SCERTS Program Design:

Using SCERTS in Action to embed supports within natural activities

Presented by Emily Rubin & Amy Laurent

SCERTS

The course will begin at 9:00am and end at 3:00pm - US Eastern Standard Time

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Today's Agenda

9:00am - 10:30am - Session #1
10:30am - 11:00am - Break
11:00am - 12:30pm - Session #2
12:30pm - 1:30pm - Lunch
1:30pm - 3:00pm - Session #3

Sharing SCERTS in whole group & individual settings
Where Do We Start?

How do we actively engage one another?

Sharing SCERTS in whole group & individual settings
Where Do We Start?

We active engage one another using appreciative inquiry…….

What do we see that appears to be working….

I noticed….

Then, let's inquire where there are opportunities…

I wonder if there are opportunities to…

Sharing SCERTS in whole group settings
Where Do We Start?

Getting Started - 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

Sharing SCERTS in whole group settings
Where Do We Start?

Tools Needed

1. Option 1 - SCERTS in Action - Observation & Action Planning Form (*natural activities, lessons, classrooms*)
2. Option 2 - Whole School / Setting - Reflective Practice Form (larger settings, across classrooms and programs)
3. Presentation Template to share results with team

Sharing SCERTS in whole group settings
Where Do We Start?

SCERTS in Action - Observation & Action Planning Form

Sharing SCERTS in whole group settings
Where Do We Start?

Whole School / Setting - Reflective Practice Form

Sharing SCERTS in whole group settings
Where Do We Start?

Presentation Template to Share Reflective Practice with Whole Group

The SCERTS Model in Action at _____
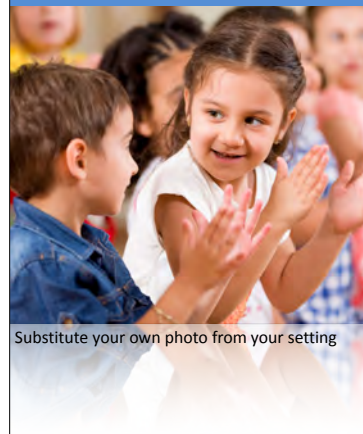
The presence of positive, supportive and trustworthy relationships is the foundation of an effective educational program

Substitute your own photo from your setting

Why do we address Social Communication?

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

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

Why do we address Emotional Regulation?

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

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

Why do we address <u>Transactional Support</u>?

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

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

SC + ER + TS = Active Engagement

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

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.

In our school, we provide….

Insert images or videos of TS in the classroom

In our school, next steps might be….

Provide a list of possible areas of Transactional Support that team members might wish to learn more about.

Have the team vote on which TS that would like to focus on as a whole staff and set a target date for sharing out progress.

In our school, next steps might be….

Provide a list of possible areas of Transactional Support that team members might wish to learn more about.

Have the team vote on which TS that would like to focus on as a whole staff and set a target date for sharing out progress.

SCERTS in Action - Observation & Action Planning Form

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

SCERTS in Action

Observation & Action Planning Form

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…

Social Communication
Have we embedded Transactional Supports for "SC"?

Describe what the child / children are doing well (e.g., how the child or children communicate

- **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 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 supports are working? How have partners effectively supported the learners	What are some next steps? Action Plan

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Emotional Regulation
Have we embedded Transactional Supports for "ER"?

Emotional Regulation

- **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*

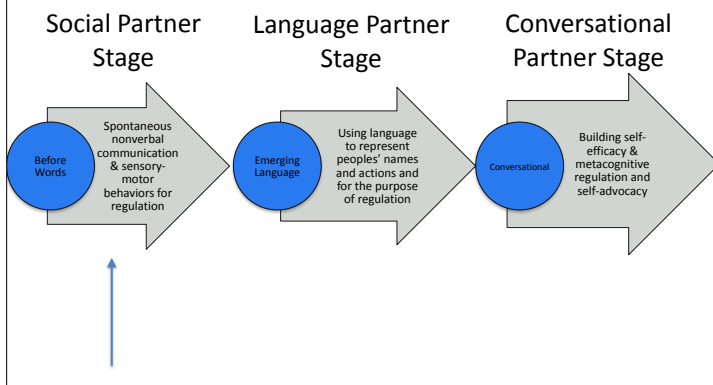## SCERTS in Action - Observation & Action Planning Form
Have we embedded Transactional Supports for "SC" and "ER"?

