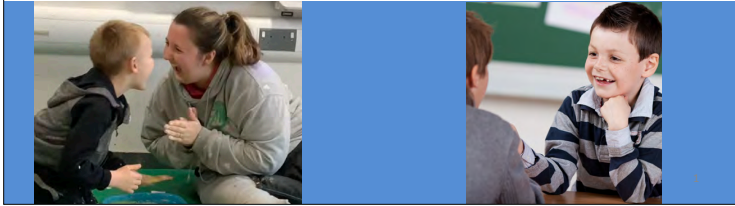


The SCERTS Model – Day 1 & 2

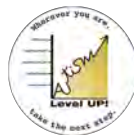
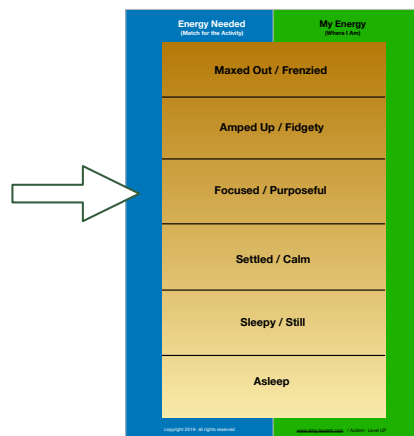
An Introduction & Implementation

Using the SCERTS framework to guide priorities for autistic learners

Presented by Emily Rubin



What energy is needed for this activity?



For freely accessible tools, visit:
<https://autismlevelup.com>

Daily Agenda

- 9:30am - 11:00am - Session #1
- 11:00am - 11:20am - Break
- 11:20am - 12:30pm - Session #2
- 12:30pm - 1:15pm - Lunch
- 1:15pm - 2:45pm - Session #3
- 2:45pm - 3:00pm - Break
- 3:00 - 4:15pm - Session #4

Learning Objectives

After Day 1, you will be able to...

- Identify evidence-based objectives in social communication and emotional regulation for autistic individuals at different stages of communication: not yet using words, beginning to use language, and conversational
- Identify evidence-based practices that are aligned with these objectives for autistic individuals.

Selecting Evidence-Based Practices...

Where Do We Start?



Determining Priorities Requires an Understanding of the Individual's Needs...

These evidence-based strategies target a wide range of behaviors, some of which may or may not be relevant or of utmost priority, given the:

- ✓ Preferences of those being supported,
- ✓ Neurodevelopmental needs of an individual,
- ✓ Skills that improve quality of life, and
- ✓ Requirements and feasibility within a given setting.

Evidence-Based Framework for Selecting Objectives AND Supports

- SCERTS provides guidelines for helping an individual become a confident communicator able to advocate for their needs and actively engage in their environment in meaningful ways
- Designed to help autistic individuals, families, educators, and clinicians collaborate in a carefully coordinated manner to select objectives that are research-based and are designed to match the preferences of an individual, developmental needs and the environment.

Efficacy of SCERTS as a Developmental Framework

- Early Social Interaction (ESI), a randomized trial in the home setting, provides evidence of how addressing key objectives and supports can have a statistically significant impact on positive outcomes for language and social adaptive functioning with parent coaching and implementation in home settings (Wetherby et al., 2014)
- Classroom SCERTS Intervention (CSI), a randomized trial in school-age settings (Morgan et al., 2018) highlights how these key objectives and supports improve outcomes and increase active engagement in the elementary school classroom

Feasibility of SCERTS as a Framework

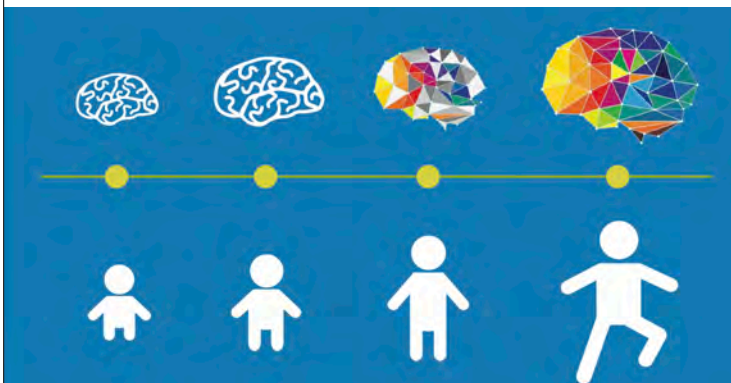
- The Morgan et al. (2018) study was chosen by the Interagency Autism Coordinating Committee (IACC) for the 2018 *Summary of Advances in Autism Spectrum Disorder Research Report* as a key study for addressing the question, "Which treatments and interventions will help?"



Feasibility of SCERTS as a Framework

- IACC highlighted that 70% of teachers trained in CSI implemented with fidelity,
 - Speaks to the scalability of the model and teacher commitment to the model
- IACC acknowledged that this is one of the largest studies to measure the effect of school-based active engagement intervention in autistic children and that the results appear generalizable to a diverse population (IACC, 2019)

Neurodevelopmental Framework





Seeking out social connections with words



Succeeding in a range of social settings

Neurodevelopmental Framework

Autistic individuals tend to show less neural sensitivity to social stimuli in their early childhood (Elsabbagh, et al., 2012).

Neurodevelopmental differences contribute to preferential attention for nonsocial stimuli, such as objects and toys, along with less orientation to social engagement (Klin, Lin, Gorrindo, Ramsay & Jones, 2009).

Acquisition of skills related to non-social stimuli may advance more rapidly than orienting to people, initiating with people, using language to engage with people, and predicting what others are thinking.

Neurodevelopmental Framework

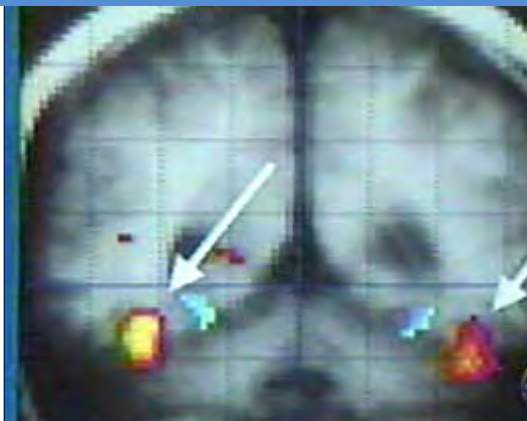
- Neurodivergent learners may also process speech sounds differently. While some children hear speech and show preferential attention to this stimuli, children with social and emotional learning differences may just hear sounds.
- This makes the intentions of individual words more ambiguous.

Neurodevelopmental Framework

- As children with differences in these areas mature and “brain architecture is formed,” neuroimaging has shown that autistic children and learners with social and emotional learning differences tend to process social stimuli in regions typically used to process images and sounds that are non-social.
- This makes NTs less predictable in all the ways. This contributes to autistic individuals’ thought processes related to predictions of actions, intentions, and emotions being more intellectualized.

The neurology of social engagement

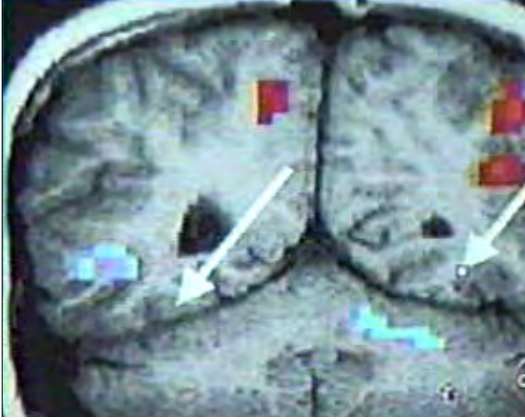
A child with a learning preference for social stimuli



Shultz, et. al. (2000, April). Archives in General Psychiatry, Vol. 57, 331 – 340.

The neurology of social engagement

A child with a social and emotional learning difference



Shultz, et. al. (2000, April). Archives in General Psychiatry, Vol. 57, 331 – 340.

The neurology of social engagement

A child with a social and emotional learning difference



Two key take aways

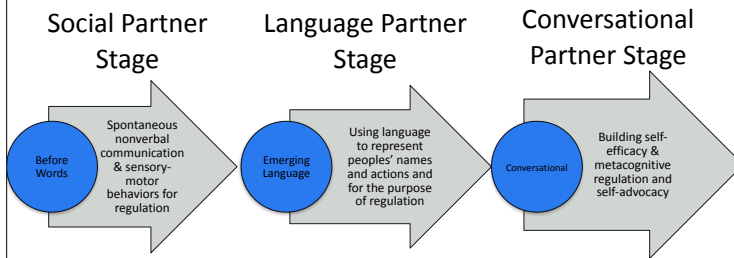
- 1) Social stimuli needs to be desirable
- 2) Social stimuli needs to be predictable

What is SCERTS?

**Social
Communication
Emotional
Regulation
Transactional
Support**

How do we get started with SCERTS?

Developmental stages are our starting point



Developed by a Collaborative Team

Active collaborators include:

- Barry Prizant, PhD, CCC-SLP
- Amy Wetherby, PhD, CCC-SLP
- Emily Rubin, MS, CCC-SLP
- Amy Laurent, PhD, OTR/L



What is SCERTS?

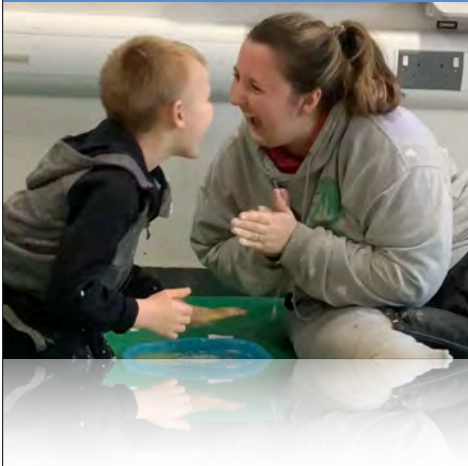
**Social
Communication
Emotional
Regulation
Transactional
Support**

The image shows a sample SCERTS Observation Form for the Social Partner Stage, Social Communication. It includes a header with the SCERTS logo and the title 'OBSERVATION FORM: Social Partner Stage, Social Communication'. Below the header is a table with columns for 'OBSERVER', 'DATE', and 'TIME'. The table contains various items to be observed, such as 'JOINT ATTENTION', 'EMOTIONAL REGULATION', 'TRANSACTIONAL SUPPORT', and 'SOCIAL COMMUNICATION'. Each item has a corresponding checkbox for recording observations. A watermark 'reproduce with permission only' is visible across the form.

What is SCERTS?

- SC - Social Communication; Supporting a learner's ability to communicate, comprehend, self advocate and engage as they desire,
- ER – Emotional Regulation; Supporting a learner's ability to identify and alter energy (emotion) states as needed to actively engage.
- TS – Transactional Support; Partners taking responsibility of their side in interactions and using interpersonal supports and learning support to ensure success and support growth

Why "SC" (Social Communication)?



The "SC" domain provides a sequence of goals focused on becoming a confident communicator able to advocate for one's needs in meaningful activities

"SC" Domain Includes:

Joint Attention

Why an individual communicates



Symbol Use

How an individual communicates



“SC” Domain Includes:

Joint Attention

Why an individual communicates

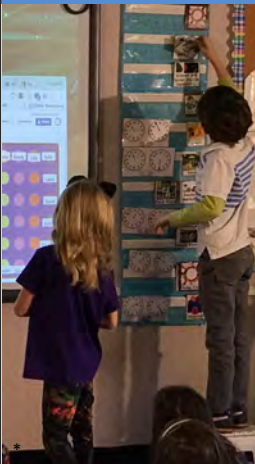
This is a screenshot of a form titled 'SC Domain Observation Form: Social Partner Stage'. It contains a table with various observation items and checkboxes. A diagonal watermark across the form reads 'Reproduce with permission only'.

Symbol Use

How an individual communicates

This is a screenshot of a form titled 'SC Domain Observation Form: Symbol Partner Stage'. It contains a table with various observation items and checkboxes. A diagonal watermark across the form reads 'Reproduce with permission only'.

Why “ER” (Emotional / Energy Regulation)?



The “ER” domain provides a sequence of goals focused on the ability to maintain a well-regulated state, cope with everyday stress, and be most available for learning and interacting in meaningful and accessible ways

The “ER” Domain Includes:

Mutual Regulation

How we maintain active engagement and cope with the help of others



Self Regulation

How we maintain active engagement and cope on our own



The “ER” Domain Includes:

Mutual Regulation

How we maintain active engagement and cope with the help of others



Self Regulation

How we maintain active engagement and cope on our own



Why “TS” (Transactional Support)?

- The “TS” domain provides a detailed assessment of communication style adjustments and environmental modifications designed to meet an individual’s needs.
- This domain is not exclusive of other evidence-based practices or approaches with the exception of traditional ABA approaches and those that invalidate the perspective of autistic people or their families.

The “TS” Domain Includes:

Interpersonal Support

How we change *our communication style*



Learning Support

How we modify *the environment*



The Picture Communication Symbols ©1981-2009 by Mayer-Johnson LLC.
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Authentic and Validating TS

AUTHENTIC AND VALIDATING TRANSACTIONAL SUPPORTS FOCUS ON

Predictability / Safety

Structuring activities to be meaningful

Ensuring access to preferred communication strategies

Ensuring access regulatory strategies that are accessible and authentic

Honoring, scaffolding development of, and facilitating use of regulatory strategies and communicative abilities



<https://autismlevelup.com>

The "TS" Domain Includes:

Interpersonal Support

How we change our communication style

Learning Support

How we modify the environment

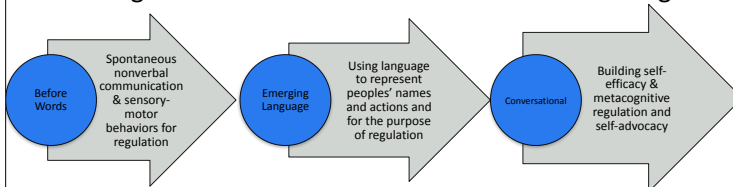
How Does the SCERTS Framework Help Navigate the "Maze"?

Developmental stages are our starting point

Social Partner Stage

Language Partner Stage

Conversational Partner Stage



Determining Communication Stage - Worksheet

SCERTS
Determining Communication Stage - Worksheet

Please complete this form to determine which set of terms to use when implementing SCERTS. This will ensure that the most critical and developmentally relevant social and emotional priorities are addressed.

Social Partner Stage
I am using body language, gestures and facial expressions to communicate.

1. Does the child use ALL of the following?

- (1) Does the child use at least 8 different words or phrases (includes signed gestures, picture words, single letters, picture references) (i.e., to refer to specific objects, people, or actions)?
- (2) Does the child use at least 8 words or phrases with communication intent (i.e., to spontaneously coordinate these words or phrases with gestures or gaze for a communicative purpose)?
- (3) Does the child use at least 5 words or phrases regularly (i.e., often and not just on a "one word" basis)?

Yes Use the Social Partner Stage materials.
No Go to Language Partner Stage questions below.

Language Partner Stage
I am using single words and brief phrases to communicate with speech, signs or gestures.

2. Does the child use ALL of the following?

- (1) Does the child use at least 100 different words or phrases (includes signed gestures, picture words, or other symbols, spoken references) (i.e., to refer to specific objects, people, or actions)?
- (2) Does the child use at least 100 words or phrases with communication intent (i.e., to spontaneously coordinate the words or phrases with gestures or gaze for a communicative purpose)?
- (3) Does the child use at least 100 words or phrases regularly (i.e., often and not just on a "one word" basis)?
- (4) Does the child use at least 20 different combinations of words or phrases with a specific theme and verbs that are creative (i.e., not just word combinations of phrases)?

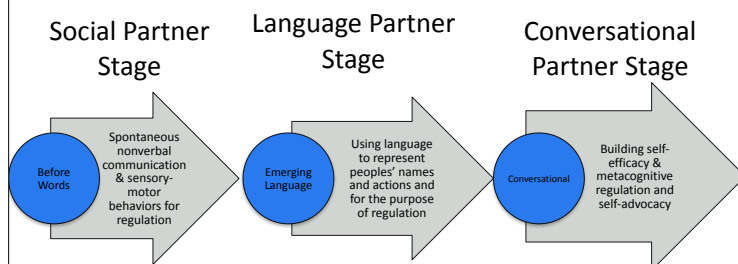
Yes Use the Language Partner Stage materials.
No Use the Conversational Partner Stage materials.

Conversational Partner Stage
I am using creative language to communicate and I am beginning how to succeed in a range of social settings.

Reprinted by permission of the author, Amy Kover et al. © 2008. All rights reserved. SCERTS: Social Communication and Emotional Regulation Training. SCERTS: Social Communication and Emotional Regulation Training. SCERTS: Social Communication and Emotional Regulation Training.

What stages do you support? Polling Time

Developmental stages are our starting point



SCERTS for Social Partners



Unique Needs – Before Words

The Social Partner Stage - Social Communication

Children at this stage use pre-symbolic means of communication to connect to others (e.g., re-enactment gestures, facial expressions, body position, vocalizations, proximity, etc.)

- **Joint attention** – rates of shared attention may be reduced, as social stimuli may not be noticed, interesting, or meaningful
- **Symbol use** – the use of conventional gestures and gaze learned by observing others is often delayed or not used.

Unique Needs – Before Words

The Social Partner Stage - Emotional Regulation

Children at the social partner stage rely solely on sensory motor actions / behavioral strategies for regulation

- **Mutual Regulation** – asking for and responding to regulatory assistance may not be a thought; the assistance offered may not be helpful or appropriate
- **Self Regulation** – Strategies tend to be those that are typically early developing and / or those based on sensory processing preferences

Unique Priorities – Before Words

The Social Partner Stage - Social Communication

- **Joint attention** – **increasing rates of spontaneous communication by** ensuring the environment is safe, affirming, and meaningful
- **Symbol use** – supporting use of gestures with a “shared meaning” (e.g., giving, pointing, reaching) to ensure needs can be met

Unique Priorities – Before Words

The Social Partner Stage - Emotional Regulation

- **Mutual Regulation** - ensuring children see others as sources of assistance. Partners must be predictable and responsive to the child in order to support child.
- **Self Regulation** - ensuring students have a range of sensory motor strategies that they can use to maintain engagement and cope with challenges.

