

Social Communication + Emotional Regulation: An Environment for School Success

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Resource List

SELECTED PUBLICATIONS BY SCERTS AUTHORS

The SCERTS® Model

1. Prizant, B.M., Wetherby, A.M., Rubin, E., Laurent, A.C., and Rydell, P.J. (2006). *THE SCERTS Model: Volume I Assessment; Volume II Program Planning and Intervention*. Baltimore, MD: Brookes Publishing.
2. Laurent, A.C., Prizant, B.M. & Gorman, K. (in press). Supporting parents to promote emotion regulation abilities in young children with Autism Spectrum Disorders: A SCERTS Model Perspective. In Morgan, L., and Siller, M. (Eds), *Handbook of Family-Centered Practice for Young Children with Autism*. New York: Springer.
3. Rubin, E., Prizant, B.M., Laurent, A.C., & Wetherby, A.M. (2013). Social Communication, Emotional Regulation and Transactional Support (SCERTS). Goldstein, S. & Naglieri, J. (Eds.). *Intervention for Autism Spectrum Disorders*. New York, NY. Springer Science Publishers.
4. Prizant, B.M., Wetherby, A.M., Rubin, E., Laurent, A. C., (2010). The SCERTS Model. In K. Siri and T. Lyons (ed)., *Cutting-Edge therapies for autism: 2010-2011*. New York, NY: Skyhorse Publishing.
5. Rubin, E., Laurent, A.C., Prizant, B.M., & Wetherby, A.M. (2009). AAC and the SCERTS® MODEL; Incorporating AAC within a Comprehensive, Multidisciplinary Educational Program. In P. Mirenda & T. Iacono (Eds.), *Autism and Augmentative and Alternative Communication (AAC)*. Baltimore, MD: Paul H. Brookes Publishing Co.
6. Prizant, B.M., & Wetherby, A.M. (2005) Critical considerations in enhancing communication abilities for persons with autism spectrum disorders. In F. Volkmar, A. Klin & Paul, R. (Eds.), *Handbook of autism and pervasive developmental disorders* (3rd Edition).
7. Prizant, B.M. (2004) *Autism Spectrum Disorders and the SCERTS™ Model: A Comprehensive Educational Approach*. 3 part videotape series. Port Chester, NY: National Professional Resources.
8. Prizant, B. M., Wetherby, A.M., Rubin, E., Rydell, P., Laurent, A.C. and Quinn, J. (January, 2003). *THE SCERTS Model*. *Jenison Autism Journal*.
9. Prizant, B.M. , Wetherby, A.M., Rubin, E., Rydell, P., and Laurent, A.C. (2003). THE SCERTS Model: A family-centered, transactional approach to enhancing communication and socioemotional abilities of young children with ASD. *Infants and young children*, 16, 296-316 (Accessible via www.barryprizant.com).
10. Prizant, B.M., Wetherby, A.M., & Rydell, P. (2000). Communication intervention issues for children with autism spectrum disorders. In A. Wetherby & B. Prizant (Eds.), *Autism spectrum disorders: A transactional developmental perspective*. Baltimore, MD: Brookes.

SELECTED PUBLICATIONS

The SCERTS® Model - Current Research & Reviews

Early Intervention - Early Social Interaction (ESI) and other related projects

1. Wetherby, A.M., Guthrie, W., Woods, J., Schatschneider, C., Holland, R., Morgan, L. & Lord, C. (2014). Parent-Implemented Social Intervention for Toddlers With Autism: An RCT. *Pediatrics*; originally published online November 3, 2014; DOI: 10.1542/peds.2014-0757; Accessible via: <http://pediatrics.aappublications.org/content/early/2014/10/29/peds.2014-0757>
2. Wetherby, A.M., et al. (2014). Supplemental information on the Early Social Interaction Project. *Pediatrics*, Volume 134, Number 6, December 2014. Accessible via: <http://pediatrics.aappublications.org/content/supplemental>
3. Schriebman, L. et al (2015, March). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, DOI 10.1007/s10803-015-2407-8; Accessible via: <http://www.ncbi.nlm.nih.gov/pubmed/25737021>

School-Aged Children (Classroom SCERTS Intervention and Related Studies)

4. Sparapani, N, Morgan, L., Reinhardt, V., Schatschneider, C., & Wetherby, A.M. (2015). Evaluation of Classroom Active Engagement in Elementary Students with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, DOI 10.1007/s10803-015-2615-2. Accessible via: <http://www.ncbi.nlm.nih.gov/pubmed/26433878>
5. Harrison, P. (2015, May). Classroom-Based Intervention Improves Core Autism Deficits; summary of Classroom SCERTS Intervention (CSI) data presented at IMFAR in May 2015; Medscape. Accessible via: <http://www.medscape.com/viewarticle/844530>
6. Molteni, P., Guldberg, K., and Logan, N. (2013). Autism and multidisciplinary teamwork through the SCERTS Model, *British Journal of Special Education*. DOI: 10.1111/1467-8578.12030. Accessible via: <http://onlinelibrary.wiley.com/doi/10.1111/1467-8578.12030/abstract>
7. Disley, B. Weston, B., Kolandai-Matchett, K., Vermillion Peirce, P. (2011). Evaluation of the use of the Social Communication, Emotional Regulation and Transactional Support (SCERTS) Framework in New Zealand. Prepared for: Warwick Phillips Professional Practice Unit, Special Education Ministry of Education. Cognition Education Limited 2011. Available via: <http://onlinelibrary.wiley.com/doi/10.1111/1467-8578.12030/abstract>
8. O'Neill, J., Bergstrand, L., Bowman, K., Elliott, K., Mavin, L., Stephenson, S., Wayman, C. (2010). The SCERTS Model: Implementation and evaluation in a primary special school. *Good Autism Practice*.

