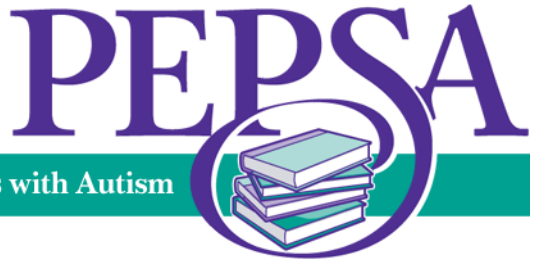




Florida Department of Education

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Partnership for Effective Programs for Students with Autism

**Tallahassee, Florida**

## **SCERTS MODEL: INTRODUCTION AND IMPLEMENTATION TRAINING**

Presented by Emily Rubin, MS, CCC-SLP and Amy Laurent, Ed.M, OTR/L

**April 16, 17 and 18, 2008**

**8:30 am - 4:30 pm**

**Registration begins at 8:00 am**

**Residence Inn Tallahassee**

**600 W. Gaines Street**

**Tallahassee, FL 32304**

### **About the Presenters**

**Emily Rubin, MS, CCC-SLP** is the director of Communication Crossroads, a private practice in Carmel, California. She is a speech-language pathologist specializing in autism, Asperger's Syndrome, and related social learning disabilities. As an adjunct faculty member and lecturer at Yale University, she has served as a member of their Autism and Developmental Disabilities Clinic. She has also served as an instructor for the Communication Sciences and Disorders Department of Emerson College in Boston, Massachusetts, where she has developed courses to prepare graduate level students for addressing the needs of children with autism and their families. Her publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger's Syndrome. She recently participated as a member of the American Speech-Language-Hearing Association's Ad Hoc Committee on Autism Spectrum Disorders (ASD), a committee charged with developing guidelines related to the role of speech-language pathologists in the diagnosis, assessment, and treatment of ASD. She lectures internationally and provides consultation to educational programs serving children and adolescents with autism and related developmental disorders.

**Amy Laurent, Ed.M., OTR/L** is a pediatric occupational therapist who holds a Master's in Special Education. Currently in private practice, she is a New England affiliate of Communication Crossroads and of Childhood Communication Services. Amy specializes in the education of children with autism spectrum disorders (ASD) and related developmental disabilities. Through her practice, she provides comprehensive assessments, direct therapeutic services, and consultations to educational programs for children with ASD. Her publications have focused on emotional regulation in children and adolescents with ASD and their impact on later social competence. She is also a co-author of the clinical manual for the SCERTS Model, a comprehensive educational approach for children with autism spectrum disorders. She lectures internationally on topics related to therapeutic and educational intervention for children with ASD. Her areas of clinical interest included therapeutic intervention as it relates to the development of self-regulation and social-adaptive functioning across contexts (e.g., school, home, and community settings). She serves as an instructor for the Communication Disorders Department at the University of Rhode Island and for the Communication Sciences and Disorders Department at Emerson College in Boston, MA. She has worked with Communication Crossroads since 1999 and continues to provide educational workshops and caregiver education programs.

### **Training Description**

**Introduction:** To introduce the SCERTS Model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). This framework is not exclusionary of other treatment approaches and methodologies, but rather provides a curriculum for those who are seeking guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges faced by children with ASD, family-centered care, and our knowledge of the recommended tenets of educational programming, as indicated by the

## SCERTS MODEL: INTRODUCTION AND IMPLEMENTATION TRAINING

National Academy of Sciences. The SCERTS framework has been designed to target priority goals in social communication (SC) and emotional regulation (ER) by implementing transactional supports (TS) (e.g., interpersonal modifications, environmental arrangement, visual supports, etc.) throughout a child's daily activities and across social partners in order to facilitate competence within these identified goal areas in natural, functional and meaningful contexts.

The course will begin with a review of current perspectives in intervention (i.e., current efficacy research and characteristics of effective educational programs) and a review of the core developmental challenges faced by this heterogeneous population of children at various stages in development (i.e., pre-verbal stages, emerging language stages, and conversational stages). This introduction will then be followed by practical guidelines for prioritizing learning objectives and will cover a wide developmental range (applicable from early intervention through the high school years). Video case examples will be used to illustrate how educators, clinicians, and families can directly apply learning strategies in the classroom environment and across settings.

**Implementation:** To provide specific guidelines for administering the SCERTS Assessment Process (SAP), a curriculum-based assessment designed to pinpoint those areas of development that support a child's social and communicative competence. This assessment tool facilitates the implementation of the SCERTS Model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). The SAP is an ongoing assessment process designed: 1) to establish a child's profile of developmental strengths and needs, 2) to determine meaningful, purposeful, and motivating educational goals based on a child's profile and functional needs, 3) to select the most appropriate learning contexts and teaching strategies, 4) to determine the necessary transactional support (interpersonal support, learning support, support to families), and 5) to monitor progress over time.

Using video case studies of children with ASD participating in local educational programs, the presenters will outline the steps for administering the SAP within that child's natural routines and contexts within a multidisciplinary team process. The course will illustrate a team approach for scoring the assessment, how to use the results to determine meaningful educational objectives, and how to use the results to identify learning supports that will be considered essential accommodations in a child's educational programming. Lastly, the course will illustrate how the SAP can be used for program planning and ongoing data collection.

**ASHA CEUs are sponsored by the Florida State University Department of Communication Disorders.**



The Florida State University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 1.8 CEUs (Intermediate level, Professional). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

### DIRECTIONS TO TRAINING LOCATION

#### From I-10:

Merge onto US-27 S (Monroe Street) via EXIT 199 toward Tallahassee. Turn RIGHT onto West Gaines Street. Residence Inn is located on the corner of West Gaines Street and S. Macomb Street

*Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.*

### REGISTRATION INFORMATION

**\*\*\*REGISTRATION IS MANDATORY\*\*\***

**DEADLINE: March 14, 2008**

**Registration open on a first come, first served basis, to the first 4 entries from each county. All others will be put on a waiting list to be determined on March 17, 2008.**

**Register via e-mail to: [vmjones@fsu.edu](mailto:vmjones@fsu.edu).**

**For more information contact:**

Veronica Jones

850-488-3514 or [vmjones@fsu.edu](mailto:vmjones@fsu.edu)



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. [www.DOEpartnership.org](http://www.DOEpartnership.org)