

SLPs:



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 .5 ASHA CEUs (Introductory Level, Professional Area).

OTs: NBCOT has expanded the approved provider category to include seminars by ASHA-approved sponsors for recertification. 5 contact hours are awarded.

APA: CCSeminars, Inc is approved by the American Psychological Association to offer continuing education for psychologists. CCS maintains responsibility for the program 5 CE hours/credits are awarded.

SWs: CCSeminars is currently applying to the RI & NY State Boards of Social Work for 5.0 total credits. Please call for authorization information.

SW/MFTs: Course meets the qualifications for the following hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences for 5 hours.

MA Educators: CCS is an approved provider of PDPs for the state of Massachusetts. 5 PDPs will be awarded.

CT Educators: CCS is approved by the Connecticut State Department of Education to offer CEUs. Provider No. 518

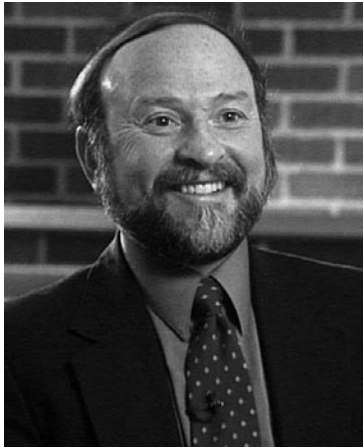
RI Educators: CCS is registered with the RI Department of Education as a Professional Development vendor.

All Attendees: All attendees will receive a CEU certificate for .5 CEUs/5 contact hours.

Learn new, innovative and respectful approaches for working with children with challenging behavior from early intervention through the elementary school years.

For administrators, educators, SLPs, OTs, social workers, psychologists, therapists, counselors, parents & caregivers.

ABOUT DR. PRIZANT:



**Barry M. Prizant, Ph.D.,
CCC-SLP**

**Director, Childhood
Communication Services**

**Adjunct Professor, Center
for the Study of Human
Development**

**Brown University,
Providence, RI**

Dr. Barry Prizant has almost 40 years experience as a clinical scholar, researcher and international consultant to children and adults with problem behaviors and developmental challenges, including autism and related communication and developmental disabilities and their families. Barry has published more than 100 articles and chapters on pediatric communication disabilities, autism, and the relationship between emotional/behavioral disorders and communication disorders in children. From 1983 – 1990, Barry served as an Associate Professor in the Division of Child Psychiatry in the Brown University Program in Medicine where he founded and developed the Communication Disorders Department at Bradley Hospital, a Brown University Children's Psychiatric Hospital. At the time, it was the first department of its kind in a pediatric psychiatric setting, leading to research and publications focusing on children with learning, developmental and emotional/behavioral challenges. Barry now serves on the advisory board of six professional journals, and has presented more than 500 seminars and numerous keynote addresses at national and international conferences. He is the editor of *Communication and Emotional/Behavioral Disorders in Children* (1990), co-editor of *Autism Spectrum Disorders: A Developmental, Transactional Perspective* (Wetherby & Prizant, 2000) and author of the two-volume manual, *The SCERTS Model: A Comprehensive Educational Approach for Children with ASD* (Prizant, Wetherby, Rubin, Laurent & Rydell, 2006). Barry has received numerous awards, as well as widespread recognition for his clinical and scholarly work, including the Princeton University-Eden Foundation Career Award "for improving the quality of life for individuals with autism." Barry is the Director of Childhood Communication Services, a private practice, and consults to numerous school districts and families.

Childhood Communication Seminars, Inc.
PO Box 973
Wilbraham, MA 01095

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What's the Problem?

Preventing Problem Behaviors in Children with Developmental Challenges

A One-Day Seminar with
BARRY PRIZANT, PH.D., CCC-SLP

Spring 2010

Rochester, NY – April 14 ♦ Sacramento, CA – May 1 ♦ San Jose, CA – May 3 ♦ Cranston, RI – May 14
8:30 AM – 3:00 PM

PROGRAM BENEFITS

- Reframe the way you understand problem behaviors in children
- Learn how to modify your own behavior, activities and environments to support children
- Feel more confident in applying innovative strategies
- Maximize learning and social participation in home, school and community settings

LEARNING OBJECTIVES – Participants will learn to apply

- a new perspective to understanding problem behaviors in children with developmental disabilities
- assessment strategies that include, but go beyond, determining the functions of problem behavior, by incorporating a "Bio-Psycho-Social" perspective
- universal principles of preventing and responding to problem behavior
- specific strategies for preventing and responding to problem behaviors

Problem behaviors in children with developmental challenges, such as communication disorders, learning disabilities and autism, remain one of the most difficult areas for practitioners, administrators and parents. Problem behaviors related to communication difficulties, sensory challenges and the need to control events may interfere with learning and participation in activities, and hinder the development of relationships with peers and adults. Progress has been made over the past two decades with the introduction of positive and preventive approaches to problem behavior. However, practices following a behavior management approach remain constrained, as they have not yet infused a developmental and relationship-based perspective that focuses on enhancing children's emotional regulatory abilities, and developing positive, trusting relationships with peers and adults. The most recent research in infant and child development and specific developmental disabilities such as autism, has documented the need to supplement behaviorally-oriented approaches by incorporating developmental, emotional regulatory and relationship-based dimensions.

