SCERTS in ACTION
From Determining Stage to Designing Educational Programming
Implementation Booklet (v.2019)

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SCERTS in Action – Guidelines

Getting Started and Designing an Individual Educational Plan

SCERTS is a comprehensive framework that includes a formal assessment process for determining a child's current levels of performance in social and emotional functioning, monitoring progress over time, identifying educational outcomes that are most critical to the child, and designing an individualized and coordinated plan for the child, the family and the team.

The following steps can provide a starting point for getting SCERTS in Action:

Step #1: Determining Learner's Stage

Step #2: Determining Learner's Priorities

Social Partner   *Language Partner*   *Conversational Partner*

Step #3: Observe using the SCERTS Observation & Action Planning Form

Step #4: SCERTS in Action Assessment

Step #5: Select Functional Active Engagement Goals

Step #6 - Determine Transactional Supports

Step #7 – Designing a SCERTS Educational Planning Grid

For a more comprehensive assessment, please visit Vol. I, Ch. 7 for steps for administering the full SCERTS Assessment Process.

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

SCERTS in Action - Frequently Used Outcomes and Supports

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

Child Outcomes
Social Communication (SC) and Emotional Regulation (ER)

Select 4 key outcomes and match to 1 – 2 needed 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)

Interpersonal and Learning Supports
Transactional Supports (TS)

Select 1 -2 supports

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.

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

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.

Social Partner Stage – Outcomes & Supports

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

I can **use giving or pointing gestures** (SU) when my partners offer me choices of desired objects in see-through containers (LS) and *respond to my nonverbal signals* to foster my sense of competence (IS). When I am first starting out, my partners might respond to my preference by following just my gaze and then when I touch, point or give the item to them.

I can **use behaviour (e.g., holding an object from upcoming activity) to make a transition** between activities on my own (SR) and **behaviour to keep myself calm and focus myself** (SR) when my partners give me concrete objects to hold related to upcoming activities (LS) and provide access to materials that help *calm and focused* (LS).

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

I can **request food, things or social games** e.g. peepo, chase, tickle, rough and tumble (JA) by reaching, looking at things or making sounds when my partners *entice me* with developmentally appropriate *hands-on activities* (LS) like cause-effect, building, cooking, messy play, music and art and *encourage my initiations* by giving me a lot of chances to communicate (IS).

I can **express emotion to seek comfort or engagement** (MR) and **choose coping strategies (e.g., squeezing hands or jumping)** (MR) when my partners *recognize my signals* and offer support (IS) and *teach by doing and/or say how to respond when I show stressed behaviour* (IS)

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

SCERTS in Action — Assessment

Social Partner Stage

Child's name _____   Date of birth _____

Scoring Criteria   2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

I am using body language, gestures, and facial expressions to communicate
Below are selected milestones that can be used to measure my growth.

(JA) I can communicate for many reasons

	Date	Date	Date	Date
JA1.2 Initiate interaction — Criterion: The child initiates interaction through nonverbal or vocal means by using proximity (moving toward a person), physical contact, or gaze.				
JA4.1 Request desired food or things — Criterion: The child directs nonverbal actions or vocal signals to get another person to give a desired food item or object. The signals must be directed to a person by using proximity (moving toward a person), physical contact, or gaze.				
JA5.2 Request social games — Criterion: The child directs nonverbal actions or vocal signals to direct a person to begin or to continue carrying out a game-like social interaction.				

(SU) I can communicate in many ways

	Date	Date	Date	Date
SU4.4 Use giving or pointing gestures — Criterion: The child uses at least 3 different contact gestures (i.e., the child's hand touches another person, a thing, or a picture) that are conventional (i.e., giving, pointing, and pushing away).				
SU1.2 Imitate familiar actions when elicited by a partner — Criterion: The child imitates or closely approximates a familiar action or sound immediately after a partner models an action (e.g., clapping during a song, reaching up to be carried, etc.).				

