

SLPs: Childhood Communication Seminars, Inc. is approved by the Continuing Education Board of ASHA to offer continuing education activities in speech-language pathology and audiology. Day 1 is offered for .5 CEUs (Introductory level; Professional area); Days 2 & 3 are offered for 1.1 CEUs (Advanced level; Professional area).

OTs: Approved for OT recertification for 5 contact hours for Day 1; 11 contact hours for Days 2 & 3

MA Educators: Childhood Communication Seminars, Inc. is a registered provider for the state of Massachusetts. .5 CEUs are awarded for attendance for Day 1. PDPs may be received from your district by combining these hours with follow-up activities in their district for a total of 10 or more hours. A certificate for 11 PDPs will be awarded for attendance for Day 2 & 3. A certificate for 16 PDPs will be awarded for attendance for Days 1, 2 & 3.

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

Psychologists: Currently applying to become an approved sponsor for APA psychologists.

Social Workers: Childhood Communication Seminars has applied to the RI State Board of Social Work Examiners for approval. Call 401-467-7008 for more information.

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

American Psychological Association

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

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, holistic 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

Amy Laurent, Ed.M, OTR/L is a pediatric occupational therapist who holds a Masters in Special Education. Currently in private practice, she is a New England affiliate of Communication Crossroads and of Childhood Communication Services. Amy specializes in the education of children with autism spectrum disorders (ASD) and related developmental disabilities. Her publications have focused on emotional regulation in children and adolescents with ASD and their impact on later social competence. She frequently lectures throughout the United States on topics related to the therapeutic and educational intervention for children with ASD.

Patrick Rydell, Ed.D, CCC-SLP has been in the field of autism and communication disorders for over 25 years in public school, hospital, university, administration, and private practice settings. Dr. Rydell is the owner and director of Rocky Mountain Autism Center (RMAC), a private center dedicated solely to working with children with autism spectrum disorders and their families. Dr. Rydell's doctorate and master's degrees were earned in the field of communication disorders and special education, with a primary program emphasis in autism and early childhood education. Dr. Rydell is a Fulbright Senior Specialist Grant Recipient (2005) and has previously co-authored five book chapters and numerous research articles.

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 (ASD) including autism spectrum disorders (ASD) and their families. He is the Director of Childhood Communication Services, an Adjunct Professor in the Center for the Study of Human Development, Brown University, and a Fellow of ASHA. He consults for numerous school districts. 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*. 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.

Emily Rubin, MS, CCC-SLP is the director of Communication Crossroads, a private practice in Carmel, California. 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 and has been a member of their Autism and Developmental Disabilities Clinic. Her publications have focused on early identification of autism, contemporary intervention models, and programming guidelines for high functioning autism and Asperger's Syndrome.

Childhood Communication Seminars, Inc.  
 2024 Broad Street  
 Cranston, RI 02905

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**The SCERTS® Institute 2007:**  
**Next Generation Practices for Children & Their Families**  
**Autism Spectrum Disorders and Related Disabilities:**  
 Speech Language & Communication Disorders • Learning Disabilities  
 Sensory Processing Disorders • Developmental Disabilities with Emotional Behavioral Challenges

With Introductory, Advanced Implementation Trainings & Special Topics on the SCERTS® Model with SCERTS® Model Collaborators

Providence, RI ♦ August 15-17 ■ Chicago, IL Area ♦ November 7-9



**How You Will Benefit from Attending the SCERTS® Institute**

**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?**

- For Days 2 & 3, choose between Strand 1 and Strand 2
- Strand 1 is designed for attendees who have taken an introductory training or are familiar with SCERTS®, and are interested in implementing the SCERTS® Assessment Process, leading to the development of an educational program based on the SCERTS® Model.
  - Strand 2 is designed for attendees familiar with SCERTS®, and are interested in enhancing their skills in SCERTS® Model practices relative to special topics.

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, Amy Laurent and Pat Rydell) 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.

## 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 Principles
- Enhancing abilities for children at three developmental stages of communication. Goals and strategies for: **Social Communication**, **Emotional Regulation** and **Transactional Support**.

## DAYS 2 & 3: Choose Strand 1 or Strand 2

### Strand 1: Advanced Implementation Seminar

- Training in the 10-Step SCERTS® Assessment Process & Curriculum: A child and family centered observational assessment process with 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. Strategies for coordinating goals and objectives for children at Social Partner, Language Partner, Conversational Partner stages.
- Approaches to enhance support to families and support among professionals.