Classroom Example

SCERTS in Action - *Whole Group Settings*

Remember that developmental stages are our starting point

Social Partner Stage → Language Partner Stage → Conversational Partner Stage

- **Before Words** — Spontaneous nonverbal communication & sensory-motor behaviors for regulation
- **Emerging Language** — Using language to represent peoples' names and actions and for the purpose of regulation
- **Conversational** — Building self-efficacy & metacognitive regulation and self-advocacy

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

Desirable, hands-on activities

Frequent opportunities to initiate

Responsive partners who notice subtle signals

SCERTS in Action   **Observation** Form

Describe what the child / children are doing well (e.g., how the child or children communicate, soo

	What supports eff How have partners eff learn	re 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, 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.*

Concrete objects, choices of see through containers

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

Slide 1

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

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

Materials laid out in sequence

Objects of reference in timetable

Responsive partners who notice subtle signals of energy/ emotional state

Emotional Regulation

- **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*
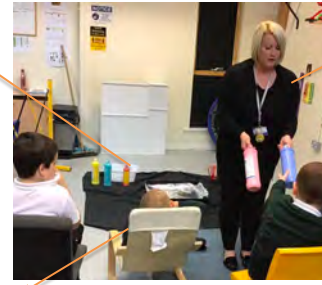
Sensory-motor strategies offered to soothe or engage

Slide 2

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

Knows why to engage as materials match sensory preferences of learners

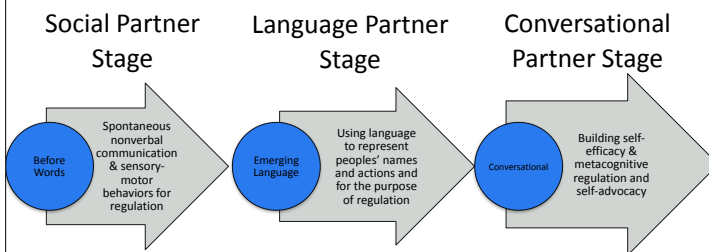Frequent opportunities are provided to initiate, choices of objects provided

Bouncy chair provides a way for learner to self-soothe while waiting his turn

Knows how to communicate as objects are being used

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

Slide 3

SCERTS in Action - *Whole Group Settings*

Remember that developmental stages are our starting point

Social Partner Stage

Language Partner Stage

Conversational Partner Stage

Before Words — Spontaneous nonverbal communication & sensory-motor behaviors for regulation

Emerging Language — Using language to represent peoples' names and actions and for the purpose of regulation

Conversational — Building self-efficacy & metacognitive regulation and self-advocacy

Slide 4

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

SCERTS in Action — Observation & Action Planning Form

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

What supports are working? How have partners effectively supported the learners What are some next steps? Action Plan

Desirable, hands-on act embedding interests of the learner

Frequent opportunities to initiate a range of communication functions

Social Communication

- **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, Jess Melles, Rebecca Hindle (@Hawthorns_Buds)

SCERTS in Action — Observation & Action Planning Form

Slide 5

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

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

Visual timetables

Responsive partners who notice subtle signals of energy/emotional state & model language

Emotional Regulation

- **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*

Language-based strategies offered to soothe or engage

Slide 6

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

Altogether…

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 when to take part
Open comments, body language, gestural

