

# PEPSA



## PROFESSIONAL DEVELOPMENT

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Partnership for Effective Programs for Students with Autism

*Tallahassee, Florida*

### THE SCERTS MODEL – INTRODUCTION & PROGRAM DESIGN

Presented by: Amy Laurent, Ed.M., OTR/L

**December 2-3, 2014**

8:30 am – 4:00 pm (EST)

Registration begins at 8:00 am

**Early Learning Coalition (ELC) –**

Training Room

1940 North Monroe Street

Tallahassee, FL 32303

(training also available via Adobe Connect)

**Registration Information:**

**REGISTRATION IS MANDATORY**

**DEADLINE: November 21, 2014**  
Limited to first 100 participants

Register online at:

<http://doepartnership.org/trainings.html>

For more information contact:

Kim Welch

[kim.welch@med.fsu.edu](mailto:kim.welch@med.fsu.edu) or

850-488-3514

#### About the Presenter

**Amy Laurent, Ed.M., OTR/L** is a pediatric occupational therapist who specializes in the education of children with ASD and related developmental disabilities. She is a New England affiliate of Communication Crossroads and of Childhood Communication Services. Through her practice, she provides comprehensive assessments, direct therapeutic services, and consultations to educational programs for children with autism spectrum disorder (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 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.

#### Training Description

**Day 1** of this course will introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with 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 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. The model was designed to provide guidelines for helping children progress through the stages of becoming a competent social communicator. It was also designed to provide families and educational teams with the help they may need to feel successful in supporting the child. Participants of this course will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage, functional needs, and family priorities.

**Day 2** of this course will include a discussion of how the scope and sequence of normative social and emotional milestones within the SCERTS Assessment Process can be used to determine developmentally sensible and functional goals and design educational programming in natural routines, with an emphasis on the school setting. An emphasis will be placed on problem solving how the SCERTS practice principles can be applied to ensure that children are: 1) maintaining active engagement, 2) making smooth and independent transitions, and 3) expressing their emotion and using coping strategies in a conventional manner.

#### Training Objectives

Participants will be able to:

1. 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.
2. Adjust programming with appropriate strategies for enhancing active engagement.
3. Adjust programming with appropriate strategies for enhancing smooth transitions.
4. Adjust programming with appropriate strategies for enhancing emotional expression and coping.



**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.

#### Directions:

Click this [LINK](#) for directions,

or



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

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

**Disclosures:** *Financial* – Presenter Amy Laurent will be paid an honorarium for speaking from FSU and receives a royalty from Brookes Publishing Company.

*Non-Financial* – No relevant non-financial relationships exist for speaker.



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