



THE CENTRE OF EXCELLENCE FOR
AUTISM SPECTRUM DISORDER
PRESENTS:

AMY LAURENT

ADDRESSING EMOTIONAL REGULATION IN CHILDREN & ADOLESCENTS WITH AUTISM SPECTRUM DISORDER

Emotional Regulation, the maintenance of emotional states and energy is a significant challenge for many individuals on the spectrum. Difficulties staying well regulated can impact relationships, learning, daily activities and fun!

The course will begin with a brief review of the core developmental challenges faced by autistic individuals at various stages in development (i.e., pre-verbal stages, emerging language stages, and conversational stages). This introduction of regulatory challenges and social communicative difficulties will then be followed by a discussion of the interplay between these areas and their impact on an individual's social communicative competence. This relationship will be addressed from both a developmental standpoint, as well as a situational one. This talk will explore the numerous factors that impact an individual's ability to be organized and engaged with others. Practical guidelines for prioritizing the support of emotional regulation for individuals with ASD across a wide developmental range will be discussed. Emphasis will be placed on supports that can be used proactively and reactively.

WHEN:
APRIL 27, 2020
9:00 - 16:00

WHERE:
Holiday Inn
Pointe-Claire
Montreal, QC

PRICE:
\$95 (CAD)

INTENDED FOR:
Professionals, teachers,
educators, families &
individuals with ASD

LUNCH & SNACKS:
Included

Amy Laurent, Ph.D., OTR/L is a developmental psychologist and a registered pediatric occupational therapist. Currently in private practice, Amy specializes in the education of children with autism spectrum disorder (ASD) and related developmental disabilities.



To register, please consult:
<http://coeasd.lbpsb.qc.ca/>

You can also watch Amy Laurent's TED Talk, by visiting:
https://www.youtube.com/watch?v=fx3cfzICG_Q

The SCERTS Model

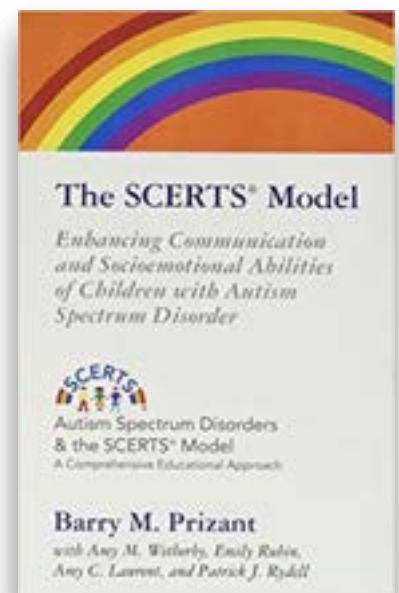
As we move into the second half of the school year, a number of educators are celebrating the accomplishments and the successes that the students have made thus far. We are also evaluating areas that still need work and reflecting on goals from now until the end of the year. Becoming more familiar with the SCERTS model may be instrumental in targeting the core deficits of students in elementary and high schools who have an autism spectrum disorder.



SCERTS is an acronym which stands for Social Communication, Emotional Regulation, Transactional Support. Social communication focuses on the development of a) trusting relationships with peers and adults, b) spontaneous, functional communication in all contexts of daily life, and c) the expression of emotions. Emotional regulation refers to the ability to achieve and maintain a well-regulated emotional state so as to be available for learning and interacting, as well as able to cope with everyday stress. Transactional support refers to the tools that we can use as educators to provide learning and emotional support to individuals who have autism and their families. This consists of the day-to-day environmental accommodations (e.g., visual supports, timers, work systems, etc...) and curricular modifications. Transactional support also refers to the use of communicative style adjustments in order help students. By prioritizing social communication and emotional regulation, we can promote the student's ability to pay attention, to learn, and to fit in socially with peers. By having students trust us and feel secure, we can also support the development of perseverance and exploration.

If you would like more information about this model and its implementation, you can refer to the SCERTS manual which is available from the ASD library. To see what books and resources are in the ASD library, click on the Library tab of the following website: <http://coeasd.lbpsb.qc.ca/> Books can be borrowed by contacting Jade Lawsane at jlawsane@lbpsb.qc.ca

We would also encourage you all to register to the Amy Laurent conference on Addressing Emotional Regulation in Children with Autism Spectrum Disorder. Amy Laurent, a licensed developmental psychologist and pediatric occupational therapist, is one of developers of the SCERTS model.



READ
ALL
ABOUT
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EXCELLENCE FOR AUTISM
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AMY LAURENT

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Pairing is when you combine items that you already know are reinforcing (rewarding) for a student with people in their learning environment. By pairing, the student will begin to see this person as a giver of good things. Once pairing is established, the likelihood of compliance to demands is increased as the student will have made the association between the person working with her/him and the reinforcing items. As a result, the student will be more likely to comply with demands as they have learned that they can access reinforcing items **through** this person.

- Follow your student around (this part is *child-directed*), and when s/he stops to engage with an activity, engage in playing with him. This will help establish pairing between yourself and the reinforcing items.
- Ensure that the student can only access the items via interaction with you (i.e. coming through you). For example, if s/he approaches a bin of toy cars, hand the bin to student and say: *Oh! You want to play with cars, I love playing with cars too!* Make sure that there are **no demands** placed on your student and that you are only using declarative language to make comments. Even simple demands such as *come here* or *let's do this* should be avoided.
- Once you discover what is most reinforcing to the student, keep the reinforcing objects near you and make it so that the student must travel further to get the item; this will strengthen the association that they must go through you to access them.
- Although you can remove reinforcing items from your student if s/he engages in a problem behavior, it is important to remember to return the item to her/him once the behavior stops occurring.
- When a student is making eye contact with you, following you, waiting for you, and/or coming to you to access reinforcers, you have established pairing. Once this has been established you can begin to place very small demands on your student (i.e. *First sit down and then we'll look at the book you want*, or *First come here and then we'll take out the legos*). You can gradually increase the demands until the point at which your student will consistently comply with demands such as *First do this math worksheet and then you can play with your dolls*. Remember to move gradually and contingently based on consistent compliance at each increment.

Pairing is an INVESTMENT! It may take the student away from academic activities for a brief period of time, however it is worth doing this in order to increase compliance. By pairing first, you will accomplish more academically in the long run because the student that is compliant and therefore available for learning!



Social Media as a Powerful Professional Development Tool

The use of social media such as Facebook is a great way to add some professional development without too much of a time commitment.

There are many Facebook pages that you can *like* that will deliver articles and information directly to your newsfeed. Here are a few examples of some pages that are worth looking into.

Autism Discussion Page

This page is moderated by Bill Nason M.S. who is a mental health, behavior, and autism specialist. This page is devoted to insights and strategies to help children with ASD feel safe, accepted, and competent.

PrAACtical ACC

This page is moderated by Carole Zangari who is an SLP professor. This page supports a community of professionals and families who are determined to improve the communication and literacy abilities of people with significant communication difficulties

Social Thinking

This page regularly posts articles from the Social Thinking website as well as links to other articles that promote social competence and social communication skills.

The Zones of Regulation in Action

This is a private Facebook group that is based on the original work of the Zones of Regulation by Leah Kuypers (2011). It is a community page for therapists, educators, mental health professionals, parents and anyone using the Zones of Regulation Program to exchange ideas and share successes.

Make a point to search for these pages the next time you are scrolling through your Facebook newsfeed.

Thank you to Andrea Bertalan (LBPSB work skills consultant) and students from the LIFE program at Lindsay Place High School for preparing this newsletter for distribution!

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REFERENCES



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