SCERTS Assessment

The Social Partner Stage

Joint Attention

Why an individual communicates

Symbol Use

How an individual communicates

SCERTS Assessment

The Social Partner Stage

Mutual Regulation

How we maintain active engagement and cope with the help of others

Self Regulation

How we maintain active engagement and cope on our own

Frequently Used Outcomes and Supports The Social Partner Stage



| SCERTS in Action - Frequently Used Scale and Supports | |
|---|--|
| Scale | Supports |
| JA1.2 I can spontaneously initiate interaction (JA1.2) when my partners provide motivating materials in activities (LS4.7) and encourage my initiations by responding to my subtle forms of communication (IS1.3). | Supports - Visual supports (e.g., picture cards, visual schedules, visual aids) - Verbal supports (e.g., modeling, prompts, feedback) - Physical supports (e.g., hand-over-hand, physical prompts) - Environmental supports (e.g., structured settings, predictable routines) |
| LS4.7 I can make choices of coping strategies offered by partners (MS2.4) when my partners provide visually for emotional regulation (choices of hands-on materials) (LS2.3) and recognize and support my strategies for regulation (IS1.5). | Supports - Visual supports (e.g., picture cards, visual schedules, visual aids) - Verbal supports (e.g., modeling, prompts, feedback) - Physical supports (e.g., hand-over-hand, physical prompts) - Environmental supports (e.g., structured settings, predictable routines) |
| IS1.3 I can use a range of gestures including giving or pointing gestures (LS4.4) when my partners provide visually for my expressive communication (concrete objects) (LS2.1) and respond to my signals to foster a sense of competence (IS1.3). | Supports - Visual supports (e.g., picture cards, visual schedules, visual aids) - Verbal supports (e.g., modeling, prompts, feedback) - Physical supports (e.g., hand-over-hand, physical prompts) - Environmental supports (e.g., structured settings, predictable routines) |

Larger version
available in
supplemental
handouts.

Sample Outcome The Social Partner Stage

A partnership

I can ***spontaneously initiate interaction (JA1.2)*** when my partners...

...provide meaningful and accessible materials in activities (LS4.7) and respond to my subtle forms of communication (IS1.3).

Unique Priorities - The Social Partner Stage



Template for Writing Outcomes

Goals and Supports for Learning

Here are some outcomes I can achieve and supports I need:

Social Communication Outcomes

- AS – vocal interaction – Why I am communicating
- SD – Symbolic Use – How I am communicating
- Definition of partner:** mom, dad, teacher & peer

Emotional Regulation Outcomes

- MR – Mutual Regulation – How I cope with others' help
- DR – Self Regulation – How I can cope on my own
- Transactional Support** – When my partners do to help
- IG – Interdependent Support – How my partners change their communication for me
- LI – Learning Support – How my environment can be changed to help me
- Refer to Frequently Used Goals & Supports**

When my partners

When my partners

When my partners

When my partners

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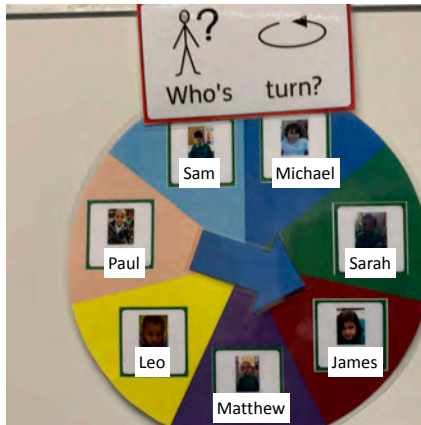
Sample Supports – The Social Partner Stage



Summary – The Social Partner Stage

- For children who are not yet using words such as speech, pictures, or signs, the critical priority is to ensure that children feel safe and connected.
- We accomplish this by building relationships, being predictable, and responding to a child's signals.
- Being responsive to a child's signals will support their understanding of themselves as a competent communicator and that others are a source of engagement, assistance, and comfort.

SCERTS for Language Partners



Unique Needs – Emerging Language

The Language Partner Stage - Social Communication

- Children at this stage often use concrete means with communicative intent (e.g., single spoken words, sign language, pictures, or other forms of augmentation)
- Children at this stage may also use echolalia to communicate
- Joint attention** – shared attention is impacted by preference for nonsocial stimuli vs. people's faces, often restricting functions of communication to requesting vs. sharing information and emotions
- Symbol use** – vocabulary is often biased toward nouns, reducing the typical variation of agents + actions needed for creative language development

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Unique Needs – Emerging Language

The Language Partner Stage - Emotional Regulation

Children at the Language Partner stage may rely solely on sensory motor actions / behavioral strategies for regulation. If they use language strategies they are often to protest and request.

- Mutual Regulation-** Children may use unique actions and words to express their emotional state and energy levels rather than use emotion or energy vocabulary
- Self Regulation-** Children may primarily use regulation strategies that they have discovered on their own

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Unique Priorities – Emerging Language The Language Partner Stage - Social Communication

- **Joint attention** – increasing rates of **spontaneous symbolic communication** involving socially oriented vocabulary and actions (e.g., “Emily blow bubbles”)
- **Symbol use** – ensuring that language targets include people’s **names and verbs**, as these word types support the ability to request social actions, request comfort, comment and self advocate

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Unique Priorities – Emerging Language The Language Partner Stage - Emotional Regulation

- **Mutual Regulation**- ensuring that individuals have choices of accessible and appropriate regulation supports available to them from partners
- **Self Regulation**- ensuring children are able to use symbolic systems to express their emotion/energy, make choices, and ask for help.

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SCERTS Assessment The Language Partner Stage

Joint Attention

Why an individual communicates

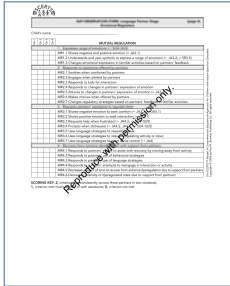
Symbol Use

How an individual communicates

SCERTS Assessment The Language Partner Stage

Mutual Regulation

How we maintain active engagement and cope with the help of others



Self Regulation

How we maintain active engagement and cope on our own



Frequently Used Outcomes and Supports The Language Partner Stage



Larger version available in supplemental handouts.

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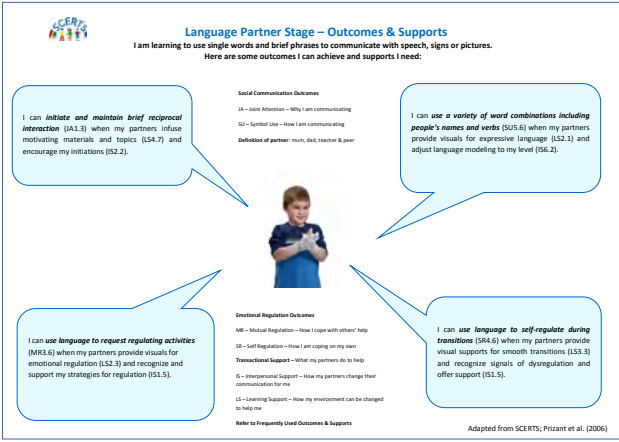
Sample IEP or Intervention Outcome The Language Partner Stage

A partnership

I can **use language to request regulating activities** (MR3.6)...

...when my partners **provide visuals for emotional regulation** (LS2.3) and **recognize and support my strategies for regulation** (IS1.5).

Unique Priorities - The Language Partner Stage



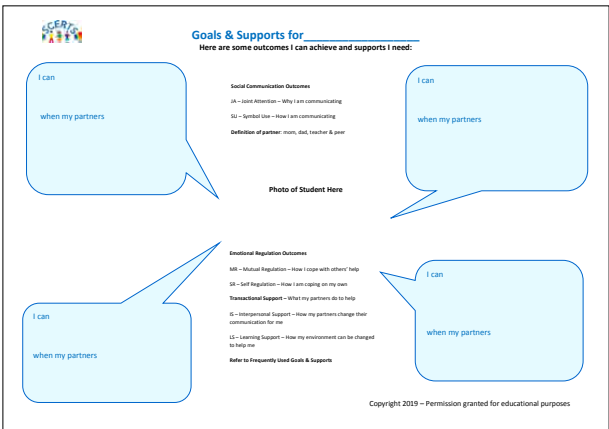
Language Partner Stage – Outcomes & Supports
I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

Social Communication Outcomes
JA – Joint Attention – Why I am communicating
J2 – Symbol Use – How I am communicating
Definition of partner: mom, dad, teacher & peer

Emotional Regulation Outcomes
MR – Mutual Regulation – How I cope with others' help
SR – Self Regulation – How I am coping on my own
Transactional Support – What my partners do to help
IS – Interpersonal Support – How my partners change their communication for me
LS – Learning Support – How my environment can be changed to help me
Refer to Frequently Used Outcomes & Supports

Adapted from SCERTS; Prizant et al. (2006)

Template for Writing Outcomes



Goals & Supports for _____
Here are some outcomes I can achieve and supports I need:

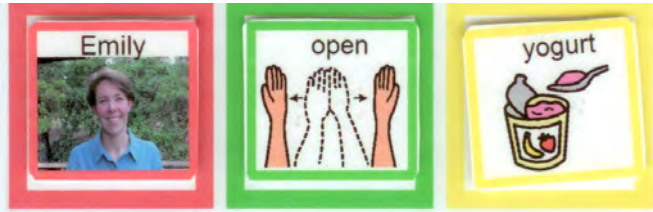
Social Communication Outcomes
JA – Joint Attention – Why I am communicating
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Definition of partner: mom, dad, teacher & peer

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MR – Mutual Regulation – How I cope with others' help
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Transactional Support – What my partners do to help
IS – Interpersonal Support – How my partners change their communication for me
LS – Learning Support – How my environment can be changed to help me
Refer to Frequently Used Goals & Supports

Photo of Student Here

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Sample Support – The Language Partner Stage



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Sample Support – The Language Partner Stage



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Sample Support – The Language Partner Stage



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Summary – The Language Partner Stage

- For children who are beginning to use words, the critical priority is to ensure that words that support self advocacy remain the focus of their use of language
- This is accomplished this by continuing to build trusting relationships and encouraging vocabulary expansion (e.g., people's names and verbs)
- The ability to use different types of words is a key foundational skill for shifting toward advocacy and using language to navigate different contexts.

SCERTS for Conversational Partners



Unique Needs – Conversational The Conversational Partner Stage - Social Communication

Children at this stage often use robust vocabularies and are able to convey their own ideas using full and creative sentences either through spoken language or augmentative means

- **Joint attention** – social motivation may have developed in either direction (zero social motivation is still a profile), but individuals may have difficulty predicting intentions and perspectives, leading to withdrawal and anxiety
- **Symbol use** – deriving and imparting knowledge that relies on non-verbal and verbal cues as a foundation of shared understanding and cross-cultural competence can be difficult

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Unique Needs – Conversational The Conversational Partner Stage - Emotional Regulation

Children at this stage often continue to rely on earlier developing regulation strategies (e.g., sensory motor strategies and language aimed at maintaining predictability in the environment)

- **Mutual Regulation**- if individuals at this stage experience social anxiety and have not been supported in ways that validate their regulation challenges, they will often not seek support from others.
- **Self Regulation**- Individuals may primarily use regulation strategies that they have discovered on their own and may not yet be using planning or reflective strategies

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Unique Priorities – Conversational

The Conversational Partner Stage - Social Communication

- **Joint attention** – ensuring the social world remains safe by building a sense of self-efficacy and supporting self-advocacy
- **Symbol use** – addressing social conventions in cross cultural fashion for both the learner and their peers to ensure effective communication exchanges

70

Unique Priorities – Conversational

The Conversational Partner Stage - Emotional Regulation

- **Mutual Regulation-** ensuring the individual sees others as validating of their experiences and providing authentic supports which will in turn facilitate the development of trust and knowing others can be supportive.
- **Self Regulation-** ensuring the individual has a wide range of accessible regulation strategies (e.g., sensory motor, language, and metacognitive) for use in different activities and environments

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SCERTS Assessment

The Conversational Partner Stage

Joint Attention

Why an individual communicates

Symbol Use

How an individual communicates

SCERTS Assessment The Conversational Partner Stage

Mutual Regulation

How we maintain active engagement and cope with the help of others

Self Regulation

How we maintain active engagement and cope on our own

Frequently Used Outcomes and Supports The Conversational Partner Stage

Larger version available in supplemental handouts.

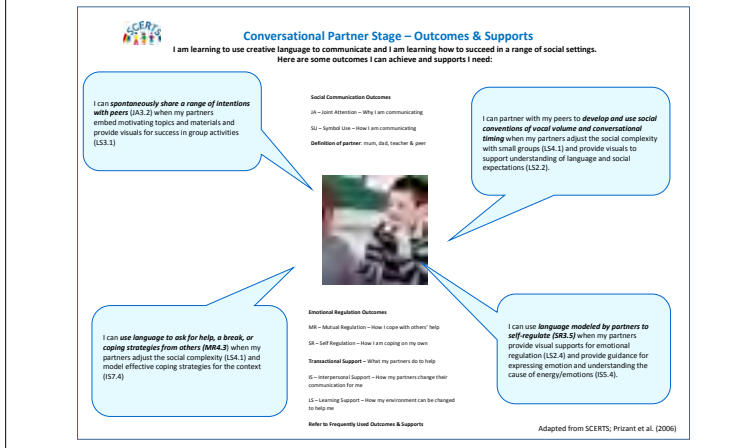
Sample IEP or Intervention Outcome The Conversational Partner Stage

A partnership

I can ***use language modeled by partners to self-regulate (SR3.5)*** when my partners...

...provide visuals for emotional regulation (LS2.1) and provide guidance for understanding the cause of energy shifts and emotions (IS5.4).

Unique Priorities - The Conversational Partner Stage



Template for Writing Outcomes

Goals & Supports for _____
Here are some outcomes I can achieve and supports I need:

I can _____ when my partners _____

I can _____ when my partners _____

I can _____ when my partners _____

I can _____ when my partners _____

Social Communication Outcomes
 (A) – Joint Attention – Why I am communicating
 (U) – Symbol Use – How I am communicating
 Definition of partner: peers, adult, teacher & peer

Emotional Regulation Outcomes
 (MR) – Mutual Regulation – How I cope with others' help
 (SR) – Self Regulation – How I am coping on my own
 Transactional Support – What my partners do to help
 (I) – Interpersonal Support – How my partners change their communication for me
 (LE) – Learning Support – How my environment can be changed to help me
 Refer to Frequently Used Goals & Supports

Photo of Student Here

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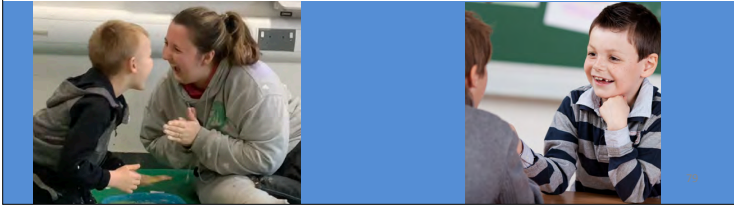
Summary – The Conversational Partner Stage

- For individuals who are at conversational language stages, the critical priority is to ensure that they can advocate for what they need and want to engage
- We accomplish this by continuing to build relationships and imparting cross cultural understanding
- The ability to effectively understand and communicate needs and wants and interests when relevant is key to navigating the world.

SCERTS Day 2 - Implementation

Using SCERTS in Action to embed supports within natural activities

Presented by Emily Rubin



Learning Objectives

After Day 2, you will be able to...

- Mentor others in a manner that enhances SCERTS “buy in,”
- Enhance active engagement within classroom activities,
- Reflect on what’s working and next steps when embedding SCERTS across a school,
- Tailor learning environments to a learner’s development stage within the SCERTS framework,
- Create an educational plan for an individual learner, and
- Be introduced to the SCERTS Assessment as a means of measuring progress over time.

SCERTS Educational Planning Grid

| SCERTS | | | | | Educational Planning Form | |
|----------------------------|--------------------|-----------------------|--|--|---------------------------|--|
| Child's Name: Location: | | | | | Date: | |
| Activity/Time | SC & ES Objectives | Transitional Supports | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |


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A review of key messages from Day 1

Understanding autistic learning differences helps us identify critical priorities for outcomes based upon key neurodevelopmental levels.

1. **The Social Partner Stage** – At the before words stage, our focus is on relationships, spontaneous pre-symbolic communication, and sensory-motor regulation,
2. **Language Partner Stage** - At emerging language stages, a range of words including people's names and verbs and using language for self-advocacy regulation is of the highest priority, and
3. **Conversational Partner Stage** - At conversational stages, a sense of self-efficacy as a communicator and self-advocacy is of the highest priority.

Key resources from Day 1



Determining Communication Stage - Worksheet

Please complete this form to determine which set of items to use when implementing SCERTS. This will ensure that the most critical and developmentally relevant social and communication priorities are addressed.

Social Partner Stage

I am using body language, gestures and facial expressions to communicate.

1. Does the child use ALL of the following?

- (1) Does the child use at least 3 different words or phrases (names, objects, actions, or other words) to request or indicate? (i.e., to refer to specific objects, people, or activities)?
- (2) Does the child use at least 2 words or phrases with communicative intent (i.e., for communicative purposes)?
- (3) Does the child use at least 3 words or phrases regularly (i.e., often and not just on a one-to-one basis)?

Yes Use the Social Partner Stage materials.

Next Use the Language Partner Stage materials.

Language Partner Stage

I am using single words and brief phrases to communicate with people, signs or gestures.

2. Does the child use ALL of the following?

- (1) Does the child use at least 25 different words or phrases (names, objects, actions, or other words) to request or indicate? (i.e., to refer to specific objects, people, or activities)?
- (2) Does the child use at least 100 words or phrases with communicative intent (i.e., for communicative purposes)?
- (3) Does the child use at least 100 words or phrases regularly (i.e., often and not just on a one-to-one basis)?

Yes Use the Language Partner Stage materials.


Next Use the Conversational Partner Stage materials.

Conversational Partner Stage

I am using creative language to communicate and I am beginning how to negotiate in a range of social settings.

