

The SCERTS Model – Resource List (Updated May, 2017)



WEBINARS

1. **Social Communication + Emotional Regulation: An Environment for School Success – An Introduction to the SCERTS Model** – <http://presencelearning.com/sped-ahead-webinars/>
2. **Uniquely Human: a Different Way of Seeing Autism and Pathways to Success-** <http://presencelearning.com/sped-ahead-webinars/barry-prizant-webinar26/>
3. **Preventing Problem Behavior in Schools: An Emotional Regulation Relationship-Based Approach -** <http://presencelearning.com/sped-ahead-webinars/barry-prizant/>
4. **Family Collaboration: An Essential Element for SPED Success -** <http://presencelearning.com/sped-ahead-webinars/barry-prizant-family-collaboration/>
5. **“Uniquely Human: A Different Way of Seeing Autism – Talk at Google (Barry Prizant)** <https://www.youtube.com/watch?v=nCzDxea-AmU>
6. **The SCERTS Model (Youtube) (Barry Prizant) -** <https://www.youtube.com/watch?v=srJ2BnR-Qp8>
7. **Podcast interview on SCERTS (Barry Prizant)** <http://autismpodcast.blogspot.com/2007/11/episode-60-scerts-model-with-dr-barry.html>
8. **Webinar on Neurodevelopment and Social Competence** (Conducted by Emily Rubin and hosted by the NAS): <https://vimeo.com/60087315>
9. **Emotional Regulation:** “Interpreting Challenging Behaviors” and “Accepting Individual Differences” on AutismNeighborhood.org; The link is: **The link is:** <http://autismneighborhood.org/category/videos/>
10. **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. The link is: <http://esi.fsu.edu/video-clips.html>

SELECTED PUBLICATIONS BY SCERTS AUTHORS – 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. Prizant, B. M., Rubin, E & Laurent, A.M. (in press, to be published in Chinese). The SCERTS Model. In Shao, Z., Hao, G. Management of autism spectrum disorders. Beijing: Beijing Huazhang
3. 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.
4. Prizant, B.M., Laurent, A. (2016) Emotional regulation and autism. Journal of the Ohio Speech and Hearing Association
5. 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.
6. 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.

7. 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.
8. 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).
9. 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 & Brookes Publishing.
10. Prizant, B.M. (2004). The SCERTS MODEL: Enhancing communication and socioemotional abilities for children with autism spectrum disorder. Autism Asperger Digest,15-23.
11. Prizant, B. M., Wetherby, A., Rubin, E., Rydell, P., Laurent, A. and Quinn, J. (January, 2003). THE SCERTS Model. Jenison Autism Journal .
12. Prizant, B.M. , Wetherby, A., Rubin, E., Rydell, P., and Laurent, A. (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)
13. Prizant, B., Wetherby, A., & 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 at: <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., Guldborg, 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. <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 (GAP)*, 11,1, 2010. Accessible on the Autism Education Trust website at: <http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/31.1-ONeill-Evaluating-practice.pdf>

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. Laurent, A. & Prizant, B.M. (in press). Social communication in autism. In R. Watling & S. Spitzer (Eds.) *Autism: A Comprehensive Occupational Therapy Approach*, 4th Edition. Bethesda, MD: AOTA Press.
3. Prizant, B.M. (2013) Emotional Regulation. In *Emotional Regulation (Research Bulletin # 8)*. Middletown Centre for Autism, Middletown Northern Ireland. <https://www.middletownautism.com/fs/doc/publications/mca-bulletin-8.pdf>
4. Rubin, E. (2012) Social Communication. In *Social Communication (Research Bulletin # 7)*. Middletown Centre for Autism, Middletown Northern Ireland. <https://www.middletownautism.com/fs/doc/publications/mcfa-research-bulletin-7.pdf>
5. 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*.
6. Rubin, E. & Lennon, L. (2004). Social communication challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders*, 24, 4.
7. 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.
8. Laurent, A. C. & Rubin, E. (2004). Emotional regulation challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders*, 24, 4.
9. Wetherby, A.M., & Prizant, B.M. (Eds.) (2000). *Autism spectrum disorders: A developmental, transactional perspective*. Baltimore, MD: Paul Brookes Publishing Company
10. 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.
11. 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.
12. 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.