(MR) I can cope with the help of others

	Date	Date	Date	Date
MR2.1 Soothe when comforted by a caregiver — Criterion: The child soothes or calms down quickly when the caregiver offers comfort verbally or nonverbally with the exception of periods of time when the child is experiencing extreme dysregulation, fear, or violations of expectations				
MR2.6 Make choices when offered by caregiver — Criterion: The child directs nonverbal or vocal signals to make a choice when offered by a partner.				
MR3.1 Express negative emotion to seek comfort — Criterion: The child displays a clear vocal or facial expression of distress or frustration and shares it a another person by looking at, approaching (e.g., crawling over to), gesturing toward (e.g., raising arms to be picked up), or touching that person (pulling on pant leg) to seek comfort.				

(SR) I can cope on my own

	Date	Date	Date	Date
SR2.3 Use behaviors modeled by others to self-soothe or focus myself. — Criterion: The child uses behaviors (i.e., simple motor actions or sensory motor strategies) that are imitated either immediately or at a later time from those modeled by caregivers to regulate arousal level (e.g., using a chew tube, jumping, squeezing).				
SR3.4 Use behaviors to make an independent transition. — Criterion: The child uses an object representing an upcoming activity to make a transition, using movement, and using a comfort item.				

SCERTS in Action — Assessment (continued)

Social Partner Stage

Child's name

Date of birth

I am using body language, gestures, and facial expressions to communicate.
Below are selected milestones that can be used to measure my growth.

Scoring Criteria
2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

(LS)	My partners can help me by designing meaningful and developmentally sensible activities	Date	Date	Date	Date
LS4.7	**Infusing motivating materials and topics in activities** Criterion: Partners embed materials and topics that are interesting and motivating to the child in a majority of everyday activities. Motivating materials include those with sensory properties intrinsically motivating to the child (e.g., movement, music, art, and messy play) and have purposeful early cognitive properties (e.g., hiding games and cause-effect).				
LS4.3	**Modifying sensory properties of the learning environment** Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child maintain an optimal level of arousal (e.g., adjusts lighting, noise level, and visual distraction)				
LS4.2	**Adjusting task difficulty for child success** Criterion: Partners adjusts task difficulty as needed to foster the child's success and help the child maintain an optimal level of arousal (e.g., reducing the number of steps, modifying expectations, etc.).				
LS4.6	**Providing developmentally appropriate activities** Criterion: Partners ensure activities are within the developmental reach of a child in terms of the social, cognitive, attention, and fine and gross motor demands.				
LS4.1	**Adjusting group size to ensure successful interaction** Criterion: The partner provides a smaller group setting or 1:1 support or increases as needed to support the child's organization and success in interaction.				
LS2.4	**Using visuals to support child's emotional regulation** Criterion: Partners make available and encourages the child to use objects, photographs or picture symbols for the child to request an organizing activity (e.g., a chewy tube), a break from an activity, or assistance during an activity through non-speech means.				
LS4.9	**Alternating between movement and sedentary activities** Criterion: Partners alternates between activities in which the child has the opportunity to engage in organizing movement activities with those in which the child is expected to be sedentary.				

(LS)	My partners can help me by establishing predictability in natural activities	Date	Date	Date	Date
LS3.3	**Using visual support for smooth transitions** Criterion: Partners use developmentally sensible visual supports to help the child independently make transition between activities. For the Social Partner stage, this would include sharing objects of reference related to upcoming activities and/or activity basket of materials laid out in sequence.				
LS1.1	**Defining a clear beginning and ending to activity** Criterion: Partners structure the activity so that the beginning and ending are clearly defined for the child (e.g., using music to mark the beginning and end, "to do" and "finished" baskets, etc.).				
LS3.1	**Defining the steps within an activity** Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the social partner stage, these would include laying out materials from left to right, placing finished items in an all done basket, and using multi-modal cues such as music to indicate steps.				
LS3.2	**Defining the time for completion of activities** Criterion: Partners use support to define the time for completion of natural activities (e.g., play, dressing, meals, etc.). For example, a visual timer may provide visual depiction of time remaining, a count down strip with pull-off Velcro numbers may indicate the steps remaining in an activity				
LS4.8	**Structuring activities to promote initiation and extended interaction** Criterion: Partners provide predictable opportunities within activities for the child to initiate and participate in extended interactions. Partners add repeated turns or new steps to the activity to maintain and extend interaction.				
LS2.2	**Using visuals to support understanding of language and social expectations** Criterion: Partners use predictable gestures, signs, objects, photographs, or picture symbols to enhance the child's understanding of expectations and directions (e.g., using footprints to indicate where to stand in line)				

