



SCERTS Curriculum-Based Assessment Observation Forms

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SAP-OBSERVATION FORM: Social Partner Stage
Social Communication (page 2)

Child's name: _____

| Chr 1 | Chr 2 | Chr 3 | Chr 4 | |
|---|-------|-------|-------|---|
| JOINT ATTENTION | | | | |
| 1 Engages in reciprocal interaction | | | | |
| | | | | JA1.1 Responds to bids for interaction (= MR2.3) |
| | | | | JA1.2 Initiates bids for interaction (= SR1.4) |
| | | | | JA1.3 Engages in brief reciprocal interaction (= SR1.5) |
| | | | | JA1.4 Engages in extended reciprocal interaction (= SR1.6) |
| 2 Shares attention | | | | |
| | | | | JA2.1 Looks toward people |
| | | | | JA2.2 Shifts gaze between people and objects |
| | | | | JA2.3 Follows contact point (= SU2.4) |
| | | | | JA2.4 Follows distal point (= SU2.5) |
| 3 Shares emotion | | | | |
| | | | | JA3.1 Shares negative emotion using facial expressions or vocalizations (≈ MR3.1) |
| | | | | JA3.2 Shares positive emotion using facial expressions or vocalizations (≈ MR3.2) |
| | | | | JA3.3 Responds to changes in partners' expression of emotion (= MR2.4, SU2.7) |
| | | | | JA3.4 Attunes to changes in partners' expression of emotion (= MR2.5) |
| 4 Shares intentions to regulate the behavior of others (↔ JA7.2, JA7.3, SU4–SU5) | | | | |
| | | | | JA4.1 Requests desired food or objects (≈ MR2.6) |
| | | | | JA4.2 Protests/refuses undesired food or objects (≈ MR3.4) |
| | | | | JA4.3 Requests help or other actions (≈ MR3.3) |
| | | | | JA4.4 Protests undesired actions or activities (≈ MR3.4) |
| 5 Shares intentions for social interaction (↔ JA7.2, JA7.3, SU4–SU5) | | | | |
| | | | | JA5.1 Requests comfort (≈ MR3.1) |
| | | | | JA5.2 Requests social game |
| | | | | JA5.3 Takes turns |
| | | | | JA5.4 Greets |
| | | | | JA5.5 Calls |
| | | | | JA5.6 Shows off |
| 6 Shares intentions for joint attention (↔ JA7.2, JA7.3, SU4–SU5) | | | | |
| | | | | JA6.1 Comments on object |
| | | | | JA6.2 Comments on action or event |
| 7 Persists and repairs communication breakdowns | | | | |
| | | | | JA7.1 Uses appropriate rate of communication for context |
| | | | | JA7.2 Repeats communication to repair breakdowns (↔ JA4–JA6) |
| | | | | JA7.3 Modifies communication to repair breakdowns (↔ JA4–JA6) |

SCORING KEY: 2, criterion met consistently (across two partners in two contexts);
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SAP-OBSERVATION FORM: Social Partner Stage (page 3)
Social Communication

Child's name: _____

| Ctr 1 | Ctr 2 | Ctr 3 | Ctr 4 | |
|---|-------|-------|-------|--|
| SYMBOL USE | | | | |
| 1 Learns by imitation of familiar actions and sounds | | | | |
| | | | | SU1.1 Takes turns by repeating own actions or sounds |
| | | | | SU1.2 Imitates familiar actions or sounds when elicited immediately after a model |
| | | | | SU1.3 Spontaneously imitates familiar actions or sounds immediately after a model |
| | | | | SU1.4 Spontaneously imitates familiar actions or sounds at a later time |
| 2 Understands nonverbal cues in familiar activities | | | | |
| | | | | SU2.1 Anticipates another person's actions in familiar routines (= SR3.1) |
| | | | | SU2.2 Follows situational cues in familiar activities |
| | | | | SU2.3 Follows gestural cues other than a point |
| | | | | SU2.4 Follows a contact point (= JA2.3) |
| | | | | SU2.5 Follows a distal point (= JA2.4) |
| | | | | SU2.6 Responds to visual cues (photographs or pictures) |
| | | | | SU2.7 Responds to facial expression and intonation cues (= JA3.3) |
| 3 Uses familiar objects conventionally in play | | | | |
| | | | | SU3.1 Uses exploratory actions on objects (↔ SR2.1) |
| | | | | SU3.2 Uses familiar objects in constructive play |
| | | | | SU3.3 Uses familiar objects conventionally toward self |
| | | | | SU3.4 Uses familiar objects conventionally toward other |
| 4 Uses gestures and nonverbal means to share intentions (↔ JA4–JA6, MR1, MR3.3, MR3.4) | | | | |
| | | | | SU4.1 Uses proximity |
| | | | | SU4.2 Uses facial expressions |
| | | | | SU4.3 Uses simple motor actions |
| | | | | SU4.4 Uses conventional contact gestures <input type="checkbox"/> give <input type="checkbox"/> push away <input type="checkbox"/> show <input type="checkbox"/> reach/touch <input type="checkbox"/> point/touch |
| | | | | SU4.5 Uses conventional distal gestures <input type="checkbox"/> wave <input type="checkbox"/> distal reach <input type="checkbox"/> distal point <input type="checkbox"/> clap <input type="checkbox"/> head shake <input type="checkbox"/> head nod |
| | | | | SU4.6 Uses reenactment or symbolic distal gestures |
| | | | | SU4.7 Uses sequence of gestures or nonverbal means |
| | | | | SU4.8 Coordinates gestures and gaze |
| 5 Uses vocalizations to share intentions (↔ JA4–JA6, MR1, MR3.3, MR3.4) | | | | |
| | | | | SU5.1 Uses differentiated vocalizations (↔ MR1) |
| | | | | SU5.2 Uses a variety of consonant + vowel combinations |
| | | | | SU5.3 Uses words bound to routines |
| | | | | SU5.4 Coordinates vocalizations with gaze and gestures |
| 6 Understands a few familiar words | | | | |
| | | | | SU6.1 Responds to own name |
| | | | | SU6.2 Responds to a few words in familiar social games |
| | | | | SU6.3 Responds to a few familiar person, body part, or object names |
| | | | | SU6.4 Responds to a few frequently used phrases in familiar routines |

