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VCU-Autism

Center for
Excellence

2023

ACE Webcast Series

Finding the Fuel for Learning and Emotional Well-Being -- Social Emotional Engagement

Date: January 10, 2023

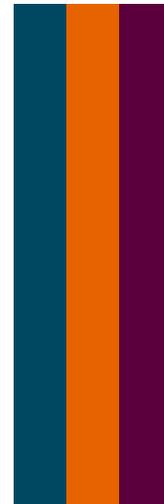
Time: 3:30 - 4:30 p.m.



Presenter: Emily Rubin, M.S., CCC-SLP

Description: While standards-based instruction is our focus in the classroom, our learners are more likely to access the curriculum when they are “invested,” “independent” and “initiating” with their peers and teachers. This webcast will begin with a review of the neuroscience of learning and shift toward a practical discussion of why we need to measure and enhance learner engagement.

Emily is the Director of Communication Crossroads, Inc. in Atlanta, GA. She is a speech-language pathologist specializing in social emotional development and the importance of creating the conditions for learner engagement so that all learners can thrive. Rubin is a co-developer of the Social Emotional Engagement – Knowledge and Skills (SEE-KS) professional learning approach and the co-author of SCERTS, a criterion referenced assessment tool and framework for social and emotional development.



Part 1: The Essential Messages of Trauma Responsive Practices

Date: February 14, 2023

Time: 3:30 - 4:30 p.m.



Presenter: Ruth Brown, Ph.D.

Dr. Ruth Brown, PhD, is a Clinical Psychologist and Assistant Professor at the Virginia Institute for Psychiatric and Behavioral Genetics at Virginia Commonwealth University. Her work focuses on the use of evidence-based assessment for people with intellectual and developmental disabilities to improve the detection, prevention, and treatment of traumatic stress, anxiety, and depression.

Part 1 Description: What does it mean to be trauma-informed and trauma-responsive, and how do these concepts apply to children with special education needs? In this first session of a three-part webcast series, we will discuss the Essential Messages of a trauma-responsive practice as defined by the National Child Traumatic Stress Network. As part of this series, you will develop a personal trauma-responsive action plan so you can identify how to apply these concepts in the classroom right away.

Part 2: Understanding Traumatic Stress Responses

Presenter: Ruth Brown, Ph.D.

Date: March 14, 2023

Time: 3:30 - 4:30 p.m.

Part 2 Description: How does trauma affect youth with disabilities? Trauma can impact youth with and without disabilities in subtle and not-so-subtle ways. For youth with disabilities, the challenges can be magnified. In this second session of a three-part webcast series, we will discuss some of the ways that trauma impacts development, learning, mental health, and behavior in youth with disabilities. We will use case vignettes to practice identifying potential trauma-related factors affecting students with disabilities and encourage you to consider how trauma may be impacting students in your school or classroom.

Part 3: Trauma Responsive Strategies for the Classroom

Presenter: Ruth Brown, Ph.D.

Date: April 11, 2023

Time: 3:30 - 4:30 p.m.

Part 3 Description: How can we move beyond just trauma awareness to create a safe and healing environment for youth with disabilities who have experienced trauma? In this final session of a three-part webcast series, we will review some specific strategies that promote resilience and healing, including psychological first aid, trauma-informed behavioral interventions, and Gentle Teaching. We will discuss what these strategies may look like in the classroom and where educators can go for additional training.

Free Appropriate Public Education for All Students: The Role of Behavior Analysts in Public Schools

Date: May 9, 2023

Time: 3:30 - 4:30 p.m.



Presenter: Nicole Hollins, Ph.D., BCBA-D, LBA

Description: All students deserve the right to a free appropriate public education (FAPE). It is critical for school-based behavior analysts to objectively measure the extent FAPE across teacher-student interactions to assist in providing objective feedback on teaching practices. While there are several comprehensive assessments that have been experimentally validated to identify variable teacher-student interactions there are limited assessments that objectively measure teacher-student interactions in tandem with instructional practices. Thus, the purpose of this presentation is to review the impact of variable teacher interactions towards students from diverse backgrounds and address the need for a data collection tool for school-based behavior analysts.

Dr. Nicole Hollins holds a M.A. and Ph.D. in Applied Behavior Analysis from Western Michigan University. Currently, Dr. Hollins is a Postdoctoral Researcher at Juniper Gardens Children's Project research program at the University of Kansas. Her research and clinical work are focused on training pre-and in-service teachers, evidence-based instructional practices for students with and without disabilities, and school-wide positive behavior interventions. In addition to publishing her research in peer-reviewed journals and book chapters, Dr. Hollins has also presented her research at local and national conferences as well as workshops. Dr. Hollins also sits on the Board of Editors for Education and Treatment for Children. She has provided services and developed efficient systems across various applied settings including public schools, private schools, universities, autism treatment centers, Head Start programs, family homes, and group homes. As for community partnerships, Dr. Hollins has coordinated several grants that focused on an evaluation of current teacher practices while providing systemic recommendations for improving equity in the classrooms.

To register for these webcasts please use the link below:

<https://vcuautismcenter.org/te/webcasts/upcoming.cfm>

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