SCERTS in Action — Assessment (continued)

Social Partner Stage

I am using body language, gestures, and facial expressions to communicate.
Below are selected milestones that can be used to measure my growth.

Child's name

Date of birth

Scoring Criteria 2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

(LS & IS)	My partners can help me by encouraging my initiations and responding to my attempts	Date	Date	Date	Date	Date	Date
LS2.1	**Using visual support for expressive communication and creative language** — Criterion: At the Social Partner stage, partners encourage the child to communicate by offering developmentally sensible visuals such as choices of see-thru containers with preferred toys, food items or materials that represent social games. Other modalities such as signs, objects, pictures, photographs, or picture symbols may also be used.						
IS2.2	**Waiting for and inviting interaction through responsive exchanges** — Criterion: Partners provide a balance of engaging with the child versus responding to the child's initiations. At the Social Partner stage, partners are particularly responsive to facial expressions, gestures, and body language and responding to these actions will ensure the child feels competent as a communicator.						
IS5.2	**Facilitating successful interactions with peers** — Criterion: Partners encourage and invite peer interaction. At the Social Partner stage, peers are invited to engage successfully using duplicate sets of materials to encourage parallel play or through mutually engaging activities such as art, music, and movement.						
IS6.2	**Adjusting language modeling to child's developmental level** — Criterion: Partners adjust language models to match the developmental needs of the child. At the Social Partner stage, partners should model a range of gestures paired with single words and early words (using people's names as a focus of language modeling)						

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

Social Partner Stage
Sample IEP Goals Aligned to the Common Core
I am learning to use body language, gestures, and facial expressions to communicate
Here are some goals I can achieve and supports I need:

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate

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

Mutual Regulation – How I cope with others' help

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

Self-Regulation – How I cope on my own

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

SCERTS Daily Planning Grid – Social Partner Stage (SAMPLE)

Child's Name:
Location:
Date:

Activity/time	Educational Outcomes				Transactional Supports
	Requests desired food or things	Uses giving or pointing gestures	Expresses negative emotion to seek comfort	Uses behaviors modeled by partners to self-soothe or focus myself	
Transitions			X	X	Provide *concrete objects to hold related to upcoming activities* (LS3.3) and *provide access to materials that serve as sources of regulation* (LS2.4). With each transition, offer an object that represents where child is going (e.g., a water pail for the garden, tray for the cafeteria, and shaving cream bottle for sensory room).
Meal times	X	X			Offer choices of desired food items in see-through containers (LS2.1) with photo of family member on top to encourage a gaze shift and directed communication. Respond to nonverbal signals to foster sense of competence (IS1.3); be sure to follow child's gaze to specific materials and then model key language targets.
Play	X	X			Entice with developmentally appropriate *hands-on activities* (LS4.6) like cause-effect (blowing bubbles, wind-up toys, and balloons), building, cooking, messy play, music and art and *encourage initiations* by giving a lot of chances to communicate (IS2.2) through choices of objects or see-through containers.
Music	X	X			Provide objects to match each song (e.g., a scarf for Ring Around the Rosie and a puppet for Row your Boat). Offer choices of objects in see-through containers to allow child to request a preferred song.

