The SCERTS Model – An Introduction:

Using the SCERTS framework guide priorities for learners with autism and social emotional learning differences

Presented by Emily Rubin & Amy Laurent

SCERTS

Learning Objectives

You will be able to…

- Identify evidence-based objectives in social communication and emotional regulation for individuals with autism at different stages of communication: not yet using words, beginning to use language, and conversational

- Identify evidence-based practices that are aligned with these objectives for individuals with autism

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

Selecting Evidence-Based Practices…
Where Do We Start?
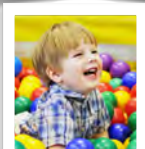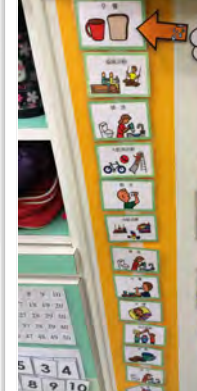
Determining Priorities Requires an Understanding of the Individual's Needs…

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

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

Evidence-Based Framework for Selecting Objectives and Supports

- SCERTS provides guidelines for helping an individual become a competent social communicator that is actively engaged in their learning environment

- Designed to help individuals with autism, families, educators, and clinicians collaborate in a carefully coordinated manner to select objectives that are research-based and are designed to match the preferences of an individual, developmental needs, and the functional needs for a given setting.

Efficacy of SCERTS as a Developmental Framework

- Early Social Interaction (ESI), a randomized trial in the home setting, provides evidence of how addressing key objectives and supports can have a statistically significant impact on positive outcomes for language and social adaptive functioning with parent coaching and implementation in home settings (Wetherby et al., 2014)

- Classroom SCERTS Intervention (CSI), a randomized trial in school-age settings (Morgan et al., 2018) highlights how these key objectives and supports improve outcomes and increase active engagement in the elementary school classroom

Feasibility of SCERTS as a Framework

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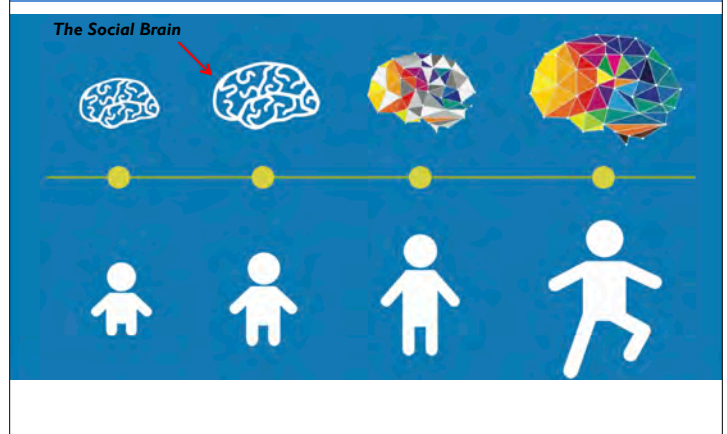
Feasibility of SCERTS as a Framework

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

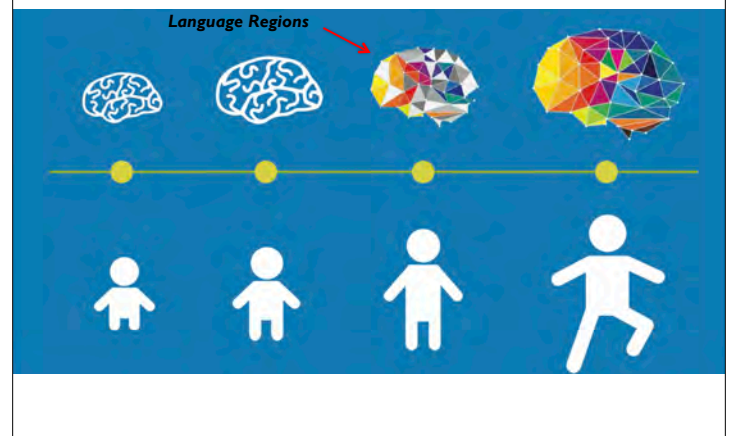## Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

