

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 8-12, 2024**Barry Prizant, PhD, CCC-SLP*****Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Barry Prizant, PhD, CCC-SLP, is recognized as among the world's leading authorities on autism and neurodiversity, and as an innovator of respectful, person- and family-centered approaches for autistic individuals and those with other neurodevelopmental conditions. He is a certified speech-language pathologist, Director of Childhood Communication Services, a private practice, an Adjunct Professor of Communicative Disorders at the University of Rhode Island, and has fifty years of experience as a scholar, researcher, and international consultant. He has served as an Associate Professor of Psychiatry in the Brown University Medical School and has held tenured Professor appointments at Emerson College and Southern Illinois University. Barry has published five books, more than 150 articles and chapters, and is a co-author of *The SCERTS Model: A Comprehensive Educational Approach*, now being implemented in more than a dozen countries.

Barry has been a two-time featured presenter (2013, 2017) at the United Nations World Autism Awareness Day in New York City and has given close to 1000 presentations in major universities, medical schools and in public and private schools across the US and in more than 30 countries. Over the past 25 years, Barry has co-developed and co-facilitates a retreat weekend for parents of autistic family members with his wife, Dr. Elaine Meyer of Harvard University in collaboration with Community Autism Resources, a parent-run family support agency. As a performing percussionist, he has a special interest on the positive impact of the musical, theatrical and visual arts for neurodivergent children and adults. He sits on the boards and participates creatively in two award-winning companies, The Miracle Project of Los Angeles and The Spectrum Theatre Ensemble of Providence, RI.

This week of informational sessions and discussions will focus on understanding autism and related neurodivergent conditions through the lens of the *Uniquely Human philosophy*, as espoused in Dr. Barry Prizant's best-selling book, *Uniquely Human: A Different Way of Seeing Autism*, his *Uniquely Human Podcast* and more than 50 years of "in the trenches" experiences. The first two days will begin with a deep dive into the Uniquely Human philosophy, practice principles, and their relationship to enhancing quality of life. Contrasts will be drawn between the Uniquely Human perspective and how the professional and lay community has traditionally viewed autism and neurodivergent conditions. Specific attention will be given to The SCERTS Model, the evidence-based framework for supporting neurodivergent individuals of all ages and abilities and their families developed by Dr. Prizant and his colleagues. The dramatic changes in both understanding the autistic experience and in educational and treatment practices, ignited by the neurodiversity revolution and fueled by research and scholarly work of Dr. Prizant and his colleagues, will be a focus of discussions. Days 3, 4, and 5 will take us on a journey from early diagnosis into the early and later school years and into adulthood, all through the Uniquely Human lens. Throughout the week, family experiences and perspectives, and those of autistic and neurodivergent individuals, many of whom have collaborated with Dr. Prizant, will be infused in all discussions through live and virtual participation and video. Participants joining in-person or live-online will come away energized by learning about the most effective and practical ways to support quality of life for individuals and families, informed by cutting-edge humanistic and evidence-based practices. While this course is primarily designed for educators, youth development workers, and mental health clinicians, all learners are welcome.

Barry's recent book, *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015; 2022) has been the best-selling book on autism since 2015. The updated and expanded edition was published in April, 2022, along with an audiobook version narrated by Barry. It is now published in 25 languages, was selected as the featured book on autism and neurodiversity by the United Nations in 2017 and was ranked by Book Authority as #1 of the "100 best books on autism of all time". *Uniquely Human* is based on Barry's 50 years of learning from, supporting and collaborating with autistic individuals of all ages and their families, and conveys a deep respect for the qualities of people on the autism spectrum and other neurodivergent conditions, offering a compassionate and insightful perspective that has been called "life-changing" as well as "inspirational and uplifting". Barry also co-produces and co-hosts a podcast, *Uniquely Human: The Podcast* (www.uniquelyhuman.com) with his friend, Dave Finch, an autistic audio engineer, New York Times best-selling author and a sought after consultant to television and film industries. More than 90 episodes are now listened to in 160 countries, with more than one million distinct downloads and an average Apple podcast rating of 4.9/5.0.

