



## **Using the SCERTS framework to guide priorities for children with Autism Spectrum Disorder**

*Introduction, Implementation, and Assessment (3-Day Course)*

### **Dates:**

#### **Day 1: Introduction**

September 6, 2019  
9:00 AM-4:00 PM

#### **Day 2: Implementation**

September 7, 2019  
9:00 AM-4:00 PM

#### **Day 3: Assessment**

September 23 & 25, 2019

#### **TWO ONLINE EVENING SESSIONS**

6:00 PM-9:00 PM Mountain Time

### **Course Description:**

This course will introduce the SCERTS framework, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). This model is not exclusive of other treatment approaches and educational methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that 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. 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. On Day 2 of this course, participants will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage, functional needs, and family priorities while also determining supports that can be embedded in the natural settings of a child's life at home, school, or other settings (i.e. educational planning).

The 3<sup>rd</sup> day of this course, which is will be conducted via the web, will move toward a more advanced discussion of the use of the SCERTS assessment process to determine developmentally sensible and functional goals, to determine appropriate evidence-based supports, and to monitor progress over time in meaningful, functional contexts. Participants will learn how to use this assessment tool to determine a child's stage of language acquisition, establish a profile of strengths and areas of need in those areas most impacted by the core challenges of social and emotional learning differences and to monitor progress over time.

## Learner Outcomes:

Participants will be able to:

1. Identify how the SCERTS scope and sequence of goals can be used to guide the development of meaningful, functional and evidence-based objectives in social communication and emotional regulation.
2. Adjust programming related to educational objectives and appropriate strategies for children who are before words and using body language, gestures and facial expressions to communicate.
3. Adjust programming related to educational objectives and appropriate strategies for children who are at the emerging language stage.
4. Adjust programming related to educational objectives and appropriate strategies for children who are at conversational language stages.

## Time Ordered Agenda:

### DAY 1 – September 6, 2019

8:30 - 9:00 am	Arrival and registration
9:00 – 10:30 am	Current research in social neuroscience and its impact on educational programming guidelines for children with autism
10:30 – 10:45 am	Break
10:45 – 12:00 pm	Identifying the most essential <u>transactional supports</u> in the SCERTS framework
12:00 – 1:00 pm	Lunch
1:00 – 2:30 pm	Identifying developmental stages and essential <u>social communication</u> objectives within the SCERTS curriculum; <i>before words and emerging language</i>
2:30 – 2:45 pm	Break
2:45 – 4:00 pm	Identifying developmental stages and essential <u>social communication</u> objectives within the SCERTS curriculum: <i>conversational stages</i>

### DAY 2 – September 7, 2019

8:30 - 9:00 am	Arrival and registration
9:00 – 10:30 am	Identifying developmental stages and essential <u>emotional regulation</u> objectives within the SCERTS curriculum
10:30 – 10:45 am	Break
10:45 – 12:00 pm	Implementing the SCERTS framework to identify priorities for selecting goals, determining supports and designing educational plans
12:00 – 1:00 pm	Lunch
1:00 – 2:30 pm	Using the SCERTS Practice Principles to identify objectives and appropriate strategies – <i>video case study</i>
2:30 – 2:45 pm	Break
2:45 – 4:00 pm	Using the SCERTS Practice Principles to identify objectives and appropriate strategies – <i>video case study</i>

### **DAY 3 – Web Session (Part 1 of 2) – September 23, 2019**

5:30 - 6:00 pm	Arrival and registration
6:00 – 7:30 pm	Using the SCERTS Assessment Process to as a meaningful measure of outcome and program planning
7:30 – 7:45 pm	Break
7:45 – 9:00 pm	Using the SCERTS Assessment Process – Determining a child’s developmental stage and appropriate priorities for goals and program planning

### **DAY 4 – Web Session (Part 2 of 2) – September 25, 2019**

5:30 - 6:00 pm	Arrival and registration
6:00 – 7:30 pm	Using the SCERTS Assessment Process – Achieving reliability on collecting data related to functional social and emotional skills; <i>video case examples</i>
7:30 – 7:45 pm	Break
7:45 – 9:00 pm	Identifying methods for ongoing program monitoring

### **Presenter:**

**Emily Rubin, MS, CCC-SLP** is the Director of the Educational Outreach Program at the Marcus Autism Center in Atlanta, GA. She is a speech-language pathologist specializing in autism, Asperger’s Syndrome, and related social learning disabilities. As a former adjunct faculty member and lecturer at Yale University, she 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 courses to prepare graduate level students for addressing the needs of children with autism and their families. More recently, she has joined the team at the Marcus Autism Center, affiliated with Emory University, as an educational outreach specialist. In addition to the SCERTS Assessment, her publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger’s Syndrome. 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.