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SAP-OBSERVATION FORM: Social Partner Stage (page 4)
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| MUTUAL REGULATION | | | | |
| 1 Expresses range of emotions (↔ SU4–SU5) | | | | |
| | | | | MR1.1 Expresses happiness |
| | | | | MR1.2 Expresses sadness |
| | | | | MR1.3 Expresses anger |
| | | | | MR1.4 Expresses fear |
| 2 Responds to assistance offered by partners | | | | |
| | | | | MR2.1 Soothes when comforted by partners |
| | | | | MR2.2 Engages when alerted by partners |
| | | | | MR2.3 Responds to bids for interaction (= JA1.1) |
| | | | | MR2.4 Responds to changes in partners' expression of emotion (= JA3.3) |
| | | | | MR2.5 Attunes to changes in partners' expression of emotion (= JA3.4) |
| | | | | MR2.6 Makes choices when offered by partners (≈ JA4.1) |
| 3 Requests partners' assistance to regulate state | | | | |
| | | | | MR3.1 Shares negative emotion to seek comfort (≈ JA3.1; ↔ JA5.1) |
| | | | | MR3.2 Shares positive emotion to seek interaction (≈ JA3.2) |
| | | | | MR3.3 Requests help when frustrated (≈ JA4.3; ↔ SU4–SU5) |
| | | | | MR3.4 Protests when distressed (≈ JA4.2, JA4.4; ↔ SU4–SU5) |
| 4 Recovers from extreme dysregulation with support from partners | | | | |
| | | | | MR4.1 Responds to partners' efforts to assist with recovery by moving away from activity |
| | | | | MR4.2 Responds to partners' use of behavioral strategies |
| | | | | MR4.3 Responds to partners' attempts to reengage in interaction or activity |
| | | | | MR4.4 Decreases amount of time to recover from extreme dysregulation due to support from partners |
| | | | | MR4.5 Decreases intensity of dysregulated state due to support from partners |

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SAP-OBSERVATION FORM: Social Partner Stage (page 5)
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|---|
| SELF-REGULATION | | | | |
| 1 Demonstrates availability for learning and interacting | | | | |
| | | | | SR1.1 Notices people and things in the environment |
| | | | | SR1.2 Shows interest in a variety of sensory and social experiences |
| | | | | SR1.3 Seeks and tolerates a variety of sensory experiences |
| | | | | SR1.4 Initiates bids for interaction (= JA1.2) |
| | | | | SR1.5 Engages in brief reciprocal interaction (= JA1.3) |
| | | | | SR1.6 Engages in extended reciprocal interaction (= JA1.4) |
| | | | | SR1.7 Responds to sensory and social experiences with differentiated emotions |
| 2 Uses behavioral strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR2.1 Uses behavioral strategies to regulate arousal level during solitary activities (↔ SU3.1) |
| | | | | SR2.2 Uses behavioral strategies to regulate arousal level during social interactions |
| | | | | SR2.3 Uses behavioral strategies modeled by partners to regulate arousal level |
| | | | | SR2.4 Uses behavioral strategies to engage productively in an extended activity |
| 3 Regulates emotion in new and changing situations | | | | |
| | | | | SR3.1 Anticipates another person's actions in familiar routines (= SU2.1) |
| | | | | SR3.2 Participates in new and changing situations |
| | | | | SR3.3 Uses behavioral strategies to regulate arousal level in new and changing situations |
| | | | | SR3.4 Uses behavioral strategies to regulate arousal level during transitions |
| 4 Recovers from extreme dysregulation by self | | | | |
| | | | | SR4.1 Removes self from overstimulating or undesired activity |
| | | | | SR4.2 Uses behavioral strategies to recover from extreme dysregulation |
| | | | | SR4.3 Reengages in interaction or activity after recovery from extreme dysregulation |
| | | | | SR4.4 Decreases amount of time to recover from extreme dysregulation |
| | | | | SR4.5 Decreases intensity of dysregulated state |

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SAP-OBSERVATION FORM: Social Partner Stage
Transactional Support (page 6)

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| INTERPERSONAL SUPPORT | | | | |
| 1 Partner is responsive to child | | | | |
| | | | | IS1.1 Follows child's focus of attention |
| | | | | IS1.2 Attunes to child's emotion and pace |
| | | | | IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence |
| | | | | IS1.4 Recognizes and supports child's behavioral strategies to regulate arousal level |
| | | | | IS1.5 Recognizes signs of dysregulation and offers support |
| | | | | IS1.6 Imitates child |
| | | | | IS1.7 Offers breaks from interaction or activity as needed |
| | | | | IS1.8 Facilitates reengagement in interactions and activities following breaks |
| 2 Partner fosters initiation | | | | |
| | | | | IS2.1 Offers choices nonverbally or verbally |
| | | | | IS2.2 Waits for and encourages initiations |
| | | | | IS2.3 Provides a balance of initiated and respondent turns |
| | | | | IS2.4 Allows child to initiate and terminate activities |
| 3 Partner respects child's independence | | | | |
| | | | | IS3.1 Allows child to take breaks to move about as needed |
| | | | | IS3.2 Provides time for child to solve problems or complete activities at own pace |
| | | | | IS3.3 Interprets problem behavior as communicative and/or regulatory |
| | | | | IS3.4 Honors protests, rejections, or refusals when appropriate |
| 4 Partner sets stage for engagement | | | | |
| | | | | IS4.1 Gets down on child's level when communicating |
| | | | | IS4.2 Secures child's attention before communicating |
| | | | | IS4.3 Uses appropriate proximity and nonverbal behavior to encourage interaction |
| | | | | IS4.4 Uses appropriate words and intonation to support optimal arousal level and engagement |
| 5 Partner provides developmental support | | | | |
| | | | | IS5.1 Encourages imitation |
| | | | | IS5.2 Encourages interaction with peers |
| | | | | IS5.3 Attempts to repair breakdowns verbally or nonverbally |
| | | | | IS5.4 Provides guidance and feedback as needed for success in activities |
| | | | | IS5.5 Expands on child's play and nonverbal communication |
| 6 Partner adjusts language input | | | | |
| | | | | IS6.1 Uses nonverbal cues to support understanding |
| | | | | IS6.2 Adjusts complexity of language input to child's developmental level |
| | | | | IS6.3 Adjusts quality of language input to child's arousal level |
| 7 Partner models appropriate behaviors | | | | |
| | | | | IS7.1 Models appropriate nonverbal communication and emotional expressions |
| | | | | IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention |
| | | | | IS7.3 Models appropriate play |
| | | | | IS7.4 Models appropriate behavior when child uses inappropriate behavior |
| | | | | IS7.5 Models "child-perspective" language |

