



Childhood Communication Seminars is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

November 4: This course is offered for .5 ASHA CEUs (Introductory Level, Professional Area).  
November 5-6: This course is offered for 1.1 ASHA CEUs (Advanced Level, Professional Area).

OTs: NBCOT has expanded the approved provider category to include seminars by ASHA-approved providers. OT recertification for 5 contact hours for November 4; 11 contact hours for November 5-6.

**APA:** Childhood Communication Seminars, Inc is approved by the American Psychological Association to offer continuing education for psychologists. CCS maintains responsibility for the program. November 4: 5 CE hours/credits awarded; November 5-6: 11 CE hours/credits awarded.

**SWs:** Childhood Communication Seminars, Inc is currently applying to the RI State Board of Social Work Examiners for for 5.0 total credits for November 4; 11 total credits for November 5-6. Please call for authorization information.

**MA Educators:** Childhood Communication Seminars, Inc. is an approved provider of PDPs for the state of Massachusetts. 5 PDPs will be offered for November 4; 11 PDPs will be offered for November 5-6.

**CT Educators:** Childhood Communications Seminars, Inc. is approved by the Connecticut State Department of Education to offer CEUs. Provider No. 518. November 4 will be offered for .5 CEUs; November 5-6 for 1.1 CEUs.

**RI Educators:** Childhood Communication Seminars, Inc. is registered with the RI Department of Education as a Professional Development vendor.

**All Attendees:** All attendees will receive a certificate for .5 CEUs/5 CEUs for November 4; 1.1 CEUs/11 CEUs for November 5-6.

*The SCERTS® Model is... "where autism intervention should be."*

PsychCritiques  
American Psychological Association

For EI staff, educators, SLPs, OTs, psychologists, social workers, paras, parents and others supporting the development of preschool and school-age children and their families.

**Barry Prizant, Ph.D., CCC-SLP** has more than 30 years experience as a clinical scholar, researcher and consultant to young children with social communication disabilities including autism spectrum disorders (ASD) and their families. He is the Director of Childhood Communication Services, a private practice, an Adjunct Professor in the Center for the Study of Human Development, Brown University, and a Fellow of the American Speech-Language-Hearing Association. He consults for numerous school districts and families. Barry has published more than 90 peer-reviewed articles and chapters, consults to five professional journals on communication disabilities in children, and is the co-editor of *Autism Spectrum Disorders: A Developmental Transactional Perspective* (with Dr. Amy Wetherby).



**Amy Laurent, Ed.M, OTR/L** is a pediatric occupational therapist who holds a Master's in Special Education. Currently in private practice, she is a New England affiliate of Communication Crossroads and of Childhood Communication Services and is an adjunct faculty member at the University of Rhode Island. Amy specializes in the education of children with ASD and related developmental disabilities. Her publications have focused on emotional regulation in children and adolescence with ASD and their impact on later social competence. She frequently lectures throughout the U.S. on topics related to the therapeutic and educational intervention for children with ASD.



Experts in ASD comment on the SCERTS® Model:

*"The SCERTS® Model marks a critical turning point in the education of children with ASD"*

— Carol Gray, Director, The Gray Center for Social Learning and Understanding, *Author and Developer of Social Stories*

*"The SCERTS® Model (is) the most comprehensive, well researched approach for people on the autism spectrum that I have ever seen."*

— Stephen Shore, Executive Director, Autism Spectrum Disorder, *Beyond the Wall: Personal Experiences with Autism*

*Eminently practical, realistic and comprehensive... We need to make (the SCERTS® Model) an integral part of the training of professionals and caregivers."*

— Ami Klin, Ph.D., Harris Associate Professor of Child Psychology and Psychiatry, Yale University Child Study Center, Editor of the *Handbook of Autism and PDD*

*"An integrative, wholistic approach for supporting children with ASD and their families."*

— Pat Mirenda, Professor, Department of Educational Psychology and Special Education, University of British Columbia, *Author of Augmentive and Alternative Communication*

**The SCERTS® Model is being adopted by public and private agencies in New Zealand, England, Australia, Canada, and throughout the US!**

Childhood Communication Seminars, Inc.  
P.O. Box 973  
Wilbraham, MA 01095

PRESORTED  
STANDARD  
U.S. POSTAGE  
PAID  
BROCKTON, MA  
Permit No. 497

## AUTISM AND THE SCERTS® MODEL: Next Generation Practices for Children & Their Families Autism Spectrum Disorders & Related Disabilities:

Speech Language & Communication Disorders • Learning Disabilities  
Developmental Disabilities with Emotional Behavioral Challenges • Sensory Processing Disorders

*With Introductory and Advanced Implementation Trainings with SCERTS Model  
Collaborators Barry M. Prizant, Ph.D., CCC-SLP & Amy Laurent, Ed.M, OTR/L*

**Cranston, RI • November 4-6, 2009 • 8:30am - 3:30pm**

**INTRODUCTORY & ADVANCED TRAINING**

Register for 1-Day Introductory, 2-Day Advanced or all three days.

