

EDGP 5215: The "SCERTS" Model: A Comprehensive Educational Approach for Autistic and Neurodivergent Individuals

CUW Mission

Concordia University Wisconsin is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

School of Education Mission

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

EDGP 5215: The "SCERTS" Model: A Comprehensive Educational Approach for Autistic and Neurodivergent Individuals

Course Description: This workshop will offer an overview of The SCERTS MODEL, a comprehensive educational model for children and older individuals with ASD and related disabilities and their families.

The SCERTS MODEL directly addresses the core developmental areas of Social Communication, Emotional Regulation, and Transactional Support, and is now being adopted in programs across US and more than a dozen countries. It is an individualized approach based on extensive research in child and human development and disabilities and is not exclusive of other approaches in that practices and strategies from other approaches can be included in a SCERTS model program for a child. The SCERTS MODEL is designed to address the varied needs of individuals across school, home and community settings.

This seminar will offer up to date information for supporting persons with ASD in everyday activities, utilizing a person and family-centered approach that respects and integrates knowledge and practice from a variety of disciplines

Instructor(s): Barry Prizant, Ph.D., CCC/SLP

Course Location: Webinar

Total Contact Hours: 5.5

Professional Learning Credits: 1

Course Meeting Time and Expectations: *March 1, 2024*

Course Prerequisites: *None*

Intended Audience: The intended audience includes educators and therapists working with children and adults in Early Intervention, preschool, school and community settings, parents, social workers, psychologists and administrators. This conference is open to anyone who wishes to attend.

Required Resources: *None*

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Teaching Strategies: *Various*

Course Evaluation and Grading: Assessments will be based on the following:

Grading Scale:

90 – 100 Points = A

80 – 89 Points = B

70 – 79 Points = C

60 – 69 Points = D

Less than 60 Points = F

Course and Instructor Policies: N/A

Program/Department Policies: N/A

CUW Policies:

CUW Disability Policy: In accordance with the Americans and Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services

☐ Mequon campus (262) 243-4299 or <https://www.cuw.edu/Departments/lrc/dss/index.html>

☐ Ann Arbor campus (734) 995-7552 or www.cuaa.edu/arc

CUW Academic Integrity Policy: CUW expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct:

<https://www.cuw.edu/academics/compliance/consumer-info/index.html>

For more information on academic integrity, please see the Academic Policies section of the Student Handbook, which can be accessed at the following link:

<https://www.cuw.edu/Departments/residencelife/assets/studentconductcode.pdf>

Relationship to the Curriculum: *Professional Learning that actually changes the behavior and practices of educators requires time for processing, planning, implementation and reflection. The use of evidence-based best practices for instruction, assessment, discipline, and use of technology all will require this four-step process before we will see real improvement in schools.*

Connection to CUW Mission: *This course will require educators to demonstrate the ability to analyze and apply their discipline's theoretical, methodological, ethical, or practical foundations. This will enable them to help their own students develop more readily in mind, body, and spirit as well.*

Global Ends

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. Consistent with a Liberal Arts education, our graduates demonstrate the following proficiencies:

1. Christian Faith - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.
2. Service and Global Citizenship - Our graduates are globally-minded citizens.
3. Integrated Disciplinary Knowledge - Our graduates integrate insights from a wide range of disciplines.
4. Critical Thinking/Creative Problem Solving - Our graduates think rationally, critically, and creatively.
5. Communicative Fluency - Our graduates communicate effectively.
6. Analytical Fluency - Our graduates work with data effectively.

Anticipated Course Outcomes:

Upon completion, participants should be able to:

1. Participants will be able to understand and apply the components of the SCERTS Model to support persons with ASD and their families.
2. Participants will be able to support persons with ASD and other disabilities and their families using a person and family centered approach.

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Course Objectives:

1. Identify three domains of the SCERTS Model and components of each domain.
2. Apply two individualized intervention goals in social communication for individuals.
3. Apply two individualized intervention goals in emotional regulation for individuals.
4. Explain two transactional supports for SC, and two for ER

Assignments:

NON- DEGREE PROFESSIONAL LEARNING CREDIT DISTINGUISHING ATTRIBUTES for 1
Non-degree Professional Learning Credit and Documented Outcomes for 1 Non-degree
Professional Learning Credit: Students must attend one day and complete a research/reflection
paper. The paper detailing critical key concepts should be 5 to 6 pages long and include a
minimum of two outside research sources (not the speaker). At least one page of your paper
must include an action plan of how you intend to use what you learned in your work or home
setting. The paper should be double spaced, 10 or 12-point font, include a title page and a
works cited page with proper citations (APA or MLA) in both the body of the paper and on the
works cited page.

NON- DEGREE PROFESSIONAL LEARNING CREDIT DISTINGUISHING ATTRIBUTES for 2
Non-degree Professional Learning Credit and Documented Outcomes for 2 Non-degree
Professional Learning Credit: Students must attend one day and complete a research/reflection
paper. The paper detailing critical key concepts should be 7 to 8 pages long and include a
minimum of two outside research sources (not the speaker). At least one page of your paper
must include an action plan of how you intend to use what you learned in your work or home
setting. The paper should be double spaced, 10 or 12-point font, include a title page and a
works cited page with proper citations (APA or MLA) in both the body of the paper and on the
works cited page.