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SAP-OBSERVATION FORM: Social Partner Stage (page 7)
Transactional Support

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|--|
| LEARNING SUPPORT | | | | |
| 1 Partner structures activity for active participation | | | | |
| | | | | LS1.1 Defines clear beginning and ending to activity |
| | | | | LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in |
| | | | | LS1.3 Provides predictable sequence to activity |
| | | | | LS1.4 Offers repeated learning opportunities |
| | | | | LS1.5 Offers varied learning opportunities |
| 2 Partner uses augmentative communication support to foster development | | | | |
| | | | | LS2.1 Uses augmentative communication support to enhance child's communication and expressive language |
| | | | | LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior |
| | | | | LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion |
| | | | | LS2.4 Uses augmentative communication support to enhance child's emotional regulation |
| 3 Partner uses visual and organizational support | | | | |
| | | | | LS3.1 Uses support to define steps within a task |
| | | | | LS3.2 Uses support to define steps and time for completion of activities |
| | | | | LS3.3 Uses visual support to enhance smooth transitions between activities |
| | | | | LS3.4 Uses support to organize segments of time across the day |
| | | | | LS3.5 Uses visual support to enhance attention in group activities |
| | | | | LS3.6 Uses visual support to foster active involvement in group activities |
| 4 Partner modifies goals, activities, and learning environment | | | | |
| | | | | LS4.1 Adjusts social complexity to support organization and interaction |
| | | | | LS4.2 Adjusts task difficulty for child success |
| | | | | LS4.3 Modifies sensory properties of learning environment |
| | | | | LS4.4 Arranges learning environment to enhance attention |
| | | | | LS4.5 Arranges learning environment to promote child initiation |
| | | | | LS4.6 Designs and modifies activities to be developmentally appropriate |
| | | | | LS4.7 Infuses motivating materials and topics in activities |
| | | | | LS4.8 Provides activities to promote initiation and extended interaction |
| | | | | LS4.9 Alternates between movement and sedentary activities as needed |
| | | | | LS4.10 "Ups the ante" or increases expectations appropriately |

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SAP-OBSERVATION FORM: Language Partner Stage (page 2)
Social Communication

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|--|
| JOINT ATTENTION | | | | |
| 1 Engages in reciprocal interaction | | | | |
| | | | | JA1.1 Initiates bids for interaction (= SR1.1) |
| | | | | JA1.2 Engages in brief reciprocal interaction (= SR1.2) |
| | | | | JA1.3 Engages in extended reciprocal interaction (= SR1.3) |
| 2 Shares attention | | | | |
| | | | | JA2.1 Shifts gaze between people and objects |
| | | | | JA2.2 Follows contact and distal point (= SU2.2) |
| | | | | JA2.3 Monitors attentional focus of a social partner |
| | | | | JA2.4 Secures attention to oneself prior to expressing intentions (≈ JA5.5) |
| 3 Shares emotion | | | | |
| | | | | JA3.1 Shares negative and positive emotion (= MR1.1; ≈ MR3.1, MR3.2) |
| | | | | JA3.2 Understands and uses symbols to express a range of emotions (≈ MR1.2, SR3.5) |
| | | | | JA3.3 Attunes to changes in partners' expression of emotion (≈ SU2.4; = MR2.5) |
| | | | | JA3.4 Describes the emotional state of another person (↔ SU5.6) |
| 4 Shares intentions to regulate the behavior of others (↔ JA7.2, JA8.2, SU4–SU5, MR3.7) | | | | |
| | | | | JA4.1 Requests desired food or objects (≈ MR2.6) |
| | | | | JA4.2 Protests/refuses undesired food or objects (≈ MR3.4) |
| | | | | JA4.3 Requests help or other actions (≈ MR3.3) |
| | | | | JA4.4 Protests undesired actions or activities (≈ MR3.4) |
| 5 Shares intentions for social interaction (↔ JA7.2, JA8.2, SU4–SU5) | | | | |
| | | | | JA5.1 Requests comfort (≈ MR3.1) |
| | | | | JA5.2 Requests social game |
| | | | | JA5.3 Takes turns |
| | | | | JA5.4 Greets |
| | | | | JA5.5 Calls (≈ JA2.4) |
| | | | | JA5.6 Shows off |
| | | | | JA5.7 Requests permission |
| 6 Shares intentions for joint attention (↔ JA7.2, JA8.2, SU4–SU5) | | | | |
| | | | | JA6.1 Comments on object |
| | | | | JA6.2 Comments on action or event |
| | | | | JA6.3 Requests information about things of interest |
| 7 Persists and repairs communication breakdowns | | | | |
| | | | | JA7.1 Uses appropriate rate of communication for context |
| | | | | JA7.2 Repeats and modifies communication to repair (↔ JA4–JA6) |
| | | | | JA7.3 Recognizes breakdowns in communication |
| 8 Shares experiences in reciprocal interaction | | | | |
| | | | | JA8.1 Coordinates attention, emotion, and intentions to share experiences |
| | | | | JA8.2 Shows reciprocity in speaker and listener roles to share experiences (↔ JA4–JA6) |
| | | | | JA8.3 Initiates interaction and shares experiences with a friend |

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SAP-OBSERVATION FORM: Language Partner Stage (page 3)
Social Communication