3. Does the child use at least 250 different words or phrases (names, objects, actions, or other words) to request or indicate? (i.e., to refer to specific objects, people, or activities)?

Yes Use the Conversational Partner Stage materials.



SCERTS in Action - Frequently Used Goals and Supports

These are the goals and supports that are most frequently used in the SCERTS program.

Social Partner Stage

Goals:

- Establish a relationship with the caregiver.
- Use body language, gestures, and facial expressions to communicate.
- Use single words and brief phrases to communicate with people, signs or gestures.

Supports:

- Use the Social Partner Stage materials.
- Use the Language Partner Stage materials.
- Use the Conversational Partner Stage materials.

Language Partner Stage

Goals:

- Use single words and brief phrases to communicate with people, signs or gestures.
- Use single words and brief phrases to request or indicate.
- Use single words and brief phrases to negotiate in a range of social settings.

Supports:

- Use the Language Partner Stage materials.
- Use the Conversational Partner Stage materials.

Conversational Partner Stage


Goals:

- Use creative language to communicate.
- Use creative language to negotiate in a range of social settings.

Supports:

- Use the Conversational Partner Stage materials.

Key resources from Day 1



Social Partner Stage - Outcomes & Supports


Learning to use language to communicate with people, signs or gestures, and to negotiate in a range of social settings.

Outcomes:

- Establish a relationship with the caregiver.
- Use body language, gestures, and facial expressions to communicate.
- Use single words and brief phrases to communicate with people, signs or gestures.

Supports:

- Use the Social Partner Stage materials.
- Use the Language Partner Stage materials.
- Use the Conversational Partner Stage materials.



Language Partner Stage - Outcomes & Supports


Learning to use language to communicate with people, signs or gestures, and to negotiate in a range of social settings.

Outcomes:

- Use single words and brief phrases to communicate with people, signs or gestures.
- Use single words and brief phrases to request or indicate.
- Use single words and brief phrases to negotiate in a range of social settings.

Supports:

- Use the Language Partner Stage materials.
- Use the Conversational Partner Stage materials.



Conversational Partner Stage - Outcomes & Supports

Learning to use language to communicate with people, signs or gestures, and to negotiate in a range of social settings.

Outcomes:

- Use creative language to communicate.
- Use creative language to negotiate in a range of social settings.

Supports:

- Use the Conversational Partner Stage materials.

The SCERTS Model - Overview



The presence of positive, supportive and trustworthy relationships is the foundation of an effective educational program

Why do we address Social Communication?



Photo courtesy of: www.phoenix.towerhamlets.sch.uk

Being captivated by the social world is the foundation for learning.

Why do we address Emotional Regulation?



Photo courtesy of: www.phoenix.towerhamlets.sch.uk

We learn how to cope and make ourselves available for learning and interacting from people we observe and trust.

Why do we address Transactional Support?



When we modify our interactive style and modify the environment, we can help our learners feel safe and motivated to engage.

We create “desirable” and “predictable” environments.

SC + ER + TS = Active Engagement



SCERTS as an Evidence-Based Framework

- Randomized trials have provided evidence that SCERTS can be implemented with fidelity in a range of natural settings and yields increased active engagement.
- Active engagement, which is a result of a learner’s social and emotional competence in a given setting, provides the conditions for learning needed for cognitive, literacy, and academic success.

Sharing SCERTS with others...
Where Do We Start?

How do we actively engage one another?



I feel confident where not to start....

Traditional expert mentorship



Sharing SCERTS with others...
Where Do We Start?


We active engage one another using appreciative inquiry.....

What we see that appears to be working....



Sharing SCERTS with others...
Where Do We Start?

SCERTS in Action - Observation & Action Planning Form

**SCERTS in Action**

Observation & Action Planning Form

Location: _____
Mentor(s): _____

Date: _____
Mentor / Observers: _____


Describe how the child / children are **engaging** in the environment (e.g., how the child or children communicate, soothe, cope, and engage with the environment).

| | Do you think the learners know... | What supports are working? How have partners effectively supported the learners? | What are some next steps? Action Plan |
|-----------------------------|---|---|--|
| Social Communication | <ul style="list-style-type: none">Why they have to do something? (the desirability of the task); hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humorWhen to take part (when to initiate)? the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).How to communicate (what to do)? visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations. | | |
| Emotional Regulation | <ul style="list-style-type: none">What is happening next? (the sequence of activities); objects of reference, activity handouts, photo/picture schedules, written day-plannerWhat the steps are within the activity? Materials laid in sequence, count-down strips, visual timers, and written help-leavesThat others are responsive and a source of emotional support? Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.How to soothe or engage by themselves? (how to regulate their emotions); access to sensory supports, visual choices of coping strategies | | |

Content adapted for internal use only from Pisoni et al. (2016). [The SCERTS Model: Volume 1 Assessment & Volume 2 Program Planning and Intervention](#). Baltimore, MD: Brookes Publishing Co. Do not distribute without permission.

What might some next steps be?

Where do you see opportunities to enhance engagement?

**SCERTS in Action**

Observation & Action Planning Form

Location: _____
Mentor(s): _____

Date: _____
Mentor / Observers: _____


Describe how the child / children are **engaging** in the environment (e.g., how the child or children communicate, soothe, cope, and engage with the environment).

| | Do you think the learners know... | What supports are working? How have partners effectively supported the learners? | What are some next steps? Action Plan |
|-----------------------------|---|---|--|
| Social Communication | <ul style="list-style-type: none">Why they have to do something? (the desirability of the task); hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humorWhen to take part (when to initiate)? the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).How to communicate (what to do)? visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations. | | |
| Emotional Regulation | <ul style="list-style-type: none">What is happening next? (the sequence of activities); objects of reference, activity handouts, photo/picture schedules, written day-plannerWhat the steps are within the activity? Materials laid in sequence, count-down strips, visual timers, and written help-leavesThat others are responsive and a source of emotional support? Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.How to soothe or engage by themselves? (how to regulate their emotions); access to sensory supports, visual choices of coping strategies | | |

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What might some next steps be?

Do you have a sense of where you may go or would you like to collaborate?

**SCERTS in Action**

Observation & Action Planning Form

Location: _____
Mentor(s): _____

Date: _____
Mentor / Observers: _____

Describe how the child / children are **engaging** in the environment (e.g., how the child or children communicate, soothe, cope, and engage with the environment).

| | Do you think the learners know... | What supports are working? How have partners effectively supported the learners? | What are some next steps? Action Plan |
|-----------------------------|---|---|--|
| Social Communication | <ul style="list-style-type: none">Why they have to do something? (the desirability of the task); hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humorWhen to take part (when to initiate)? the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).How to communicate (what to do)? visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations. | | |
| Emotional Regulation | <ul style="list-style-type: none">What is happening next? (the sequence of activities); objects of reference, activity handouts, photo/picture schedules, written day-plannerWhat the steps are within the activity? Materials laid in sequence, count-down strips, visual timers, and written help-leavesThat others are responsive and a source of emotional support? Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.How to soothe or engage by themselves? (how to regulate their emotions); access to sensory supports, visual choices of coping strategies | | |

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What might some next steps be?

| SCERTS in Action | | Observation & Action Planning Form | |
|---|---|--|---|
| Location: 1st Grade Math Example | | Date: Sample | |
| Mentee(s): Sample | | Mentor / Observer(s): Sample | |
| Describe how the child / children are engaging in the environment (e.g., how the child or children communicates, soothe, cope, and engage with the environment). | | | |
| 1st-3rd grade students are given a turn-taking activity using communication cards. They are asked to take turns rolling the dice, counting coins, and requesting information from their peers and teachers. | | | |
| Do you think the learners know... | | What supports are working? How have partners effectively supported the learners? | What are some next steps? Action Plan |
| Why they have to do something? (the desirability of the task; hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor) | When to take part (when to initiate)? the activity includes opportunities for participation, response partners, a range of communication functions (e.g., requesting, commenting, and asking questions). | How to communicate (what to do)? visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations. | Embedding a turn-n-talk during group instructions, Visuals for learning target for peer groups (trading up coins), Visuals for turn-taking roles |
| What is happening next? (the sequence of activities): objects of reference, activity baskets, photos/picture schedules, written displayboard | What the steps are within the activity? Materials laid in sequence, count-down strips, visual timers, and written help sheets | That others are responsive and a source of emotional support? Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage. | Teacher modeled steps of the task using real-life materials, Peers provided role models, Teacher was at the student's level on the floor, used a positive tone of voice, and was responsive to student share outs, Learners had freedom to move about as needed to self-soothe or engage. |
| How to soothe or engage by themselves? (how to regulate their emotions); access to sensory supports, visual choices of coping strategies | | | |

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Sharing SCERTS across the day within a classroom or across a school Where Do We Start?

Getting Started - Class/Schoolwide Reflection To Do List

1. SCERTS reflective practice walkthroughs
2. Whole group overview of SCERTS and share out of what is already “working”
3. Determining “next steps” in our programs when designing a learning environments consistent with SCERTS

Page 1

Sharing SCERTS across the day within a classroom or across a school Where Do We Start?

Whole School / Setting - Reflective Practice Form

| SCERTS in Action - Reflective Practice Form Transactional Support Implementation | | Date Completed: _____ Next Meeting: _____ |
|---|---------------------------|--|
| Things we should achieve | How we are achieving this | Action Points |
| For our responses to our students by: - following their focus of attention; - allowing to their attention and goals; - recognizing & responding to signals of communication; - supporting behaviors, language & cognitive regulation strategies; - recognizing signs of dysregulation & offer support; - offering to help them communicate as needed. | | |
| For our fostering our students' attention by: - offering choices nonverbally or verbally; - waiting for and acknowledging initiation; - providing a balance between initiated and requested goals. | | |
| For our improving our students' emotional by: - allowing the student to take breaks to move about as needed; - providing time for the individualize appropriate activities at own pace; - integrating available behaviors as communicative and/or regulatory; - honoring protests, rejections, or refusals when appropriate. | | |

Piment et al., 2004

Sharing SCERTS across the day within a classroom or across a school
Where Do We Start?

Whole School / Setting - Reflective Practice Form

| SCERTS | | Date Completed _____ | Next Meeting _____ |
|--------|---|----------------------|--------------------|
| 101 | We set the stage for engaging our students by... - securing a student's attention prior to communicating, - using appropriate proximity and nonverbal behavior to encourage interaction. | | |
| 102 | We provide developmental supports by... - providing guidance for success in interacting with peers, - attempting to repair breakdowns in communication, - providing guidance on expressing emotions and understanding the cause of emotion, - interpreting others' feelings and opinions. | | |
| 103 | We adjust language used by... - using nonverbal cues to support understanding, - adjusting complexity of language input to developmental level, - adjusting complexity of language input to actual level. | | |
| 104 | We monitor and respond to behavior by viewing students... - appropriate nonverbal communication and emotional expressions, - a range of communicative functions, - appropriate behavior when individual using inappropriate behavior, - the use of self-talk. | | |

Sharing SCERTS across the day within a classroom or across a school
Where Do We Start?

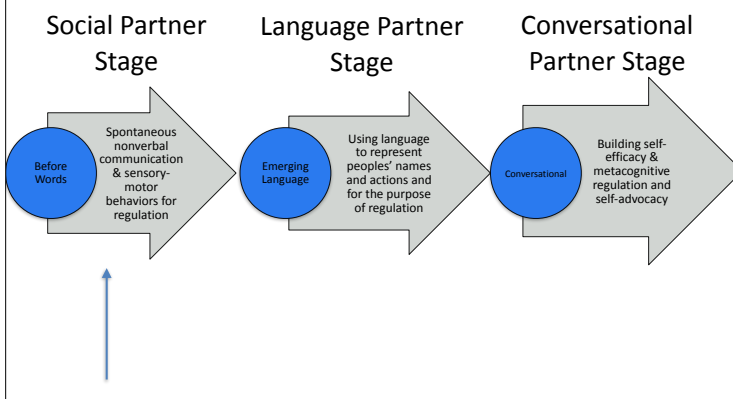
Whole School / Setting - Reflective Practice Form

| SCERTS | | Date Completed _____ | Next Meeting _____ |
|--------|---|----------------------|--------------------|
| 111 | We provide clear structure in our activities by... - defining a clear beginning and ending to activities, - providing a predictable sequence to activity, - offering repeated learning opportunities. | | |
| 112 | We use augmentative communication support by using visual or written support to enhance... - communication and expressive language (subject/verb through containers, subject + verb templates, written ideas for conversation), - understanding of language and social behavior, - emotional expression and regulation. | | |
| 113 | We use visual and organizational support by using support to... - define steps within a task, - enhance smooth transitions between activities, - enhance active involvement in group activities. | | |
| 114 | We modify the goals, activities, and learning environment by... - adjusting the social complexity as needed, - adjusting task difficulty, - modifying the sensory properties of the environment, - providing initiation, - infusing motivating & meaningful materials alternating between movement and sedentary activities. | | |

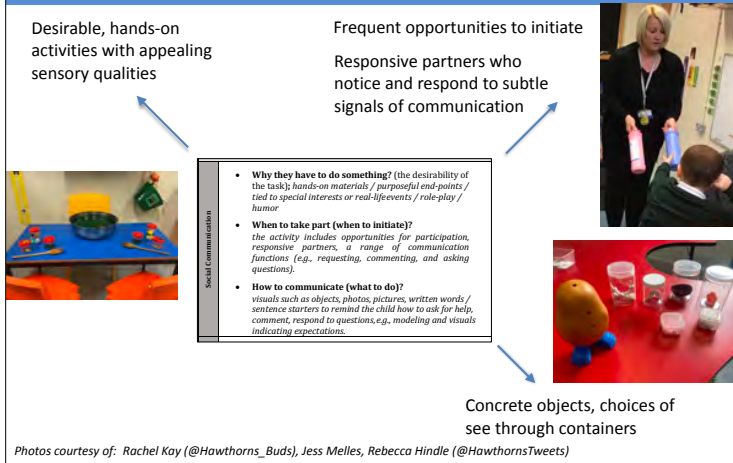
Prizant et al., 2006

SCERTS in Action - Designing learning environments
tailored to developmental stage

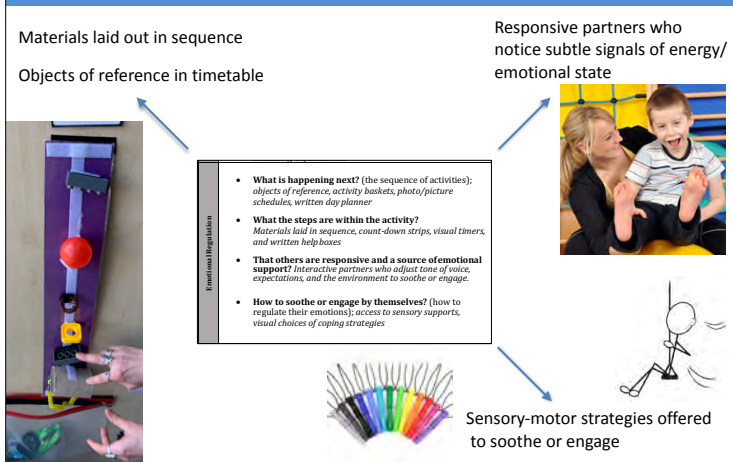
Remember that developmental stages are our starting point



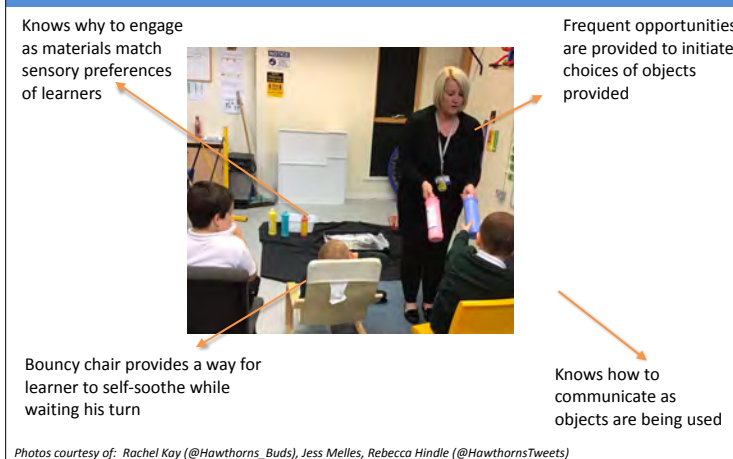
What do Transactional Supports look like at the Social Partner Stage - Social Communication?



What do Transactional Supports look like at the Social Partner Stage - Emotional Regulation?

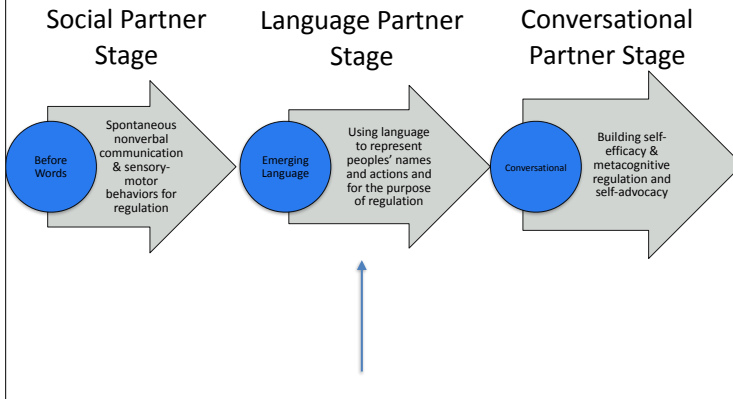


SCERTS in Action - Observation & Action Planning Form Social Partner Stage



SCERTS in Action - Designing learning environments tailored to developmental stage

Remember that developmental stages are our starting point



What do Transactional Supports look like at the Language Partner Stage - Social Communication?

Desirable, hands-on activities, embedding interests of the learner

Good job Ms. Kay!

Frequent opportunities to initiate a range of communication functions

Partners who model a range of word combinations and functions

Visuals reminding learners to use people's names, verbs, and nouns

Photos courtesy of: Rachel Kay (@Hawthorns_Buds), Jess Melles, Rebecca Hindle (@HawthornsTweets)

- Why they have to do something?** (the desirability of the task); hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor
- When to take part (when to initiate)?** the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).
- How to communicate (what to do)?** visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.