Barry's career contributions have been recognized with the Honors of the American Speech-Language-Hearing Association (their highest recognition), by the Princeton University/Eden Foundation Career Award in Autism, by the Autism Society of America. He has received the Divine Neurotypical Award of GRASP (Global/Regional Autism/Asperger's Syndrome Partnership) and an honorary degree from Brown University.

www.barryprizant.com www.SCERTS.com www.uniquelyhuman.com

Barry Prizant, PhD, CCC-SLP | Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens | July 8-12, 2024

Course Agenda

Monday:

UH philosophy, UHA Neurodiversity lens, Quality of Life framework

"Autism is a Journey, not a verdict"

- Recalibrating our understanding and the experience of autism; what we now know about misunderstandings about autism with specific reference to behavioral patterns/reactions
- De-constructing DSM V criteria
- De-pathologizing stimming, echolalia/gestalt language, need for control, other "problem" behavior
- "The Deep Why" - importance of understanding the autistic experience - "double empathy"
- Autism in girls and women
- Co-occurring biomedical and mental health conditions
- What do parents say?
- What do self-advocates say?

Tuesday:

SCERTS Model - The highest priorities to improve Quality of Life

- Importance of a developmental, lifespan perspective
- Importance of activity-based learning in all settings of life
- Domains of The SCERTS Model: Social Communication - (3 stages, Social, Language, and Conversational Partners)
- Non-speakers and AAC
- Emotional Regulation - Enhancing availability for learning and engaging, preventing Problem behavior
- Transactional Support - Interpersonal supports, learning supports, support to families, interprofessional support
- What do parents say?
- What do self-advocates say?

Wednesday:

From preschool into the school years - "New to it all"

- Supporting parents around early diagnosis and the journey into educational systems
- Guidelines for disclosing an autism diagnosis- supporting parents around early diagnosis
- Understanding autism through a Uniquely Human lens from the outset - why essential for the journey
- Building a foundation of trust with individuals and families
- Working with and within the family ecology, collaborative priority-setting
- Strategies for addressing challenges in explaining autism/neurodivergence to others
- What do parents say?
- What do self-advocates say?

Thursday:

The School Years – Transition planning

- What makes inclusion work - essential elements
- Making schools autism-friendly - what schools can do
- Life outside of/beyond school - family routines and community-based learning
- Identifying and building strengths, interests, and talents
- Issues for non-speakers
- Quality of Life Issues in the school years
- What do parents say?
- What do self-advocates say?

Friday:

Adult issues and services - through a Uniquely Human Lens

- Revisiting Quality of Life Issues in the Adult Years
- Transition out of school services and life in the community
- Employment
- Advocating to change inaccurate societal views of autism
- Building community
- What do parents say?
- What do self-advocates say?

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Course Objectives

Upon completion of this course participants will be able to:

1. Discuss how the DSM V diagnostic categories reflect a medical model for diagnosis in contrast to neuroaffirming and social disability models of autism
2. Identify and discuss common co-occurring biomedical and mental health conditions
3. Discuss autism in women and girls and how profiles may differ from boys and men
4. Express why it is important to understand and factor in the autistic experience and identity when providing educational and therapeutic support
5. Summarize the three domains of The SCERTS Model
6. Differentiate between developmental and behavioral intervention approaches
7. Discuss parental experiences of autism and why it is important to understand and incorporate parental experience from diagnosis onward when planning interventions
8. Discuss effective ways of increasing inclusion of autistic people in schools, in home life, work, and in the community and the benefits that all may experience from inclusion
9. Discuss the benefits of identifying strengths, interests, and talents in autistic people
10. Discuss issues experienced by nonspeaking autistic people and the role played by Augmentative and Alternative Communication (ACC) approaches
11. Discuss common issues faced by autistic people in the transition from school into adult life and employment

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens, Course # 5630, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/6/2024-5/6/2026. Social workers completing this course receive 15 clinical continuing education credits.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Speaker Disclosures:

Financial: Barry Prizant receives royalties for his books, *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015; 2022) and *The SCERTS Model Manuals* (Brookes Publishers). He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial:

Adjunct Professor, University of Rhode Island

Co-Producer and Co-Host of *Uniquely Human: The Podcast*

Editorial Advisory Board: Five professional journals

Advisory Boards: Spectrum Theatre Ensemble, Providence, RI; The Miracle Project, Los Angeles

Tuition, Registration & Course Formats

Registration:

Visit www.cape.org to register for our In-Person & Live-Online course offerings. All major credit cards are accepted. No cash or check payments will be accepted.