Child's name: _____

| Ctr 1 | Ctr 2 | Ctr 3 | Ctr 4 | |
|---|-------|-------|-------|---|
| SYMBOL USE | | | | |
| 1 Learns by observation and imitation of familiar and unfamiliar actions and words | | | | |
| | | | | SU1.1 Spontaneously imitates familiar actions or words immediately after a model |
| | | | | SU1.2 Spontaneously imitates unfamiliar actions or words immediately after a model |
| | | | | SU1.3 Spontaneously imitates actions or words and adds a different behavior |
| | | | | SU1.4 Spontaneously imitates a variety of behaviors later in a different context |
| 2 Understands nonverbal cues in familiar and unfamiliar activities | | | | |
| | | | | SU2.1 Follows situational and gestural cues in familiar and unfamiliar activities (= SR4.2) |
| | | | | SU2.2 Follows contact and distal point (= JA2.2) |
| | | | | SU2.3 Follows instructions with visual cues (photographs or pictures) |
| | | | | SU2.4 Responds to facial expression and intonation cues (≈ JA3.3) |
| 3 Uses familiar objects conventionally in play | | | | |
| | | | | SU3.1 Uses a variety of objects in constructive play |
| | | | | SU3.2 Uses a variety of familiar objects conventionally toward self |
| | | | | SU3.3 Uses a variety of familiar objects conventionally toward other |
| | | | | SU3.4 Combines a variety of actions with objects in play |
| 4 Uses gestures and nonverbal means to share intentions (↔ JA4–JA6, MR3.3, MR3.4) | | | | |
| | | | | SU4.1 Uses a variety of conventional and symbolic gestures <input type="checkbox"/> a. show <input type="checkbox"/> d. clap <input type="checkbox"/> f. head nod <input type="checkbox"/> b. wave <input type="checkbox"/> e. head shake <input type="checkbox"/> g. other _____ <input type="checkbox"/> c. distal reach/point |
| | | | | SU4.2 Uses sequence of gestures or nonverbal means in coordination with gaze |
| 5 Uses words and word combinations to express meanings (↔ JA4–JA6, MR3.3, MR3.4) | | | | |
| | | | | SU5.1 Coordinates sounds/words with gaze and gestures |
| | | | | SU5.2 Uses at least 5–10 words or echolalic phrases as symbols |
| | | | | SU5.3 Uses early relational words <input type="checkbox"/> a. existence <input type="checkbox"/> b. nonexistence/disappearance <input type="checkbox"/> c. recurrence <input type="checkbox"/> d. rejection |
| | | | | SU5.4 Uses variety of names for objects, body parts, and agents |
| | | | | SU5.5 Uses variety of advanced relational words <input type="checkbox"/> a. personal-social <input type="checkbox"/> b. action <input type="checkbox"/> c. modifier <input type="checkbox"/> d. wh- word |
| | | | | SU5.6 Uses variety of relational meanings in word combinations (↔ JA3.4) <input type="checkbox"/> a. modifier + object <input type="checkbox"/> b. negation + object <input type="checkbox"/> c. agent + action + object |
| 6 Understands a variety of words and word combinations without contextual cues | | | | |
| | | | | SU6.1 Responds to own name |
| | | | | SU6.2 Responds to a variety of familiar words and phrases (= SR1.6) |
| | | | | SU6.3 Understands a variety of names without contextual cues |
| | | | | SU6.4 Understands a variety of relational words without contextual cues <input type="checkbox"/> a. action <input type="checkbox"/> b. modifier <input type="checkbox"/> c. wh- word |
| | | | | SU6.5 Understands a variety of relational meanings in word combinations without contextual cues <input type="checkbox"/> a. modifier + object <input type="checkbox"/> b. negation + object <input type="checkbox"/> c. agent + action + object |

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SAP-OBSERVATION FORM: Language Partner Stage **(page 4)**
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | MUTUAL REGULATION | | | |
|-------|-------|-------|-------|---|--|--|--|
| | | | | 1 Expresses range of emotions (↔ SU4–SU5) | | | |
| | | | | MR1.1 Shares negative and positive emotion (= JA3.1) | | | |
| | | | | MR1.2 Understands and uses symbols to express a range of emotions (≈ JA3.2; = SR3.5) | | | |
| | | | | MR1.3 Changes emotional expression in familiar activities based on partners' feedback | | | |
| | | | | 2 Responds to assistance offered by partners | | | |
| | | | | MR2.1 Soothes when comforted by partners | | | |
| | | | | MR2.2 Engages when alerted by partners | | | |
| | | | | MR2.3 Responds to bids for interaction | | | |
| | | | | MR2.4 Responds to changes in partners' expression of emotion | | | |
| | | | | MR2.5 Attunes to changes in partners' expression of emotion (= JA3.3) | | | |
| | | | | MR2.6 Makes choices when offered by partners | | | |
| | | | | MR2.7 Changes regulatory strategies based on partners' feedback in familiar activities | | | |
| | | | | 3 Requests partners' assistance to regulate state | | | |
| | | | | MR3.1 Shares negative emotion to seek comfort (≈ JA3.1; ↔ JA5.1) | | | |
| | | | | MR3.2 Shares positive emotion to seek interaction (≈ JA3.1) | | | |
| | | | | MR3.3 Requests help when frustrated (≈ JA4.3; ↔ SU4–SU5) | | | |
| | | | | MR3.4 Protests when distressed (≈ JA4.2, JA4.4; ↔ SU4–SU5) | | | |
| | | | | MR3.5 Uses language strategies to request a break | | | |
| | | | | MR3.6 Uses language strategies to request regulating activity or input | | | |
| | | | | MR3.7 Uses language strategies to exert social control (↔ JA4) | | | |
| | | | | 4 Recovers from extreme dysregulation with support from partners | | | |
| | | | | MR4.1 Responds to partners' efforts to assist with recovery by moving away from activity | | | |
| | | | | MR4.2 Responds to partners' use of behavioral strategies | | | |
| | | | | MR4.3 Responds to partners' use of language strategies | | | |
| | | | | MR4.4 Responds to partners' attempts to reengage in interaction or activity | | | |
| | | | | MR4.5 Decreases amount of time to recover from extreme dysregulation due to support from partners | | | |
| | | | | MR4.6 Decreases intensity of dysregulated state due to support from partners | | | |

