



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.

This course is offered for 1.1 ASHA CEUs (Introductory Level, Professional Area).

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

APA: Childhood Communication Seminars, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. CCS maintains responsibility for the program.

SWS: Childhood Communication Seminars, Inc. is currently applying to the appropriate State Boards of Social Work Examiners for 11.0 total credits. Please call for authorization information.

SLPs: from San Joaquin SELPA districts, UOP, Stockton SELPA and Lodi SELPA may be eligible to receive partial assistance. Please contact Gail at 209.468.4907 for more information.

All Attendees: All attendees will receive a certificate for 1.1 CEUs/11 CE/contact hours.

*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.

## 2010 Fall Two-Day SCERTS® Introductory Seminars

**Stockton, CA • San Joaquin Office of Ed – Education Service Center**

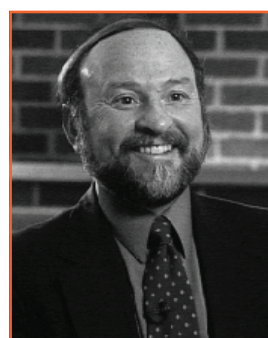
Stockton is only an hour from Napa Valley and 90 minutes from San Francisco.

**Seattle/Bellevue, WA • Sheraton Bellevue**

Conveniently located off I-405 and just 12 miles from the Seattle waterfront.

**Binghamton, NY • Binghamton Regency Hotel**

Located in downtown Binghamton near restaurants and the shopping district.



Experts in ASD comment on the SCERTS® Model:

*"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, Author, *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*

*"The SCERTS® Model is an exceptional framework for guiding teams of parents and professionals toward meaningful programming. It lights a path toward the best long-term outcomes for each student."*

— Linda Hodgdon, Author of *Visual Strategies for Improving Communication*

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

— Pat Miranda, 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.  
PO Box 973  
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## AUTISM AND THE SCERTS® MODEL: A Comprehensive Educational Approach Autism Spectrum Disorders & Related Disabilities

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

### 2010 Fall Two-Day Introductory Seminars

with **BARRY M. PRIZANT, Ph.D., CCC-SLP**

Stockton, CA – Sept 20-21 • Seattle/Bellevue, WA – Sept 23-24  
Binghamton, NY – Oct 20-21



Free SCERTS®  
DVD for a team  
of 6 or more!

**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."**



Barry Prizant, Ph.D., CCC-SLP

Barry has almost 40 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, Inc., 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 100 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). He has presented more than 500 seminars nationally and internationally on ASD and related social-communicative disabilities in children. He has completed a videotape series on the SCERTS® Model and has published the SCERTS® Model Manual with his colleagues in fall, 2005. He is a 2005 recipient of a Princeton University-Eden Foundation award in tribute to his career as a "leading pioneer" in developing services for people with ASD.

*"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*

# 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 peer-reviewed articles and chapters, as well as books and assessment instruments.

## Two-Day Seminar

### DAY ONE Introduction and Assessment

- Core values and developmental foundation for The SCERTS® Model.
- How the SCERTS® Model reflects characteristics of quality educational programs and best practices.
- The SCERTS® Assessment Process
- Specific strategies for empowering families in the assessment process.
- Understanding problem behaviors from an emotional regulation perspective.

### DAY TWO Program Planning and Intervention

- SCERTS® Educational Practice Principles.
- Enhancing abilities for children at preverbal and verbal stages of communication. Goals and strategies for:

**Social Communication:** Functional spontaneous communication, expressing emotions and developing relationships with adults and children.

**Emotional Regulation:** Supporting attention, availability for learning, positive emotional experience, preventing and decreasing problem behaviors.

**Transactional Support:** Supporting children and family members by providing interpersonal and learning supports (e.g., visual supports), and emotional support in all aspects of programming. Issues in inclusive programming.