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

Knows others are responsive and source of support
Verb 'open' available, lead adult is responsive, supporting adult provides comfort
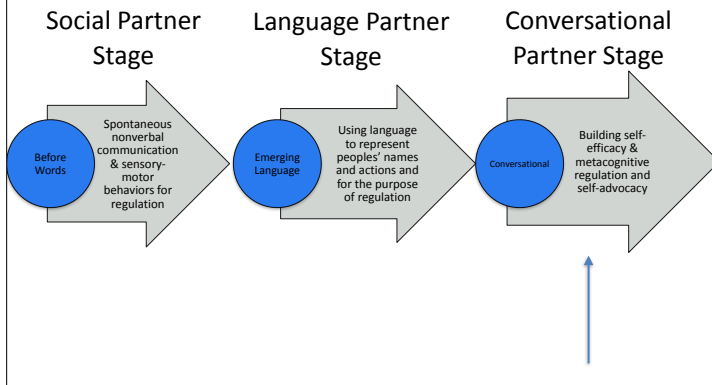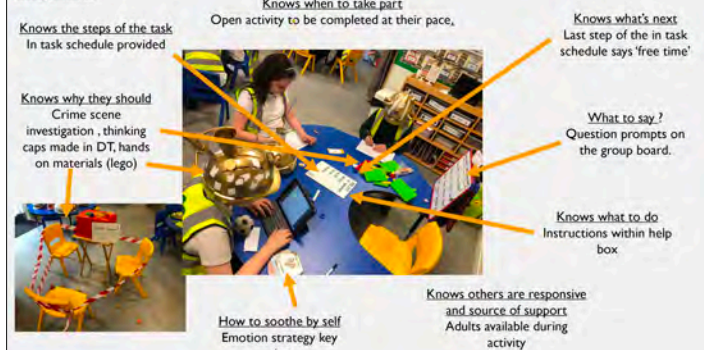
What to say ?
Differentiated communication boards

How to soothe by self
Availability of chewlry

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

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

For individual forms: https://tinyurl.com/SCERTSresources2019

SCERTS in Action - *Whole Group Settings*

Remember that developmental stages are our starting point

Social Partner Stage

Language Partner Stage

Conversational Partner Stage

Before Words — Spontaneous nonverbal communication & sensory-motor behaviors for regulation

Emerging Language — Using language to represent peoples' names and actions and for the purpose of regulation

Conversational — Building self-efficacy & metacognition regulation and self-advocacy

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

Embedding interests of connecting lessons to real life application

SCERTS in Action

Observation & Action Planning Form

initiate with peers

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

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); *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 when to talk, vocal volume, & what to talk about

SCERTS in Action   Observation & Action Planning Form

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

Written timetables & help boxes

Responsive partners who notice subtle signals of energy/emotional state & help learners plan for future situations

Emotional Regulation

- **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*

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 when to take part Open activity to be completed at their pace.

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

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

What to say? Question prompts on the group board.

Knows what to do Instructions within help box

How to soothe by self Emotion strategy key ring

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

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

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. Determining objectives in SC and ER based upon developmental priorities, individual preferences, and functionality
5. Identify what TS to embed in natural routines
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 Mentorship Notes
4. SCERTS - Frequently Used Outcomes & Supports
5. SCERTS - Educational Planning Grid

Determining Communication Stage - Worksheet

SCERTS in Action - Observation & Action Planning Form

SCERTS Mentorship Notes

SCERTS Frequently Used Outcomes & Supports

SCERTS Educational Planning Grid

SCERTS in Action - *Individual Learners*

Remember that developmental stages are our starting point

Social Partner Stage	Language Partner Stage	Conversational Partner Stage
Before Words — Spontaneous nonverbal communication & sensory-motor behaviors for regulation	Emerging Language — Using language to represent peoples' names and actions and for the purpose of regulation	Conversational — Building self-efficacy & metacognitive regulation and self-advocacy

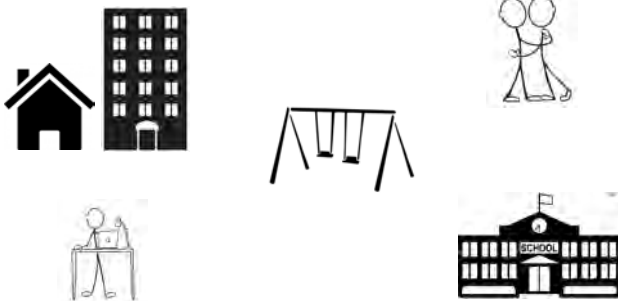## Determining Communication Stage - Worksheet
Let's Practice

Meet Nahui

Determining Communication Stage - Worksheet

Essential Considerations when Planning for an Individual

Gather information about and reflect on the skills and abilities the individual uses to navigate their day and possible next steps

Gathering information….using the SCERTS Mentorship Notes

Step 1 - Let's the learner's team know your role

→ Describe the process of Appreciative Inquiry

"This process if focused on appreciating what is working to support your student. This will be followed by an opportunity for those being mentored (the student's team) to identify whether there may be opportunities for increasing active engagement, identifying what SC & ER goals / objectives may be appropriate to embed in the student's individualized learning plan, and tailoring TS for the student and environment."