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SAP-OBSERVATION FORM: Language Partner Stage (page 5)
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|--|
| SELF-REGULATION | | | | |
| 1 Demonstrates availability for learning and interacting | | | | |
| | | | | SR1.1 Initiates bids for interaction (= JA1.1) |
| | | | | SR1.2 Engages in brief reciprocal interaction (= JA1.2) |
| | | | | SR1.3 Engages in extended reciprocal interaction (= JA1.3) |
| | | | | SR1.4 Responds to sensory and social experiences with differentiated emotions |
| | | | | SR1.5 Demonstrates ability to inhibit actions and behaviors |
| | | | | SR1.6 Responds to a variety of familiar words and phrases (= SU6.2) |
| | | | | SR1.7 Persists during tasks with reasonable demands |
| | | | | SR1.8 Demonstrates emotional expression appropriate to context |
| 2 Uses behavioral strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR2.1 Uses behavioral strategies to regulate arousal level during solitary and social activities |
| | | | | SR2.2 Uses behavioral strategies modeled by partners to regulate arousal level |
| | | | | SR2.3 Uses behavioral strategies to engage productively in an extended activity |
| 3 Uses language strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR3.1 Uses language strategies to regulate arousal level during solitary activities |
| | | | | SR3.2 Uses language strategies to regulate arousal level during social interactions |
| | | | | SR3.3 Uses language strategies modeled by partners to regulate arousal level |
| | | | | SR3.4 Uses language strategies to engage productively in an extended activity |
| | | | | SR3.5 Uses symbols to express a range of emotions (≈ JA3.2; = MR1.2) |
| 4 Regulates emotion during new and changing situations | | | | |
| | | | | SR4.1 Participates in new and changing situations |
| | | | | SR4.2 Follows situational and gestural cues in unfamiliar activities (= SU2.1) |
| | | | | SR4.3 Uses behavioral strategies to regulate arousal level in new and changing situations |
| | | | | SR4.4 Uses language strategies to regulate arousal level in new and changing situations |
| | | | | SR4.5 Uses behavioral strategies to regulate arousal level during transitions |
| | | | | SR4.6 Uses language strategies to regulate arousal level during transitions |
| 5 Recovers from extreme dysregulation by self | | | | |
| | | | | SR5.1 Removes self from overstimulating or undesired activity |
| | | | | SR5.2 Uses behavioral strategies to recover from extreme dysregulation |
| | | | | SR5.3 Uses language strategies to recover from extreme dysregulation |
| | | | | SR5.4 Reengages in interaction or activity after recovery from extreme dysregulation |
| | | | | SR5.5 Decreases amount of time to recover from extreme dysregulation |
| | | | | SR5.6 Decreases intensity of dysregulated state |

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SAP-OBSERVATION FORM: Language Partner Stage (page 6)
Transactional Support

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| INTERPERSONAL SUPPORT | | | | |
| 1 Partner is responsive to child | | | | |
| | | | | IS1.1 Follows child's focus of attention |
| | | | | IS1.2 Attunes to child's emotion and pace |
| | | | | IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence |
| | | | | IS1.4 Recognizes and supports child's behavioral and language strategies to regulate arousal level |
| | | | | IS1.5 Recognizes signs of dysregulation and offers support |
| | | | | IS1.6 Imitates child |
| | | | | IS1.7 Offers breaks from interaction or activity as needed |
| | | | | IS1.8 Facilitates reengagement in interactions and activities following breaks |
| 2 Partner fosters initiation | | | | |
| | | | | IS2.1 Offers choices nonverbally or verbally |
| | | | | IS2.2 Waits for and encourages initiations |
| | | | | IS2.3 Provides a balance of initiated and respondent turns |
| | | | | IS2.4 Allows child to initiate and terminate activities |
| 3 Partner respects child's independence | | | | |
| | | | | IS3.1 Allows child to take breaks to move about as needed |
| | | | | IS3.2 Provides time for child to solve problems or complete activities at own pace |
| | | | | IS3.3 Interprets problem behavior as communicative and/or regulatory |
| | | | | IS3.4 Honors protests, rejections, or refusals when appropriate |
| 4 Partner sets stage for engagement | | | | |
| | | | | IS4.1 Gets down on child's level when communicating |
| | | | | IS4.2 Secures child's attention before communicating |
| | | | | IS4.3 Uses appropriate proximity and nonverbal behavior to encourage interaction |
| | | | | IS4.4 Uses appropriate words and intonation to support optimal arousal level and engagement |
| 5 Partner provides developmental support | | | | |
| | | | | IS5.1 Encourages imitation |
| | | | | IS5.2 Encourages interaction with peers |
| | | | | IS5.3 Attempts to repair breakdowns verbally or nonverbally |
| | | | | IS5.4 Provides guidance and feedback as needed for success in activities |
| | | | | IS5.5 Provides guidance on expressing emotions and understanding the cause of emotions |
| 6 Partner adjusts language input | | | | |
| | | | | IS6.1 Uses nonverbal cues to support understanding |
| | | | | IS6.2 Adjusts complexity of language input to child's developmental level |
| | | | | IS6.3 Adjusts quality of language input to child's arousal level |
| 7 Partner models appropriate behaviors | | | | |
| | | | | IS7.1 Models appropriate nonverbal communication and emotional expressions |
| | | | | IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention |
| | | | | IS7.3 Models appropriate constructive and symbolic play |
| | | | | IS7.4 Models appropriate behavior when child uses inappropriate behavior |
| | | | | IS7.5 Models "child-perspective" language |

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SAP-OBSERVATION FORM: Language Partner Stage (page 7)
Transactional Support

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|--|
| LEARNING SUPPORT | | | | |
| 1 Partner structures activity for active participation | | | | |
| | | | | LS1.1 Defines clear beginning and ending to activity |
| | | | | LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in |
| | | | | LS1.3 Provides predictable sequence to activity |
| | | | | LS1.4 Offers repeated learning opportunities |
| | | | | LS1.5 Offers varied learning opportunities |
| 2 Partner uses augmentative communication support to foster development | | | | |
| | | | | LS2.1 Uses augmentative communication support to enhance child's communication and expressive language |
| | | | | LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior |
| | | | | LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion |
| | | | | LS2.4 Uses augmentative communication support to enhance child's emotional regulation |
| 3 Partner uses visual and organizational support | | | | |
| | | | | LS3.1 Uses support to define steps within a task |
| | | | | LS3.2 Uses support to define steps and time for completion of activities |
| | | | | LS3.3 Uses visual support to enhance smooth transitions between activities |
| | | | | LS3.4 Uses support to organize segments of time across the day |
| | | | | LS3.5 Uses visual support to enhance attention in group activities |
| | | | | LS3.6 Uses visual support to foster active involvement in group activities |
| 4 Partner modifies goals, activities, and learning environment | | | | |
| | | | | LS4.1 Adjusts social complexity to support organization and interaction |
| | | | | LS4.2 Adjusts task difficulty for child success |
| | | | | LS4.3 Modifies sensory properties of learning environment |
| | | | | LS4.4 Arranges learning environment to enhance attention |
| | | | | LS4.5 Arranges learning environment to promote child initiation |
| | | | | LS4.6 Designs and modifies activities to be developmentally appropriate |
| | | | | LS4.7 Infuses motivating materials and topics in activities |
| | | | | LS4.8 Provides activities to promote initiation and extended interaction |
| | | | | LS4.9 Alternates between movement and sedentary activities as needed |
| | | | | LS4.10 "Ups the ante" or increases expectations appropriately |