*Learn how the SCERTS® Model enhances practice for school teams, and professionals in other agencies and private practice. Help families and professionals to "be on the same page."*



## How You Will Benefit from attending the SCERTS® Introductory & Advanced Seminars

### New to the SCERTS® Model?

- Learn about this exciting new team-based multidisciplinary approach for supporting children with ASD and their families across school, home and community settings. SCERTS® focuses on addressing the core challenges of ASD – Social Communication, Emotional Regulation through the implementation of Transactional Support

### Familiar with the SCERTS® Model?

- Receive advanced training on the innovative 10-Step SCERTS® Assessment Process (SAP)
- Learn to develop an individualized SCERTS® Model Program with identification of goals and strategies for children at the

following developmental stages: Social Partner, Language Partner, Conversational Partner

- Learn about specific strategies for supporting parents and developing a support system among professionals

### For All:

- Meet Barry and Amy, and have opportunities to share creative ideas and discuss approaches to implement the SCERTS® Model in your school, agency or practice
- Become part of a network of professionals and parents from the U.S. and other countries who are using the SCERTS® Model to guide programming for children with ASD and their families

# A Framework and Guide

## The SCERTS® Model:

The SCERTS® Model is a new, innovative approach that offers a framework of specific goals and procedures for assessment and educational programming. The SC, ER and TS domains of the Model directly address the core challenges faced by children with ASD.

**Social Communication** focuses on building a child's functional spontaneous communication, emotional expression, and social relationships that allow a child to be a competent and confident communicator across many social settings and social partners.

**Emotional Regulation** focuses on helping a child to be most available for learning and interacting, and for preventing problem behaviors that interfere with learning and the development of relationships.

**Transactional Support** ensures that the proper supports are in place to best support a child and his or her family, including peer relationships in inclusive settings.

The SCERTS® Model respects and recognizes individual differences across a range of ages and developmental abilities based on understanding a child's strengths and needs. It is applicable for children from early stages of communication through conversational abilities, from early intervention through the elementary school years and beyond.

The SCERTS® Model is not exclusive of other approaches: It is flexible enough to incorporate practices from approaches and teaching strategies that have been proven effective with children with ASD. It is comprehensive and integrated, representing a new generation of educational approaches and evidence-based practice.

The SCERTS® Model is a team model. It's designed to encourage professionals from different disciplines to collaborate with families. Families are included as partners in assessment and education efforts that cut across school, home and community settings.

Progress is measured in everyday functional activities with a variety of partners, recognizing the absolute necessity for supporting communication and socioemotional development in everyday activities and routines.

The SCERTS® Model incorporates educational strategies derived from empirical research and sound clinical/educational practice. The collaborators (Barry Prizant, Amy Wetherby, Emily Rubin and Amy Laurent) draw from almost 100 years of collective experience and training in a variety of treatment models for children with ASD, and have published over 130 articles and chapters, as well as books and assessment instruments.

## Three-Day Seminar

### DAY 1: Introductory Seminar

- Core values and developmental foundation for The SCERTS® Model. SC, ER & TS domains
- How the SCERTS® Model reflects characteristics of quality educational programs and recommended practices.
- Brief overview of the SCERTS® Assessment Process
- SCERTS® Educational Practice Principals
- Enhancing abilities for children at three developmental stages of communication. Goals and strategies for: *Social Communication, Emotional Regulation, and Transactional Support.*

### DAYS 2 & 3: Advanced Implementation Seminar

- Training in the 10-Step SCERTS® Assessment Process & Curriculum. A child and family centered observational assessment process that provides quantifiable measures of progress and data-based decision-making. Case presentations of children at a variety of levels.
- SCERTS® in Action: Making SCERTS® work in school, home and community settings. Practical implementation strategies for coordinating goals and objectives for children at three developmental levels – Social Partner, Language Partner, Conversational Partner. Strategies to link child and partner goals.
- Approaches to enhance support to families and support among professionals.

## Info, Resources, Schedule

7:30 – 8:30 a.m.

Registration and Continental Breakfast Seminar

8:30 – 10:00 a.m.

Beverage Break

10:00 – 10:15 p.m.

Seminar

10:15 – 11:30 a.m.

Seminar

11:30 a.m. – 12:30 p.m.

Lunch included

12:30 – 2:00 p.m.

Seminar

2:00 – 2:15 p.m.

Break with Light Refreshments

2:15 – 3:30 p.m.