Step 2 - Let's the learner's team share first

→ Engage the learner's team to start the conversation.

What are the goals or objectives for your learner in this activity / routine?
How do you hope your learner will participate / engage?
What do you feel is already working?"

Slide (top left) — SCERTS Mentorship Notes

SCERTS Mentorship Notes
Generating the individualized Activity Planning Grid

The student's team identified objectives and activity strengths:

What's working... What the mentoring team has noticed:

The student's team's hopes & dreams for objectives and supports:

The mentoring team's suggestions of possible next steps with regards to objectives and supports to be used as reference for creating the individual student's activity planning grid:

Team goals included that Nahui would initiate interactions, request during familiar routines, attend to circle, taking his turn

Access to AAC, Sensory motor activities, small group sizes

Step 3 - Use the SCERTS Observation & Action Planning Form

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

SCERTS in Action — Observation & Action Planning Form

No cheating...*next steps are generated in a future team conversation.*
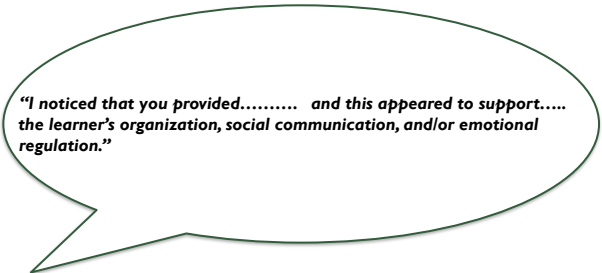
Step 3 - What TS for SC and ER appear to be working?

zoom.us Meeting View Edit Window Help

Step 3 - Use the SCERTS Observation & Action Planning Form

Share what you notice appeared to be working....

"I noticed that you provided.......... and this appeared to support..... the learner's organization, social communication, and/or emotional regulation."

SCERTS Mentorship Notes (bottom) — Generating the individualized Activity Planning Grid

We noticed that Nahui has access to his AAC throughout his day. This seems to support his initiation in requesting.

We noticed that Nahui's requests are responded to. This seems to increase his confidence as a communicator.

We noticed that you use consistent routines and allow Nahui to move about. This seems to support his regulation and attention.

For individual use only. https://tinyurl.com/SCERTSresources2019

Step 4 - Select objectives in SC and ER

Select objectives for the individual that are developmental appropriate, function, and meet family and individual priorities (or "next steps")

Step 4 - Select objectives in SC and ER

→ Inquire whether the mentee sees opportunities.

"Where would you like to go? Do you see any opportunities to increase active engagement? Do you have specific objectives in mind for the student based upon their developmental abilities, function, and individual / family priorities?"

"Do you have transactional supports in mind to facilitate your student's grown the development / attainment of objectives?"

Step 4 - Inquire whether the mentee sees opportunities

→ Discuss opportunities for facilitating growth.

"Where would you like to go? Do you see any opportunities to increase active engagement? Do you have specific objectives in mind for the student based upon their developmental abilities, function, and individual / family priorities?"

"Do you have transactional supports in mind to facilitate your student's grown the development / attainment of objectives?"

Step 4 - Inquire whether the mentee sees opportunities

Step 4 - Inquire whether the mentee sees opportunities

Step 4 - Inquire whether the mentee sees opportunities

We would like:
Nahui to take turns more actively with his peers

Nahui to take more than one conversational turn

Nahui to use language strategies modeled by partner
to regulate including schedule

Nahui to use word combinations

Nahui to use words to express emotions

Step 5 - Determine Interpersonal and Learning Supports to foster SC and ER

Emily Rubin

Mute | Stop Video | Security | Participants 1 | Chat | Share Screen | Record | Closed Caption | Breakout Rooms

Red Tier
"Why" do we address Social Communication?

Step 5 - Determine Interpersonal and Learning Supports to foster SC and ER

Brainstorm next steps for transactional supports to facilitate the attainment of those objectives

"Do you have a sense of what you would like to do or would you like to brainstorm together?"
Discuss the possibilities.