Falling in love with the social world

Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

The Social Brain

Seeking out social connections with words

Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

Language Regions

Succeeding in a range of social settings

Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

Executive Functioning

Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

Behavioral manifestations

Social orienting	Seeking - Liking	Social maintaining
- Innate attention to faces - Automatic attention capture by social signals - Eye contact effect	- Incentive value of social reward stimuli - Pleasure in collaboration - Overjustification effect	- Ingratiation strategies (self- and other- enhancement) - Reputation management - Chameleon effect

Biological mechanisms

Striatum

Oxytocin
dopamine
opioids

OFC

Amygdala

Chevallier, et. al. (2012). The social motivation theory of autism. Trends in Cognitive Sciences., Vol. 16, No. 4
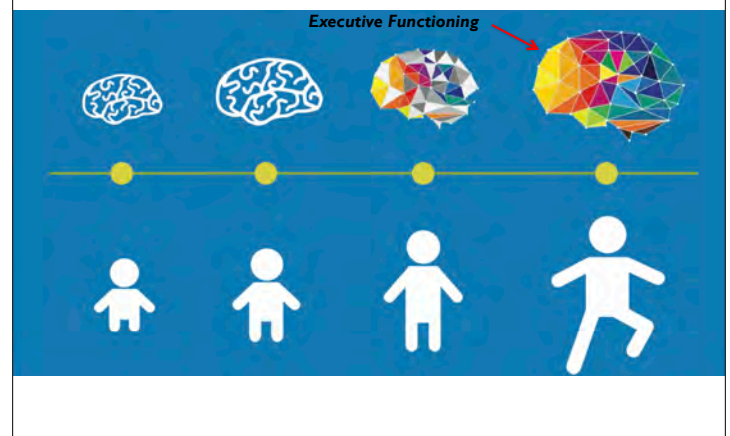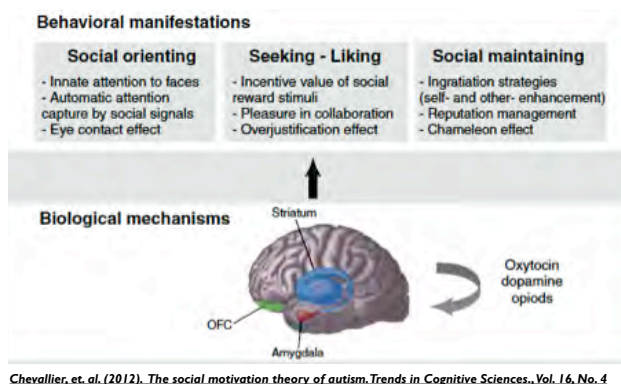
Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

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

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

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

Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

- Children with these differences also process speech sounds differently. While many children hear speech and show preferential attention, children with social and emotional learning differences often just hear sounds.

- This makes the intentions of individual words more ambiguous.

## Evidence-Based Practices (EBPs) in a Neurodevelopmental Framework

- As children with differences in these areas mature and "brain architecture is formed," neuroimaging has shown that children with with specific social and emotional learning differences (such as autism) tend to process social stimuli in regions typically used to process images and sounds that are non-social.

- This makes predictions of actions, intentions, and emotions more inefficient and intellectualized.

The neurology of social engagement
A child with a learning preference for social stimuli

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

The neurology of social engagement
A child with a social and emotional learning difference
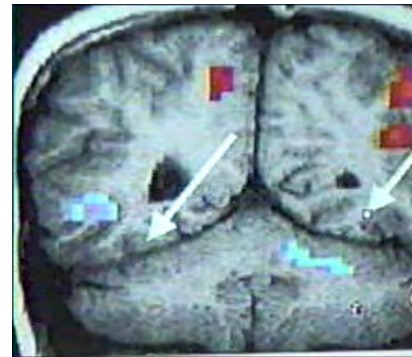
Shultz, et. al. (2000, April). Archives in General Psychiatry, Vol. 57, 331 – 340.

The neurology of social engagement
A child with a social and emotional learning difference

Two key take aways

1) Social stimuli needs to be <u>desirable</u>

2) Social stimuli needs to be <u>predictable</u>

What is SCERTS?

