

Infant Development Association of California  
PO Box 189550  
Sacramento, CA 95818-9550



**Introduction to the SCERTS Model:  
A Comprehensive, Multidisciplinary Approach for Children with  
Autism Spectrum Disorders**

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

**November 7, 2008**  
8:30 am - 4:00 pm

Cambrian School District  
4115 Jacksol Drive, San Jose, CA 95124

**Sponsored by: Infant Development Association of California**



## Introduction to the SCERTS Model:

### A Comprehensive, Multidisciplinary Approach for Children with Autism Spectrum Disorders

This course will introduce the SCERTS® model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD) and their families. SCERTS® provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviors that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child. The approach is not exclusive of other treatment approaches and methodologies, but rather provides a curriculum for those who are seeking guidelines for implementing a comprehensive educational plan. The plan 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 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, for the purposes of this training, will focus on its application with young children in early intervention and preschool settings. Video case examples will be used to illustrate how educators, clinicians, and families can directly apply learning strategies in the home, clinic, and classroom environment and across settings.

Participants will be able to:

1. Describe essential components of a comprehensive educational program for children with Autism Spectrum Disorders (ASD)
2. Describe core challenges in social-communication and emotional regulation faced by children with ASD at different stages of development.
3. Describe the SCERTS assessment process for prioritizing learning objectives for children with ASD.
4. Describe the SCERTS program planning process and strategies for implementing appropriate learning and educational accommodations for children with ASD.

## Continuing Education Units (CEUs)

Additional fees and on-site registration required for CEUs.

**California Board of Registered Nursing** - IDA is a provider approved by the California Board of Registered Nursing, provider #CEP-12786. The courses meet the qualifications for 6 hours of continuing education credit for Nurses, as required by the California Board of Registered Nursing.

**California Board of Behavior Sciences** - IDA is a provider approved by the California Board of Behavioral Sciences, provider #PCE-1516. The courses meet the qualifications for 6 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

**California Speech-Language & Audiology Board** – Emily Rubin, MS, CCC-SLP and Communication Crossroads is a provider approved by the CA SLP & A Board, provider #169. The course meets the qualifications for 6 hours of professional development credits for Speech-Language Pathologists.

**CEU refund requests** that are received in writing within 30 days of the course will be processed, less a \$5.00 processing fee.

## Certificate of Completion

A certificate indicating the number of hours of training will be provided to every participant.

## Registration Form - Deadline October 31, 2008

*(No refunds after 10/31/08)*

*Mail to: IDA, P.O. Box 189550, Sacramento, CA 95818-9550*

*Phone: (916) 453-8801 and FAX (916) 453-0627*

***You can register with a credit card on-line at [www.idaofcal.org](http://www.idaofcal.org)***

IDA Member or Parent      **\$125.00** Member # \_\_\_\_\_

Non IDA Member      **\$150.00**

Payment:

Check (payable to IDA)     Purchase Order# \_\_\_\_\_

Credit Card:  VISA     Mastercard

Account # \_\_\_\_\_ Exp. Date. \_\_\_\_\_

3-digit code on back of card: \_\_\_\_\_

Signature \_\_\_\_\_

Participant Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address/City/Zip Code: \_\_\_\_\_

Work #: \_\_\_\_\_ FAX #: \_\_\_\_\_

Email: \_\_\_\_\_

**Accessible Services and Materials:** 15 working days notice must be given to make arrangements. Describe: