



## The SCERTS® Model: Introductory Workshop

<b>Facilitator(s):</b>	Barry Prizant, Ph.D., CCC-SLP,
<b>Date(s):</b>	<i>This is a multi-day event.</i> <ul style="list-style-type: none"><li>• Day 1: Oct 02, 2019 (9:00 am to 3:30 pm)</li><li>• Day 2: Oct 03, 2019 (9:00 am to 3:30 pm)</li></ul>
<b>Cost:</b>	\$350.00  (includes lunch, which is not prepared in a nut/gluten-free environment)
<b>Location:</b>	Edmonton (Fantasyland Hotel) 17700 - 87 Avenue
<b>Session Code:</b>	20-IE-009

### Target Audience

Professionals/parents who have some familiarity with The SCERTS® Model and who have attended an introductory training. This training is designed to provide information and skills that allow for implementation of the SCERTS Model for children/students with ASD and related disabilities.

### About this Learning Opportunity

This presentation will provide an introduction to The SCERTS Model, a comprehensive evidence-based framework for prioritizing goals and implementing practices that focus on the core challenges in ASD: Social Communication, Emotional Regulation, and providing Transactional Supports for children with Autism Spectrum Disorders (ASD), and related social-communicative disabilities and their families. The SCERTS model is a flexible and individualized approach that is 1) grounded within a developmental framework, 2) focused on learning functional skills in every day activities, 3) based on the unique learning style of persons with ASD, and 4) team-based, allowing for interdisciplinary practice and collaboration with family members. It is not an exclusive approach, in that it provides a framework in which practices from other approaches may be integrated. The SCERTS Model is now being implemented in more than 12 countries in programs ranging from Early Intervention, school-age services and adult services. The manuals have been translated into Japanese and Korean, with additional translations in process.

In this workshop, assessment and intervention issues will be addressed for children with a wide range of developmental abilities and ages, including preverbal and verbal individuals, from preschool through elementary, middle, high school ages and adult services. Particular emphasis will be given to the core challenges faced by students with ASD and related abilities by emphasizing the interface between social, emotional and communication issues from a clinical and educational perspective.

### About the Facilitator(s)

**Dr. Barry Prizant** is recognized as one of the leading scholars in autism spectrum disorders and communication disabilities, with more than 40 years experience as a researcher and international consultant for individuals with autism and related disabilities. He is a certified Speech-Language Pathologist, an Adjunct Professor at Brown University, and Director of Childhood Communication Services, a private practice. Formerly, he was a Professor of Communication Disorders at Emerson College and Associate Professor of Psychiatry in the Brown University Medical School. Barry is a member of the Autism Society of America's Panel of Professional Advisors, and is an editorial consultant to five professional journals. Publications include four books, 130 chapters and articles and The SCERTS Model manuals, an educational approach now being implemented in more than a dozen countries. Barry has presented more than 800 seminars and keynote addresses internationally, and has developed, and for 20 years, has co-facilitated an annual retreat weekend for parents of family members on the autism spectrum. He was an invited featured speaker for World Autism Awareness Day at the United Nations in 2013 and 2017. Barry has received many honors including the 2014 Honors of the American Speech-Language-Hearing Association (ASHA's highest honor), 2005 Princeton University-Eden Career Award in autism, and the 2013 Divine Neurotypical Award of GRASP (Global Regional Asperger Syndrome Partnership). His new book is *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015), recipient of the Autism Society of America's Dr. Temple Grandin Award for Outstanding Literary Work in



**Recommended Schedule and Agenda (subject to change)**

Autism.

Suggested schedule: 8:30 am to 3:30 pm each day, with 15 minute mid-morning and mid afternoon breaks, and a one hour lunch break.

**DAY ONE**

8:30 am - 11:30 am

- The SCERTS Model – An overview of the SC, ER & TS components of the model
- Research Foundation and SCERTS Model Core Values and Guiding Principles

12:30 pm – 3:30 pm

- SC, ER & TS goals and objectives on SCERTS curriculum with video examples

**DAY TWO**

8:30 am - 3:30 pm

- The SCERTS Model Practice Principles
- Developing individualized intervention goals and strategies for children at preverbal and verbal stages of communication in:
  - Social Communication – preverbal, emerging language, language levels
  - Emotional Regulation - interactional and environmental considerations
  - Transactional Supports - use of visual supports, positive behavioral
  - Supports, inclusion challenges/issues/strategies
- Approaches for supporting parents will be infused throughout the presentation by providing educational and emotional support in all aspects of programming

**Learning Outcomes** - As a result of this activity:

1. Participants will be able to identify critical developmental underpinnings for the domains of the SCERTS Model, and curriculum components of the model
2. Participants will learn about the SCERTS curriculum, focusing on Social Communication, Emotional Regulation and Transactional Supports
3. Participants will be able to identify individualized intervention goals, objectives and strategies for
  - preverbal children (social partner)



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- children with emerging language and/or who produce echolalia (language partner)
  - children with more sophisticated language abilities (conversational partner)

4. Participants will learn to provide educational and emotional support in all aspects of programming, and apply transactional supports for inclusion and in working with parents.

*This session is being offered on a cost recovery basis.*