Social
Communication
Emotional
Regulation
Transactional
Support

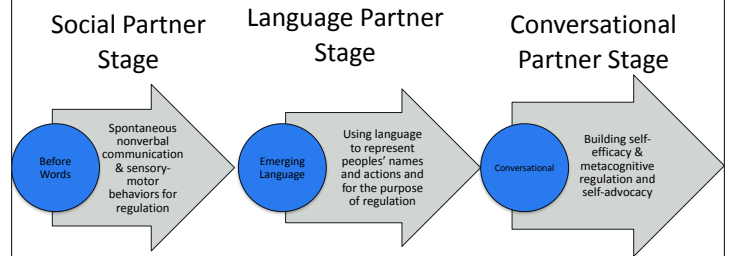## Developed by a Collaborative Team

Active collaborators include:

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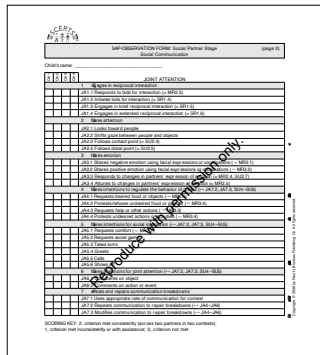- Emily Rubin, MS, CCC-SLP
- Amy Laurent, PhD, OTR/L

How does the SCERTS Framework help navigate the *"Maze"*?

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

What is SCERTS?

Social

Communication

Emotional

Regulation

Transactional

Support

What is SCERTS?

- SC - Social Communication; Supporting a learner's ability to communicate, comprehend, and collaborate with others,

- ER – Emotional Regulation; Supporting a learner's ability to cope, make transitions, and actively engage with others.

- TS – Transactional Support; interpersonal supports and learning supports embedded in the natural environment to foster SC and ER

Why "SC" (Social Communication)?

The "SC" domain provides a sequence of goals focused on becoming an increasingly competent, confident, and active participant in social activities

"SC" Domain Includes:

Joint Attention
Why an individual communicates

Symbol Use
How an individual communicates

"SC" Domain Includes:

Joint Attention
Why an individual communicates

Symbol Use
How an individual communicates

Why "ER" (Emotional Regulation)?

The "ER" domain provides a sequence of goals focused on the ability to maintain a well-regulated emotional state, cope with everyday stress, and be most available for learning and interacting

*

The "ER" Domain Includes:

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

Self Regulation
How we maintain active engagement and cope on our own

The "ER" Domain Includes:

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

Self Regulation
How we maintain active engagement and cope on our own

Why "TS" (Transactional Support)?

- The "TS" domain provides a detailed assessment of communication style adjustments and environmental modifications designed to meet an individual's needs

- This domain is not exclusive of other evidence-based practices or approaches

The "TS" Domain Includes:

Interpersonal Support
How we change *our communication style*

Learning Support
How we modify *the environment*
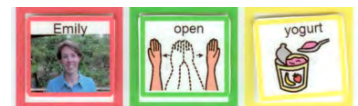
The Picture Communication Symbols ©1981-2009 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

The "TS" Domain Includes:

Interpersonal Support
How we change *our communication style*

Learning Support
How we modify *the environment*

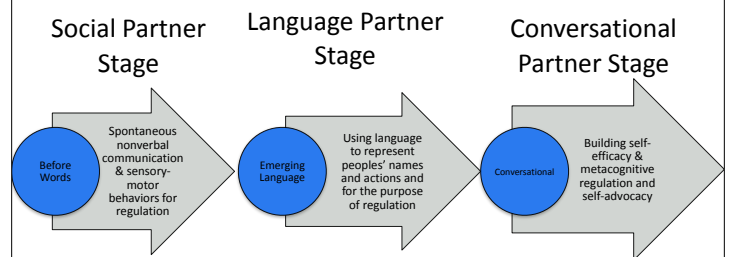## How Does the SCERTS Framework Help Navigate the *"Maze"*?

Developmental stages are our starting point

Social Partner Stage → Language Partner Stage → Conversational Partner Stage

- 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
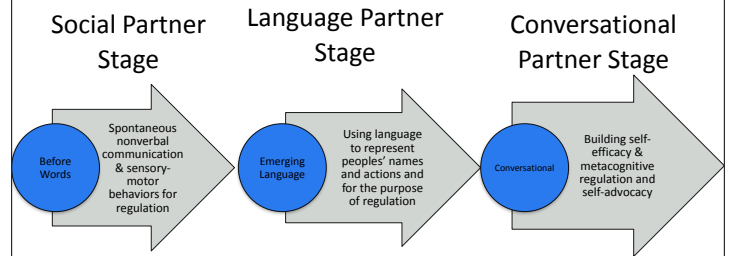
Determining Communication Stage - Worksheet