=

Step 5 - Determine Interpersonal and Learning Supports to foster SC and ER

See Volume II, Chapter 4
for Linking Transactional Support Goals
to SC and ER objectives

We identified the following TS:

Motivating and meaningful materials- increasing sensory properties

Visuals for TurnTaking

Timetables for multistep activities

Modeling words and providing visuals for emotional express

Visuals to support word combinations

Step 6 - Develop an educational plan

Embed learning opportunities for select objectives with appropriate support in naturally occurring activities and routines

"What objectives naturally lend themselves to be addressed in what activities? What types of supports are already in place? What can we do to make it fast….can you make it last?"

=

For individual forms: https://tinyurl.com/SCERTSresources2019

Step 6 - Develop an educational plan

Educational Planning Form

Child's Name:
Location: Date:

Activity/Time	SC & ER Objectives	Transactional Supports
		=

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Step 6 - 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

SCERTS Daily Planning Grid

Child's Name:
Location:
Date:

Activity/time	Educational Goals	Transactional Supports
	#1	
#2	#3	#4

Content adapted for internal use only from Prizant et al. (2006). THE SCERTS Model: Volume 1 Assessment & Volume II, Program planning and intervention. Baltimore, MD: Brookes Publishing.

Step 6 - Develop an educational plan

Activity/time	Initiate and maintain extended interactions (JA1.3)	Uses a variety of word combinations including people's names & verbs (SU5.6)	Uses words or symbols to communicate emotion (MR1.2)	Uses language to engage productively in an extended activity (SR3.4)		Whole Day Supports
			Educational Objectives			**Transactional Supports**
Transition			x	x		- 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 Nahul 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., "Nahul blow the fan").

Remember to monitor progress and modify as appropriate

SAF Weekly Tracking Log

Child's name: Communication stage: Date:

Child Social Communication and Emotional Regulation objectives

Partner Transactional Support objectives

Contact the Presenters

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Amy Laurent, Ph.D., OTR/L
amylaurent@me.com

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		
• **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.*		
Emotional Regulation		
• **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*		

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SCERTS in Action – Reflective Practice Form
Transactional Support Implementation

Date Completed _____

Next Meeting: _____

Settings/Classrooms Observed:
Completed by:

Things we should achieve	How we are achieving this	Action Points
IS1 We are responsive to our students by... - 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... - 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... - 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.		

Prizant et al., 2006

For individual forms: https://tinyurl.com/SCERTSresources2019

Date Completed _____
Next Meeting: _____

IS4 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,

IS5 We provide developmentally sensible 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.

IS6 We adjust language input by ...
- using nonverbal cues to support understanding,
- adjusting complexity of language input to developmental level,
- adjusting complexity of language input to arousal level.

IS7 We model appropriate behavior by showing students...
- appropriate nonverbal communication and emotional expressions,
- a range of communicative functions,
- appropriate behavior when individual using inappropriate behavior,
- the use of self-talk.

Prizant et al., 2006

Date Completed _____
Next Meeting: _____

LS1 We provide clear structure in our activities by…
- defining a clear beginning and ending to activity,
- providing a predictable sequence to activity,
- offering repeated learning opportunities.

LS2 We use augmentative communication support by using visual or written support to enhance….
- 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 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.

LS4 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,
- promoting initiation,
- infusing motivating & meaningful materials
- alternating between movement and sedentary activities.

Prizant et al., 2006

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 Mentorship Notes

Student: **Generating the individualized Activity Planning Grid**

The Process:

"This process if focused on appreciating what is working to support your student. This will be followed by an opportunity for those being mentored (the student's team) to identify whether there may be opportunities for increasing active engagement, identifying what SC & ER goals / objectives may be appropriate to embed in the student's individualized learning plan, and tailoring TS for the student and environment.

What are the goals for your student in this activity or routine? How do you hope your student will participate / engage? What do you feel is already working?"

Use the SCERTS in Action Observation and Action Planning form to organize your thoughts and share them

*"I noticed that you provided.......... and this appeared to support.....
the learner's organization, social communication, and/or emotional regulation."*

"Where would you like to go? Do you see any opportunities to increase active engagement? Do you have specific objectives in mind for the student based upon their developmental abilities, function, and individual / family priorities?"

