

Do you work or live with an individual who struggles with autism/communication/behavior?

The Clermont County Educational Service Center invites you to attend:

Emily Rubin Presentation



Tuesday, August 17, 2010 - Introduction to SCERTS Model (The “What?”)
For Teachers, Related Service Professionals, Family Members and Paraprofessionals

Friday, August 20, 2010 – SCERTS in Action (The “How?”)
For Teachers, Related Service Professionals, Family Members and Paraprofessionals who have attended an introduction

Location: Glen Este High School, Performing Arts Center 4342 Glen Este-Withamsville Rd, Cincinnati, Ohio

Time: Registration 8:00-8:30, Presentation 8:30 to 3:30, Lunch will be provided, but NO food in Auditorium

Cost: \$75. 1/day; \$125. Both days. Includes salad/sandwich lunch. No Charge to CCESC employees

Register: Have your Employer Address and Purchase Order or check # when you register at address below:
<https://spreadsheets.google.com/viewform?formkey=dEVzQ1BUOFIJWXYUUBGZ2tVUmF5NXc6MQ>



The SCERTS® Model (Prizant, Wetherby, Rubin & Laurent, 2007)

What is SCERTS? SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It 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 acronym “SCERTS” refers to the focus on: “SC” - **Social Communication** – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults; “ER” - **Emotional Regulation** - the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting; “TS” – **Transactional Support** – the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.