**SCERTS in Action - Frequently Used Goals and Supports**

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| **Child Goals**Social Communication (SC) and Emotional Regulation (ER) *Select 4 key goals and match to 1 – 2 needed supports****The child can…*****Social Partner stage***Speaking & Making Relationships** Initiate interaction (JA1.2)
* Request desired food or things (JA4.1)
* Request social games (JA5.2)
* Use giving or pointing gestures (SU4.4)
* Imitate familiar actions when elicited by a partner (SU1.2)

*Managing Feelings and Behavior* * Soothe when comforted by a caregiver (MR2.1)
* Makes choices when offered by caregivers (MR2.6)
* Express negative emotion to seek comfort (MR3.1)
* Use behaviors modeled by partners to self-soothe or focus myself (SR2.3)
* Use behaviors to make an independent transition (e.g., holding an object from upcoming activity) (SR3.4)

**Language Partner stage:** *Speaking & Making Relationships** Initiate and maintain extended interactions (JA1.3)
* Comment on actions or events (JA6.2)
* Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5)
* Use a variety of word combinations including people’s names & verbs (SU5.6)

*Managing Feelings and Behavior* * Use words or symbols to communicate emotion (MR1.2)
* Choose coping strategies when offered by partners (MR2.6)
* Request help when frustrated (MR3.3)
* Use language to ask for calming or focusing activities (MR3.6)
* Use language modeled by partners to calm or focus (SR3.3)
* Use language to engage productively in an extended activity (SR3.4)
* Use language to stay focused and calm during transitions (SR4.6)

**Conversational Partner stage:***Speaking & Making Relationships** Monitor the attentional focus of a social partner (JA1.1)
* Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others) (JA3.2)
* Listen and speak to people about something by providing information about immediate, past, or future events (JA3.3)
* Use appropriate body posture & proximity for the context and partner (SU4.3)
* Use appropriate volume and intonation for the context (SU4.4)
* Use a variety of sentence constructions (SU5.4)

*Managing Feelings and Behavior* * Respond to coping strategies offered by partners (MR2.6)
* Use my language to ask for help, a break, or coping strategies from others (MR4.3)
* Use socially appropriate behavioral coping strategies (SR2.2)
* Use language taught and modeled by partners to calm and focus (SR3.5)
* Use my language to work out and think about coping strategies that may be helpful in future situations (SR4.5)
* Use planning and preparing ahead as a strategy for self-regulating during transitions (i.e., metacognition) (SR5.6)
 | **Interpersonal and Learning Supports**Transactional Supports (TS)*Select 1 -2 supports****When the child’s partners help by….*****Designing Meaningful & Developmentally Sensible Activities** * Infusing motivating materials and topics in activities (LS4.7)
* Modifying sensory preferences of the environment (LS4.3)
* Adjusting task difficulty for child success (LS4.2)
* Providing developmentally appropriate activities (LS4.6)
* Adjusting group size to ensure successful interaction (LA4.1)
* Using visuals to support child’s emotional regulation (LS2.4)
* Alternating between movement & sedentary activities (LS4.9)

**Establishing Predictability in Natural Routines*** Using visual support for smooth transitions (LS3.3)
* Defining a clear beginning and ending to activity (LS1.1)
* Defining the steps within an activity (LS3.1)
* Defining the time for completion of activities (LS3.2)
* Structuring activities to promote initiation and extended interaction (LS4.8)
* Using visuals to support understanding of language and social expectations (LS2.2)

**Fostering Social Communication*** Using visuals for expressive communication and creative language (e.g., objects of reference, photos, picture symbols and the written word) (LS2.1)
* Waiting for & inviting interaction through responsive exchanges (IS2.2)
* Facilitating successful interactions with peers (IS5.2)
* Adjusting language modeling to child’s developmental level (e.g., gestures, single words, word combinations, complex sentences and appropriate body language) (IS6.2)

**Fostering Emotional Regulation*** Responding to attempts to communications to build a child’s confidence (IS1.3)
* Recognizing emotional needs and providing support for emotional regulation (IS1.5 or IS1.6)
* Modeling appropriate coping strategies for child when child is using unconventional behavior (IS7.4)
* Using visual support to encourage a child’s expression and understanding of emotion (LS2.3)

**Key:**SC – Social Communication ER – Emotional Regulation JA – Joint Attention SU – Symbol Use MR – Mutual Regulation SR – Self-RegulationIS – 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. |