University of Maine

From the SelectedWorks of Kimberly J. Sawtelle

April, 2005

Developmental Approaches for Young Children on the Autism Spectrum

Kimberly J. Sawtelle, University of Maine

Available at: https://works.bepress.com/kimberly_sawtelle/27/
Keynote Speaker

Barry M. Prizant, Ph.D., CCC-SLP
Barry Prizant has over 30 years experience as a clinical scholar, researcher, and program consultant to young children with Autism Spectrum Disorders (ASD). He is Director of Childhood Communication Services (CCS), an Adjunct Professor in the Center for the Study of Human Development, Brown University, and a Fellow of the American Speech-Language-Hearing Association. He has recently completed a video series and two-volume manual on the SCERTS™ Model, that will be available summer, 2005.

Why attend this conference?

◆ Explore in-depth two of five developmental approaches (Denver Model, DIR, Incidental Teaching, SCERTS, and TEACCH) for teaching young children with autism.

◆ Benefit from direct interaction with expert representatives from each of the five developmental approaches.

◆ Have an opportunity to network with parents and professionals invested in providing quality autism interventions for the children of Maine.

For more information about Developmental Approaches for Young Children on the Autism Spectrum, please visit us online at: www.umaine.edu/cci.
Developmental Approaches

Denver Model

The Denver Model is based on developmental and applied behavior analysis principles and focuses on social communication and emotional regulation, the core challenges of Autism Spectrum Disorders (ASD). It focuses on building a child’s capacity to communicate with a conventional, symbolic system from verbal to conversational levels of communication. Supports are designed and implemented across settings to foster more successful interpersonal interactions and more productive learning experiences.

SCERTS

The SCERTS™ model offers a framework to directly address social communication and emotional regulation, the core challenges of Autism Spectrum Disorders (ASD). It focuses on building a child’s capacity to communicate with a conventional, symbolic system from verbal to conversational levels of communication. Supports are designed and implemented across settings to foster more successful interpersonal interactions and more productive learning experiences.

TEACCH

The focus of the TEACCH approach is on developing an individualized program based on each child’s skills, interests, and needs. TEACCH incorporates a structured teaching approach that involves organizing the environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials. The TEACCH curriculum also focuses on developing communication and social skills.