Course Formats:

In-Person Course Format: Monday through Friday from 9:00a.m. to 12:30p.m. EDT with a 30-minute break.

In-Person Location:

Nauset Regional Middle School, 70 MA-28, Orleans, MA 02653

Live-Online Course Format:

Interactive synchronous online: Live-Online sessions are held via Zoom Meetings Monday-Friday mornings from 9:00a.m. - 12:30p.m. EDT, with a 30-minute break. Live-Online courses will include opportunities for interaction with colleagues and faculty members via group discussions, break-out groups, and Q&As.

System requirements: • Operating Systems: Windows XP or higher, MacOS 9 or higher, Android 4.0 or higher • Internet Browser: Internet Explorer 9.0 or higher, Google Chrome, Firefox 10.0 or higher • Broadband Internet connection: Cable, High-speed DSL & any other medium that is internet accessible

Tuition:

In-Person Course:

Early Tuition Rate: \$700 (through 04/01/2024)

Full Tuition: \$750

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$575 for in-person courses.

Live-Online Course:

Early Tuition Rate: \$575 (through 04/01/2024)

Full Tuition: \$625

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$450 live-online courses.

Veteran Affairs Employees:



MAK Continuing Education, LLC, Cape Cod Institute is vendorized in SAMS in station 703. Active-duty and retired military members are eligible for 10% off. Please upload your military ID / verification at the time of registration and you will automatically get the discounted rate.

Cancellation & Refund Policy

Up until two weeks (14 days) prior to your course start date: For cancellations (in person & online), you will receive a full refund less \$50 cancellation fee.

Within two weeks: If you give notice between fourteen and one day(s) before your course start date a credit for a 2024 Cape Cod Institute program is available. Credit may be applied to any 2024 or 2025 Cape Cod Institute course. There will be no price reduction for switching to a live-online course within two weeks of the course start date.

Once your course begins: No credit or refund is available if you cancel on the arrival day, if you do not show up, or if you leave an event early for any reason. No refund will be available if you attend a program and are dissatisfied with its presentation or content. If you need to leave for any reason, no partial credit can be given.

You can notify our staff of your cancellation at info@cape.org or by calling + 1 (203) 781-6492.

Please visit <https://www.cape.org/policies> for more information.

Continuing Education Information

Full attendance of in-person and live-online courses is required to meet the standards of accrediting organizations. No partial credits will be provided. CE certificates are distributed by email for both in-person and live-online courses following the conclusion of your 15-hour course, confirmation of full attendance, and completion of an online evaluation form.

You will receive additional details regarding the online evaluation process at the end of your assigned course. Evaluations must be submitted within three weeks of the end date of your course. You will receive a copy of your certificate of attendance with detailed CE approval statements, once you submit your evaluation. Please check with your regulating body/organization that this certificate is sufficient proof for you to claim continuing education credits/credit hours/clock hours/contact hours.

Most courses are eligible for 15 credits/credit hours/clock hours/contact hours. Exclusions will be listed on individual course pages as well as below. Please check individual course pages for course learning objectives.

All courses are open and suitable for all clinicians and learning levels, beginning, intermediate and advanced unless otherwise noted on the course page.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Continuing Education Approvals:

Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed on our website: <https://www.cape.org/ce-credit>

You can also contact our staff with any CE-specific questions at + 1(203) 781- 6492 or info@cape.org.

Travel Information

All in-person sessions are held at the Nauset Regional Middle School at 70 MA-28, Orleans, Massachusetts. Orleans is a 2-hour drive from Boston or Providence (expect traffic delays on Saturdays). There are scheduled flights from Boston and Providence to Hyannis, a 40-minute drive to Orleans. A car is needed for full access to lower Cape Cod. Biking around Orleans is easily done via the rail trail, and local buses between towns are available.

Cape Cod is about 70 miles long, and 75 miles from Logan Airport in Boston and Green Airport in Providence, Rhode Island. Driving distances to the Lower and Outer Cape are:

Boston 77 miles; Providence 77 miles; New York City 245 miles; Montreal 355 miles.