What stages do you support? Polling Time

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

Evidence-Based Practices for Social Partners

Unique Needs – Before Words
The Social Partner Stage - Social Communication

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

- **Joint attention** – rates of shared attention may be reduced, as social stimuli may not yet be intrinsically motivating

- **Symbol use –** the use of conventional gestures and gaze learned by observing others may be delayed

Unique Needs – Before Words
The Social Partner Stage - Emotional Regulation

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

- **Mutual Regulation** – asking for and responding to regulatory assistance may be less frequent due to SC differences

- **Self Regulation** – Strategies tend to be limited to those that are typically early developing and / or those based on sensory processing preferences

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Unique Priorities – Before Words
The Social Partner Stage - Social Communication

- **Joint attention –** ensuring the social world is captivating by increasing rates of **spontaneous nonverbal communication**

- **Symbol use –** ensuring that gestures with a "shared meaning" are acquired (e.g., **giving, pointing, reaching**), forming the foundation of conventional language

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Unique Priorities – Before Words
The Social Partner Stage - Emotional Regulation

- **Mutual Regulation-** ensuring children see others as sources of assistance. Partners must be predictable and responsive to the child in order to support child.

- **Self Regulation-** ensuring students have a range of sensory motor strategies that they can use to maintain engagement and cope with challenges.

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Frequently Used Objectives & EBPs – Before Words
The Social Partner Stage

Larger version available in supplemental handouts.

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Sample Criterion (Volume 1, Chapter 8)
The Social Partner Stage

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Linking Transactional Supports (Volume 2, Chapter 4)
The Social Partner Stage

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Sample IEP or Intervention Outcome
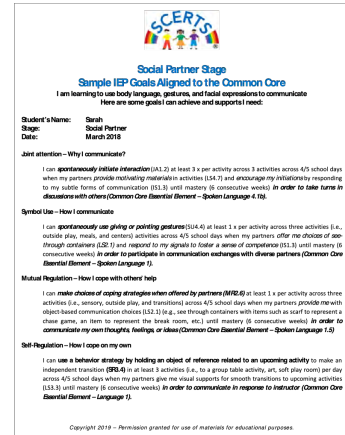## The Social Partner Stage - Social Communication

I can **spontaneously initiate interaction (JA1.2)** at least 3x per activity across 3 activities across 4/5 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).

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Sample IEP Objectives – Before Words
The Social Partner Stage

US version

Larger version available in supplemental handouts.

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Sample IEP Objectives – Before Words
The Social Partner Stage

UK version

Larger version available in supplemental handouts.

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Template for Writing Outcomes

Larger version available in supplemental handouts.

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Sample IEP Objective – Joint Attention
The Social Partner Stage

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).**

Larger version available in supplemental handouts.

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Sample IEP Objective – Symbol Use
The Social Partner Stage

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).**

Larger version available in supplemental handouts.

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Sample Supports – The Social Partner Stage

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Sample IEP or Intervention Outcome
The Social Partner Stage - Emotional Regulation

I can **use a behavior strategy (e.g., holding an object of reference) to self-regulate during a transition (SR3.4)** at least 1x per activity across 3 activities across 4/5 days when my partners…

provide visuals for smooth transitions (LS3.3) and **recognize sign of dysregulation (IS1.5)** until mastery (6 consecutive weeks).

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Sample IEP Objective – Mutual Regulation
The Social Partner Stage

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)*

Larger version available in supplemental handouts.

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Sample IEP Objective – Self Regulation
The Social Partner Stage

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).*
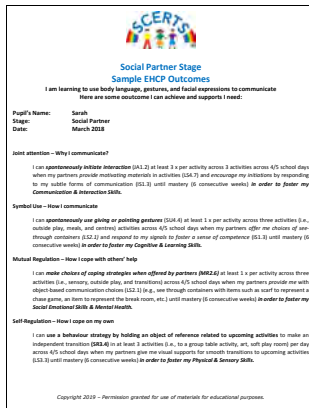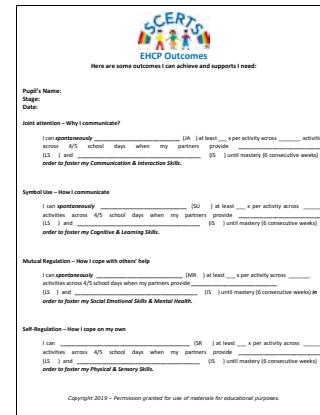
Larger version available in supplemental handouts.