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 2)
Social Communication

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| JOINT ATTENTION | | | | |
| 1 Shares attention | | | | |
| | | | | JA1.1 Monitors attentional focus of a social partner (= SR1.2) |
| | | | | JA1.2 Secures attention to oneself prior to expressing intentions |
| | | | | JA1.3 Understands nonverbal cues of shifts in attentional focus |
| | | | | JA1.4 Modifies language based on what partners have seen or heard |
| | | | | JA1.5 Shares internal thoughts or mental plans with partners |
| 2 Shares emotion | | | | |
| | | | | JA2.1 Understands and uses early emotion words (= MR1.1, SR3.1) |
| | | | | JA2.2 Describes others' emotional states with early emotion words |
| | | | | JA2.3 Understands and uses advanced emotion words (= MR1.2, SR3.2) |
| | | | | JA2.4 Describes others' emotional states with advanced emotion words |
| | | | | JA2.5 Understands and uses graded emotions (= MR1.3, SR3.3) |
| | | | | JA2.6 Understands nonverbal cues of emotional expression (= SU2.2) |
| | | | | JA2.7 Describes plausible causal factors for emotions of self and others |
| 3 Shares intentions for a variety of purposes (↔ JA5.2, SU4-SU5) | | | | |
| | | | | JA3.1 Shares intentions to regulate the behavior of others (= MR4.3) <input type="checkbox"/> a. requests desired objects and activities <input type="checkbox"/> c. requests a break <input type="checkbox"/> b. requests help <input type="checkbox"/> d. protests/refuses undesired objects or activities |
| | | | | JA3.2 Shares intentions for social interaction (= MR4.4) <input type="checkbox"/> a. greets <input type="checkbox"/> d. regulates turns <input type="checkbox"/> g. expresses empathy <input type="checkbox"/> b. calls <input type="checkbox"/> e. requests permission <input type="checkbox"/> h. shares secrets <input type="checkbox"/> c. requests comfort <input type="checkbox"/> f. praises partner |
| | | | | JA3.3 Shares intentions for joint attention (= MR4.5) <input type="checkbox"/> a. comments on immediate, past, and imagined events <input type="checkbox"/> b. provides requested information about immediate and past events <input type="checkbox"/> c. requests information about immediate, past, and future events <input type="checkbox"/> d. expresses feelings and opinions <input type="checkbox"/> e. anticipates and plans outcomes |
| 4 Shares experiences in reciprocal interaction | | | | |
| | | | | JA4.1 Shows reciprocity in speaker and listener roles to share experiences (= SR1.3) |
| | | | | JA4.2 Initiates a variety of conversational topics |
| | | | | JA4.3 Initiates and maintains conversations that relate to partners' interests |
| | | | | JA4.4 Maintains interaction by requesting or providing relevant information |
| | | | | JA4.5 Provides needed information based on partners' knowledge of topic |
| | | | | JA4.6 Gauges length and content of conversational turn based on partners |
| | | | | JA4.7 Prefers to be engaged with partners |
| | | | | JA4.8 Has friendships with partners who share interests |
| 5 Persists and repairs communication breakdowns | | | | |
| | | | | JA5.1 Uses appropriate rate of communication for context |
| | | | | JA5.2 Repeats and modifies communication to repair breakdowns (↔JA3) |
| | | | | JA5.3 Recognizes breakdowns in communication and requests clarification |
| | | | | JA5.4 Modifies language and behavior based on partners' change in agenda |
| | | | | JA5.5 Modifies language and behavior based on partners' emotional reaction |
| | | | | JA5.6 Expresses feelings of success and confidence during interactions |

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 3)
Social Communication

Child's name: _____

| Ctr 1 | Ctr 2 | Ctr 3 | Ctr 4 | |
|--|-------|-------|-------|--|
| SYMBOL USE | | | | |
| 1 Learns by imitation, observation, instruction, and collaboration | | | | |
| | | | | SU1.1 Spontaneously imitates a variety of behaviors later in a different context |
| | | | | SU1.2 Uses behaviors modeled by partners to guide social behavior (= MR3.3) |
| | | | | SU1.3 Uses internalized rules modeled by adult instruction to guide behavior (= SR4.1) |
| | | | | SU1.4 Uses self-monitoring and self-talk to guide behavior (= SR4.3) |
| | | | | SU1.5 Collaborates and negotiates with peers in problem solving (= MR3.4) |
| 2 Understands nonverbal cues and nonliteral meanings in reciprocal interactions | | | | |
| | | | | SU2.1 Understands nonverbal cues of turn taking and topic change |
| | | | | SU2.2 Understands nonverbal cues of emotional expression (= JA2.6) |
| | | | | SU2.3 Understands nonverbal cues and nonliteral meanings of humor and figures of speech |
| | | | | SU2.4 Understands nonverbal cues and nonliteral meanings of teasing, sarcasm, and deception |
| 3 Participates conventionally in dramatic play and recreation | | | | |
| | | | | SU3.1 Uses logical sequences of actions in play about familiar events |
| | | | | SU3.2 Uses miniature or abstract objects as props |
| | | | | SU3.3 Uses logical sequences of actions in play about less familiar events |
| | | | | SU3.4 Takes on a role and engages in dramatic play |
| | | | | SU3.5 Plays in a common activity with other children |
| | | | | SU3.6 Takes on a role and cooperates with peers in dramatic play |
| | | | | SU3.7 Participates in rule-based group recreation |
| 4 Uses appropriate gestures and nonverbal behavior for the context (↔ JA3, MR1) | | | | |
| | | | | SU4.1 Uses appropriate facial expressions for the context and partner |
| | | | | SU4.2 Uses appropriate gestures for the context and partner |
| | | | | SU4.3 Uses appropriate body posture and proximity for the context and partner |
| | | | | SU4.4 Uses appropriate volume and intonation for the context and partner |
| 5 Understands and uses generative language to express meanings (↔ JA3, MR1) | | | | |
| | | | | SU5.1 Understands and uses a variety of advanced relational words <input type="checkbox"/> a. wh words <input type="checkbox"/> c. physical <input type="checkbox"/> e. location <input type="checkbox"/> g. causal <input type="checkbox"/> b. temporal <input type="checkbox"/> d. numerical <input type="checkbox"/> f. kinship |
| | | | | SU5.2 Understands and uses reference to things <input type="checkbox"/> a. subject pronouns <input type="checkbox"/> b. other pronouns <input type="checkbox"/> c. determiners <input type="checkbox"/> d. plurals |
| | | | | SU5.3 Understands and uses a variety of verb phrases <input type="checkbox"/> a. main verbs <input type="checkbox"/> c. helping verbs <input type="checkbox"/> e. negation <input type="checkbox"/> b. tense markers <input type="checkbox"/> d. modals |
| | | | | SU5.4 Understands and uses a variety of sentence constructions <input type="checkbox"/> a. declarative <input type="checkbox"/> c. negative <input type="checkbox"/> e. embedding <input type="checkbox"/> b. imperative <input type="checkbox"/> d. interrogative <input type="checkbox"/> f. conjoining |
| | | | | SU5.5 Understands and uses connected sentences in oral and written discourse |
| 6 Follows rules of conversation | | | | |
| | | | | SU6.1 Follows conventions for initiating conversation and taking turns |
| | | | | SU6.2 Follows conventions for shifting topics in conversation |
| | | | | SU6.3 Follows conventions for ending conversation |
| | | | | SU6.4 Follows conventions of politeness and register |

