



### Additional Services

- Psychological/Educational Testing
- Educational Consultation
- Parent Education
- Staff Training
- Individual Psychotherapy

### Tuition & Schedule

Tuition is due at the beginning of each quarter (9-week) with payment plans available upon request. Tuition discounts are only available to families paying for sessions by cash. Insurance Claim families or families receiving reimbursement from any public or private agency or school district are not eligible for discounts.

**Discounted Tuition.....\$ 470**  
**Regular Tuition.....\$ 500**

Fall Quarter begins September  
 Winter Quarter begins January  
 Spring Quarter begins April  
 Summer Quarter begins June

### CEPS Staff

#### **Sandie Frawley, Ed.D., LEP, Director**

is well recognized in her field and community for her work with Learning Disabled, behaviorally and socially-challenged children. Dr. Frawley is a Licensed Educational Psychologist, practicing School Psychologist, Parent Educator, Staff Trainer, University Instructor and Educational Consultant who has 30 years experience working with children, parents and educators.

#### **Carol Ghinazzi, BS, CCLS**

A Certified Child Life Specialist, Early Childhood Education Program Teacher, and Early Intervention Therapist providing direct services to preschoolers on the Autism Spectrum in a home-based ABA program.

NAME  
 STREET ADDRESS  
 CITY, STATE 00000

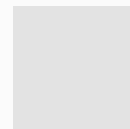
**SANDIE FRAWLEY**  
 Center for Educational &  
 Psychological Services  
 Pleasanton • San Ramon Offices



## Social Skills Training

- Asperger's Syndrome
- Autism – High Functioning
- PDD – High Functioning

Sandie Frawley, EdD  
[www.sandiefrawley.com](http://www.sandiefrawley.com)  
 Pleasanton \* San Ramon Offices  
 (925) 846-2413



# Friendship Club

## Program Structure

Several diagnostic terms describe persons exhibiting significant social interaction difficulties: High Functioning Autism, Asperger Syndrome, PDD (Pervasive Developmental Disorder) and NLD (Non-Verbal Learning Disorder). Children falling under these diagnostic labels exhibit numerous social incompetencies or social cognitive deficits. These difficulties include communicating and understanding verbal as well as non-verbal information such as: facial expressions, body postures & gestures, interpersonal distance, and tone of voice. Trouble initiating and responding appropriately to novel activities, listening, comprehending abstract language, understanding perspective taking, getting the whole picture and deciphering humor are other difficulties experienced. Children with these difficulties are unable to perceive the unspoken rules of social conduct which guide the acquisition of acceptable social skills. As a result, these children make social mistakes throughout their development if not provided specific social skills training.

The most noticeable feature of children with social cognitive deficits is their difficulty developing fluent interpersonal skills. Although sometimes antisocial, many times they are considered asocial – wanting to be part of the social world but not knowing how to enter into it. Because these children do not pick up social skills incidentally, they need to be taught the skills and given ample opportunities to practice them in a safe, supportive environment.

Children with social cognitive deficits often times have good language skills, including extensive vocabularies. Their verbal facility tends to mislead teachers, parents and peers because it masks their communication difficulties – particularly in the social use of language (pragmatics) and the ability to convey and understand meaning (semantics). They do not learn the necessary semantic and pragmatic skills provided in their communication-rich environment.

## Program Structure and Goals

**Friendship Club** is a year-round, on-going group therapy program providing social skills training. Group sessions are offered on a quarterly basis (Fall, Winter, Spring & Summer). Each quarter includes nine 50-minute sessions. Children can continue, drop or join the program at the end of each quarter. Each quarter includes one parent education session. A Waiting List has been established in order that children can join the groups as openings occur. Children dropping from the program are given priority status on the Waiting List.

Groups are generally composed of 4 children of similar age. Children with severe emotional and/or developmental disorders are not good candidates for this program.

Weekly sessions are highly structured, including activities and experiences supporting mastery of program goals & objectives. These goals are:

- Help develop communicative intent (verbal and nonverbal)
- Develop ability to initiate & maintain conversation
- Enhance understanding of a child's world.
- Develop an understanding of "the why" of social skills
- Develop peer friendships
- Enhance self-esteem and social confidence

An initial evaluation/consultation is required for all new participants at a fee of \$100. This helps in the determination of appropriateness of program and best group placement for each child.

Skills are introduced & reinforced through

• Home Activities	• Video Vignettes
• Performance Feedback	• Role Play
• Structured Activities	• Interactive Discussions
• Puppetry	• Modeling

These instructional strategies have proven to enhance the likelihood that newly acquired skills will generalize to real-life situations.

## Parent Education Classes

A Parent Education class is generally held once each quarter. These classes provide information about social cognitive disorders, offer educational support strategies, teach behavioral interventions and give parents an opportunity to dialogue with their child's group therapist. Parent Education classes have proven to be beneficial in helping parents better understand their child's social & emotional development as well as offers strategies that help to build & reinforce the skills introduced in the program.

## Teacher Support

Teacher support is available. Practical strategies for effective and realistic classroom interventions are provided to the children's teachers in the form of educational guides distributed to participating families on a quarterly basis.

