



Falling in Love with the Social World:

Supporting Students
with Autism within a
Universal Design for
Learning in the Classroom

Emily Rubin, MS, CCC-SLP | August 10, 2018 | 8:30am to 3:30pm | 5.5 PD hours

Research in the neuroscience of social emotional engagement fosters our ability to support students with autism while supporting a universal design for learning for all students. Neurodevelopment, active engagement and learning is fostered in an environment where a child finds him or herself connected with the social world. This begins as a child falls in love with the social world, increases their interactions and relationships, and ultimately develops skills to maintain those relationships over time. When we gain knowledge of a social and emotional scope and sequence of skills and how to facilitate growth in these domains, we create a supportive learning environment that is focused on the success of every student. Outcomes of the Social Emotional Engagement - Knowledge and Skills (SEE-KS) program will be shared and linked to a Universal Design for Learning framework (UDL). UDL ensures that we begin to consider how to foster social emotional engagement in multiple ways, present information in multiple ways, and promote student participation in different ways.

By increasing student independence, emotional investment and initiations across a range of settings, we can promote better outcomes with respect to both a student's IEP objectives and the academic curriculum. In order to ensure sustainability of the SEE-KS framework, participants will learn peer-to-peer mentorship techniques that can be implemented throughout the school year to affirm effective practices and collaborate with one another to determine next steps. This course will be relevant for students who are before words, emerging language, and conversational levels in both special education and general education classroom settings. Case examples will also span preschool level through school-aged settings.

LEARNING OUTCOMES

As a result of this activity, the participant will be able to...

1. Identify three key implications of contemporary social neuroscience on our definition of student engagement.
2. Identify three domains of essential instructional strategies that promote active student engagement and positive outcomes.
3. Describe instructional strategies for fostering the emotional "hook," providing information in different ways, and fostering student expression within targeted therapeutic or academic activities.
4. Identify the steps in an appreciative inquiry based peer-to-peer mentorship approach to sustain efforts to foster social emotional engagement.

TIME ORDERED AGENDA

8:30 - 10:00	Implications of contemporary social neuroscience on educational programming: the critical importance of social emotional engagement
10:00 -10:15	Break
10:15 - 11:30	The three essential domains of a universal design for learning and how these can be applied to foster active engagement in our therapeutic and classroom based activities
11:30 - 12:30	Lunch (on your own)
12:30 - 2:00	The three essential domains of a universal design for learning and how these can be applied to foster active engagement in our therapeutic and classroom based activities (continued)
2:00 - 2:15	Break
2:15 - 3:30	Peer-to-peer mentorship: sustaining effective practices through professional learning communities - Case Studies

INSTRUCTOR BIOGRAPHY



Emily Rubin, MS, CCC-SLP is the Director of the Educational Outreach Program at the Marcus Autism Center, an academic affiliate of Emory University and an NIH

Autism Center of Excellence. She has served 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. Her publications have focused on early identification of autism, using a developmental framework for evidence-based practices, and implementing augmentative communication supports within natural routines to foster social and emotional competence. She is also the co-author of the SCERTS Assessment Process, a criterion-referenced assessment of social and emotional development. She lectures internationally both in-person and through distance learning. Currently, the focus of her work is on supporting community-based educational systems to build internal capacity for supporting social emotional engagement and social emotional learning competencies within classroom lessons.

Cost is \$75 per person.

For more information or to register, go to
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Presented by the
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