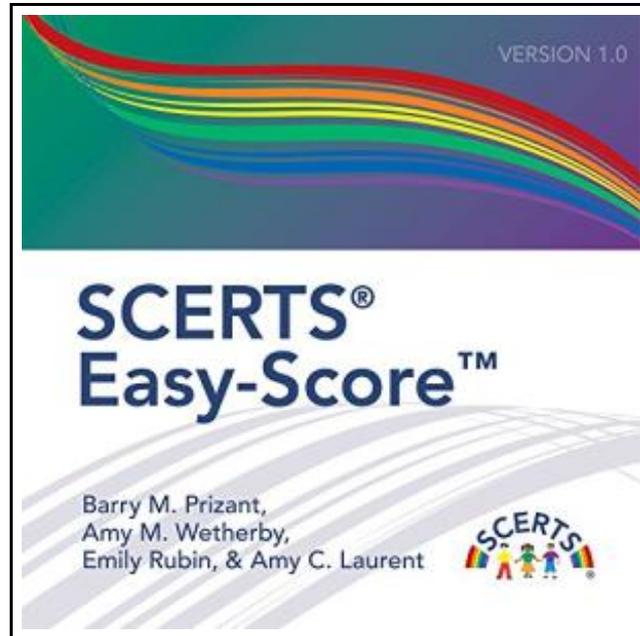


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Reviews

The book is great and fantastic. It is written in straightforward words and phrases rather than difficult to understand. You won't really feel monotony at any time of your respective time (that's what catalogues are for regarding should you question me).

(Payton Miller)

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Brookes Publishing Co, United States, 2011. CD-ROM. Book Condition: New. Ment/Scerts/ >Scertsamp;reg; ed.. 142 x 124 mm. Language: English . Brand New. A groundbreaking synthesis of developmental, relationship-based, and skill-based approaches, The SCERTS(R) Model provides a framework for improving communication and social-emotional abilities in individuals with autism spectrum disorders (ASD) and their families. Developed by internationally recognized experts, SCERTS(R) supports developmental progress in three domains: Social Communication (communicating spontaneously and establishing relationships), Emotional Regulation (regulating emotional arousal to support learning and engagement), and Transactional Support (elements that aid an individual s progress as he or she works toward a goal). With this two-volume manual set, professionals will have comprehensive and practical guidance on using SCERTS(R) in assessment and intervention with preschool and elementary school students with ASD. Volume I: Assessment gives detailed background information on The SCERTS Model and guides professionals through the assessment process. Professionals will examine the research foundations and the recommended practices that inform the model; learn about specific goals and objectives for each of the three SCERTS(R) components; get a detailed listing of developmental milestones that contribute to the recommended assessment and intervention plans; explore The SCERTS Model s similarities and differences with other models; and discover how to use the model in various settings. 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 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(R) components in program...



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