Seminar

**Videotape/DVD Series** Autism Spectrum Disorders & the SCERTS® Model: A Comprehensive Educational Approach VHS or DVD is available for purchase. Save 10% and shipping and handling costs by purchasing on-site for \$250 (regularly \$279) for the three-tape VHS or DVD. A resource handbook is included. See Registration Form below.

**SCERTS® Model Manual** The two volume SCERTS® Model Manual is available. Save \$10.95 and shipping by pre-ordering when registering for the seminar. Discount is only available with seminar registration to the 1-Day Introductory, 2-Day Advanced, or 3-Day Intro & Advanced Seminar. If not attending, a manual may be ordered for \$109.95 plus \$8 shipping – see Registration Form below.

**Cancellation Policy:** A \$50 cancellation fee will apply to registrants who give notice 2 weeks prior to the seminar. No refunds will be granted after that date. The same policy applies for purchase orders. You may send a substitute at any time. Returned checks will be charged \$25.

**Confirmation:** You will receive a confirmation in the mail after your registration has been processed. You will receive an e-mail confirmation if registration is received within a week of the seminar.

## 2009

# Fall 3-Day Introductory & Advanced Seminar: Cranston, RI

Enjoy a few days of fall in beautiful New England!  
Cranston is just minutes away from Providence and Newport.

Rhodes on the Pawtuxet ♦ 60 Rhodes Pl ♦ Cranston, RI ♦ 401.785.4333

A block of rooms is being held at the Hilton Garden Inn, 1 Thurber St., Warwick, RI 02886 for \$99 single/double until 10-03-09. Please call 1-401-734-9600. A credit card is required to guarantee your reservation.

Please mention SCERTS® when making reservations. **Please reserve early!!**

If you're coming by air, fly into TF Green airport and the Hilton Garden Inn has a complimentary shuttle to/from the airport and will shuttle those who fly in to/from the seminar.

**New this year!!**  
**Lunch is included each day you attend.**  
**Parking at Rhodes on the Pawtuxet is also complimentary.**  
Save the dates:  
**15<sup>th</sup> Annual ASD Symposium ♦ March 11-12, 2010**  
Visit [www.community-autism-resources.com](http://www.community-autism-resources.com)  
for updated information.

This is the only SCERTS® Intro & Adv offered this fall.  
There will be a 3-day SCERTS® Institute in the southern CA area May, 2010.  
Details to follow at [www.ccseminars.com](http://www.ccseminars.com)

## REGISTRATION OPTIONS

Call 508-965-5705 ♦ Fax 413-279-1361 ♦ Mail to address below ♦ [www.ccseminars.com](http://www.ccseminars.com)

Call Kelly at 508-965-5705 or e-mail [kelly@ccseminars.com](mailto:kelly@ccseminars.com) with any questions.

**Early bird rate ends on October 3!**

### 1-DAY INTRODUCTORY ONLY (Nov 4)

- \$179 early bird (by October 3)     \$199 regular (after October 3)  
 \$165 full-time student (provide proof of full-time status)  
 \$150 parent (not eligible for ASHA CEUs)

### 2-DAY ADVANCED ONLY (Nov 5-6)

- \$350 early bird (by October 3)     \$375 regular (after October 3)  
 \$340 team rate (per person for 4 or more from a school district/agency)  
*Registrations must be received at the same time to qualify for team rate*  
 \$275 full-time student (provide proof of full-time status)  
 \$250 parent (not eligible for ASHA CEUs)

### 3-DAY SEMINAR (INTRO AND ADVANCED) Nov 4-6

- \$399 early bird (by October 3)     \$425 regular (after October 3)  
 \$385 team rate (per person for 4 or more from a school district/agency)  
*Registrations must be received at the same time to qualify for team rate*  
 \$325 full-time student (provide proof of full-time status)  
 \$295 parent (not eligible for ASHA CEUs)  
 SCERTS® Model Two-Volume Manual \$99 with registration to seminar. (Otherwise may be ordered at \$109.95 plus \$8 shipping/handling.)  
 Autism Spectrum Disorders and the SCERTS® Model DVD/VHS \$250 (reg. \$279) (Include \$5 shipping if not attending seminar)     DVD     3-Tape VHS

Total: \_\_\_\_\_

Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle Initial \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Place of Employment \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

E-Mail Address \_\_\_\_\_

### Payment Method, Select One:

Check Enclosed Check # \_\_\_\_\_

Bill Organization P.O. # \_\_\_\_\_

Visa     MasterCard    Exp. Date \_\_\_\_\_

Card# \_\_\_\_\_

Signature \_\_\_\_\_

Please make check or purchase order payable to:  
**Childhood Communication Seminars, Inc.**



Childhood Communication Seminars, Inc.  
P.O. Box 973  
Wilbraham, MA 01095