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)

SCERTS in Action — Assessment

Language Partner Stage

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

Child's name

Date of birth

Scoring Criteria: 2 = Consistently across two partners and two contexts 1 = Inconsistently 0 = Not yet observed

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

SCERTS in Action — **Step 4: Assessment (continued)** — **Language Partner Stage**

Child's name

Date of birth

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

Scoring Criteria 2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

(LS)	My partners can help me by designing meaningful and developmentally sensible activities	Date	Date	Date	Date
LS4.7	**Infusing motivating materials and topics in activities** — *Criterion: Partners embed materials and topics that are interesting and motivating to the child in a majority of everyday activities. For the Language Partner stage, motivating materials include those with hands-on qualities that lend toward imaginative play, special interests, or a desirable end-point.*				
LS4.3	**Modifying sensory properties of learning environment** — *Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child stay engaged (e.g., adjusts lighting, noise level, and visual distraction)*				
LS4.2	**Adjusting task difficulty for child success** — *Criterion: Partners adjusts task difficulty as needed to foster the child's success and help the child maintain an optimal level of arousal (e.g., reducing the number of steps, modifying expectations, etc.).*				
LS4.6	**Providing developmentally appropriate activities** — *Criterion: Partners ensure activities are within the developmental reach of a child in terms of the social, cognitive, attention and fine and gross motor demands.*				
LS4.1	**Adjusting group size to ensure successful interaction** — *Criterion: The partner provides a smaller group setting or 1:1 support or increases as needed to support the child's organisation and success in interaction.*				
LS2.4	**Using visuals to support child's emotional regulation** — *Criterion: Partners make available and encourage the child to use photos, symbols or writing for the child to request organizing activities (e.g., a turn in the interaction, a break from an activity, or assistance during an activity.*				
LS4.9	**Alternating between movement and sedentary activities** — *Criterion: Partners alternates between activities in which the child has the opportunity to engage in organizing movement activities with those where the child is expected to be sedentary.*				

(LS)	My partners can help me by establishing predictability in natural activities	Date	Date	Date	Date
LS3.3	**Using visual support for smooth transitions** — *Criterion: Partners use developmentally sensible visual supports to help the child independently make transitions between activities. For the Language Partner stage, this would include photos, picture symbols or written schedule schedules related to upcoming activities*				
LS1.1	**Defining a clear beginning and ending to activity** — *Criterion: Partners structure the activity so that the beginning and ending are clearly defined for the child. This may be accomplished by laying out materials needed for completion in a clear sequence, using a developmental sensible timer, using music to mark the start and ending of a routine, etc.*				
LS3.1	**Defining the steps within an activity** — *Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the Language Partner stage, these would include providing a within task schedule with photos, picture symbols, or the written word.*				
LS3.2	**Defining the time for completion of activities** — *Criterion: Partners use support to define the time for completion of natural activities (e.g., play, dressing, meals, etc.). For example, a visual timer may provide visual depiction of time remaining, a count-down strip with pull-off Velcro numbers may indicate the steps remaining in an activity*				
LS4.8	**Structuring activities to promote initiation and extended interaction** — *Criterion: Partners provide predictable opportunities within activities for the child to initiate and participate in extended interactions. Partners add repeated turns or new steps to the activity to maintain and extend interaction.*				
LS2.2	**Using visuals to support understanding of language and social expectations** — *Criterion: Partners use predictable support such as written words on a dry erase, photos or picture symbols as well as role models to ensure true comprehension. For the Language Partner, the use of written narratives prior to social activities may define the purpose, the steps involved, and the expectations.*				

SCERTS in Action

Step 4: Assessment (continued)

Language Partner Stage

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

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

Child's name _____ **Date of birth** _____

Scoring Criteria

2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

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

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

Language Partner Stage
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).***

SCERTS Daily Planning Grid – Language Partner Stage (SAMPLE)

Child's Name:
Location:
Date:

