

The SCERTS™ Model

A Comprehensive Educational Approach for Children with Autism Spectrum Disorders

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A groundbreaking synthesis of developmental, relationship-based, and skill-based approaches, **The SCERTS™ Model** provides a framework for improving communication and social-emotional abilities for children with ASD from early intervention through the elementary school years and their families. Developed by internationally recognized experts, **SCERTS™** targets developmental progress in three areas recognized as the essential foundations for all children with ASD: **Social Communication** (communicating spontaneously, establishing relationships), **Emotional Regulation** (regulating emotional arousal to prevent problem behaviors, and support learning and engagement), and **Transactional Supports** (supports that are necessary for optimal progress for each child and family).

With this two-volume manual set, professionals will have comprehensive and practical guidance on using **SCERTS™** in assessment and intervention for children with a wide range of abilities: the earliest stages of communication through conversational stages of development.

Volume I: Assessment gives detailed information on the developmental research basis for the **The SCERTS™ Model**, and systematically guides professionals through the **SCERTS™ Assessment Process**. Professionals will be able to examine the recommended practices that inform the model; learn about specific goals and objectives for each of the three **SCERTS™** components; get a detailed listing of developmental milestones that contribute to the recommended assessment and the intervention plans; explore **The SCERTS™ Model's** similarities and differences with other models and approaches; and discover how to use the model in educational settings. Reproducible assessment report and observation forms are included to help collect information and monitor child progress.

Volume II: Program Planning and Intervention gives professionals explicit instruction on how to help children reach their goals and objectives following assessment. They'll learn how to prioritize and set social communication and emotional regulation goals for young children; choose meaningful and purposeful activities to help them reach the goals, implement four types of transactional support (learning supports, interpersonal support, support to families, and support among professionals); and learn how to link all three **SCERTS™** components in program planning. In-depth vignettes on diverse children and families illustrate implementation of the model, and forms are included to help with intervention planning.

Semi-structured yet flexible enough to respond to individual differences, **SCERTS™** can be applied in many different settings and used with other intervention approaches. With this child- and family-centered model, based on over three decades of research and clinical experience, practitioners and families will have everything they need to evaluate and promote the social and emotional development of children with ASD, and support their families.

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