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 4)
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| MUTUAL REGULATION | | | | |
| 1 Expresses range of emotions (↔ SU4–SU5) | | | | |
| | | | | MR1.1 Understands and uses early emotion words (= JA2.1, SR3.1) |
| | | | | MR1.2 Understands and uses advanced emotion words (= JA2.3, SR3.2) |
| | | | | MR1.3 Understands and uses graded emotions (= JA2.5, SR3.3) |
| | | | | MR1.4 Changes emotional expression based on partners' feedback |
| | | | | MR1.5 Uses nonverbal cues of emotional expression |
| 2 Responds to assistance offered by partners | | | | |
| | | | | MR2.1 Soothes when comforted by partners |
| | | | | MR2.2 Engages when alerted by partners |
| | | | | MR2.3 Responds to bids for interaction |
| | | | | MR2.4 Responds to changes in partners' expression of emotion |
| | | | | MR2.5 Attunes to changes in partners' expression of emotion |
| | | | | MR2.6 Responds to information or strategies offered by partners |
| 3 Responds to feedback and guidance regarding behavior | | | | |
| | | | | MR3.1 Responds to feedback regarding the appropriateness of emotional display |
| | | | | MR3.2 Responds to feedback regarding the appropriateness of regulatory strategies |
| | | | | MR3.3 Uses behaviors modeled by partners to guide behavior (= SU1.2) |
| | | | | MR3.4 Collaborates and negotiates with peers in problem solving (= SU1.5) |
| | | | | MR3.5 Accepts ideas from partners during negotiation to reach compromise |
| 4 Requests partners' assistance to regulate state | | | | |
| | | | | MR4.1 Shares negative emotion to seek comfort |
| | | | | MR4.2 Shares positive emotion to seek interaction |
| | | | | MR4.3 Shares intentions to regulate the behavior of others (= JA3.1) <input type="checkbox"/> a. requests desired objects and activities <input type="checkbox"/> b. requests help <input type="checkbox"/> c. requests a break <input type="checkbox"/> d. protests/refuses undesired objects or activities |
| | | | | MR4.4 Shares intentions for social interaction (= JA3.2) <input type="checkbox"/> a. greets <input type="checkbox"/> c. requests comfort <input type="checkbox"/> e. requests permission <input type="checkbox"/> g. expresses empathy <input type="checkbox"/> b. calls <input type="checkbox"/> d. regulates turns <input type="checkbox"/> f. praises partner <input type="checkbox"/> h. shares secrets |
| | | | | MR4.5 Shares intentions for joint attention (= JA3.3) <input type="checkbox"/> a. comments on immediate, past, and imagined events <input type="checkbox"/> b. provides requested information about immediate and past events <input type="checkbox"/> c. requests information about immediate, past, and future events <input type="checkbox"/> d. expresses feelings and opinions <input type="checkbox"/> e. anticipates and plans outcomes |
| | | | | MR4.6 Requests assistance to resolve conflict and problem-solve situations |
| 5 Recovers from extreme dysregulation with support from partners | | | | |
| | | | | MR5.1 Responds to partners' efforts to assist with recovery by moving away from activity |
| | | | | MR5.2 Responds to partners' use of behavioral strategies |
| | | | | MR5.3 Responds to partners' use of language strategies |
| | | | | MR5.4 Responds to partners' attempts to reengage in interaction or activity |
| | | | | MR5.5 Decreases amount of time to recover from extreme dysregulation due to support from partners |
| | | | | MR5.6 Decreases intensity of dysregulated state due to support from partners |

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 5)
Emotional Regulation

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|--|
| SELF-REGULATION | | | | |
| 1 Demonstrates availability for learning and interacting | | | | |
| | | | | SR1.1 Responds to sensory and social experiences with differentiated emotions |
| | | | | SR1.2 Monitors attentional focus of a social partner (= JA1.1) |
| | | | | SR1.3 Shows reciprocity in speaker and listener roles to share experiences (= JA4.1) |
| | | | | SR1.4 Demonstrates ability to inhibit actions and behaviors |
| | | | | SR1.5 Persists during tasks with reasonable demands |
| | | | | SR1.6 Demonstrates emotional expression appropriate to context |
| 2 Uses behavioral strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR2.1 Uses behavioral strategies to regulate arousal level in solitary and social activities |
| | | | | SR2.2 Uses behavioral strategies modeled by partners to regulate arousal level |
| | | | | SR2.3 Uses behavioral strategies to engage productively in an extended activity |
| 3 Uses language strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR3.1 Understands and uses early emotion words (= JA2.1, MR1.1) |
| | | | | SR3.2 Understands and uses advanced emotion words (= JA2.3, MR1.2) |
| | | | | SR3.3 Understands and uses graded emotions (= JA2.5, MR1.3) |
| | | | | SR3.4 Uses language strategies to regulate arousal level during solitary and social activities |
| | | | | SR3.5 Uses language strategies modeled by partners to regulate arousal level |
| | | | | SR3.6 Uses language strategies to engage productively in an extended activity |
| 4 Uses metacognitive strategies to regulate arousal level during familiar activities | | | | |
| | | | | SR4.1 Uses internalized rules modeled by adult instruction to guide behavior (SU1.3) |
| | | | | SR4.2 Uses metacognitive strategies to plan and complete activities |
| | | | | SR4.3 Uses self-monitoring and self-talk to guide behavior (SU1.4) |
| | | | | SR4.4 Uses emotional memory to assist with emotional regulation |
| | | | | SR4.5 Identifies and reflects on strategies to support regulation |
| 5 Regulates emotion during new and changing situations | | | | |
| | | | | SR5.1 Uses behavioral strategies to regulate arousal level during new and changing situations |
| | | | | SR5.2 Uses language strategies to regulate arousal level in new and changing situations |
| | | | | SR5.3 Uses metacognitive strategies to regulate arousal level in new and changing situations |
| | | | | SR5.4 Uses behavioral strategies to regulate arousal level during transitions |
| | | | | SR5.5 Uses language strategies to regulate arousal level during transitions |
| | | | | SR5.6 Uses metacognitive strategies to regulate arousal level during transitions |
| 6 Recovers from extreme dysregulation by self | | | | |
| | | | | SR6.1 Removes self from overstimulating or undesired activity |
| | | | | SR6.2 Uses behavioral strategies to recover from extreme dysregulation |
| | | | | SR6.3 Uses language strategies to recover from extreme dysregulation |
| | | | | SR6.4 Reengages in interaction or activity after recovery from extreme dysregulation |
| | | | | SR6.5 Decreases amount of time to recover from extreme dysregulation |
| | | | | SR6.6 Decreases intensity of dysregulated state |