What do Transactional Supports look like at the Language Partner Stage - Emotional Regulation?

Visual timetables

Responsive partners who notice subtle signals of energy/emotional state

Language-based strategies offered to soothe or engage

<https://autismlevelup.com>

- What is happening next?** (the sequence of activities); objects of reference, activity baskets, photo/picture schedules, written day planner
- What the steps are within the activity?** Materials laid in sequence, count-down strips, visual timers, and written help-hoos.
- That others are responsive and a source of emotional support?** Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.
- How to soothe or engage by themselves?** (how to regulate their emotions); access to sensory supports, visual choices of coping strategies

SCERTS in Action - Observation & Action Planning Form

Language Partner Stage

Altogether...

Knows when to take part
Open comments, body language, gestural

Knows why they should
Activity is infused with motivating materials and characters of interest

Knows the steps of the task
In task schedule provided

Knows what's next
Last step of the in task schedule says 'check timetable'

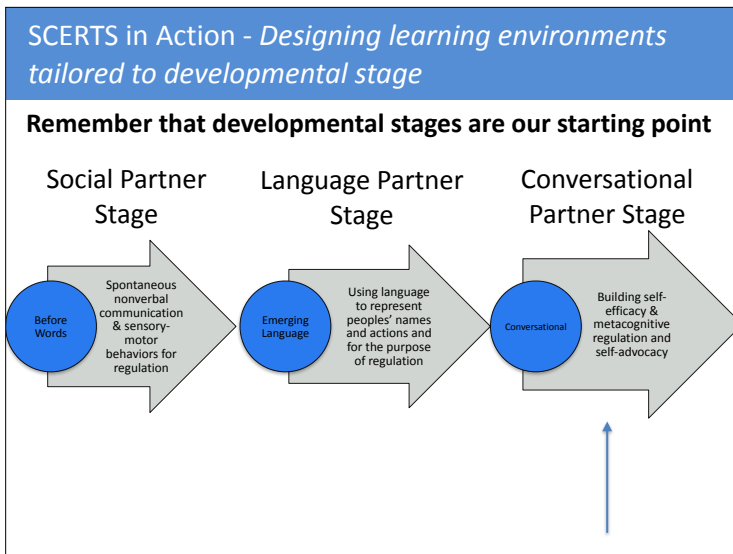
Knows others are responsive and source of support
Verb 'open' available, lead adult is responsive, supporting adult provides comfort

What to say?
Differentiated communication boards

Knows what to do
Adult has modelled the activity and the language

How to soothe by self
Availability of chewlry

Photos courtesy of: Rachel Kay (@Hawthorns_Buds), Jess Melles, Rebecca Hindle (@HawthornsTweets)



What do Transactional Supports look like at the Conversational Partner Stage - Social Communication?

Embedding interests of the learner & connecting lessons to real life application

Frequent opportunities to initiate with peers

Learning about earthquakes with a hands-on lab

Social Communication

- Why they have to do something?** (the desirability of the task); hands-on materials / purposeful end-points / humor
- When to take part (when to initiate)?** the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).
- How to communicate (what to do)?** visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.

Visuals reminding when to talk, vocal volume, & what to talk about

What do Transactional Supports look like at the Conversational Partner Stage - Emotional Regulation?

Written timetables & help boxes



- **What is happening next?** (the sequence of activities); objects of reference, activity baskets, photos/picture schedules, written day planner
- **What the steps are within the activity?** Materials laid in sequence, count-down strips, visual timers, and written help boxes
- **That others are responsive and a source of emotional support?** Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.
- **How to soothe or engage by themselves?** (how to regulate their emotions); access to sensory supports, visual choices of coping strategies



Responsive partners who notice subtle signals of energy/emotional state

| | Baseline | Target | Score |
|-------------|----------|--------|-------|
| Activity 1 | 1.5 | 2.5 | 1.5 |
| Activity 2 | 1.5 | 2.5 | 1.5 |
| Activity 3 | 1.5 | 2.5 | 1.5 |
| Activity 4 | 1.5 | 2.5 | 1.5 |
| Activity 5 | 1.5 | 2.5 | 1.5 |
| Activity 6 | 1.5 | 2.5 | 1.5 |
| Activity 7 | 1.5 | 2.5 | 1.5 |
| Activity 8 | 1.5 | 2.5 | 1.5 |
| Activity 9 | 1.5 | 2.5 | 1.5 |
| Activity 10 | 1.5 | 2.5 | 1.5 |
| Activity 11 | 1.5 | 2.5 | 1.5 |
| Activity 12 | 1.5 | 2.5 | 1.5 |
| Activity 13 | 1.5 | 2.5 | 1.5 |
| Activity 14 | 1.5 | 2.5 | 1.5 |
| Activity 15 | 1.5 | 2.5 | 1.5 |
| Activity 16 | 1.5 | 2.5 | 1.5 |
| Activity 17 | 1.5 | 2.5 | 1.5 |
| Activity 18 | 1.5 | 2.5 | 1.5 |
| Activity 19 | 1.5 | 2.5 | 1.5 |
| Activity 20 | 1.5 | 2.5 | 1.5 |

Metacognitive strategies, planning ahead, and self-advocating

What do Transactional Supports look like at the Conversational Partner Stage

Altogether...

Knows the steps of the task
In task schedule provided

Knows why they should
Crime scene investigation, thinking caps made in DT, hands on materials (lego)



Knows when to take part
Open activity to be completed at their pace,



How to soothe by self
Emotion strategy key

Knows what's next
Last step of the in task schedule says 'free time'

What to say?
Question prompts on the group board.

Knows what to do
Instructions within help box

Knows others are responsive and source of support
Adults available during activity

Photos courtesy of: Rachel Kay (@Hawthorns_Buds), Jess Melles, Rebecca Hindle (@HawthornsTweets)

Getting started with SCERTS for individual learners Where Do We Start?

Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed


Sharing SCERTS for individual learners

Where Do We Start?

Tools Needed

1. SCERTS - Worksheet for Determining Stage
2. SCERTS in Action - Observation & Action Planning Form
3. SCERTS Assessment Forms or SCERTS in Action Forms
4. SCERTS in Action - Frequently Used Outcomes & Supports
5. SCERTS - Educational Planning Grid

Determining Communication Stage - Worksheet

| | |
|--|----------|
|  | |
| <h3 style="text-align: center;">Determining Communication Stage - Worksheet</h3> | |
| <p>Please complete this form to determine which of 7 forms to use after implementing SCERTS. This will ensure that the child critical and developmental relevant social and emotional proficiencies are addressed.</p> | |
| <p>Section: Social Stage</p> | |
| <p>1. Using the single words, gestures, and facial expressions to communicate.</p> | |
| <p>a. Does the child use ALL of the following?</p> | ✓ |
| <p>(a) Does the child use at least 4 different words or phrases (written, signed, pointing, or other) to express specific intentions? (i.e., to refer to specific objects, people, or activities?)</p> | |
| <p>(b) Does the child use at least 5 different words or phrases (written, signed, pointing, or other) to communicate something that is not a person or place? (i.e., to communicate something that is not a person or place for a person?)</p> | |
| <p>(c) Does the child use at least 5 words to interact regularly (i.e., often and not just at a new situation)?</p> | |
| <p>Yes: Use the Language Partner Stage materials below.</p> | |
| <p>Language Partner Stage</p> | |
| <p>1. Using single words and brief phrases to communicate with someone, signs or gestures.</p> | |
| <p>a. Does the child use ALL of the following?</p> | ✓ |
| <p>(a) Does the child use at least 100 different words or phrases (written, signed, pointing, or other) to express specific intentions or preferences? (i.e., to refer to specific objects, people, or activities?)</p> | |
| <p>(b) Does the child use at least 100 words or phrases with communication intent (i.e., to communicate something that is not a person or place for a person or place for a person?)</p> | |
| <p>(c) Does the child use at least 100 words to interact regularly (i.e., often and not just at a new situation)?</p> | |
| <p>(d) Does the child use at least 20 different combinations of words or phrases with a person's name and words that are positive (i.e., not just used instead of phrases?)</p> | |
| <p>Yes: Use the Language Partner Stage materials.</p> | |
| <p>Yes: Use the Conversational Partner Stage materials.</p> | |
| <p>Section: Conversational Partner Stage</p> | |
| <p>1. Using the conversational Partner Stage materials</p> | |
| <p>1. Using the conversational Partner Stage materials</p> | |

SCERTS in Action - Observation & Action Planning Form

| SCERTS in Action | | Observation & Action Planning Form | |
|---|---|--|---|
| Location: Metre(s): Describe how the child / children are engaging in the environment (e.g., how the child or children communicate, soothe, cope, and engage with the environment) | | Date: Mentor / Observers: | |
| Do you think the learners know ... | | What supports are working? How have partners effectively supported the learners? | What are some next steps? Action Plan |
| Social-Communication | Why they have to do something? (the desirability of the task), <i>hands-on materials / person(s) and points / lead to special interests or non-lit events / fun play / humor</i> | | |
| | When to take part (when to initiate)? <i>the activity includes opportunities for participation, responsive partner(s), a range of communication functions (e.g., requesting, commenting, and asking questions).</i> | | |
| | How to communicate (what to do)? <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, request its questions, etc., modeling and visuals indicating expectations.</i> | | |
| | What is happening next? (the sequence of activities); <i>objects of reference, activity bookslets, photo picture schedules, written play diagram</i> | | |
| | What the steps are within the activity? <i>Materials laid in sequence, count-down steps, visual timeline, and written helpbooks</i> | | |
| Emotional Regulation | That others are responsive and a source of emotional support? <i>Interact with partner(s) who adjust tone of voice, expectations, and the environment to soothe or engage.</i> | | |
| | How to soothe or engage by themselves? (How to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies.</i> | | |

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SCERTS Assessment Forms Full Assessment or SCERTS in Action

SCERTS Assessment Form: Full Assessment or SCERTS in Action

This form is a comprehensive checklist for assessing a child's skills across various domains. It includes sections for:

- Communication:** Includes items like "I can communicate for many reasons" and "I can communicate in many ways".
- Relationships:** Includes items like "I can cope with the help of others" and "I can cope on my own".
- Learning:** Includes items like "I can learn from the help of others" and "I can learn on my own".

The form is designed to be used by educators and parents to track a child's progress over time.

SCERTS in Action: Assessment

This form is used to record data for specific SCERTS outcomes. It includes columns for:

- Outcome:** The specific skill or behavior being assessed.
- Frequency:** How often the skill is observed.
- Language Partner Stage:** The stage of language development.

The form is designed to be used by educators and parents to track a child's progress over time.

SCERTS Assessment Forms Full Assessment or SCERTS in Action

SCERTS in Action: Assessment

This form is used to record data for specific SCERTS outcomes. It includes columns for:

- Outcome:** The specific skill or behavior being assessed.
- Frequency:** How often the skill is observed.
- Language Partner Stage:** The stage of language development.

The form is designed to be used by educators and parents to track a child's progress over time.

SCERTS in Action - Frequently Used Outcomes & Supports

SCERTS in Action - Frequently Used Outcomes & Supports

This document provides a list of frequently used outcomes and supports for SCERTS in Action. It includes sections for:

- Communication:** Includes outcomes like "I can communicate for many reasons" and "I can communicate in many ways".
- Relationships:** Includes outcomes like "I can cope with the help of others" and "I can cope on my own".
- Learning:** Includes outcomes like "I can learn from the help of others" and "I can learn on my own".

The document is designed to be used by educators and parents to track a child's progress over time.

SCERTS in Action - Frequently Used Outcomes & Supports

Social Partner Stage – Outcomes & Supports
I am learning to use simple language to interact with others in a range of natural settings.
How to learn: Respond to others' communication attempts.

Language Partner Stage – Outcomes & Supports
I am learning to use simple language to interact with others in a range of natural settings.
How to learn: Respond to others' communication attempts.

Conversational Partner Stage – Outcomes & Supports
I am learning to use simple language to interact with others in a range of natural settings.
How to learn: Respond to others' communication attempts.

SCERTS Educational Planning Grid

SCERTS Educational Planning Grid

Child's Name: _____ Date: _____

Location: _____

| Activity/Time | SC & ER Objectives | Transactional Supports |
|---------------|--------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

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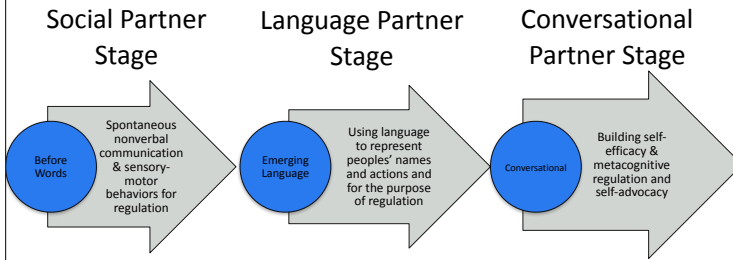
Sharing SCERTS for individual learners Where Do We Start?

Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

SCERTS in Action - Individual Learners

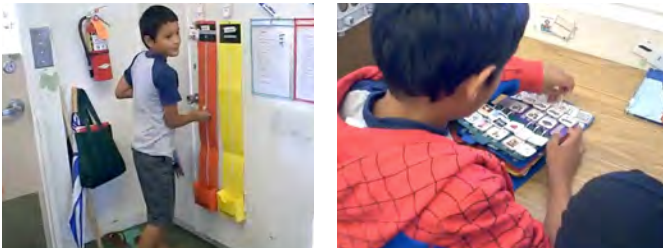
Remember that developmental stages are our starting point



Determining Communication Stage - Worksheet

Let's Practice

Meet Nahui



Determining Communication Stage - Worksheet

SCERTS
Determining Communication Stage Worksheet

Please complete this form to determine which set of forms to use when implementing SCERTS. This will ensure that the most critical and developmentally relevant social and emotional priorities are addressed.

Social-Emotional Stage
I am using basic language, gestures and facial expressions to communicate.

1. Does the child use ALL of the following? ☒

(1) Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic systems) referentially (i.e., to refer to specific objects, people, or activities)?

(2) Does the child use at least 4 words or phrases with communicative intent (i.e., to spontaneously communicate their needs or phrases with gestures or gaze for a communicative purpose)?

(3) Does the child use at least 5 words or phrases regularly (i.e., often and not just on a new occasion)?

Yes: Use the Social-Emotional Stage materials.
Next: Go to Language Partner Stage questions below.

Language Partner Stage
I am using single words and brief phrases to communicate with speech, signs or pictures.

2. Does the child use ALL of the following? ☒

(4) Does the child use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic systems) referentially (i.e., to refer to specific objects, people, or activities)?

(5) Does the child use at least 100 words or phrases with communicative intent (i.e., to spontaneously communicate their needs or phrases with gestures or gaze for a communicative purpose)?

(6) Does the child use at least 100 words or phrases regularly (i.e., often and not just on a new occasion)?

(7) Does the child use at least 25 different combinations of words or sentences with a person's name and verbs that are creative (i.e., not just word combinations of phrases)?

Yes: Use the Language Partner Stage materials.
Next: Use the Conversational Partner Stage materials.

Conversational Partner Stage
I am using creative language to communicate and I am beginning how to succeed in a range of social settings.

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Sharing SCERTS for individual learners

Where Do We Start?

Getting Started - To Do List

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What do Transactional Supports look like at the Language Partner Stage - Social Communication?

Desirable, hands-on activities,
embedding interests of the learner

Frequent opportunities to initiate a
range of communication functions

Partners who model a range of
word combinations and functions

Good job
Ms. Kay!



- **Why they have to do something?** (the desirability of the task; hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor)
- **When to take part (when to initiate)?** the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).
- **How to communicate (what to do)?** visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.



Visuals reminding learners to use
people's names, verbs, and nouns

Photos courtesy of: Rachel Kay (@Hawthorns_Buds), Jess Melles, Rebecca Hindle (@HawthornsTweets)

What do Transactional Supports look like at the Language Partner Stage - Emotional Regulation?

Visual timetables



Responsive partners who
notice subtle signals of energy/
emotional state



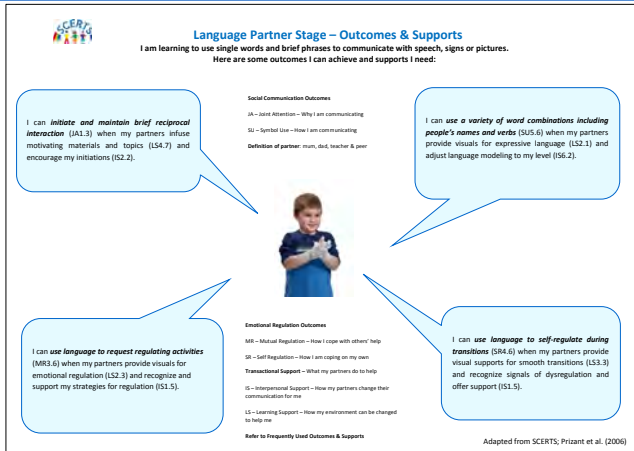
- **What is happening next?** (the sequence of activities); objects of reference, activity baskets, photo/picture schedules, written day planner
- **What the steps are within the activity?** Materials laid in sequence, count-down strips, visual timers, and written help-houses
- **That others are responsive and a source of emotional support?** Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.
- **How to soothe or engage by themselves?** (how to regulate their emotions); access to sensory supports, visual choices of coping strategies



<https://autismlevelup.com>

Language-based strategies offered
to soothe or engage

What do Transactional Supports look like at the Language Partner Stage



Sharing SCERTS for individual learners Where Do We Start?

Getting Started - To Do List

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2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
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5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

Observing the learner in a range of natural activities

Gather information about the learners' SC and ER and, more importantly, the TS embedded across natural activities of his/her day.




As you observe an activity, record 2 or 3 supports that you notice appears to be working for SC and ER.

[illegible]

No cheating...next steps are generated in a future team conversation.