## Info, Resources, Schedule

7:30 – 8:30 a.m.	Registration/Continental Breakfast
8:30 – 10:00 a.m.	Seminar
10:00 – 10:15 p.m.	Beverage Break
10:15 – 11:30 a.m.	Seminar
11:30 a.m. – 12:30 p.m.	Lunch on your own
12:30 – 2:00 p.m.	Seminar
2:00 – 2:15 p.m.	Break with Light Refreshments
2:15 – 3:30 p.m.	Seminar

**SCERTS® Model Manual** The two-volume SCERTS® Model Manual is optional. Save \$10.95 & shipping by pre-ordering with registration. If not attending a seminar, a manual may be ordered on registration form below.

**SCERTS® VHS/DVD:** ASD & The SCERTS® Model: A Comprehensive Educational Approach. This helpful training tool provides an overview of the Model. Save 10% by purchasing on-site for \$250 (reg. \$279). See Registration Form below. CEUs not available. This is not the seminar in DVD format.

Agencies/Districts sending 6 or more registrants will receive a complimentary DVD.

**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 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.

## Spring, 2010

# Two-Day Introductory Seminars

### September 20-21 ♦ Stockton, CA

Co-hosted by the San Joaquin Cty Office of Education ♦ [www.sjcoe.net](http://www.sjcoe.net). CPDU State License Provider No. PDP 48 \*\*Partial funding available for some SELPAs, see info on CEU flap\*\*

Taking place at the Education Service Center, Burwood Auditorium, 2707 Transworld Dr, Stockton, CA 95206. If accommodations are needed: Hampton Inn & Suites, 5045 S Rte 99, E Frontage Rd, Stockton, CA 95212. Call 209.946.1234 and mention San Joaquin Office of Ed to receive a discounted rate.

### September 23-24 ♦ Seattle/Bellevue, WA

Co-hosted by Northshore School District ♦ [www.nsd.org](http://www.nsd.org)

Sheraton Bellevue, 100 112th Ave NE, Bellevue, WA 98004.

A block of rooms is being held for \$120 single/double per night until 9-8-10. 866.837.4275.

### October 20-21 ♦ Binghamton, NY

Co-hosted by United Health Services ♦ [www.uhs.net](http://www.uhs.net)

Binghamton Regency Hotel, 225 Water St, Binghamton, NY 13901.

A block of rooms is being held for \$85 single/double per night until 9-28-10. 607.722.7575

Mention SCERTS Model to receive the discounted rate. A credit card is required to guarantee your reservation. Please reserve early!!

**SAVE EVEN MORE WITH THE EARLY, EARLY BIRD REGISTRATION!** For Professional Rate only. Save an extra \$20 off the early bird professional rate. Pay only \$275 p.p. if registered and paid by August 1, 2010. All payments including purchase orders must be received by 8-1-10 to qualify.

## 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.

- Check location & rate:**  Stockton, CA  Seattle, WA  Binghamton, NY  Qualified for SELPA discount
- Early bird rate deadlines:** September 1st for Stockton & Seattle; October 1 for Binghamton **Early, Early bird rate deadline:** August 1st
- \$315 p.p. Regular  \$295 p.p. Early Bird (see deadlines above)  \$275 p.p. Early, Early Bird (if paid by Aug. 1)
- \$285 Team (p.p., 4 or more from an agency/district; must be received together to qualify.)
- \$225 Student (include proof of fulltime student status).  \$195 Parent (not eligible for ASHA CEUs)
- \$99 SCERTS® Model 2-Volume Manual (optional) with seminar registration  \$117.95 ( \$109.95 plus \$8 shipping) if not attending seminar
- \$250 ASD & The SCERTS® Model DVD/VHS (reg. \$279)  DVD  3-Tape VHS  \$255 (\$5 shipping) if not attending seminar  DVD  3-Tape VHS
- FREE for agencies/districts sending 6 or more registrants  DVD  3-Tape VHS

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