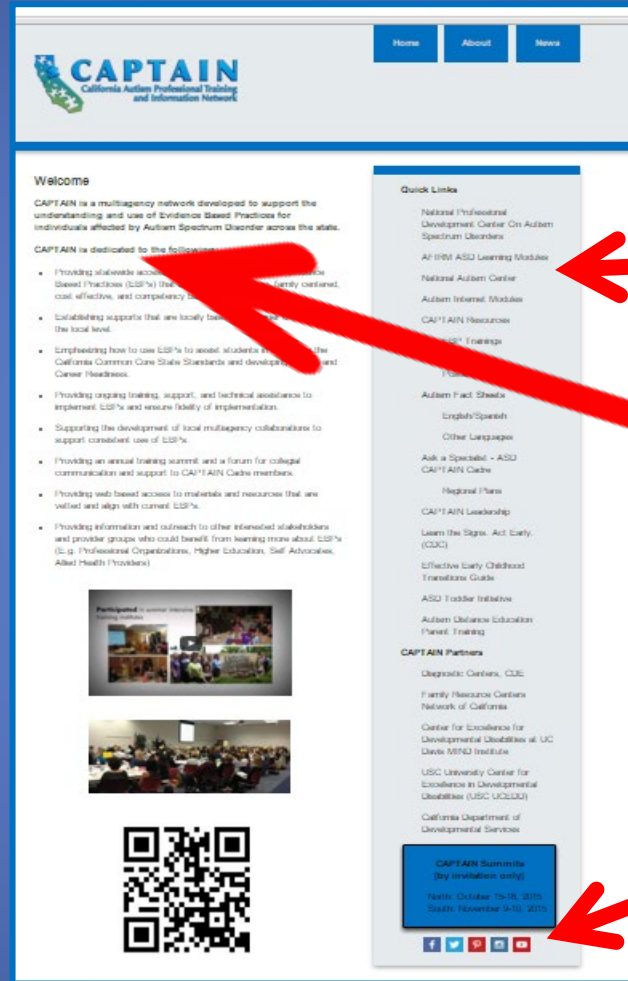
CAPTAIN_EBPS



@CAPTAIN_EBPS



CAPTAIN



Links to
ASD
Resources

Links to All
Padlets

CAPTAIN
Social Media
Links

QUESTIONS











CAPTAIN
California Autism Professional Training
and Information Network

NOMINATIONS

**CAPTAIN CADRE
NOMINATIONS**

AUGUST 15 to SEPTEMBER 15, 2021

MEET WITH YOUR AGENCY DIRECTOR

	<p>CAPTAIN Cadre/SELPA Director Check-In Meeting Agenda Guidance </p>
	<p>CAPTAIN Cadre Regional Center Check-In Meeting Agenda Guidance </p>
	<p>CAPTAIN Cadre Family Support Check-In Meeting Agenda Guidance </p>

Save the Date!

CAPTAIN IN-PERSON SUMMIT

November 1 and 2, 2021



Dziękuję Maururu
Спасибо Dankie D'Akujem
Obrigado Gracías Mercí
Sagolun Danke Arigatô Kiitos Kösönöm Kiitos Rahmat
Mulțumesc Misaotra Mercé
Tak Thank You Gracias
Merci Arigatô
Xièxie Matondo Obrigado Teşekkür Ederim Sagolun Mahalo
Grazie Chokrane Efharisto Chokrane
хвала Toda Hvala Danke Dank Je Takk
Faleminderit Terima Kasih Takk