Use the SCERTS Observation & Action Planning Form

|  SCERTS in Action | | Observation & Action Planning Form | |
|---|---|---|--|
| Location: | Date: | Observer: | |
| Name of the child being observed: _____ Address: _____ Phone: _____ | | | |
| SCERTS Social Skills Communication Emotional Regulation | SCERTS Social Skills Communication Emotional Regulation | What concepts are we working on? (List the particular SCERTS skill(s) being targeted) | What are some next steps? (Describe) |
| Do you think the learner knows... | | | |
| <ul style="list-style-type: none"> Why they have to do something? (the desirability of, or the need for, something) (e.g., we need to respect ourselves or read frequently) / role-play / story When to take part (when is initiated)? (the activity starts, someone's expectation for participation, something is required) (e.g., when the teacher says, when the parent says) How to communicate (what to do)? (social rules, an object, place, person, or someone's reaction to make the child have to do or help, someone's request to participate) (e.g., meeting the teacher's request) What is happening next? (the sequence of activities), steps or reference, verbal, facial, physical, behavior, reference, or person What to expect when within the activity? (something that is required, some error, error, error, error) What others are responsible and a social environment? (expectations for someone else's behavior, the environment and the social or group) How to react or engage in the activity? (expectations for someone else's behavior, the environment and the social or group) | | (This area contains a list of SCERTS skills. A red arrow points from the 'What concepts are we working on?' section to the 'When to take part' item.) | |

Content adapted from *Observing and analyzing social skills* by Patricia A. Miller, © 2008. All rights reserved. Adapted with permission of the publisher, Guilford Press.

What TS did you notice was working for SC?

What TS did you notice was working for ER?

Sharing SCERTS for individual learners

Where Do We Start?

Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
- ~~4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).~~
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

The SCERTS Assessment Process



SCERTS
Assessment Process

SCERTS Assessment Process (SAP) - Sample Form

Child Name: _____

DATE: _____

ASSESSOR: _____

ADDITIONAL INFORMATION

| | | |
|-------|--|--|
| AD1 | Engages in reciprocal interaction (SAP 1) | |
| AD2 | Engages in extended reciprocal interaction (SAP 2) | |
| AD3 | Engages in reciprocal interaction (SAP 3) | |
| AD4 | Engages in reciprocal interaction (SAP 4) | |
| AD5 | Engages in reciprocal interaction (SAP 5) | |
| AD6 | Engages in reciprocal interaction (SAP 6) | |
| AD7 | Engages in reciprocal interaction (SAP 7) | |
| AD8 | Engages in reciprocal interaction (SAP 8) | |
| AD9 | Engages in reciprocal interaction (SAP 9) | |
| AD10 | Engages in reciprocal interaction (SAP 10) | |
| AD11 | Engages in reciprocal interaction (SAP 11) | |
| AD12 | Engages in reciprocal interaction (SAP 12) | |
| AD13 | Engages in reciprocal interaction (SAP 13) | |
| AD14 | Engages in reciprocal interaction (SAP 14) | |
| AD15 | Engages in reciprocal interaction (SAP 15) | |
| AD16 | Engages in reciprocal interaction (SAP 16) | |
| AD17 | Engages in reciprocal interaction (SAP 17) | |
| AD18 | Engages in reciprocal interaction (SAP 18) | |
| AD19 | Engages in reciprocal interaction (SAP 19) | |
| AD20 | Engages in reciprocal interaction (SAP 20) | |
| AD21 | Engages in reciprocal interaction (SAP 21) | |
| AD22 | Engages in reciprocal interaction (SAP 22) | |
| AD23 | Engages in reciprocal interaction (SAP 23) | |
| AD24 | Engages in reciprocal interaction (SAP 24) | |
| AD25 | Engages in reciprocal interaction (SAP 25) | |
| AD26 | Engages in reciprocal interaction (SAP 26) | |
| AD27 | Engages in reciprocal interaction (SAP 27) | |
| AD28 | Engages in reciprocal interaction (SAP 28) | |
| AD29 | Engages in reciprocal interaction (SAP 29) | |
| AD30 | Engages in reciprocal interaction (SAP 30) | |
| AD31 | Engages in reciprocal interaction (SAP 31) | |
| AD32 | Engages in reciprocal interaction (SAP 32) | |
| AD33 | Engages in reciprocal interaction (SAP 33) | |
| AD34 | Engages in reciprocal interaction (SAP 34) | |
| AD35 | Engages in reciprocal interaction (SAP 35) | |
| AD36 | Engages in reciprocal interaction (SAP 36) | |
| AD37 | Engages in reciprocal interaction (SAP 37) | |
| AD38 | Engages in reciprocal interaction (SAP 38) | |
| AD39 | Engages in reciprocal interaction (SAP 39) | |
| AD40 | Engages in reciprocal interaction (SAP 40) | |
| AD41 | Engages in reciprocal interaction (SAP 41) | |
| AD42 | Engages in reciprocal interaction (SAP 42) | |
| AD43 | Engages in reciprocal interaction (SAP 43) | |
| AD44 | Engages in reciprocal interaction (SAP 44) | |
| AD45 | Engages in reciprocal interaction (SAP 45) | |
| AD46 | Engages in reciprocal interaction (SAP 46) | |
| AD47 | Engages in reciprocal interaction (SAP 47) | |
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| AD58 | Engages in reciprocal interaction (SAP 58) | |
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| AD66 | Engages in reciprocal interaction (SAP 66) | |
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| AD68 | Engages in reciprocal interaction (SAP 68) | |
| AD69 | Engages in reciprocal interaction (SAP 69) | |
| AD70 | Engages in reciprocal interaction (SAP 70) | |
| AD71 | Engages in reciprocal interaction (SAP 71) | |
| AD72 | Engages in reciprocal interaction (SAP 72) | |
| AD73 | Engages in reciprocal interaction (SAP 73) | |
| AD74 | Engages in reciprocal interaction (SAP 74) | |
| AD75 | Engages in reciprocal interaction (SAP 75) | |
| AD76 | Engages in reciprocal interaction (SAP 76) | |
| AD77 | Engages in reciprocal interaction (SAP 77) | |
| AD78 | Engages in reciprocal interaction (SAP 78) | |
| AD79 | Engages in reciprocal interaction (SAP 79) | |
| AD80 | Engages in reciprocal interaction (SAP 80) | |
| AD81 | Engages in reciprocal interaction (SAP 81) | |
| AD82 | Engages in reciprocal interaction (SAP 82) | |
| AD83 | Engages in reciprocal interaction (SAP 83) | |
| AD84 | Engages in reciprocal interaction (SAP 84) | |
| AD85 | Engages in reciprocal interaction (SAP 85) | |
| AD86 | Engages in reciprocal interaction (SAP 86) | |
| AD87 | Engages in reciprocal interaction (SAP 87) | |
| AD88 | Engages in reciprocal interaction (SAP 88) | |
| AD89 | Engages in reciprocal interaction (SAP 89) | |
| AD90 | Engages in reciprocal interaction (SAP 90) | |
| AD91 | Engages in reciprocal interaction (SAP 91) | |
| AD92 | Engages in reciprocal interaction (SAP 92) | |
| AD93 | Engages in reciprocal interaction (SAP 93) | |
| AD94 | Engages in reciprocal interaction (SAP 94) | |
| AD95 | Engages in reciprocal interaction (SAP 95) | |
| AD96 | Engages in reciprocal interaction (SAP 96) | |
| AD97 | Engages in reciprocal interaction (SAP 97) | |
| AD98 | Engages in reciprocal interaction (SAP 98) | |
| AD99 | Engages in reciprocal interaction (SAP 99) | |
| AD100 | Engages in reciprocal interaction (SAP 100) | |

SCERTS Assessment Process (SAP) - Sample Form

The SCERTS Assessment Process

The SCERTS[®] Assessment Process (SAP) is a curriculum-based assessment designed to:

- pinpoint educational goals to support a child's social and communicative competence
- identify essential transactional supports for supporting a child's progress and success
- embed goals within natural routines through activity planning
- provide a mechanism for measuring outcome in meaningful and functional contexts (ongoing data collection).
- Develop family support plans and plans to support service providers.

The SCERTS Assessment Process

Volume 1, Ch. 7 provides guidelines for 10 steps of running a full SCERTS Assessment

1. Determine a child's developmental stage
2. Gathering information from familiar carers and family members
3. Planning a careful observation in natural settings
4. Scoring the full SCERTS Assessment
5. Behavioral sampling (no longer considered essential)
6. Summarizing the data
7. Determining outcomes for the learner and his/her interaction partners
8. Outside assessment information
9. Educational planning
10. Ongoing data/monitoring

Using a SCERTS in Action Assessment

Page 36 - 38

| SCERTS in Action | | Assessment | | Language Partner Stage | |
|---|--|--------------------|------|------------------------|------|
| Child's name | | Date of birth | | Language Partner Stage | |
| Scoring Criteria | | Date | | Date | |
| 3 = Consistently across two partners and two contexts | | 2 = Intermittently | | 1 = Not yet observed | |
| (DA) | I can communicate for many reasons | Date | Date | Date | Date |
| JAL.3 | Initiate and maintain extended interactions Initiate: The child spontaneously initiates and keeps interactions going for at least 4 consecutive exchanges by the child and partner. An exchange consists of a turn from the child and a turn from the partner. Maintain: The child continues to initiate an action or an event (e.g., looking at a partner and saying "jump" when the ball hits pop, using a phrase to comment about an action, e.g., "Bubble popped"). | | | | |
| JAL.2 | Maintain an action or event Initiate: The child communicates to get a partner to initiate an action or an event (e.g., looking at a partner and saying "jump" when the ball hits pop, using a phrase to comment about an action, e.g., "Bubble popped"). | | | | |
| (SIU) | I can communicate in many ways | Date | Date | Date | Date |
| SIU.5 | Use a variety of words including actions, personal social, modifiers, and who words Initiate: The child uses at least 2 of each of the following word types: actions (e.g., open, swing, go, sing), personal social (e.g., hi, bye, thank you), modifiers (e.g., on, off), and who words (e.g., "where's daddy?"). | | | | |
| SIU.5 | Use a variety of word combinations including people's names and verbs Initiate: The child spontaneously uses at least 20 different word combinations with at least 3 examples of each of the following: modifier + object (e.g., blue truck), negative + object (e.g., no milk), and agent + action + object (e.g., mommy pour juice). | | | | |
| (MR) | I can cope with the help of others | Date | Date | Date | Date |
| MR.1.2 | Use words or symbols to communicate a situation Initiate: The child uses words (verbally, signs or pictures) to express at least one positive (e.g., happy, fun, etc.) and at least one negative (e.g., sad, angry, frustrated) emotion. | | | | |
| MR.2.6 | Accept coping strategies when offered by a partner Initiate: The child uses an action (verbal or nonverbal) to make a choice when offered by a partner. | | | | |
| MR.3.3 | Request help when frustrated Initiate: The child directly nonverbal or verbal signals to a partner to get another person to help when a task exceeds the child's skill level. | | | | |
| MR.3.6 | Use language to ask for continuing or finishing activities Initiate: The child uses words (e.g., please, again, or please) to request an activity or sensory input that will have a repeating effect on the child's state of arousal. | | | | |
| (SR) | I can cope on my own | Date | Date | Date | Date |
| SR.3 | Use language mediated by partners to calm or focus Initiate: The child uses language (e.g., words, signs or pictures) that are initiated from language mediated by partners to regulate arousal level. For example, the child may use language to cope with emotional arousal (e.g., "The clown is doing 'This, then...'"). | | | | |
| SR.3.4 | Use language to engage productively in an extended activity Initiate: The child uses language to establish or follow a partner's request through a period of steps toward completion. | | | | |
| SR.4.6 | Use language to stay focused and calm during transitions Initiate: The child uses language or other language strategies (e.g., written support and/or pictures) to make transitions between material/activities. | | | | |

Using a SCERTS in Action Assessment

Discussion Time

How much time do you typically have for assessments each year?



Using a SCERTS in Action Assessment

This assessment can be useful for:

- ☒ Getting started with a whole group of learners
- ☒ Identifying priorities for a learner
- ☒ Building team consensus
- ☒ When familiarizing yourself with the SAP scoring process

Using the SCERTS in Action on an annual basis is not recommended, as the full SAP will be able to capture growth over time in a more sensitive manner.

Using a SCERTS in Action Assessment

| SCERTS in Action | | Assessment | Language Partner Stage | | | |
|--|--|--|--|----------------------|------|------|
| Child's name | | Date of birth | I am learning to use single words and brief phrases to communicate with speech, signs or pictures. Below are selected activities that can be used to measure my growth. | | | |
| Scoring Criteria | | 2 = Consistently across two partners and two contexts | 1 = Inconsistently | 0 = Not yet observed | | |
| (DA) I can communicate for many reasons | | | Date | Date | Date | Date |
| DA1.3 I can communicate for many reasons | | Intention: The child spontaneously initiates and engages interactions going for at least 4 consecutive exchanges by the child and partner. An exchange consists of a turn from the child and a turn from the partner. | | | | |
| DA2.2 I can communicate for many reasons | | Intention: The child communicates by using a gesture to initiate an action or an event (e.g., looking at a partner and saying "jump" when the ball is put away, using a picture to comment about an action, e.g., "Bubble popped"). | | | | |
| (SI) I can communicate in many ways | | | Date | Date | Date | Date |
| SI2.5 I can communicate in many ways | | Intention: The child uses at least 2 of each of the following word types: actions (e.g., open, swing, go, sing), personal action (e.g., hi, bye, thank you), modifiers (up, on, off), and objects (e.g., "where's daddy?"). | | | | |
| SI2.6 I can communicate in many ways | | Intention: The child uses a variety of word combinations including people's names and verbs. | | | | |
| SI2.8 I can communicate in many ways | | Intention: The child spontaneously uses at least 20 different word combinations with at least 5 examples of each of the following: modifier + object (e.g., blue pants), negative + object (e.g., no milk), and agent + action + object (e.g., mommy pour juice). | | | | |
| (MR) I can cope with the help of others | | | Date | Date | Date | Date |
| MR1.2 I can cope with the help of others | | Intention: The child can respond to verbal requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| MR2.6 I can cope with the help of others | | Intention: The child uses coping strategies when offered by a partner. | | | | |
| MR3.3 I can cope with the help of others | | Intention: The child uses verbal or non-verbal signals to a partner to get another person to help when a task exceeds the child's skill level. | | | | |
| MR3.8 I can cope with the help of others | | Intention: The child uses words (e.g., please, again, or please) to request an activity or sensory input that will have a regulating effect on the child's state of arousal. | | | | |
| (SR) I can cope on my own | | | Date | Date | Date | Date |
| SR3.1 I can cope on my own | | Intention: The child uses language (i.e., words, signs or pictures) that are intended from language modeled by partners to regulate arousal level. For example, the child may use language to cope with emotional states (e.g., "The clown is scary," "This is fun..."). | | | | |
| SR3.4 I can cope on my own | | Intention: The child can regulate to self through or follow a partner's requests through a series of steps toward completion. | | | | |
| SR4.6 I can cope on my own | | Intention: The child uses language or other language strategies (e.g., written support and/or pictures) to make transitions between material resources. | | | | |

Using a SCERTS in Action Assessment

| SCERTS in Action | | Step 4: Assessment (continued) | Language Partner Stage | | | |
|---|--|---|--|----------------------|------|------|
| Child's name | | Date of birth | I am learning to use single words and brief phrases to communicate with speech, signs or pictures. Below are selected activities that can be used to measure my growth. | | | |
| Scoring Criteria | | 2 = Consistently across two partners and two contexts | 1 = Inconsistently | 0 = Not yet observed | | |
| (LS & IS) My partners can help me by encouraging my initiations and responding to my attempts | | | Date | Date | Date | Date |
| LS2.1 My partners can help me by encouraging my initiations and responding to my attempts | | Intention: Partners provide a history of responding to the child's requests by responding to the child's requests. At the Language Partner stage, partners are particularly responsive to both body language and environmental verbal behavior (e.g., scripted language) by responding to the child's requests to ensure the child feels supported as a communicator. | | | | |
| LS2.2 My partners can help me by encouraging my initiations and responding to my attempts | | Intention: Partners encourage and invite peer interaction. At the Language Partner stage, partners are invited to engage successfully using appropriate sets of materials to encourage parallel play, frequently engaging together and/or, when not successful, to help the child learn to engage with one another. | | | | |
| LS2.3 My partners can help me by encouraging my initiations and responding to my attempts | | Intention: Partners support the child's developmental goals. At the Language Partner stage, partners should model a range of single words and early word combinations (using people's names and verbs as a focus of language modeling). | | | | |
| (LS & IS) My partners can help me by helping me cope with my emotions | | | Date | Date | Date | Date |
| IS1.3 My partners can help me by helping me cope with my emotions | | Intention: At the Language Partner stage, partners demonstrate by modeling a child's help language and environmental verbal ("scripted") language in functional forms of communication (e.g., child asks "Do you want milk?" and partner replies, "Milk is on table") to make more conventional use of language. | | | | |
| IS1.5 My partners can help me by helping me cope with my emotions | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| IS2.7 My partners can help me by helping me cope with my emotions | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| IS2.8 My partners can help me by helping me cope with my emotions | | Intention: At the Language Partner stage, partners should model a range of single words and early word combinations (using people's names and verbs as a focus of language modeling). | | | | |

Using a SCERTS in Action Assessment

| SCERTS in Action | | Step 4: Assessment (continued) | Language Partner Stage | | | |
|--|--|---|--|----------------------|------|------|
| Child's name | | Date of birth | I am learning to use single words and brief phrases to communicate with speech, signs or pictures. Below are selected activities that can be used to measure my growth. | | | |
| Scoring Criteria | | 2 = Consistently across two partners and two contexts | 1 = Inconsistently | 0 = Not yet observed | | |
| (LS) My partners can help me by designing meaningful and developmentally sensible activities | | | Date | Date | Date | Date |
| LS4.7 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners select materials and tasks that are interesting and motivating to the child in a variety of everyday activities. For the Language Partner stage, partners should provide a variety of materials and tasks that are interesting and motivating to the child in a variety of everyday activities. | | | | |
| LS4.8 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| LS4.9 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| LS4.10 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| LS4.11 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| LS4.12 My partners can help me by designing meaningful and developmentally sensible activities | | Intention: Partners support the child's requests to respond or to respond to a request to respond (e.g., happy, no, off) and at least one negative (e.g., no, angry, frustrated). | | | | |
| (LS) My partners can help me by establishing predictability in natural activities | | | Date | Date | Date | Date |
| LS1.7 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |
| LS1.8 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |
| LS1.9 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |
| LS1.10 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |
| LS1.11 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |
| LS1.12 My partners can help me by establishing predictability in natural activities | | Intention: Partners use developmentally appropriate materials to help the child independently make transitions between activities. For the Language Partner stage, this would include using pictures, signs or written schedules to indicate transitions between activities. | | | | |

Sharing SCERTS for individual learners

Where Do We Start?

Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

Select outcomes in SC and ER


Select outcomes for the individual that are developmental priorities, functional, and meet individual and family priorities (or “next steps”)



Resources to share for identifying outcomes

[illegible]

Resources to share for identifying outcomes



Language Partner Stage – Outcomes & Supports

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

I can **initiate and maintain brief reciprocal interaction** (JA1.3) when my partners infuse motivating materials and topics (LS4.7) and encourage my initiations (IS2.2).


I can **use language to request regulating activities** (MR3.6) when my partners provide visuals for emotional regulation (LS2.3) and recognize and support my strategies for regulation (IS1.5).

Social Communication Outcomes
JA – Joint Attention – Why I am communicating
SU – Symbol Use – How I am communicating
Definition of partner: mom, dad, teacher & peer

Emotional Regulation Outcomes
MR – Mutual Regulation – How I cope with others’ help
SR – Self Regulation – How I am coping on my own
Transactional Support – What my partners do to help
IS – Interpersonal Support – How my partners change their communication for me
LS – Learning Support – How my environment can be changed to help me
Refer to Frequently Used Outcomes & Supports


Supports
I can use a **variety of word combinations including people’s names and verbs** (SU5.6) when my partners provide visuals for expressive language (LS2.1) and adjust language modeling to my level (IS6.2).

I can **use language to self-regulate during transitions** (SR4.6) when my partners provide visual supports for smooth transitions (LS3.3) and recognize signals of dysregulation and offer support (IS1.5).



Adapted from SCRTS; Prizant et al. (2006)

Resources to share for identifying outcomes



Goals & Supports for _____

Here are some outcomes I can achieve and supports I need:

I can _____
when my partners _____

I can _____
when my partners _____


Social Communication Outcomes
JA – Joint Attention – Why I am communicating
SU – Symbol Use – How I am communicating
Definition of partner: mom, dad, teacher & peer

Emotional Regulation Outcomes
MR – Mutual Regulation – How I cope with others’ help
SR – Self Regulation – How I am coping on my own
Transactional Support – What my partners do to help
IS – Interpersonal Support – How my partners change their communication for me
LS – Learning Support – How my environment can be changed to help me
Refer to Frequently Used Goals & Supports

Supports
I can _____
when my partners _____

STUDENT PHOTO

Sample - Outcomes and Supports for the Language Partner Stage



Goals & Supports for **Nahui**

Here are some outcomes I can achieve and supports I need:

I can **initiate and maintain extended interaction** (JA1.3) when my partners infuse movĀng materials and topics (LS4.7) and encourage my iniaĀons (IS2.2).

I can **use words or symbols to communicate emotion** (MR1.2) when my partners provide visuals for emotional regulation (LS2.3) and recognize and support language strategies for regulation (IS1.5).

Social Communication Outcomes
JA – Joint Attention – Why I am communicating
SU – Symbol Use – How I am communicating
Definition of partner: mom, dad, teacher & peer

Emotional Regulation Outcomes
MR – Mutual Regulation – How I cope with others’ help
SR – Self Regulation – How I am coping on my own
Transactional Support – What my partners do to help
IS – Interpersonal Support – How my partners change their communication for me
LS – Learning Support – How my environment can be changed to help me
Refer to Frequently Used Goals & Supports

Supports
I can **use a variety of word combinations including people’s names and verbs** (SU5.6) when my partners provide visuals for expressive language (LS2.1) and adjust language modeling to my level (IS6.2).

I can **use a language to engaged in extended activities** (SR3.4) when my partners provide visual supports for smooth transitions (LS3.3). I recognize signals of dysregulation and offer support (IS1.5).

Photo of Student Here

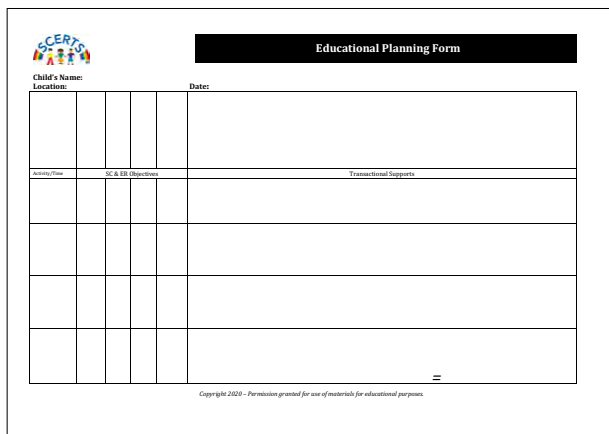
Sharing SCERTS for individual learners

Where Do We Start?

Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

Develop an educational plan



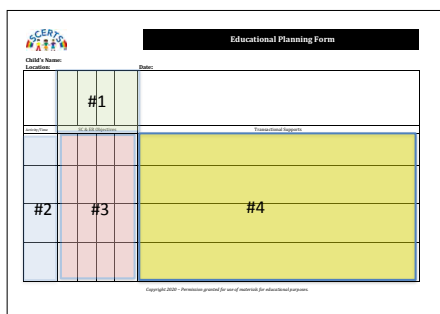
The form is titled "Educational Planning Form" and includes a SCERTS logo. It has fields for "Child's Name", "Location", and "Date". The main table has columns for "Activity/Time", "SC & ER Objectives", and "Transactional Supports".

| Activity/Time | SC & ER Objectives | Transactional Supports |
|---------------|--------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

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Develop an educational plan

- #1 - Educational objectives (SC & ER)
- #2 - Natural activities in child's timetable
- #3 - Indication of objectives targeted in specific activities
- #4 - TS that will be embedded in each activity



The form is titled "Educational Planning Form" and includes a SCERTS logo. It has fields for "Child's Name", "Location", and "Date". The main table has columns for "Activity/Time", "SC & ER Objectives", and "Transactional Supports".

| Activity/Time | SC & ER Objectives | Transactional Supports |
|---------------|--------------------|------------------------|
| #1 | | |
| #2 | #3 | #4 |
| | | |
| | | |
| | | |

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Getting Started - To Do List

1. Determining the learner's stage
2. Review what TS are most essential for this stage
3. Observing the learner in a range of natural activities
4. Using SCERTS Assessment Tools to measure progress
(or skip to the next step for initial planning).
5. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
6. Design a SCERTS educational plan
7. Collect data and modify planning as needed

Remember to monitor progress and modify as appropriate

[illegible]

Contact the Presenter

Thank you for participating in SCERTS Day 1 and 2!!

Let me know if you have any follow up questions:

Emily Rubin, MS, CCC-SLP

Emily@CommXRoads.com

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Energy Needed
(Match for the Activity)

My Energy
(Where I Am)

Maxed Out / Frenzied

Amped Up / Fidgety

Focused / Purposeful

Settled / Calm

Sleepy / Still

Asleep



SCERTS in Action - Frequently Used Outcomes and Supports

| Child Outcomes Social Communication (SC) and Emotional Regulation (ER) | Interpersonal and Learning Supports Transactional Supports (TS) |
|---|--|
| <i>Select 4 key outcomes and match to 1 – 2 needed supports</i> | <i>Select 1 -2 supports</i> |
| The child can... | When the child's partners help by... |
| <u>Social Partner stage</u> | Designing Meaningful & Developmentally Sensible Activities |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Initiate interaction (JA1.2) o Request desired food or things (JA4.1) o Request social games (JA5.2) o Use giving or pointing gestures (SU4.4) o Imitate familiar actions when elicited by a partner (SU1.2) | <ul style="list-style-type: none"> o Infusing motivating materials and topics in activities (LS4.7) o Modifying sensory preferences of the environment (LS4.3) o Adjusting task difficulty for child success (LS4.2) o Providing developmentally appropriate activities (LS4.6) o Adjusting group size to ensure successful interaction (LA4.1) o Using visuals to support child's emotional regulation (LS2.4) o Alternating between movement & sedentary activities (LS4.9) |
| <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Soothe when comforted by a caregiver (MR2.1) o Makes choices when offered by caregivers (MR2.6) o Express negative emotion to seek comfort (MR3.1) o Use behaviors modeled by partners to self-soothe or focus myself (SR2.3) o Use behaviors to make an independent transition (e.g., holding an object from upcoming activity) (SR3.4) | Establishing Predictability in Natural Routines <ul style="list-style-type: none"> o Using visual support for smooth transitions (LS3.3) o Defining a clear beginning and ending to activity (LS1.1) o Defining the steps within an activity (LS3.1) o Defining the time for completion of activities (LS3.2) o Structuring activities to promote initiation and extended interaction (LS4.8) o Using visuals to support understanding of language and social expectations (LS2.2) |
| <u>Language Partner stage:</u> | Fostering Social Communication |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Initiate and maintain extended interactions (JA1.3) o Comment on actions or events (JA6.2) o Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5) o Use a variety of word combinations including people's names & verbs (SU5.6) | <ul style="list-style-type: none"> o Using visuals for expressive communication and creative language (e.g., objects of reference, photos, picture symbols and the written word) (LS2.1) o Waiting for & inviting interaction through responsive exchanges (IS2.2) o Facilitating successful interactions with peers (IS5.2) o Adjusting language modeling to child's developmental level (e.g., gestures, single words, word combinations, complex sentences and appropriate body language) (IS6.2) |
| <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Use words or symbols to communicate emotion (MR1.2) o Choose coping strategies when offered by partners (MR2.6) o Request help when frustrated (MR3.3) o Use language to ask for calming or focusing activities (MR3.6) o Use language modeled by partners to calm or focus (SR3.3) o Use language to engage productively in an extended activity (SR3.4) o Use language to stay focused and calm during transitions (SR4.6) | Fostering Emotional Regulation <ul style="list-style-type: none"> o Responding to attempts to communications to build a child's confidence (IS1.3) o Recognizing emotional needs and providing support for emotional regulation (IS1.5 or IS1.6) o Modeling appropriate coping strategies for child when child is using unconventional behavior (IS7.4) o Using visual support to encourage a child's expression and understanding of emotion (LS2.3) |
| <u>Conversational Partner stage:</u> | Key: |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Monitor the attentional focus of a social partner (JA1.1) o Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others) (JA3.2) o Listen and speak to people about something by providing information about immediate, past, or future events (JA3.3) o Partners with peers to develop and use conventions for body posture & proximity (SU4.3) o Partners with peers to develop and use conventions for volume and intonation for the context (SU4.4) o Use a variety of sentence constructions (SU5.4) <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Respond to coping strategies offered by partners (MR2.6) o Use my language to ask for help, a break, or coping strategies from others (MR4.3) o Use effective behavioral coping strategies (SR2.2) o Use language taught and modeled by partners to calm and focus (SR3.5) o Use my language to work out and think about coping strategies that may be helpful in future situations (SR4.5) o Use planning and preparing ahead as a strategy for self-regulating during transitions (i.e., metacognition) (SR5.6) | SC – Social Communication ER – Emotional Regulation JA – Joint Attention SU – Symbol Use MR – Mutual Regulation SR – Self-Regulation IS – Interpersonal Support LS – Learning Support Refer to the SCERTS in Action Assessment for specific criterion for each outcome and support listed in this document. For a more comprehensive assessment, refer to the SCERTS Assessment Process (SAP) in the SCERTS Manuals. |



Determining Communication Stage - Worksheet

Please complete this form to determine which set of forms to use when implementing SCERTS. This will ensure that the most critical and developmentally relevant social and emotional priorities are addressed.

Social Partner Stage

I am using body language, gestures and facial expressions to communicate.

| | |
|--|---|
| 1. Does the child use ALL of the following? | ✓ |
| a) Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)? | |
| b) Does the child use at least 3 words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose)? | |
| c) Does the child use at least 3 words or phrases regularly (i.e., often and not just on a rare occasion)? | |
| No: | Use the Social Partner Stage materials. |
| Yes: | Go to Language Partner stage questions below. |

Language Partner Stage

I am using single words and brief phrases to communicate with speech, signs or pictures.

| | |
|--|---|
| 2. Does the child use ALL of the following? | ✓ |
| a) Does the child use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)? | |
| b) Does the child use at least 100 words or phrases with communicative intent (i.e., by spontaneously coordinating the words or phrases with gestures or gaze for a communicative purpose)? | |
| c) Does the child use at least 100 words or phrases regularly (i.e., often and not just on a rare occasion)? | |
| d) Does the child use at least 20 different combinations of words or sentences with a person's name and verbs that are creative (i.e., not just exact imitations of phrases?) | |
| No: | Use Language Partner Stage materials. |
| Yes: | Use the Conversational Partner Stage materials. |

Conversational Partner Stage

I am using creative language to communicate and I am learning how to succeed in a range of social settings.

Form adapted for internal use only from Prizant et al. (2006). THE SCERTS Model: Volume I: Assessment & Volume II: Program planning and intervention. Baltimore, MD. Brookes Publishing Co. Do not reproduce without permission.

Social Partner Stage – Outcomes & Supports

I am learning to use I am learning to use body language, gestures, and facial expressions to communicate.
Here are some outcomes I can achieve and supports I need:





Social Partner Stage

Sample IEP Goals Aligned to the Common Core

I am learning to use body language, gestures, and facial expressions to communicate
Here are some goals I can achieve and supports I need:

Student's Name: Sarah
Stage: Social Partner
Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously initiate interaction*** (JA1.2) at least 3 x per activity across 3 activities across 4/5 school days when my partners *provide motivating materials* in activities (LS4.7) and *encourage my initiations* by responding to my subtle forms of communication (IS1.3) until mastery (6 consecutive weeks) ***in order to take turns in discussions with others (Common Core Essential Element – Spoken Language 4.1b).***

Symbol Use – How I communicate

I can ***spontaneously use giving or pointing gestures*** (SU4.4) at least 1 x per activity across three activities (i.e., outside play, meals, and centers) activities across 4/5 school days when my partners *offer me choices of see-through containers* (LS2.1) and *respond to my signals to foster a sense of competence* (IS1.3) until mastery (6 consecutive weeks) ***in order to participate in communication exchanges with diverse partners (Common Core Essential Element – Spoken Language 1).***

Mutual Regulation – How I cope with others' help

I can ***make choices of coping strategies when offered by partners (MR2.6)*** at least 1 x per activity across three activities (i.e., sensory, outside play, and transitions) across 4/5 school days when my partners *provide me* with object-based communication choices (LS2.1) (e.g., see through containers with items such as scarf to represent a chase game, an item to represent the break room, etc.) until mastery (6 consecutive weeks) ***in order to communicate my own thoughts, feelings, or ideas (Common Core Essential Element – Spoken Language 1.5)***

Self-Regulation – How I cope on my own

I can ***use a behavior strategy by holding an object of reference related to an upcoming activity*** to make an independent transition (**SR3.4**) in at least 3 activities (i.e., to a group table activity, art, soft play room) per day across 4/5 school days when my partners give me visual supports for smooth transitions to upcoming activities (LS3.3) until mastery (6 consecutive weeks) ***in order to communicate in response to instructor (Common Core Essential Element – Language 1).***



Social Partner Stage

Sample EHCP Outcomes

I am learning to use body language, gestures, and facial expressions to communicate
Here are some outcome I can achieve and supports I need:

Pupil's Name: Sarah
Stage: Social Partner
Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously initiate interaction*** (JA1.2) at least 3 x per activity across 3 activities across 4/5 school days when my partners *provide motivating materials* in activities (LS4.7) and *encourage my initiations* by responding to my subtle forms of communication (IS1.3) until mastery (6 consecutive weeks) ***in order to foster my Communication & Interaction Skills.***

Symbol Use – How I communicate

I can ***spontaneously use giving or pointing gestures*** (SU4.4) at least 1 x per activity across three activities (i.e., outside play, meals, and centres) activities across 4/5 school days when my partners *offer me choices of see-through containers* (LS2.1) and *respond to my signals to foster a sense of competence* (IS1.3) until mastery (6 consecutive weeks) ***in order to foster my Cognitive & Learning Skills.***

Mutual Regulation – How I cope with others' help

I can ***make choices of coping strategies when offered by partners*** (MR2.6) at least 1 x per activity across three activities (i.e., sensory, outside play, and transitions) across 4/5 school days when my partners *provide me* with object-based communication choices (LS2.1) (e.g., see through containers with items such as scarf to represent a chase game, an item to represent the break room, etc.) until mastery (6 consecutive weeks) ***in order to foster my Social Emotional Skills & Mental Health.***

Self-Regulation – How I cope on my own

I can ***use a behaviour strategy by holding an object of reference related to upcoming activities*** to make an independent transition (SR3.4) in at least 3 activities (i.e., to a group table activity, art, soft play room) per day across 4/5 school days when my partners give me visual supports for smooth transitions to upcoming activities (LS3.3) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***

Language Partner Stage – Outcomes & Supports

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mum, dad, teacher & peer

I can **initiate and maintain brief reciprocal interaction** (JA1.3) when my partners infuse motivating materials and topics (LS4.7) and encourage my initiations (IS2.2).



I can **use a variety of word combinations including people's names and verbs** (SU5.6) when my partners provide visuals for expressive language (LS2.1) and adjust language modeling to my level (IS6.2).

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

I can **use language to self-regulate during transitions** (SR4.6) when my partners provide visual supports for smooth transitions (LS3.3) and recognize signals of dysregulation and offer support (IS1.5).

I can **use language to request regulating activities** (MR3.6) when my partners provide visuals for emotional regulation (LS2.3) and recognize and support my strategies for regulation (IS1.5).