In this seminar, a "Bio-Psycho-Social" perspective will be presented that considers the interaction of physiological issues, cognitive and social-environmental issues. Participants will learn about practical, respectful and innovative ways to assess, prevent, and support a child with problem behaviors, and to design learning environments and activities that support a child's ability to stay well-regulated emotionally, to maximize learning, social participation and relationships in daily activities and routines at school and home.

AGENDA

- ▶ **Understanding Problem Behavior: Why the need for a different perspective?**
 - Attitudes and beliefs about problem behavior
 - Emotional Regulation: Deepening our understanding of problem behavior
 - Stress, arousal and emotional regulation
 - A critical look at widely-used behavior management practices
- ▶ **Causes and Types of Problem Behavior – Factors related to Dysregulation**
 - Communication limitations, different meanings of "NO" (protests and refusals)
 - Sensory and arousal issues
 - Problem Behavior and social-emotional development – self-determination and testing limits
 - Problem Behavior and interpersonal/learning environment issues
- ▶ **What's the Problem? Assessment Strategies**
 - Communicative intent underlying problem behavior, functions of behavior
 - Documenting self and mutual regulatory strategies
 - Documenting environmental and interpersonal influences
- ▶ **Effective Ways to Reduce or Prevent Problem Behaviors**
 - Prevention Strategies*
 - Four Universal Rules for addressing problem behavior in children
 - 4 level break system
 - "In the heat of the moment" strategies*
 - Responding to protests and refusals
 - Supporting children without increasing dysregulation
 - From behavior plans to emotional regulation plans*

SCHEDULE

7:30 – 8:30 am	Registration & Continental Breakfast
8:30 – 10:00 am	Program
10:00 – 10:15am	Beverage Break
10:15 – 11:30am	Program
11:30 – 12:30pm	Lunch on your own
12:30 – 1:45pm	Program
1:45 – 2:00pm	Break with light refreshments
2:00 – 3:00pm	Program

Cancellation Policy:

A \$40 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 by e-mail if an e-mail address was provided. If not, you will receive a confirmation by mail after your registration has been processed.

LOCATIONS & LODGING

Rochester, NY area ♦ Wednesday, April 14, 2010 ♦ Burgundy Basin ♦ Co-hosted by UNYFEAT, Rochester, NY ♦ www.unyfeat.org
1361 Marsh Rd, Pittsford, NY 14534 **585.248.2660** ♦ www.burgundybasin.com

Sacramento, CA ♦ Saturday, May 1, 2010 ♦ Doubletree Hotel Sacramento
Co-hosted by Dandelion Connecting & Empowering Special Needs Families
A Division of Sacramento Parent ♦ www.sacramentoparent.com



2001 Point West Way, Sacramento, CA 95815. **916.929.8855**. A block of rooms will be held for \$109 until 04-01-10.

San Jose, CA ♦ Monday, May 3, 2010 ♦ Holiday Inn San Jose ♦ Co-hosted by Franklin-McKinley School District ♦ www.fmsd.org
1740 N First St, San Jose, CA 95112. **408.793.3300**. A block of rooms will be held for \$99 until 04-03-10.

Cranston, RI ♦ Friday, May 14, 2010 ♦ Rhodes on the Pawtuxet

60 Rhodes Place, Cranston, RI 02905. **401.785.4333** ♦ www.rhodesonthepawtuxet.com

A block of rooms will be held at the Hilton Garden Inn, 1 Thurber St, Warwick, RI 02886 for \$99 until 04-13-10. **401.734.9600**

*Please mention **Childhood Communication Seminars** when making reservations to receive the group rate. Please note deadlines for group rates.
A credit card will be needed to guarantee your hotel reservation.*

REGISTRATION OPTIONS

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

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

Check location and appropriate rate: Rochester, NY Sacramento, CA San Jose, CA Cranston, RI

Early bird rate deadlines: March 14 - Rochester; April 1 - Sacramento & San Jose; April 14 - Cranston

- \$159 p.p. early bird (see early bird deadlines above) \$179 p.p. regular rate \$129 parent rate (not eligible for ASHA CEUs)
 \$149 p.p. team rate (4 or more from a district/agency – must be received together to qualify)

_____ 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# _____
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*Please make check or purchase order payable to:
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