"Do you have transactional supports in mind to facilitate your student's grown the development / attainment of objectives?

An individual student's activity planning guide needs to be practical and sustainable.

You might ask, "What objectives naturally lend themselves to be addressed in what activities? What types of supports are already in place? What can we do to make it fast....can you make it last?"

The student's team identified objectives and activity strengths:

What's working... What the mentoring team has noticed:

The student's team's hopes & dreams for objectives and supports:

The mentoring team's suggestions of possible next steps with regards to objectives and supports to be used as reference for creating the individual student's activity planning grid:

Laurent & Rubin, 2020

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		
• **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.*		
Emotional Regulation		
• **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*		

SCERTS in Action - Frequently Used Outcomes and Supports

Child Outcomes	Interpersonal and Learning Supports
Social Communication (SC) and Emotional Regulation (ER)	Transactional Supports (TS)

Select 4 key outcomes and match to 1 – 2 needed supports	*Select 1 -2 supports*

The child can...

Social Partner stage

Speaking & Making Relationships
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)

Managing Feelings and Behaviour
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)

Language Partner stage:

Speaking & Making Relationships
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)

Managing Feelings and Behaviour
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)

Conversational Partner stage:

Speaking & Making Relationships
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   Use appropriate body posture & proximity for the context and partner (SU4.3)
o   Use appropriate volume and intonation for the context (SU4.4)
o   Use a variety of sentence constructions (SU5.4)

Managing Feelings and Behaviour
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 socially appropriate 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)

When the child's partners help by....

Designing Meaningful & Developmentally Sensible Activities
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)

Establishing Predictability in Natural Routines
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)

Fostering Social Communication
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)

Fostering Emotional Regulation

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)

Key:

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.

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 *use word combinations with people's names and verbs* (SU) when my partners give me pictures with peoples' names and verbs and sentence building templates (LS) and model people's names and verbs (IS).

I can *use my language (speech, signs, pictures) to stay focused and remain calm* when making an independent transition (SR) and *language to talk through the steps of a task* (SR3.4) when my partners give me visual supports for smooth transitions to upcoming activities (LS) and visuals to define steps within each task (LS) (e.g., visual schedules and "to do" lists)

I can *spontaneously start and keep interactions going* (JA) when my partners provide me with developmentally appropriate *hands-on activities* (LS) like cause-effect, building, sports, cooking, messy play, music and art and *encourage my initiations by giving me a lot of chances to communicate* (IS)

I can *use my language (speech, signs, pictures) to communicate emotion (MR1.2) and use language to ask for calming and focusing activities* (e.g., go outside, I need a break, squeeze please) (MR) when my partners give me visuals support (picture of emotions) to express my emotions (LS) and model language for saying how I feel (IS). I use my emotion "key ring" to remember how to communicate emotions and what to ask for.

Social Communication Outcomes

JA – Joint Attention – Why I am communicating

SU – Symbol Use – How I am communicating

Definition of partner: mum, 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

Prepared by E. Rubin (2015); Adapted from SCERTS; Prizant et al. (2006)

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).***

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.***

IEP Objectives

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

Student's Name:
Stage:
Date:

Joint attention – Why I communicate?

I can *spontaneously* _____ (JA   ) at least ___ x per activity across _____ activities across 4/5 school days when my partners provide _____ (LS   ) and _____ (IS   ) 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* _____ (SU   ) at least ___ x per activity across _____ activities across 4/5 school days when my partners provide _____ (LS   ) and _____ (IS   ) 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* _____ (MR   ) at least ___ x per activity across _____ activities across 4/5 school days when my partners provide _____ (LS   ) and _____ (IS   ) 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 _____ (SR   ) at least ___ x per activity across _____ activities across 4/5 school days when my partners provide _____ (LS   ) and _____ (IS   ) until mastery (6 consecutive weeks) *in order to communicate ones' own thoughts, feelings and ideas (Common Core Essential Element – Spoken Language).*

Educational Planning Form

Child's Name:
Location:

Date:

Activity/Time	SC & ER Objectives	Transactional Supports		

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