Refer to **Frequently Used Outcomes & Supports**



Language Partner Stage

Sample IEP Goals Aligned to the Common Core

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

Students's Name: Sam
Stage: Language Partner
Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously initiate and maintain brief reciprocal interaction*** (JA1.3) at least 1 x per activity across 3 activities across 4/5 school days when my partners provide motivating activities that include favorite themes (LS4.7) and encourage my initiations (IS2.1) until mastery (6 consecutive weeks) ***in order to take turns in discussions with others (Common Core Essential Element – Spoken Language).***

Symbol Use – How I communicate

I can spontaneously ***use people's names and verbs*** (SU5.6) at least 2 x per activity across three activities across 4/5 school days when my partners *give me pictures with peoples' names and verbs* and sentence building templates (LS2.1) and *model people's names and verbs* (IS6.2) until mastery (6 consecutive weeks) ***in order to demonstrate an understanding of grammar and word usage when communicating (Common Core Essential Element – Spoken Language).***

Mutual Regulation – How I cope with others' help

I can ***spontaneously use language to request regulating activities (MR3.6)*** at least 2 x per school day (i.e., choosing time, sensory, and cooking) across 4/5 school days when my partners show me *visuals (picture of emotions) to express my emotions* (LS2.3) and recognize and support language strategies for regulation (IS1.5) until mastery (6 consecutive weeks) ***in order to communicate ones' own thoughts, feelings and ideas (Common Core Essential Element – Spoken Language).***

Self-Regulation – How I cope on my own

I can ***use language to stay focused and calm during transitions (SR4.6)*** to at least 3 activities per day across 4/5 school days when my partners give me visual supports for smooth transitions (LS3.3) and recognize my signals of dysregulation and offer support (IS1.5) until mastery (6 consecutive weeks) ***in order to communicate ones' own thoughts, feelings and ideas (Common Core Essential Element – Spoken Language).***

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Language Partner Stage

Sample EHCP Outcomes

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

Pupil's Name: Sam
Stage: Language Partner
Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously initiate and maintain brief reciprocal interaction*** (JA1.3) at least 1 x per activity across 3 activities across 4/5 school days when my partners provide motivating activities that include favorite themes (LS4.7) and encourage my initiations (IS2.1) until mastery (6 consecutive weeks) ***in order to foster my Communication & Interaction Skills.***

Symbol Use – How I communicate

I can spontaneously ***use people's names and verbs*** (SU5.6) at least 2 x per activity across three activities across 4/5 school days when my partners *give me pictures with peoples' names and verbs* and sentence building templates (LS2.1) and *model people's names and verbs* (IS6.2) until mastery (6 consecutive weeks) ***in order to foster my Cognitive & Learning Skills.***

Mutual Regulation – How I cope with others' help

I can ***spontaneously use language to request regulating activities (MR3.6)*** at least 2 x per school day (i.e., choosing time, sensory, and cooking) across 4/5 school days when my partners show me *visuals (picture of emotions) to express my emotions* (LS2.3) and recognize and support language strategies for regulation (IS1.5) until mastery (6 consecutive weeks) ***in order to foster my Social Emotional Skills & Mental Health.***

Self-Regulation – How I cope on my own

I can ***use a language to stay focused and calm during transitions (SR4.6)*** to at least 3 activities per day across 4/5 school days when my partners give me visual supports for smooth transitions (LS3.3) and recognize my signals of dysregulation and offer support (IS1.5) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***

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Conversational Partner Stage – Outcomes & Supports

I am learning to use creative language to communicate and I am learning how to succeed in a range of social settings.
Here are some outcomes I can achieve and supports I need:

I can **spontaneously share a range of intentions with peers** (JA3.2) when my partners embed motivating topics and materials and provide visuals for success in group activities (LS3.1)

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mum, dad, teacher & peer



I can partner with my peers to **develop and use social conventions of vocal volume and conversational timing** when my partners adjust the social complexity with small groups (LS4.1) and provide visuals to support understanding of language and social expectations (LS2.2).

I can **use language to ask for help, a break, or coping strategies from others** (MR4.3) when my partners adjust the social complexity (LS4.1) and model effective coping strategies for the context (IS7.4)

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

I can use **language modeled by partners to self-regulate** (SR3.5) when my partners provide visual supports for emotional regulation (LS2.4) and provide guidance for expressing emotion and understanding the cause of energy/emotions (IS5.4).



Conversational Partner Stage

Sample IEP Goals Aligned to the Common Core

I am using creative language to communicate and I am learning how to succeed in a range of social settings.
Here are some goals I can achieve and supports I need:

Student's Name: William
Stage: Conversational Partner
Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously share intentions for social interaction with peers (e.g., turn-taking with peers, greetings, and commenting)*** (JA3.2) at least 2 x per activity across 3 activities across 4/5 school days when my partners embed motivating themes (e.g., music, videography, etc.), model child-perspective language (IS7.5) and provide visuals for success in group activities (LS3.1) until mastery (6 consecutive weeks) ***in order to use my language to express ideas, comment and share information (Common Core – Essential Element – Language 3.3b).***

Symbol Use – How I communicate

I can ***spontaneously use socially conventional vocal volume and intonation*** (SU4.4) at least 2 x per activity across three activities across 4/5 school days when my partners adjust the social complexity with small groups (LS4.1) and provide visuals to support understanding of language and social expectations (LS2.2) until mastery (6 consecutive weeks) ***in order to clarify ideas, thoughts, and feelings (Common Core – Essential Element – Spoken Language 1.6).***

Mutual Regulation – How I cope with others' help

I can ***use language to ask for help, a break, or coping strategies from others (MR4.3)*** at least 3 x per school day across 4/5 school days when my partners adjust the social complexity (LS4.1) and model appropriate coping strategies for the context (IS7.4) until mastery (6 consecutive weeks) ***in order to communicate my thoughts, feelings, or ideas (Common Core – Essential Element – Spoken Language 1.5).***

Self-Regulation – How I cope on my own

I can ***use language modeled by partners to self-regulate (SR3.5)*** in at least 3 activities per day across 4/5 school days when my partners give me portable visual supports for emotional regulation (LS2.4) (e.g., "When I feel..., I can.....") and provide guidance for expressing emotion and understanding the cause of emotions (IS5.4) until mastery (6 consecutive weeks) ***in order to communicate effectively with peers and adults (Common Core – Essential Element – Language 4.3).***

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Conversational Partner Stage

Sample EHCP Outcomes

I am using creative language to communicate and I am learning how to succeed in a range of social settings. Here are some outcomes I can achieve and supports I need:

Pupil's Name: William
 Stage: Conversational Partner
 Date: March 2018

Joint attention – Why I communicate?

I can ***spontaneously share intentions for social interaction with peers (e.g., turn-taking with peers, greetings, and commenting)*** (JA3.2) at least 2 x per activity across 3 activities across 4/5 school days when my partners embed motivating themes (e.g., music, videography, etc.), model child-perspective language (IS7.5) and provide visuals for success in group activities (LS3.1) until mastery (6 consecutive weeks) ***in order to foster my Communication & Interaction Skills.***

Symbol Use – How I communicate

I can spontaneously ***use socially conventional vocal volume and intonation*** (SU4.4) at least 2 x per activity across three activities across 4/5 school days when my partners adjust the social complexity with small groups (LS4.1) and provide visuals to support understanding of language and social expectations (LS2.2) until mastery (6 consecutive weeks) ***in order to foster my Cognitive & Learning Skills.***

Mutual Regulation – How I cope with others' help

I can ***use language to ask for help, a break, or coping strategies from others (MR4.3)*** at least 3 x per school day across 4/5 school days when my partners adjust the social complexity (LS4.1) and model appropriate coping strategies for the context (IS7.4) until mastery (6 consecutive weeks) ***in order to foster my Social Emotional Skills & Mental Health.***

Self-Regulation – How I cope on my own

I can ***use language modeled by partners to self-regulate (SR3.5)*** in at least 3 activities per day across 4/5 school days when my partners give me portable visual supports for emotional regulation (LS2.4) (e.g., "When I feel..., I can.....) and provide guidance for expressing emotion and understanding the cause of emotions (IS5.4) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***

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Goals & Supports for _____

Here are some outcomes I can achieve and supports I need:

I can _____
when my partners _____

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mom, dad, teacher & peer

STUDENT PHOTO

I can _____
when my partners _____

I can _____
when my partners _____

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

Refer to Frequently Used Goals & Supports

I can _____
when my partners _____



Location: _____ Date: _____
 Mentee(s): _____ Mentor / Observers: _____

Describe what the child / children are doing well (e.g., how the child or children communicate, soothe, cope, and engage with the environment)

| | Do you think the learners know ... | What supports are working? How have partners effectively supported the learners | What are some next steps? Action Plan |
|----------------------|--|--|--|
| Social Communication | <ul style="list-style-type: none"> • Why they have to do something? (the desirability of the task); <i>hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor</i> • When to take part (when to initiate)? <i>the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).</i> • How to communicate (what to do)? <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.</i> | | |
| Emotional Regulation | <ul style="list-style-type: none"> • What is happening next? (the sequence of activities); <i>objects of reference, activity baskets, photo/picture schedules, written day planner</i> • What the steps are within the activity? <i>Materials laid in sequence, count-down strips, visual timers, and written help boxes</i> • That others are responsive and a source of emotional support? <i>Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.</i> • How to soothe or engage by themselves? (how to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies</i> | | |



Location: 1st Grade Math Example
Mentee(s): Sample

Date: Sample
Mentor / Observers: Sample

Describe how the child / children are engaging in the environment (e.g., how the child or children communicate, soothe, cope, and engage with the environment)

The students were shared attention with the teacher and their peers during this activity, some sharing comments or ideas about the materials, others role playing the game for their peers. Students took turns rolling the dice, counting coins and requesting information from their peers and teachers.

| Do you think the learners know ... | What supports are working? How have partners effectively supported the learners | What are some next steps? Action Plan |
|--|--|---|
| <p>Social Communication</p> <ul style="list-style-type: none"> Why they have to do something? (the desirability of the task); hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor When to take part (when to initiate)? the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions). How to communicate (what to do)? visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations. | <ul style="list-style-type: none"> Learning was embedded in a game, Real life, hands-on materials were involved, Opportunity for turn-taking with a peer / peers, Teacher and peers provided role modeled actions. | <ul style="list-style-type: none"> Embedding a turn-n-talk during group instructions, Visuals for learning target for peer groups (trading up coins) Visuals for turn-taking roles |
| <p>Emotional Regulation</p> <ul style="list-style-type: none"> What is happening next? (the sequence of activities); objects of reference, activity baskets, photo/picture schedules, written day planner What the steps are within the activity? Materials laid in sequence, count-down strips, visual timers, and written help boxes That others are responsive and a source of emotional support? Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage. How to soothe or engage by themselves? (how to regulate their emotions); access to sensory supports, visual choices of coping strategies | <ul style="list-style-type: none"> Teacher modeled steps of the task using real-life materials, Peers provided role models, Teacher was at the student's level on the floor, used a positive tone of voice, and was responsive to student share outs, Learners had freedom to move about as needed to self-soothe or engage. | |



Date Completed _____
 Next Meeting: _____

| SCERTS in Action – Reflective Practice Form Transactional Support Implementation | | |
|---|---------------------------|---------------|
| Settings/Classrooms Observed: Completed by: | | |
| Things we should achieve | How we are achieving this | Action Points |
| IS1 We are responsive to our students by... <ul style="list-style-type: none"> - Following their focus of attention, - Attuning to their emotion and pace, - Recognizing & responding to signals of communication, - Supporting behaviors, language & cognitive regulation strategies, - Recognizing signs of dysregulation & offers support, - Offering breaks from interaction as needed. | | |
| IS2 We are fostering our students' initiations by... <ul style="list-style-type: none"> - offering choices nonverbally or verbally, - waiting for and encouraging initiation, - providing a balance between initiated and respondent turns. | | |
| IS3 We are respecting our students' independence by... <ul style="list-style-type: none"> - allowing the student to take breaks to move about as needed, - providing time for the individual complete activities at own pace, - interpreting problem behaviors as communicative and/or regulatory, - honoring protests, rejections, or refusals when appropriate. | | |



Date Completed _____
Next Meeting: _____

| | | | |
|------------|--|--|--|
| IS4 | <p>We set the stage for engaging our students by...</p> <ul style="list-style-type: none"> - securing a student's attention prior to communicating, - using appropriate proximity and nonverbal behavior to encourage interaction, | | |
| IS5 | <p>We provide developmentally sensible supports by...</p> <ul style="list-style-type: none"> - providing guidance for success in interacting with peers, - attempting to repair breakdowns in communication, - providing guidance on expressing emotions and understanding the cause of emotion, - interpreting others' feelings and opinions. | | |
| IS6 | <p>We adjust language input by ...</p> <ul style="list-style-type: none"> - using nonverbal cues to support understanding, - adjusting complexity of language input to developmental level, - adjusting complexity of language input to arousal level. | | |
| IS7 | <p>We model appropriate behavior by showing students...</p> <ul style="list-style-type: none"> - appropriate nonverbal communication and emotional expressions, - a range of communicative functions, - appropriate behavior when individual using inappropriate behavior, - the use of self-talk. | | |



Date Completed _____
 Next Meeting: _____

| | | | |
|-----|--|--|--|
| LS1 | <p>We provide clear structure in our activities by...</p> <ul style="list-style-type: none"> - defining a clear beginning and ending to activity, - providing a predictable sequence to activity, - offering repeated learning opportunities. | | |
| LS2 | <p>We use augmentative communication support by using visual or written support to enhance....</p> <ul style="list-style-type: none"> - communication and expressive language (object/see through containers, subject + verb templates, written ideas for conversation), - understanding of language and social behavior, - emotional expression and regulation. | | |
| LS3 | <p>We use visual and organizational support by using support to...</p> <ul style="list-style-type: none"> - define steps within a task, - enhance smooth transitions between activities, - enhance active involvement in group activities. | | |
| LS4 | <p>We modify the goals, activities, and learning environment by...</p> <ul style="list-style-type: none"> - adjusting the social complexity as needed, - adjusting task difficulty, - modifying the sensory properties of the environment, - promoting initiation, - infusing motivating & meaningful materials - alternating between movement and sedentary activities. | | |



SCERTS in Action

Observation & Action Planning Form

Location: _____ **Date:** _____
Mentee(s): _____ **Mentor / Observers:** _____

Describe what the child / children are doing well (e.g., how the child or children communicate, soothe, cope, and engage with the environment)

| | Do you think the learners know ... | What supports are working? How have partners effectively supported the learners | What are some next steps? Action Plan |
|----------------------|--|--|--|
| Social Communication | <ul style="list-style-type: none"> • Why they have to do something? (the desirability of the task); <i>hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor</i> • When to take part (when to initiate)? <i>the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).</i> • How to communicate (what to do)? <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.</i> | | |
| Emotional Regulation | <ul style="list-style-type: none"> • What is happening next? (the sequence of activities); <i>objects of reference, activity baskets, photo/picture schedules, written day planner</i> • What the steps are within the activity? <i>Materials laid in sequence, count-down strips, visual timers, and written help boxes</i> • That others are responsive and a source of emotional support? <i>Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.</i> • How to soothe or engage by themselves? (how to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies</i> | | |



SCERTS in Action

Observation & Action Planning Form

Location: _____ **Date:** _____
Mentee(s): _____ **Mentor / Observers:** _____

| Describe what the child / children are doing well (e.g., how the child or children communicate, soothe, cope, and engage with the environment) | | | |
|--|--|--|--|
| Do you think the learners know ... | | What supports are working? How have partners effectively supported the learners | What are some next steps? Action Plan |
| Social Communication | <ul style="list-style-type: none"> Why they have to do something? (the desirability of the task); <i>hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor</i> When to take part (when to initiate)? <i>the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).</i> How to communicate (what to do)? <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.</i> | | |
| | <ul style="list-style-type: none"> What is happening next? (the sequence of activities); <i>objects of reference, activity baskets, photo/picture schedules, written day planner</i> What the steps are within the activity? <i>Materials laid in sequence, count-down strips, visual timers, and written help boxes</i> That others are responsive and a source of emotional support? <i>Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.</i> How to soothe or engage by themselves? (how to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies</i> | | |



Determining Communication Stage - Worksheet

Please complete this form to determine which set of forms to use when implementing SCERTS. This will ensure that the most critical and developmentally relevant social and emotional priorities are addressed.

Social Partner Stage

I am using body language, gestures and facial expressions to communicate.

| | |
|--|---|
| 1. Does the child use ALL of the following? | ✓ |
| a) Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)? | |
| b) Does the child use at least 3 words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose)? | |
| c) Does the child use at least 3 words or phrases regularly (i.e., often and not just on a rare occasion)? | |
| No: | Use the Social Partner Stage materials. |
| Yes: | Go to Language Partner stage questions below. |

Language Partner Stage

I am using single words and brief phrases to communicate with speech, signs or pictures.

| | |
|--|---|
| 2. Does the child use ALL of the following? | ✓ |
| a) Does the child use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)? | |
| b) Does the child use at least 100 words or phrases with communicative intent (i.e., by spontaneously coordinating the words or phrases with gestures or gaze for a communicative purpose)? | |
| c) Does the child use at least 100 words or phrases regularly (i.e., often and not just on a rare occasion)? | |
| d) Does the child use at least 20 different combinations of words or sentences with a person's name and verbs that are creative (i.e., not just exact imitations of phrases?) | |
| No: | Use Language Partner Stage materials. |
| Yes: | Use the Conversational Partner Stage materials. |

Conversational Partner Stage

I am using creative language to communicate and I am learning how to succeed in a range of social settings.

Form adapted for internal use only from Prizant et al. (2006). THE SCERTS Model: Volume I: Assessment & Volume II: Program planning and intervention. Baltimore, MD. Brookes Publishing Co. Do not reproduce without permission.



