



# IMPLEMENTATION TRAINING

**WORKING AS A MULTIDISCIPLINARY TEAM TO DESIGN EDUCATIONAL PROGRAMMING FOR CHILDREN WITH AUTISM SPECTRUM DISORDER**

**Presented by**  
**Emily Rubin, MS, CCC-SLP**  
Lecturer, Yale University School of Medicine  
Director, Communication Crossroads

**February 26 & 27, 2009**  
**8:00 a.m. to 3:30 p.m.**

**Bishop Francis Quinn Catholic Center, 21893 Old 44 Drive, Palo Cedro, CA**

This course will provide specific guidelines for administering 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 contexts and teaching strategies, 4) to determine the necessary transactional support (interpersonal support, learning support, support to families), and 5) to monitor progress over time.

Using a video case study of a child with ASD, the presenter will outline the steps for administering the SAP within that child's natural routines. The course will illustrate a multidisciplinary team approach for scoring the assessment, how to use the results to determine meaningful educational objectives, and how to use the results to identify learning supports that will be considered essential accommodations in a child's educational programming. Lastly, the course will illustrate how the SAP can be used for program planning and ongoing data collection.

Following this course, participants will be able to:

- 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.

# AGENDA

## Day 1

8:30 a.m. to 9:45 a.m. Review of the SCERTS educational approach  
9:45 a.m. to 10:00 a.m. Discussion Break  
10:00 a.m. to 11:30 a.m. Introduction of the SCERTS curriculum-based assessment, across the developmental stages  
11:30 a.m. to 12:30 p.m. Lunch  
12:30 p.m. to 2:00 p.m. Description of the SCERTS Assessment Process (SAP)  
2:00 p.m. to 2:15 p.m. Discussion Break  
2:15 p.m. to 3:30 p.m. Establishing a child's profile of developmental strengths and needs - SAP scoring practice; *video case examples*

## Day 2

8:30 a.m. to 9:45 a.m. Establishing a child's profile of developmental strengths and needs - SAP scoring practice; *video case examples*  
9:45 a.m. to 10:00 a.m. Discussion Break  
10:00 a.m. to 11:30 a.m. Linking assessment findings to educational objectives and learning supports - SCERTS activity planning practice; *video case examples*  
11:30 a.m. to 12:30 p.m. Lunch  
12:30 p.m. to 2:00 p.m. Guidelines for SCERTS ongoing tracking and developing a SCERTS Family Support Plan  
2:00 p.m. to 2:15 p.m. Discussion Break  
2:15 p.m. to 3:30 p.m. Identifying essential practices for implementation of a team approach - Developing a SCERTS Support Plan for Professionals and Service Providers

WHO SHOULD ATTEND: Administrators, Teachers, Service Providers, Instructional Aides and Parents

REGISTRATION DUE DATE: February 13, 2009

REGISTRATION/FEE: Registrations must be received no later than February 13, 2009. \$150 per person for the two-part series. Registration includes continental breakfast, lunch and handouts for each day. Make checks or P.O. payable to Shasta County SELPA, 1644 Magnolia Avenue, Redding, CA 96001.

CANCELLATION POLICY: No refunds will be given after the registration due date. No shows will be charged for cost of lunch and/or handouts.

**Communication Crossroads, PDP#169, will provide 12 hours of Continuing Professional Development credits (CPDs) for SLPs as required by the California Speech-Language & Audiology Board.**

We must have registration in writing. You may register on-line at <http://www.shastalink.k12.ca.us/selpa> or fill out the information below and fax to (530) 225-0105.

-----  
SCERTS IMPLEMENTATION TRAINING - FEBRUARY 26 & 27, 2009

NAME \_\_\_\_\_ TITLE \_\_\_\_\_  
DISTRICT/AGENCY \_\_\_\_\_ SCHOOL SITE \_\_\_\_\_  
Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_  
E-mail Address \_\_\_\_\_ Phone Number \_\_\_\_\_



**Shasta County SELPA - Special Education Local Plan Area**

1644 Magnolia Avenue, Redding, CA 96001 ■ (530) 225-0100 ■ <http://www@shastalink.k12.ca.us/SELPA>