Activity/time	Educational Outcomes				Transactional Supports
	Initiate and maintain extended interactions	Uses a variety of word combinations including people's names & verbs	Use words or symbols to communicate emotion	Use language to engage productively in an extended activity	
Transitions			X	X	Provide *visuals for smooth transitions to upcoming activities* (LS3.1); this will include a time table for the sequence of activities across the day as well as *visuals to define steps within each task* (LS3.3) and visuals to mark the steps toward completion of each activity (e.g., 3, 2, 1...all finished). Provide *visuals for emotional expression* (John is...tired, excited, angry) with *choices of how to cope* on the reverse of the visual (e.g., John can ask for help, John can cuddle, etc.).
Meal times	X	X			Offer choices of food items visuals with names and verbs and color-coded sentence building templates and *encourage initiations* by giving choices for actions related to the activity (e.g., Ms. Sarah pour milk or Ms. Sarah open crisps); include his teacher and peers' names to encourage sentences about both John and those he is playing with.
Play	X	X			Provide pictures with a range of subject + verbs and sentence building templates to ensure that John has a visual for actions (e.g., Ms. Sarah blow bubbles, Ms. Emily push wagon, etc.).
Music	X	X			Provide visuals for complete sentences to allow John to request preferred music with people, verbs, and nouns (e.g., John chooses 5 Little Ducks).

Conversational Partner Stage – Outcomes & Supports

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

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

I can use a variety of sentences to engage with my partners and I can use typical social behaviour *by having an awareness of personal space* use *appropriate vocal volume and intonation* (SU) when my partners provide visuals for understanding social norms (LS) and partners provide guidance and visuals for understanding what others might be thinking.

I can *use my language to work out and think about coping strategies* (SR) that may be helpful in future situations (e.g., writing out the steps of a task, asking for help, collaborating with others) when my partners give me *visuals to define steps within each task* (LS) and teach and show me *appropriate coping strategies* (IS) e.g. asking for a break, taking a deep breath, squeezing hands.

I can *use my language for greetings, turn taking, calling out for others* (JA) and I can listen and speak to people about something *by providing information about immediate, past and future events* (JA) when my partners provide motivating topics (LS) and visuals (LS) for success in group activities.

I can *use my language to ask for help from others* (e.g., help with activity, breaks, and other coping strategies) (MR) when my partners give me *visuals (LS) and model language to help me understand how I feel, negotiation, and coping when feeling stressed and overwhelmed (IS).*

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)

SCERTS in Action — Assessment — Conversational Partner Stage

Child's name _____ **Date of birth** _____

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

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

Scoring Criteria 2 = Consistently across two partners and two contexts 1 = Inconsistently 0 = Not yet observed

(JA) I can communicate for many reasons

		Date	Date	Date	Date

JA1.1 — Monitor the attentional focus of a social partner
Criterion: The child spontaneously follows the reference of a person's gesture, looking at what someone else is paying attention to, or communicating about what someone else is doing or talking about.

JA3.2 — Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others)
Criterion: The child uses language for at least 5 of the following reasons: a) greeting to indicate notice of a person entering or leaving the immediate situation; b) calling to gain the attention of another person; c) requesting comfort to seek comfort from distress, frustration, or fear; d) regulating interaction to keep turn-taking going; e) requesting permission to seek another's consent to carry out an action; f) praising partners, g) expressing empathy; and h) sharing secrets.

JA3.3 — Listen and speak to people about something by providing information about immediate, past, or future events
Criterion: The child both comments spontaneously and provides requested information about immediate, past or future events by sharing who, what doing, and where details and by responding to what, what doing, who, where, yes/no (e.g., Do/Did & Is/Are) questions.

(SU) I can communicate in many ways

		Date	Date	Date	Date

SU4.3 — Use appropriate body posture and proximity for the social context and partner
Criterion: The child uses appropriate body posture (e.g., orients to conversational partner) and proximity (positions self at an appropriate distance) based on the partner and context and respects a partner's personal space and privacy.