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 6)
Transactional Support

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|---|-------|-------|-------|---|
| INTERPERSONAL SUPPORT | | | | |
| 1 Partner is responsive to child | | | | |
| | | | | IS1.1 Follows child's focus of attention |
| | | | | IS1.2 Attunes to child's emotion and pace |
| | | | | IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence |
| | | | | IS1.4 Recognizes and supports child's behavioral, language, and metacognitive strategies to regulate arousal level |
| | | | | IS1.5 Recognizes signs of dysregulation and offers support |
| | | | | IS1.6 Provides information or assistance to regulate state |
| | | | | IS1.7 Offers breaks from interaction or activity as needed |
| | | | | IS1.8 Facilitates reengagement in interactions and activities following breaks |
| 2 Partner fosters initiation | | | | |
| | | | | IS2.1 Offers choices nonverbally or verbally |
| | | | | IS2.2 Waits for and encourages initiations |
| | | | | IS2.3 Provides a balance of initiated and respondent turns |
| | | | | IS2.4 Allows child to initiate and terminate activities |
| 3 Partner respects child's independence | | | | |
| | | | | IS3.1 Allows child to take breaks to move about as needed |
| | | | | IS3.2 Provides time for child to solve problems or complete activities at own pace |
| | | | | IS3.3 Interprets problem behavior as communicative and/or regulatory |
| | | | | IS3.4 Honors protests, rejections, or refusals when appropriate |
| 4 Partner sets stage for engagement | | | | |
| | | | | IS4.1 Secures child's attention before communicating |
| | | | | IS4.2 Uses appropriate proximity and nonverbal behavior to encourage interaction |
| | | | | IS4.3 Uses appropriate words and intonation to support optimal arousal level and engagement |
| | | | | IS4.4 Shares emotions, internal states, and mental plans with child |
| 5 Partner provides developmental support | | | | |
| | | | | IS5.1 Provides guidance for success in interaction with peers |
| | | | | IS5.2 Attempts to repair breakdowns verbally or nonverbally |
| | | | | IS5.3 Provides guidance and feedback as needed for success in activities |
| | | | | IS5.4 Provides guidance on expressing emotions and understanding the cause of emotions |
| | | | | IS5.5 Provides guidance for interpreting others' feelings and opinions |
| 6 Partner adjusts language input | | | | |
| | | | | IS6.1 Uses nonverbal cues to support understanding |
| | | | | IS6.2 Adjusts complexity of language input to child's developmental level |
| | | | | IS6.3 Adjusts quality of language input to child's arousal level |
| 7 Partner models appropriate behaviors | | | | |
| | | | | IS7.1 Models appropriate nonverbal communication and emotional expressions |
| | | | | IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention |
| | | | | IS7.3 Models appropriate dramatic play and recreation |
| | | | | IS7.4 Models appropriate behavior when child uses inappropriate behavior |
| | | | | IS7.5 Models "child-perspective" language and use of self-talk |

SCORING KEY: 2, criterion met consistently (across three partners in two contexts);
1, criterion met inconsistently or with assistance; 0, criterion not met

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SAP-OBSERVATION FORM: Conversational Partner Stage (page 7)
Transactional Support

Child's name: _____

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | |
|--|-------|-------|-------|--|
| LEARNING SUPPORT | | | | |
| 1 Partner structures activity for active participation | | | | |
| | | | | LS1.1 Defines clear beginning and ending to activity |
| | | | | LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in |
| | | | | LS1.3 Provides predictable sequence to activity |
| | | | | LS1.4 Offers repeated learning opportunities |
| | | | | LS1.5 Offers varied learning opportunities |
| 2 Partner uses augmentative communication support to foster development | | | | |
| | | | | LS2.1 Uses augmentative communication support to enhance child's communication and expressive language |
| | | | | LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior |
| | | | | LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion |
| | | | | LS2.4 Uses augmentative communication support to enhance child's emotional regulation |
| 3 Partner uses visual and organizational support | | | | |
| | | | | LS3.1 Uses support to define steps within a task |
| | | | | LS3.2 Uses support to define steps and time for completion of activities |
| | | | | LS3.3 Uses visual support to enhance smooth transitions between activities |
| | | | | LS3.4 Uses support to organize segments of time across the day |
| | | | | LS3.5 Uses visual support to enhance attention in group activities |
| | | | | LS3.6 Uses visual support to foster active involvement in group activities |
| 4 Partner modifies goals, activities, and learning environment | | | | |
| | | | | LS4.1 Adjusts social complexity to support organization and interaction |
| | | | | LS4.2 Adjusts task difficulty for child success |
| | | | | LS4.3 Modifies sensory properties of learning environment |
| | | | | LS4.4 Arranges learning environment to enhance attention |
| | | | | LS4.5 Arranges learning environment to promote child initiation |
| | | | | LS4.6 Designs and modifies activities to be developmentally appropriate |
| | | | | LS4.7 Infuses motivating materials and topics in activities |
| | | | | LS4.8 Provides activities to promote initiation and extended interaction |
| | | | | LS4.9 Alternates between movement and sedentary activities as needed |
| | | | | LS4.10 "Ups the ante" or increases expectations appropriately |

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