### Strand 2: Special Topics in SCERTS®

- Team Implementation of SCERTS® in a Public School Setting—case presentations by a school team using the SCERTS® Model
- Considerations in Inclusive Programming—addressing the challenges of supporting children in inclusive learning environments
- SCERTS® and Early Identification: Practices and Support to Families—addressing the challenges families face around the critical time of diagnosis
- Ma & Pa Activities: Guidelines for Designing Meaningful and Purposeful Activities for Children with ASD
- Transitions and Breaks! The Importance of Breaks, the 4 Level Break System, and Planning for Transitions
- The Role of Partner Behavior in Fostering Spontaneous Communication—an emphasis on interpersonal and learning supports
- Special SCERTS® Considerations for Students with HFA and Aspergers Syndrome
- The Role of Partner Behavior in Fostering Emotional Regulation and Preventing Challenging Behavior

## Resources, Schedule

### DAILY SCHEDULE

7:30 – 8:30 a.m.	Registration and Continental Breakfast
8:30 – 10:00 a.m.	Seminar
10:00 – 10:15 a.m.	Break with Light Refreshments
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

**Bookstore:** The Special Needs Project ([www.specialneeds.com](http://www.specialneeds.com)) will provide a bookstore featuring information/resources on ASD.

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

**Cancellation Policy:** A \$50 cancellation fee will apply to registrants who give notice 2 weeks prior to the Institute. 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:** A confirmation will be mailed after your registration is processed. An email confirmation will be sent if registration is received within one week of the Institute.

## Summer & Fall Institutes

**Providence, RI ♦ August 15-17, 2007 ♦** The Westin Providence, One West Exchange St, Providence, RI 02903.

A block of rooms is being held for \$159 single/double per night until 7-15-07. 401.598.8000. Please mention SCERTS® Model Institute to receive the reduced rate. A credit card is required to guarantee your reservation.

**Oak Brook, IL ♦ November 7-9, 2007 ♦ Co-Hosted by Easter Seals DuPage & the Fox Valley Region ♦** The Hyatt Lodge at McDonald's Campus, 2815 Jorie Blvd, Oak Brook, IL 60523 • Only 15 miles from O'Hare International Airport

A block of rooms is being held for \$149 single/double until 10-16-07. 630-990-5800 or 800-233-1234. Please mention SCERTS® Model Institute to receive the reduced rate. A credit card is required to guarantee your reservation.

## REGISTRATION OPTIONS

Call 401-467-7008 ♦ Fax 401-383-3980 ♦ Mail to address below ♦ [www.ccseminars.com](http://www.ccseminars.com)

Call Kelly at 401-467-7008 or e-mail [kelly@ccseminars.com](mailto:kelly@ccseminars.com) with any questions.

**Check location & rate:**  Providence  Chicago **All early bird rates are valid until July 15 for Providence and October 7 for Chicago**

### 1-DAY INTRODUCTORY ONLY (August 15 - Providence; November 7 - Chicago)

- \$165 early bird (see deadlines above)  \$175 regular
- \$150 student (provide proof of full-time status)
- \$140 parent (not eligible for ASHA CEUs)

### 2-DAY Please choose a strand (Aug 16 & 17, Nov 8 & 9)

- Strand 1: Advanced Implementation  Strand 2: Special Topics
- \$335 early bird (see deadlines above)  \$349 regular
- \$325 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*
- \$250 student (need to provide proof of full-time status)
- \$225 parent (not eligible for ASHA CEUs)

### 3-DAY INSTITUTE (INTRO & STRAND) (Aug. 15-17, Providence; Nov. 7-9, Chicago)

- Strand 1: Advanced Implementation  Strand 2: Special Topics
- \$385 early bird (see deadlines above)  \$399 regular
- \$375 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*
- \$295 student (need to provide proof of full-time status)
- \$250 parent (not eligible for ASHA CEUs)
- SCERTS® Model Two-Volume Manual** \$89 with registration to Institute. (Otherwise may be ordered at \$99.95 plus \$5 shipping/handling.)
- Autism Spectrum Disorders and the SCERTS® Model DVD/VHS** \$250 (reg. \$279) (Include \$5 shipping if not attending Institute)  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. # \_\_\_\_\_
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Card# \_\_\_\_\_

Signature \_\_\_\_\_

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



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