



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.

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

SW/MFTs: Course meets the qualification for the following hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Science. October 24: 5 hours; October 25-26: 11 hours.

All Attendees: All Attendees will receive a certificate for .5 CEUs/5 CEs for October 24; 1.1 CEUs/11 CEs for October 25-26.

October 24: This course is offered for .5 ASHA CEUs (Introductory Level, Professional Area).
October 25-26: 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 October 24; 11 contact hours for October 25-26.

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 Dr. Barry Prizant has more than 40 years experience as a clinical scholar, researcher and consultant to children and adults with ASD and their families. He is an Adjunct Professor, Brown University, and Director of Childhood Communication Services, a private practice. Barry is co-editor of the book: *Autism Spectrum Disorders: A Developmental, Transactional Perspective* (Wetherby & Prizant, 2000), and co-author of *The SCERTS® Model: A Comprehensive Educational Approach for Children with ASD* (Prizant, Wetherby, Rubin, Laurent & Rydell, 2006). He has published more than 100 articles and chapters, serves on the advisory board of five professional journals, and has presented more than 600 seminars nationally and internationally. Barry is recipient of the 2005 Princeton University-Eden Foundation Career Award for being a “pioneer in improving the quality of life for individuals with autism.”

Emily Rubin, MA, CCC-SLP is the director of Communication Crossroads, a private practice in Carmel, CA. She is a speech-language pathologist specializing in autism, Asperger’s Syndrome, and related social learning disabilities. She serves as an adjunct faculty member and lecturer at Yale University. Her publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger’s Syndrome.

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, 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*

“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, China, Japan, Canada and throughout the US!

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

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**THE SCERTS® INSTITUTE 2011:
 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 Prizant, Ph.D., CCC-SLP, Emily Rubin, MS, CCC-SLP & Amy Laurent, Ed.M., OTR/L

San Francisco, CA • October 24 – 26, 2011 • 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, Emily 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 peer-reviewed articles and chapters, as well as books and assessment instruments.

Three-Day Institute

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/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

The Special Needs Project will provide a bookstore each day.

DVD Series Autism Spectrum Disorders & the SCERTS® Model: A Comprehensive Educational Approach DVD is available for purchase. Save 10% and shipping and handling costs by purchasing on-site for \$250 (regularly \$279) for the DVD. A resource handbook is included. See Registration Form below. (CEUs not available for DVD)

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 \$119.95 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 by email, if an email address was provided. If not, you will receive a confirmation by regular mail. If you do not receive a confirmation, please call Kelly at 508.965.5705 to ensure that you are registered.

3-Day Institute: San Francisco, CA

Co-hosted by Autism Spectrum Program and Communication Disorders Program with SCEC and NSSHLA San Francisco State University.

<http://www.sfsu.edu/~autism> & <http://www.sfsu.edu/~comdis/>

Embassy Suites San Francisco Airport
250 Gateway Blvd, South San Francisco, CA 94080

A block of suites is being held for \$119 King/Double (1-2 ppl)/\$129 Triple (3 ppl)/\$139 Quad (4 ppl). Call 1.800.HILTONS using the group code **CMS** to reserve at the group rate until Monday, October 3, 2011. **Please reserve early!!** If you're flying in, Embassy Suites provides a complimentary shuttle to/from the airport. *Cancellations within 72 hours and no-shows will be billed for one night's suite and tax.*

Guests departing early will be charged \$50.00 early departure fee.

SAVE EVEN MORE WITH THE EARLY, EARLY BIRD REGISTRATION!

For Professional 2-Day Advanced and 3-Day Intro & Advanced Only
Save \$25 extra off the early bird professional rate if registered and **PAID** by August 1, 2011.
See Registration Form below. Complimentary parking.

Fall, 2011

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.

1-DAY INTRODUCTORY ONLY (Oct. 24)

- \$179 early bird (by September 24) \$199 regular (after September 24)
- \$165 full-time student (provide proof of full-time status)
- \$150 parent (not eligible for ASHA CEUs)

2-DAY ADVANCED ONLY (Oct. 25-26)

- \$325 early, early bird (pd by 8/1) \$350 early bird (by Sept. 24) \$375 regular (after Sept. 24)
- \$335 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*
- \$335 SFSU Faculty/Staff \$275 full-time student (provide proof of full-time status)
- \$250 parent (not eligible for ASHA CEUs)

3-DAY Institute (INTRO AND ADVANCED) Oct 24-26

- \$385 early, early bird (pd by 8/1) \$425 early bird (by Sept. 24) \$450 regular (after Sept. 24)
- \$395 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*
- \$395 SFSU Faculty/Staff \$325 full-time student (provide proof of full-time status)
- \$285 parent (not eligible for ASHA CEUs)

SCERTS® Model Two-Volume Manual \$109 with registration to seminar. (Otherwise may be ordered at \$119.95 plus \$8 shipping/handling.)

Autism Spectrum Disorders and the SCERTS® Model DVD \$250 (reg. \$279) (Include \$5 shipping if not attending seminar) DVD

Early, Early rate must be PAID by Aug 1.
Early bird rate ends Sept. 24

Last Name	First	Middle Initial
Home Address	City	State/Zip
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