SCERTS in Action

Observation & Action Planning Form

Location: _____ **Date:** _____
Mentee(s): _____ **Mentor / Observers:** _____

| Describe what the child / children are doing well (e.g., how the child or children communicate, soothe, cope, and engage with the environment) | | |
|--|--|--|
| Do you think the learners know ... | What supports are working? How have partners effectively supported the learners | What are some next steps? Action Plan |
| Social Communication <ul style="list-style-type: none"> • Why they have to do something? (the desirability of the task); <i>hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor</i> • When to take part (when to initiate)? <i>the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).</i> • How to communicate (what to do)? <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.</i> | | |
| Emotional Regulation <ul style="list-style-type: none"> • What is happening next? (the sequence of activities); <i>objects of reference, activity baskets, photo/picture schedules, written day planner</i> • What the steps are within the activity? <i>Materials laid in sequence, count-down strips, visual timers, and written help boxes</i> • That others are responsive and a source of emotional support? <i>Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.</i> • How to soothe or engage by themselves? (how to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies</i> | | |



SCERTS in Action - Frequently Used Outcomes and Supports

| Child Outcomes Social Communication (SC) and Emotional Regulation (ER) | Interpersonal and Learning Supports Transactional Supports (TS) |
|---|--|
| <i>Select 4 key outcomes and match to 1 – 2 needed supports</i> | <i>Select 1 -2 supports</i> |
| The child can... | When the child's partners help by... |
| <u>Social Partner stage</u> | Designing Meaningful & Developmentally Sensible Activities |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Initiate interaction (JA1.2) o Request desired food or things (JA4.1) o Request social games (JA5.2) o Use giving or pointing gestures (SU4.4) o Imitate familiar actions when elicited by a partner (SU1.2) | <ul style="list-style-type: none"> o Infusing motivating materials and topics in activities (LS4.7) o Modifying sensory preferences of the environment (LS4.3) o Adjusting task difficulty for child success (LS4.2) o Providing developmentally appropriate activities (LS4.6) o Adjusting group size to ensure successful interaction (LA4.1) o Using visuals to support child's emotional regulation (LS2.4) o Alternating between movement & sedentary activities (LS4.9) |
| <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Soothe when comforted by a caregiver (MR2.1) o Makes choices when offered by caregivers (MR2.6) o Express negative emotion to seek comfort (MR3.1) o Use behaviors modeled by partners to self-soothe or focus myself (SR2.3) o Use behaviors to make an independent transition (e.g., holding an object from upcoming activity) (SR3.4) | Establishing Predictability in Natural Routines <ul style="list-style-type: none"> o Using visual support for smooth transitions (LS3.3) o Defining a clear beginning and ending to activity (LS1.1) o Defining the steps within an activity (LS3.1) o Defining the time for completion of activities (LS3.2) o Structuring activities to promote initiation and extended interaction (LS4.8) o Using visuals to support understanding of language and social expectations (LS2.2) |
| <u>Language Partner stage:</u> | Fostering Social Communication |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Initiate and maintain extended interactions (JA1.3) o Comment on actions or events (JA6.2) o Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5) o Use a variety of word combinations including people's names & verbs (SU5.6) | <ul style="list-style-type: none"> o Using visuals for expressive communication and creative language (e.g., objects of reference, photos, picture symbols and the written word) (LS2.1) o Waiting for & inviting interaction through responsive exchanges (IS2.2) o Facilitating successful interactions with peers (IS5.2) o Adjusting language modeling to child's developmental level (e.g., gestures, single words, word combinations, complex sentences and appropriate body language) (IS6.2) |
| <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Use words or symbols to communicate emotion (MR1.2) o Choose coping strategies when offered by partners (MR2.6) o Request help when frustrated (MR3.3) o Use language to ask for calming or focusing activities (MR3.6) o Use language modeled by partners to calm or focus (SR3.3) o Use language to engage productively in an extended activity (SR3.4) o Use language to stay focused and calm during transitions (SR4.6) | Fostering Emotional Regulation <ul style="list-style-type: none"> o Responding to attempts to communications to build a child's confidence (IS1.3) o Recognizing emotional needs and providing support for emotional regulation (IS1.5 or IS1.6) o Modeling appropriate coping strategies for child when child is using unconventional behavior (IS7.4) o Using visual support to encourage a child's expression and understanding of emotion (LS2.3) |
| <u>Conversational Partner stage:</u> | Key: |
| <i>Speaking & Making Relationships</i> <ul style="list-style-type: none"> o Monitor the attentional focus of a social partner (JA1.1) o Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others) (JA3.2) o Listen and speak to people about something by providing information about immediate, past, or future events (JA3.3) o Partners with peers to develop and use conventions for body posture & proximity (SU4.3) o Partners with peers to develop and use conventions for volume and intonation for the context (SU4.4) o Use a variety of sentence constructions (SU5.4) <i>Managing Feelings and Behaviour</i> <ul style="list-style-type: none"> o Respond to coping strategies offered by partners (MR2.6) o Use my language to ask for help, a break, or coping strategies from others (MR4.3) o Use effective behavioral coping strategies (SR2.2) o Use language taught and modeled by partners to calm and focus (SR3.5) o Use my language to work out and think about coping strategies that may be helpful in future situations (SR4.5) o Use planning and preparing ahead as a strategy for self-regulating during transitions (i.e., metacognition) (SR5.6) | SC – Social Communication ER – Emotional Regulation JA – Joint Attention SU – Symbol Use MR – Mutual Regulation SR – Self-Regulation IS – Interpersonal Support LS – Learning Support Refer to the SCERTS in Action Assessment for specific criterion for each outcome and support listed in this document. For a more comprehensive assessment, refer to the SCERTS Assessment Process (SAP) in the SCERTS Manuals. |



SCERTS in Action

Child's name

Scoring Criteria

2 = Consistently across two partners and two contexts

1 = Inconsistently

0 = Not yet observed

Date of birth

Assessment

Language Partner Stage

I am learning to use single words and brief phrases to communicate with speech, signs or pictures. Below are selected milestones that can be used to measure my growth.

| (JA) | I can communicate for many reasons | Date | Date | Date | Date |
|-------|---|------|------|------|------|
| JA1.3 | Initiate and maintain extended interactions Criterion: The child spontaneously starts and keeps interactions going for at least 4 consecutive exchanges by the child and partner. An exchange consists of a turn from the child and a turn from the partner. | | | | |
| JA6.2 | Comment on actions or events Criterion: The child communicates to get a person to notice an action or an event (e.g., looking at a partner and saying "pop" when the bubbles pop, using a phrase to comment about an action, e.g., "Bubble popped."). | | | | |
| (SU) | I can communicate in many ways | Date | Date | Date | Date |
| SU5.5 | Use a variety of words including actions, personal-social, modifiers, and wh-words Criterion: The child uses at least 2 of each of the following word types: actions (e.g., open, swing, go, stop), personal-social (e.g., hi, bye, thank you), modifiers (up, on, off), and wh-words (e.g., "where's daddy?") | | | | |
| SU5.6 | Use a variety of word combinations including people's names and verbs Criterion: The child spontaneously uses at least 20 different word combinations with at least 5 examples of each of the following: modifier + object (e.g., blue train), negation + object (e.g., no milk), and agent + action + object (e.g., mummy pour juice). | | | | |
| (MR) | I can cope with the help of others | Date | Date | Date | Date |
| MR1.2 | Use words or symbols to communicate emotion Criterion: The child uses symbols (words, signs, or pictures) to express at least one positive (e.g., happy, fun, silly) and at least one negative (e.g., sad, angry, frustrated) emotion. | | | | |
| MR2.6 | Choose coping strategies when offered by a partner Criterion: The child uses an action (verbal or nonverbal) to make a choice when offered by a partner. | | | | |
| MR3.3 | Request help when frustrated Criterion: The child directs nonverbal or verbal signals to a partner to get another person to help when a task exceeds the child's skill level. | | | | |
| MR3.6 | Use language to ask for calming or focusing activities Criterion: The child uses words (i.e., spoken, signs, or pictures) to request an activity or sensory input that will have a regulating effect on the child's state of arousal. | | | | |
| (SR) | I can cope on my own | Date | Date | Date | Date |
| SR3.3 | Use language modeled by partners to calm or focus. Criterion: The child uses language (i.e., words, signs or pictures) that are imitated from language modeled by partners to regulate arousal level. For example, the child may use language to cope with stressful events, e.g., "fire alarm all done," "first...then." | | | | |
| SR3.4 | Use language to engage productively in an extended activity. Criterion: The child uses language to talk through or follow a picture sequence through a series of steps toward completion. | | | | |
| SR4.6 | Use language to stay focused and calm during transitions. Criterion: The child uses language or other language strategies (e.g., written supports and/or pictures) to make transitions between natural routines. | | | | |



SCERTS in Action

Step 4: Assessment (continued)

Language Partner Stage

Child's name

Date of birth

Scoring Criteria

2 = Consistently across two partners and two contexts

1 = Inconsistently

0 = Not yet observed

I am learning to use single words and brief phrases to communicate with speech, signs or pictures. Below are selected milestones that can be used to measure my growth.

| (LS) | My partners can help me by designing meaningful and developmentally sensible activities | Date | Date | Date | Date |
|-------|---|------|------|------|------|
| LS4.7 | Infusing motivating materials and topics in activities Criterion: Partners embed materials and topics that are interesting and motivating to the child in a majority of everyday activities. For the Language Partner stage, motivating materials include those with hands-on qualities that lend toward imaginative play, special interests, or a desirable end-point. | | | | |
| LS4.3 | Modifying sensory properties of learning environment Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child stay engaged (e.g., adjusts lighting, noise level, and visual distraction) | | | | |
| LS4.2 | Adjusting task difficulty for child success Criterion: Partners adjusts task difficulty as needed to foster the child's success and help the child maintain an optimal level of arousal (e.g., reducing the number of steps, modifying expectations, etc.). | | | | |
| LS4.6 | Providing developmentally appropriate activities Criterion: Partners ensure activities are within the developmental reach of a child in terms of the social, cognitive, attention and fine and gross motor demands. | | | | |
| LS4.1 | Adjusting group size to ensure successful interaction Criterion: The partner provides a smaller group setting or 1:1 support or increases as needed to support the child's organisation and success in interaction. | | | | |
| LS2.4 | Using visuals to support child's emotional regulation Criterion: Partners make available and encourage the child to use photos, symbols or writing for the child to request organizing activities (e.g., a turn in the interaction, a break from an activity, or assistance during an activity). | | | | |
| LS4.9 | Alternating between movement and sedentary activities Criterion: Partners alternates between activities in which the child has the opportunity to engage in organizing movement activities with those where the child is expected to be sedentary. | | | | |
| (LS) | My partners can help me by establishing predictability in natural activities | Date | Date | Date | Date |
| LS3.3 | Using visual support for smooth transitions Criterion: Partners use developmentally sensible visual supports to help the child independently make transitions between activities. For the Language Partner stage, this would include photos, picture symbols or written schedule schedules related to upcoming activities | | | | |
| LS1.1 | Defining a clear beginning and ending to activity Criterion: Partners structure the activity so that the beginning and ending are clearly defined for the child. This may be accomplished by laying out materials needed for completion in a clear sequence, using a developmental sensible timer, using music to mark the start and ending of a routine, etc. | | | | |
| LS3.1 | Defining the steps within an activity Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the Language Partner stage, these would include providing a within task schedule with photos, picture symbols, or the written word. | | | | |
| LS3.2 | Defining the time for completion of activities Criterion: Partners use support to define the time for completion of natural activities (e.g., play, dressing, meals, etc.). For example, a visual timer may provide visual depiction of time remaining, a count-down strip with pull-off Velcro numbers may indicate the steps remaining in an activity | | | | |
| LS4.8 | Structuring activities to promote initiation and extended interaction Criterion: Partners provide predictable opportunities within activities for the child to initiate and participate in extended interactions. Partners add repeated turns or new steps to the activity to maintain and extend interaction. | | | | |
| LS2.2 | Using visuals to support understanding of language and social expectations Criterion: Partners use predictable support such as written words on a dry erase, photos or picture symbols as well as role models to ensure true comprehension. For the Language Partner, the use of written narratives prior to social activities may define the purpose, the steps involved, and the expectations. | | | | |



SCERTS in Action

Step 4: Assessment (continued)

Language Partner Stage

Child's name

Scoring Criteria

2 = Consistently across two partners and two contexts

1 = Inconsistently

0 = Not yet observed

Date of birth

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.

Below are selected milestones that can be used to measure my growth.

| (LS & IS) | My partners can help me by encouraging my initiations and responding to my attempts | Date | Date | Date | Date |
|-----------|--|------|------|------|------|
| LS2.1 | Using visual support for expressive communication and creative language Criterion: At the Language Partner stage, partners encourage the child to communicate by offering developmentally sensible visuals such as choices of photos, pictures or the written word with people's names, preferred action words, preferred items and activities. Other non-speech modalities may also be used including signs, objects, and electronic forms of assistive technology. | | | | |
| IS2.2 | Waiting for and inviting interaction through responsive communication exchanges Criterion: Partners provide a balance of engaging with the child versus responding to the child's initiations. At the Language Partner stage, partners are particularly responsive to both body language and unconventional verbal behavior (e.g., scripted language) by responding to the functions of these actions to ensure the child feels competent as a communicator. | | | | |
| IS5.2 | Facilitating successful interactions with peers Criterion: Partners encourage and invite peer interaction. At the Language Partner stage, peers are invited to engage successfully using duplicate sets of materials to encourage parallel play, mutually engaging activities such as art, music, and movement, as well as visual tools that define how to engage with one another. | | | | |
| IS6.2 | Adjusting language modeling to child's developmental level Criterion: Partners adjust language models to match the developmental needs of the child. At the Language Partner stage, partners should model a range of single words and early word combinations (using people's names and verbs as a focus of language modeling). | | | | |

| (LS & IS) | My partners can help me by helping me cope with my emotions | Date | Date | Date | Date |
|-----------|---|------|------|------|------|
| IS1.3 | Responding to attempts to communicate to build a child's confidence Criterion: At the Language Partner stage, partners demonstrate responsiveness by honoring a child's body language and unconventional verbal ("scripted") language as intentional forms of communication (e.g., child asks "Do you want video?" and partner replies, "Mum turn on video?" to model more conventional use of language). | | | | |
| IS1.5 | Recognizing emotional needs and providing support for emotional regulation Criterion: Partners respond to child's signals of under-arousal or over-arousal by changing the environment and interactive style (e.g. offering choices of movement activities to alert a child or soothing supports such as providing sensory input (deep pressure), turning off the lights, etc.) | | | | |
| IS7.4 | Modeling appropriate coping strategies when child is using unconventional behavior Criterion: Partners provide models for how to cope in an appropriate manner (e.g., when a child screams and throws food, partner may model a push away with a plate and say "no thank you") or when a child is chewing on clothing, a choice of appropriate chewy tubes may be offered. | | | | |
| LS2.3 | Using visual support to encourage a child's expression and understanding of emotion Criterion: At the Language Partner stage, partners model expressions of emotion words and choices of coping strategies and may augment these models with photos, picture symbols or written symbols. | | | | |

Language Partner Stage – Outcomes & Supports

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.
Here are some outcomes I can achieve and supports I need:

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mum, dad, teacher & peer

I can **initiate and maintain brief reciprocal interaction** (JA1.3) when my partners infuse motivating materials and topics (LS4.7) and encourage my initiations (IS2.2).



I can **use a variety of word combinations including people's names and verbs** (SU5.6) when my partners provide visuals for expressive language (LS2.1) and adjust language modeling to my level (IS6.2).

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

I can **use language to self-regulate during transitions** (SR4.6) when my partners provide visual supports for smooth transitions (LS3.3) and recognize signals of dysregulation and offer support (IS1.5).

I can **use language to request regulating activities** (MR3.6) when my partners provide visuals for emotional regulation (LS2.3) and recognize and support my strategies for regulation (IS1.5).

Refer to **Frequently Used Outcomes & Supports**



Goals & Supports for _____

Here are some outcomes I can achieve and supports I need:

I can _____

when my partners _____

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mom, dad, teacher & peer

STUDENT PHOTO

I can _____

when my partners _____

I can _____

when my partners _____

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

Refer to Frequently Used Goals & Supports

I can _____

when my partners _____

Sample - Outcomes and Supports for the Language Partner Stage



Goals & Supports for **Nahui**

Here are some outcomes I can achieve and supports I need:

I can

initiate and maintain extended interaction (JA1.3)

when my partners

infuse motivating materials and topics (LS4.7) and encourage my initiations (IS2.2).

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mom, dad, teacher & peer

Photo of Student Here

I can

use a variety of word combinations including people's names and verbs (SU5.6)

when my partners

provide visuals for expressive language (LS2.1) and adjust language modeling to my level (IS6.2).

I can

use words or symbols to communicate emotion (MR1.2)

when my partners

provide visuals for emotional regulation (LS2.3) and recognize and support language strategies for regulation (IS1.5).

Emotional Regulation Outcomes

MR – Mutual Regulation – How I cope with others' help

SR – Self Regulation – How I am coping on my own

Transactional Support – What my partners do to help

IS – Interpersonal Support – How my partners change their communication for me

LS – Learning Support – How my environment can be changed to help me

Refer to Frequently Used Goals & Supports

I can

use a language to engaged in extended activities (SR3.4)

when my partners

provide visual supports for smooth transitions (LS3.3). recognize signals of dysregulation and offer support (IS1.5).



Educational Planning Form

Child's Name:
Location:

Date:

| Activity/Time | SC & ER Objectives | Transactional Supports |
|---------------|--------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Sample SCERTS Educational Planning Grid

| Whole Day Supports | | | | | |
|--------------------|--|--|---|--|---|
| Activity/time | Educational Objectives | | | | |
| | Initiate and maintain extended interactions (JA.1.3) | Uses a variety of word combinations including people's names & verbs (SUS.6) | Uses words or symbols to communicate emotion (MR.1.2) | Uses language to engage productively in an extended activity (SR3.4) | |
| Transition | | | X | X | Transactional Supports - Provide an emotion key ring to model emotion words (e.g., "Happy," "Sad," "Angry,") and coping strategies on the reverse (e.g., "I can ask for..."). - Provide a to do list within each activity that Nahui can "check" off independently. |
| Circle | X | X | | | |
| | | | | | - Pair books with sensory-based and hands-on materials to match the content and provide experiential learning - Target subject + verb with color-coded sentence templates (e.g., "Nahui blow the fan"). |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |