SCERTS Implementation Focus Group

Using Orange County/SUCSESS Project case studies to develop educational planning using the SCERTS practice principles

Presented by: Emily Rubin, MS, CCC-SLP, Lecturer, Yale University Child Study Center, Director, Communication Crossroads, Carmel, CA

Date: March 17, 2011 -- 8:30 AM to 3:30 PM
Place: Orange County Department of Education – 200 Kalmus Dr., Costa Mesa
Building D Rooms 1001-1002
Fee: $70.00

This focus group is a follow up designed for those who have already participated in an introduction to the SCERTS Model and would like to work together with other educational teams on the use of SCERTS for educational planning. The focus will be on providing specific guidelines for designing SCERTS Activity Planning Grids in academic activities and natural routines across the school day using Orange County case studies submitted by participants of the training*. A review of the SCERTS practice principles will be followed by opportunities to problem solve how each of these principles apply to ensure that students are: 1) making smooth and independent transitions across natural routines at school, 2) maintaining active engagement in everyday activities in the classroom (e.g., math, language arts, social studies), and 3) expressing their emotion and using coping strategies in a conventional manner. Brief segments of video of video case studies will be used to illustrate how to develop SCERTS Activity Planning Grids. Participants will be actively engaged in problem solving how to determine IEP goals and how to select transactional supports in these circumstances. This workshop will illustrate how this process enhances both educational programming and the development of positive behavior support plans for students with challenging behavior.

Learner Outcomes:
1) Identify essential practices for effective implementation of a multidisciplinary team educational approach for students with ASD. 2) Identify educational objectives and instructional strategies for fostering smooth transitions between activities. 3) Identify educational objectives and instructional strategies for increasing active engagement during classroom activities. 4) Identify educational objectives and instructional strategies for facilitating conventional emotional regulation strategies.

*Contact Andrea Walker (awalker@ocde.us) if you and your educational team would like to submit a video case study for consideration during this training. In order for Ms. Rubin to reviewed and prepare, video MUST be submitted by Feb. 18th.

IMPORTANT - Target audience: This team training is most appropriate for:
*Service providers and family members of students with ASD who have already participated in introductory training.
*Service providers and family members who have already participated in previous OCDE cluster trainings, but would like ongoing support and consultation on implementation.

This workshop qualifies for 6 hours of continuing professional credits (C.E.U.'s) for Speech-Language Pathologists or Audiologists as required by the California Speech-Language Pathology & Audiology Board. Level of course content - Beginning to Intermediate. Provider # 159

**Registration:**
Step 1: Call to confirm a spot. Step 2: Requirement: Then FAX completed form to 714-545-6312.
Step 3: Mail check or PO to address below. THANK YOU FOR YOUR ATTENTION TO THESE 3 STEPS!!!