SU4.4 — Use appropriate volume and intonation for the context
Criterion: The child adjusts the volume (loudness) and intonation (e.g., pitch, rate, vocal quality, rate, stress, and fluency) of his or her voice depending on who he/she is talking to and the nature of the context (e.g., loud voice on the playground, quiet voice in the classroom).

SU5.4 — Use a variety of sentence constructions
Criterion: The child spontaneously generates at least 5 creative examples of following sentence constructions: declarative (e.g., "Jason is riding his bike"), negation (e.g., "This answer doesn't make sense"), interrogative (e.g., "What happened on the playground?"), embedding (e.g., "The man selling the balloons didn't have any blue ones"), and conjoining (e.g., "When I am done with my work, I get to go outside").

(MR) I can cope with the help of others

		Date	Date	Date	Date

MR2.6 — Respond to coping strategies offered by partners
Criterion: The child responds to information or strategies that have been taught, practiced and/or discussed by adults and peers to regulate his/her attention, alertness, activity level, emotion, and engagement. For example, a child may ask to do his/her work at quieter table, based upon choices offered by the teacher for coping with a stressful academic lesson.

MR4.3 — Use my language to ask for help, a break, or coping strategies from others
Criterion: The child uses language (e.g., speech, signs, pictures) for all of the following reasons: a) requesting objects or activities, b) requests help, c) requesting a break, and d) protesting to get another person to remove an undesired food object or cease an activity.

(SR) I can cope on my own

		Date	Date	Date	Date

SR2.2 — Use social appropriate behavioral coping strategies
Criterion: The child uses behavioral strategies (i.e., simple motor actions or sensory motor strategies) that are imitated either immediately or at a later time from behaviors modeled by others as a means to regulate arousal level (e.g., taking deep breaths, stretching, going for a walk, etc.).

SR3.5 — Use language taught and modeled by partners to calm and focus myself
Criterion: The child uses language (e.g., words, signs or pictures) that are learned from language modeled by partners to calm (e.g., talking through a to do list to soothe, using previously rehearsed self-talk to engage in expected social behaviors, etc.)

SR4.5 — Use my language to work out and think about coping strategies that may be helpful in future situations
Criterion: The child is able to reflect upon previous emotional experience related to specific events or persons and applies strategies to help regulate emotion when faced with the same or similar circumstances. For example, the child hears an announcement about an impending fire drill and gets the noise-reducing headphones that he learned to use after a previous negative experience with fire drills.

SR5.6 — Use planning and preparing ahead as a strategy for self-regulating during transitions (i.e., metacognition)
Criterion: The child plans for strategies that may by soothing or alerting during upcoming transitions and discusses these plans with others to prepare. For example, a child develops an idea to count the number of paintings on the wall in the school hallway while transitioning from the classroom to the cafeteria, which supports a well-regulated state, informs his teacher of the plan, and carries it out.

SCERTS in Action

Conversational Partner Stage

Assessment (continued)

Child's name _____ Date of birth _____

Scoring Criteria 2 = Consistently across two partners and two contexts   1 = Inconsistently   0 = Not yet observed

I am using creative language to communicate and I am learning how to succeed in a range of social settings.
Below are selected milestones that can be used to measure my growth.

(LS)	My partners can help me by designing meaningful and developmentally sensible activities	Date	Date	Date	Date	Date
LS4.7	**Infusing motivating materials and topics in activities** Criterion: Partners embed materials and topics that are interesting and motivating to the child in a majority of everyday activities. In the Conversational Partner stage, this includes embedding the child's special interest topics in activities, embedding intrinsically rewarding sensory properties (e.g., movement, music, art, and messy play), and ensuring activities lead to a productive and meaningful outcome.					
LS4.3	**Modifying sensory properties of learning environment** Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child maintain an optimal level of arousal (e.g., adjusts lighting, noise level and visual distraction)					
LS4.2	**Adjusting task difficulty for child success** Criterion: Partners adjusts task difficulty as needed to foster the child's success and help the child maintain an optimal level of arousal (e.g., reducing the number of steps, modifying expectations, etc.).					
LS4.6	**Providing developmentally appropriate activities** Criterion: Partners ensure activities are within the developmental reach of a child in terms of the social, cognitive, attention, and fine and gross motor demands.					
LS4.1	**Adjusting group size to ensure successful interaction** Criterion: The partner provides a smaller group setting or 1:1 support or increases as needed to support the child's organization and success in interaction.					
LS2.4	**Using visuals to support child's emotional regulation** Criterion: Partners make available and encourages the child to objects, photos, picture symbols or written lists for the child to request an organizing input (e.g., hands-on materials), a break from an activity, or assistance during an activity.					
LS4.9	**Alternating between movement and sedentary activities** Criterion: Partners alternates between activities in which the child has the opportunity to engage in organizing movement activities with those in which the child is expected to be sedentary.					

