

Introduction to the...

SCERTS Model

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 School _____ Position _____
 Grade Level _____ Content Area _____

Workshop Fees:

\$150.00 per individual

No Registration Fee for:

HCESC, CCESC, WCESC, HCBMRDD, CCHMC SLPs & Affiliates

Method of Payment:

Check: Make payable to HCESC
 Purchase Order: PO# _____
 Credit Card: Visa MasterCard
 Name on Card: _____
 Card Number: _____
 Expiration Date: _____

Registration Deadline: 09/08/2009

Send completed registration form and payment to:

Anna Hennig, Professional Development
 Hamilton County Educational Service Center
 11083 Hamilton Avenue • Cincinnati, OH 45231-1499
 Phone: 513-674-4259 • Fax: 513-742-8339
 Email: registration@hcesc.org

Payment Policy: You may complete your registration, however, payment in the form of a check, purchase order or credit card*, must be received prior to the event. If payment is not received prior to event, your registration will be subject to cancellation.

*If you wish to pay by credit card contact HCESC Professional Development at 513-674-4259.

Cancellation Policy: Cancellations made within one week of the scheduled event may be subject to processing and event fees. No-shows will be charged for the full amount of event. If you need to make a change to your registration or cancel, call Professional Development at 513-674-4259.

Hamilton County
 Educational Service Center
HCESC
 Together We Make the Difference
 11083 Hamilton Avenue
 Cincinnati, Ohio 45231
www.hcesc.org

SEPTEMBER 15-16, 2009

Introduction to the...

SCERTS

Model:

Using the
 SCERTS
 Assessment
 Process to
 Design
 Educational
 Programming
 for Students
 with Autism
 Spectrum
 Disorder



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DATES: September 15-16, 2009

TIME: 8:00 a.m. - 3:30 p.m.

LOCATION:

Vineyard Community Church

11340 Century Circle E

Cincinnati, Ohio 45246

The Vineyard is 1/2 mile east of Tri-County Mall.

See <https://www.vineyardcincinnati.com/vcc.php?id=27> for directions.

TARGET AUDIENCE:

SLPs and Other Professionals/Families Working with Students with Autism Spectrum Disorder

TIMED AGENDA:

SEPTEMBER 15, 2009

8:00-8:30 a.m.	Registration
8:30 – 10:00a.m.	Identifying essential components of a comprehensive educational program for children with ASD.
10:00 – 10:15 a.m.	Discussion Break
10:15 – 11:30 a.m.	Identifying core challenges in social communication (SC) in children with ASD
11:30 – 12:15 p.m.	Lunch on your own
12:15 – 1:45 p.m.	Identifying core challenges in emotional regulation (ER) in children with ASD
1:45 – 2:00 p.m.	Discussion Break
2:00 – 3:30 p.m.	Application of the SCERTS Curriculum to Guide Observations of Students in Natural Activities

SEPTEMBER 16, 2009

8:00-8:30 a.m.	Registration
8:30 – 10:00 a.m.	Prioritizing learning objectives for children with ASD at the pre-language and emerging language stages; video case reviews
10:00 – 10:15 a.m.	Discussion Break
10:15 – 11:30 a.m.	Prioritizing learning objectives for children with ASD at advanced language stages; video case reviews
11:30 – 12:15 p.m.	Lunch on your own
12:15 – 1:45 p.m.	Administering the SCERTS assessment process to establish a baseline and educational objectives; a case study
1:45 – 2:00 p.m.	Discussion Break
2:00 – 3:30 p.m.	Implementing the SCERTS assessment process to design educational programming; a case study

WORKSHOP DESCRIPTION:

This two-day course will provide an introduction to the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD) and their families. 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. Families and educational teams will learn about essential interpersonal modifications, environmental arrangement, and visual supports and how they can be embedded in natural, functional and meaningful contexts. This introduction will then be followed by practical guidelines for prioritizing learning objectives and will cover a wide developmental range (applicable from preschool 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.

This course will also provide a brief overview of how to administer 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 contacts and teaching strategies, 4) to determine the necessary transactional support (interpersonal support, learning support, support to families), and 5) to monitor progress over time.

WORKSHOP OBJECTIVES:

- Identify the steps for administering the SCERTS curriculum-based assessment as a method of establishing a baseline and providing a meaningful measure of progress over time.
- Identify how the SCERTS curriculum-based assessment can be used to guide the development of objectives in social communication and emotional regulation.
- Identify how the SCERTS curriculum-based assessment can be used to design and implement educational programming to meet goals & objectives, including examples of strategies used.
- Identify essential practices for effective implementation of a team approach for the most effective implementation of the SCERTS model.

PRESENTER DESCRIPTION:

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 coursework 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 is also a co-author of the clinical manual for the SCERTS Model, a comprehensive educational approach for children with autism spectrum disorders. 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.

12.5 Contact Hours

To receive the approved number of contact hours through Hamilton County Educational Service Center, participants must complete the full program. Final approval of the Certificate of Participation will be determined by the Local Professional Development Committee (LPDC).

1 Semester Hour from Ashland University

Graduate credit will be granted upon completion of workshop requirements and full attendance at both days of Introduction to SCERTS. A representative from Ashland will be present in order to facilitate the process for those participants seeking university credit. Grades will be recorded as "S" (satisfactory) or "U" (unsatisfactory) based on the instructor's designated evaluation plan that includes assessment, attendance and participation. In the event a participant needs an A/B/C grade to be reimbursed by the district or to transfer to another institution, the participant must submit to the Ashland University representative, on the first day of the workshop, documentation within the district's negotiated agreement specifying that a letter grade must be given, or a letter from the advisor at the other university/institution requesting a letter grade.

Important Note: Students enrolling for graduate credit will pay an additional \$157.00 beyond the workshop fee. The \$157.00 fee is paid directly to Ashland University on the first day of class.

1.2 ASHA CEUs



Hamilton County Educational Services 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.