Please visit our travel page for specific directions, lodging and travel information: <https://www.cape.org/travel>

Contact Information

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Please contact us by email or phone with any questions regarding accessibility accommodations, questions, or concerns.

JULY 1-AUGUST 23, 2024

JULY 1-5, 2024

Janina Fisher, PhD

Transforming Trauma-Related Resistance and Stuckness

In-Person & Live-Online

Rubin Naiman, PhD, FAASM

Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach

In-Person & Live-Online

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety and Below the Surface Leadership in Organizations, Clients, and Yourself

In-Person & Live-Online

JULY 8-12, 2024

Lana Epstein, MA, LICSW

Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories

In-Person & Live-Online

Barry Prizant, PhD, CCC-SLP

Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens

In-Person & Live-Online

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

In-Person Only

Bessel van der Kolk, MD

Frontiers of Trauma Treatment

In-Person & Live-Online

JULY 15-19, 2024

Sebastian Barr, PhD

Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults

In-Person & Live-Online

James Hawkins, PhD, LPC

Facilitating the Function of Attachment in Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework

In-Person & Live-Online

Stewart Levine, JD

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

In-Person Only

Richard Schwartz, PhD & Jeanne Catanzaro, PhD

Internal Family Systems Workshop

In-Person & Live-Online

JULY 22-26, 2024

Deb Dana, LCSW

Polyvagal Theory in Therapy: Practical Applications for Treating Trauma

In-Person & Live-Online

John Forsyth, PhD & Jamie Forsyth, PhD

Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard

In-Person & Live-Online

Flint Sparks, PhD

Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice

In-Person Only

Cece Sykes, LCSW, ACSW

Internal Family Systems and Compassion for Addictive Processes

In-Person & Live-Online

JULY 29-AUGUST 2, 2024

Margaret Blaustein, PsyD

Fostering Resilience in Trauma Impacted Youth through Attachment, Regulation, and Competency

In-Person & Live-Online

Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW

"HOT" Topics in AEDP™

In-Person & Live-Online

Franklin King, MD

The Promise of Psychedelics: A Critical Look at the Therapeutic Potential of Psychedelic-Assisted Treatments

In-Person & Live-Online

Juliet King, PhD, ATR-BC, LPC, LMHC

Arts & the Brain: Evidence-Based Therapeutic Arts Interventions for Optimal Health & Well-Being

In-Person Only

AUGUST 5-9, 2024

Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, Carol Kramer, LICSW, & Joanne Audyatis, LMHC

IMAGO: Proven Strategies for Helping Couples Move from Conflict to Connecting

In-Person & Live-Online

Deborah Korn, PsyD

EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect

In-Person & Live-Online

AUGUST 5-9, 2024

George McCloskey, PhD

Intervention for Child and Adolescent Executive Function Difficulties

In-Person Only

Maria Sirois, PsyD

Paradoxes in Resilience: Leveraging Moments of Grief, Illness, Hardship and Sudden Change to Accelerate Growth

In-Person & Live-Online

AUGUST 12-16, 2024

Bob Anderson

The Journey of Conscious Leadership

In-Person Only

Edward Hallowell, MD

Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span

In-Person & Live-Online

Donald Meichenbaum, PhD

Addressing Issues of Violence and Aggression in Individuals and Communities: Development, Prediction, and Intervention

In-Person & Live-Online

Ronald D. Siegel, PsyD

What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy

In-Person & Live-Online

AUGUST 19-23, 2024

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

In-Person Only

Mary-Frances O'Connor, PhD

The Grieving Brain: The Surprising Science of How We Learn from Love and Loss

In-Person & Live-Online

Jonah Paquette, PsyD

Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection

In-Person & Live-Online

Eboni Webb, PsyD, HSP

Dialectical Behavior Therapy (DBT): Effective Tools for Navigating Trauma and Attachment in Complex Clients Across the Lifespan

In-Person & Live-Online

All courses are suitable for all clinicians and learning levels, beginning, intermediate, and advanced unless otherwise noted.

For a complete list of CE approval statements, please visit: www.cape.org/ce-credit

FOR COMPLETE COURSE INFORMATION AND TO REGISTER, VISIT: www.cape.org