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Partnership for Effective Programs for Students with Autism

Tallahassee, Florida

USING THE SCERTS MODEL FRAMEWORK TO GUIDE PRIORITIES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

Presented by: Emily Rubin, MS, CCC-SLP

Hosted by: FSU CARD

December 14 & 15, 2015

8:30 am – 4:00 pm (EST)

Registration begins at 8:00 am

Provides six (6) contact hours per day

FSU Department of Psychology

1107 West Call Street
Room D201, The Auditorium
Tallahassee, FL 32306

Registration Information:

REGISTRATION IS MANDATORY

DEADLINE: December 9, 2015
Limited to first 150 participants

Register online at

www.doepartnership.org/trainings.html

For more information, contact:

Veronica Jones

veronica.jones@med.fsu.edu

Directions:

For directions, click [HERE](#)

SEE MAP FOR PARKING INFO

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

About the Presenter

Emily Rubin, MS, CCC-SLP is the Director of the Educational Outreach Program at the Marcus Autism Center in Atlanta, GA. She is a speech-language pathologist specializing in autism, Asperger's Syndrome, and related social learning disabilities. As a former adjunct faculty member and lecturer at Yale University, she served as a member of their Autism and Developmental Disabilities Clinic. Emily 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. In addition to the SCERTS Model, Emily's publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger's Syndrome. Recently, she 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. Emily lectures internationally and provides consultation to educational programs serving children and adolescents with autism and related developmental disorders.

Training Description

Day 1 will introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). This model is not exclusive of other treatment approaches and methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan. This model is based on our knowledge of the core neurodevelopmental challenges faced by children with ASD, family-centered care, and our knowledge of the recommended tenets of educational programming. Participants of this course will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage and functional needs.

Day 2 will begin with a discussion of the progression that children with autism move through to become competent with emotional regulation. The discussion will then shift toward implementation of the SCERTS assessment to determine developmentally sensible and functional goals and to determine appropriate evidence-based supports for program development. A brief overview of the formal assessment will be provided with an emphasis on how to use this tool which can be used to determine a child's stage of language acquisition, establish a profile of strengths and areas of need in those areas most impacted by the core challenges of ASD and to monitor progress over time.



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

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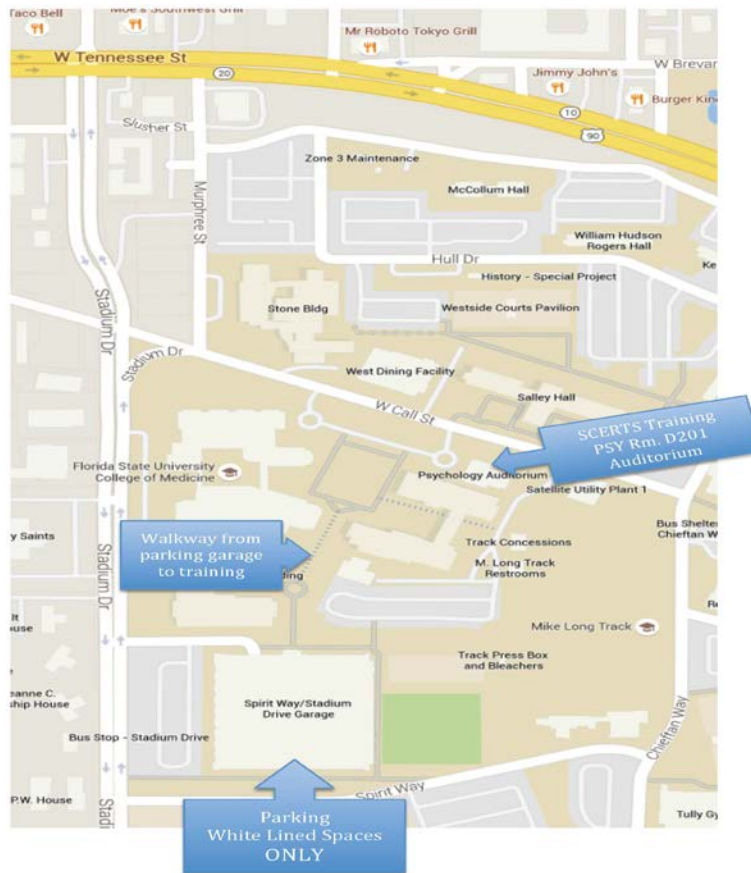
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Training Objectives

Participants will be able to:

1. Identify the two core domains in neurodevelopment that impact the development of social emotional competence in children with autism.
2. Identify at least three critical learning and interpersonal supports that children with autism will need to actively engage in natural routines.
3. Identify the most critical learning priorities for children with autism that are progressing from pre-symbolic to emerging language stages.
4. Identify the most critical learning priorities for children with autism who are using conversational language.
5. Identify three developmental milestones toward competence in emotional regulation in children with autism.
6. Identify how the SCERTS scope and sequence of goals can be used to guide the development of meaningful, functional and evidence-based objectives in social communication and emotional regulation.
7. Identify critical instructional supports related fostering active engagement in children with autism.
8. Identify critical instructional supports related fostering smooth transitions in children with autism.



Florida State University Center for Autism & Related Disabilities 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. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 1.2 ASHA CEUs (Introductory level, Professional area)

Disclosures: Financial – The presenter will not be paid an honorarium; however, she does receive royalties from Brookes Publishing.
Non-Financial – No relevant non-financial relationships exist for the presenter.



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