SELECTED PUBLICATIONS BY SCERTS AUTHORS

Related Topics

1. Prizant, B.M. (with Tom Fields-Meyer) (2015). *Uniquely Human: A Different Way of Seeing Autism*. New York: Simon & Schuster.
2. Prizant, B.M. (2013) Emotional Regulation. In Emotional Regulation (Research Bulletin # 8). Middletown Centre for Autism, Middletown Northern Ireland. Accessible via: <https://www.middletownautism.com/fs/doc/publications/mca-bulletin-8.pdf>
3. Rubin, E. (2012) Social Communication. In Social Communication (Research Bulletin # 7). Middletown Centre for Autism, Middletown Northern Ireland. Accessible via: <https://www.middletownautism.com/fs/doc/publications/mcfa-research-bulletin-7.pdf>
4. Morgan, L., Rubin, E., Coleman, J., Frymark, T. & Wang, B. (2014). Impact of focused and comprehensive interventions on social communication skills of infants and toddlers with autism: A systematic review. *Focus on Autism and Other Developmental Disabilities*.
5. Rubin, E. & Lennon, L. (2004). Social communication challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders, 24, 4*.
6. Rubin, E. & Laurent, A.C. (2004). Implementing a curriculum-based assessment to prioritize learning objectives in Asperger syndrome and high functioning autism. *Topics in Language Disorders, 24, 4*.
7. Laurent, A.C. & Rubin, E. (2004). Emotional regulation challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders, 24, 4*.
8. Wetherby, A.M., & Prizant, B.M. (Eds.) (2000). *Autism spectrum disorders: A developmental, transactional perspective*. Baltimore, MD: Paul Brookes Publishing Company.
9. Prizant, B.M., Schuler, A.L. Wetherby, A.M., and Rydell, P. (1997). Enhancing language and communication: Language approaches. In D. Cohen & F. Volkmar (Eds.), *Handbook of autism and pervasive developmental disorders* (Second Edition). New York: Wiley.
10. Schuler, A.L., Wetherby, A.M. & Prizant, B.M. (1997). Enhancing language and communication: Prelanguage approaches. In D. Cohen & F. Volkmar (Eds.), *Handbook of autism and pervasive developmental disorders* (Second Edition). New York: Wiley.
11. Wetherby, A.M., Prizant, B.M., & Schuler, A.L. (1997). Enhancing language and communication: Theoretical foundations. In D. Cohen & F. Volkmar (Eds.), *Handbook of autism and pervasive developmental disorders* (Second Edition). New York: Wiley.

SELECTED WEBSITES

- www.SCERTS.com
- www.barryprizant.com
- www.Amy-Laurent.com
- www.commxroads.com
- <https://med.fsu.edu/?page=autismInstitute.home>
- <http://autismneighborhood.org>
- <http://www.autismeducationtrust.org.uk>
- <https://www.middletownautism.com/research/>

SELECTED VIDEOS & ONLINE REOURCES

The SCERTS Model – YouTube Video – Barry Prizant

<https://www.youtube.com/watch?v=srJ2BnR-Qp8>

Podcast interview on SCERTS – Barry Prizant

<http://autismpodcast.blogspot.com/2007/11/episode-60-scerts-model-with-dr-barry.html>

PresenceLearning Webinars – Barry Prizant

Uniquely Human: a Different Way of Seeing Autism and Pathways to Success

<http://presencelearning.com/sped-ahead-webinars/barry-prizant-webinar26/>

Preventing Problem Behavior in Schools: An Emotional Regulation Relationship-Based Approach

<http://presencelearning.com/sped-ahead-webinars/barry-prizant/>

Family Collaboration: An Essential Element for SPED Success

<http://presencelearning.com/sped-ahead-webinars/barry-prizant-family-collaboration/>

Uniquely Human: A Different Way of Seeing Autism – Talk at Google – Barry Prizant

<https://www.youtube.com/watch?v=nCzDxea-Am>

Webinar on social emotional development in children who are: – Emily Rubin

Before words

https://www.youtube.com/watch?v=xNbfXQV_7zw&feature=youtu.be

Emerging Language

<https://www.youtube.com/watch?v=E2PUZsvxU68&feature=youtu.be>

Conversational Language

<https://www.youtube.com/watch?v=nuMztqUgYzY&feature=youtu.be>

Webinar on Neurodevelopment and Social Competence – Conducted by Emily Rubin and hosted by the NAS

<https://vimeo.com/60087315>

Emotional Regulation: “Interpreting Challenging Behaviors” and “Accepting Individual Differences”

AutismNeighborhood.org or <http://autismneighborhood.org/category/videos/>

Parent coaching

The Florida State University, Early Social Interaction Project provides a website that includes pre and post footage of parents and their young children interacting and being coached with the SCERTS practice principles.

<http://esi.fsu.edu/video-clips.html>