(LS)	My partners can help me by establishing predictability in natural activities	Date	Date	Date	Date	Date
LS3.3	**Using visual support for smooth transitions** Criterion: Partners use developmentally sensible visual supports to help the child independently make transition between activities. For the Conversational Partner stage, this would include referring to a schedule of upcoming activities (e.g., graphics and/or the written word) and/or materials laid out in sequence as a means to foster self-regulation.					
LS1.1	**Defining a clear beginning and ending to activity** Criterion: Partners structure the activity so that the beginning and ending are clearly defined for the child (e.g., using written to do lists to delineate the steps toward completion, using a time-ordered agenda and reference to the clock, visual timers, etc.).					
LS3.1	**Defining the steps within an activity** Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the Conversational Partner stage, this would include laying out materials from left to right, placing finished items in an all done basket, and using pictures/written to do lists that indicate steps toward completion.					
LS3.2	**Defining the time for completion of activities** Criterion: Partners use support to define the time for completion of natural activities. For example, a visual timer may provide visual depiction of time remaining, a count down strip with pull-off Velcro numbers may indicate the steps remaining in an activity, and clock paired with a time-ordered agenda for daily routines and expectations.					
LS4.8	**Structuring activities to promote initiation and extended interaction** Criterion: Partners provide predictable opportunities within activities for the child to initiate and participate in extended interactions. Partners add repeated turns or new steps to the activity to maintain and extend interaction.					
LS2.2	**Using visuals to support understanding of language and social expectations** Criterion: Partners pair verbal language with gestures, signs, objects, photographs, picture symbols, written language, and role play/rehearsal to enhance the child's understanding of expectations and directions (e.g., using footprints to indicate where to stand in line).					

SCERTS in Action

Assessment (continued)

Conversational Partner Stage

Child's name

Date of birth

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

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

Scoring Criteria　　2 = Consistently across two partners and two contexts　　1 = Inconsistently　　0 = Not yet observed

(LS & IS)	My partners can help me by encouraging my initiations and responding to my attempts	Date	Date	Date	Date	Date
LS2.1	**Using visual support for expressive communication and creative language** Criterion: At the Conversational Partner stage, partners encourage the child to communicate by offering developmentally sensible visuals such picture symbols and written language to remind a child to create more sophisticated sentences and narrative discourse. Visual tools should be accessible when the child is expected to initiate and maintain social conversation about academic and social activities.					
IS2.2	**Waiting for and inviting interaction through responsive exchanges** Criterion: Partners provide a balance of engaging with the child versus responding to the child's initiations. At the Conversational Partner stage, partners are particularly responsive to both body language and a child's unconventional use of "scripted" language and preference for specific topics. Responding to these actions to will ensure that the child feels competent as a communicator.					
IS5.2	**Facilitating successful interactions with peers** Criterion: Partners encourage and invite peer interaction. At the Conversational Partner stage, peers are invited to engage by creating opportunities for small group learning, mutually engaging activities such as art, music, and movement, and visual supports to enable the child to predict how to engage and what to say.					
IS6.2	**Adjusting language modeling to child's developmental level** Criterion: Partners adjust language models to match the developmental needs of the child. At the Conversational Partner stage, partners should model a range of simple and complex sentence constructions, appropriate body orientation & proximity, and appropriate vocal volume.					

(LS & IS)	My partners can help me cope with my emotions	Date	Date	Date	Date	Date
IS1.3	**Responding to attempts to communicate to build a child's confidence** Criterion: At the Conversational Partner stage, partners demonstrate responsiveness by honoring a child's body language, facial expressions, and, when necessary, unconventional verbal language (e.g., "scripted" language) as intentional forms of communication. This also includes being responsive to a child who is focused on a specific topic of conversation. Partners can be responsive while modeling more conventional timing and balance (e.g., "We can talk about trains after we finish..." as opposed to "no train talk").					
IS1.5	**Recognizing emotional needs and providing support for emotional regulation** Criterion: Partners respond to child's signals of under-arousal or over-arousal by changing the environment & interactive style (e.g., offering choices of movement activities to alert a child, choices of soothing supports such as deep pressure, and turning off the lights.					
IS7.4	**Modeling appropriate coping strategies when child is using unconventional behavior** Criterion: Partners provide models for how to cope in an appropriate manner (e.g., when a child is interrupting his teacher, a model could be provided for raising one's hand) or when a child crushes his schoolwork, a choice of strategies to ask for help could be modeled.					
LS2.3	**Using visual support to encourage a child's expression and understanding of emotion** Criterion: At the Conversational Partner stage, partners model clear facial expressions of emotion and may augment these models with pictures or written examples of emotions and choices of coping strategies.					

Conversational Partner Stage
Sample IEP Goals Aligned to the Common Core

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

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate

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

Mutual Regulation – How I cope with others' help

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

Self-Regulation – How I cope on my own

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

SCERTS Daily Planning Grid – Conversational Partner Stage (SAMPLE)

Child's Name:
Location:
Date:

Activity/time	Educational Outcomes					Transactional Supports
	Using language for greetings, turn taking, calling out for others	Using appropriate volume and intonation for the context	Using language to request help others	Using language to work out and think about coping strategies that may be helpful in future situations		
Transitions			X	X		Provide visuals to define steps within each task (LS3.1) and visuals to model appropriate coping strategies (IS7.4) for different emotional states and needs.
Literacy	X		X			Provide guidance for interpreting other's thoughts in literature using visuals to illustrate character thoughts (LS2.3). Model language for emotional expression, negotiation, and coping (IS7.4).
Classroom group work	X	X				Infuse motivating topics (LS4.7) in activities and provide visuals (LS2.1) for success in group activities (e.g., turn-taking dials, vocal volume meter and social narratives).
Numeracy	X		X			Provide visuals to define steps within each task (LS3.1). Infuse *motivating topics* (LS4.7) in activities and *provide visuals* (LS2.1) for success in group activities (e.g., math strategy helper cards – using a ruler, protractor, etc.).

SCERTS in Action

Observation and Action Planning Form

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

	Do you think the child knows...	What supports are working? How have partners effectively supported the child	What are some next steps? Action Plan
Visual Structures & Organization	• **Why they have to do something?** (the desirability of the task) *sensory exploration / cause & effect / tied to special interests or real-life events* • **What they have to do?** (their role in the activity) *clear visuals indicating expectations, turn-taking, and roles* • **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?** *count-down strips, visual timers, written help box*		
Social Communication	• **What to say/communicate** *visuals such as objects, photos, pictures, written words remind the child how to ask for help, comment, respond to questions, etc.* • **When to take part** (when to initiate) *the activity includes opportunities for student participation*		
Emotional Regulation	• **How to soothe or engage by themselves?** (how to regulate their emotions, *access to sensory supports, visuals choices of coping strategies*) • **That others are responsive and a source of emotional support?**		

SCERTS Daily Planning Grid

Child's Name:
Location:
Date:

Activity/time	Educational Outcomes				Transactional Supports

Content 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.