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Sample Supports – The Social Partner Stage

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Summary – The Social Partner Stage

- For children who are not yet using words such as speech, pictures, or signs, the critical priority is to ensure that people "rock"

- We accomplish this by building relationships, enticing, and responding to a child's signals

- Being responsive to a child's signals will support their understanding of themselves as a competent communicator and that others are a source of engagement, assistance, and comfort

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Evidence-Based Practices for Language Partners

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

- Children at this stage often use simple, symbolic means with communicative intent (e.g., single spoken words, sign language, pictures, or other forms of augmentation)

- Children at this stage may rely on echolalia to communicate

- **Joint attention** – shared attention is impacted by preference for nonsocial stimuli vs. people's faces, often restricting functions of communication to requesting vs. sharing information and emotions

- **Symbol use** – vocabulary is often biased toward nouns, reducing the typical variation of agents + actions needed for creative language development

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

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

- **Mutual Regulation-** Children may use unique actions and words to express their emotional state and energy levels rather than use emotion vocabulary

- **Self Regulation-** Children may primarily use regulation strategies that they have discovered on their own

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

- **Joint attention –** ensuring the social world remains captivating by increasing rates of **spontaneous symbolic communication involving social actions (e.g., "Emily blow bubbles")**

- **Symbol use –** ensuring that language targets include people's **names and verbs**, as these word types support the ability to request social actions, request comfort, and comment on the social world

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

- **Mutual Regulation-** ensuring that children can make choices of regulation supports when offered to them

- **Self Regulation-** ensuring children are able to use symbolic systems to express their emotion/energy, make choices, and ask for help.

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Frequently Used Objectives & EBPs – Emerging Language
The Language Partner Stage

Larger version available in supplemental handouts.

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Sample Criterion (Volume 1, Chapter 8)
The Language Partner Stage

SU5.6   Uses a variety of relational meanings in word combinations (agents + actions + objects)
Criterion: The child spontaneously uses at least 20 different word combinations within at least 5 different utterances

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Linking Transactional Supports (Volume 2, Chapter 4)
The Language Partner Stage

Child Goal	Related Partner Goals	
Symbol Use	**Interpersonal Support (IS)**	**Learning Support (LS)**
SU5 Uses words and word combinations to express meanings	IS1 Partner is responsive to child IS6 Partner adjusts language input IS7 Partner models appropriate behaviors	LS2 Partner uses augmentative system to foster development LS4 Partner modifies goals, activities, and learning environment
SU5 is not directly linked to JA, SR, or MR Achievements in SU5 are, however, related to overall achievement in JA4 – JA6.	A child's ability to use at least 5 to 10 words or echolalic phrases as symbols (SU5.2), use early relational words (SU5.3), and use a variety of advanced relational words (SU5.5) relies on a partner's ability to respond appropriately to the child's vocal and verbal signals to foster a sense of competence (IS1.3), adjust the complexity of language input to the child's developmental level (IS6.2), and model "child-perspective" language (IS7.5).	A child's ability to use a variety of names for objects, body parts, and agents (SU5.4) and use a variety of relational meanings in word combinations (SU5.6) also relies on a partner's ability to encourage the use of an augmentative system to enhance child's communication and expressive language (LS2.1), arrange the learning environment to promote child initiation (LS4.5), and "up the ante" to increase expectations appropriately (LS4.10).

Sample IEP or Intervention Outcome
The Language Partner Stage - Social Communication

I can spontaneously *use people's names and verbs* (SU5.6) at least 2x per activity across 3 activities (e.g., creating a journal about experiences, shopping, cooking) across 4/5 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).

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Sample IEP Objectives – Emerging Language
The Language Partner Stage

US version

Larger version available in supplemental handouts.

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Sample IEP Objectives – Emerging Language
The Language Partner Stage

UK version

Larger version available in supplemental handouts.

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Template for Writing Outcomes

Larger version available in supplemental handouts.

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Sample IEP Objectives – Joint Attention
The Language Partner Stage

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).*

Larger version available in supplemental handouts.

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Sample IEP Objectives – Symbol Use
The Language Partner Stage

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

Larger version available in supplemental handouts.

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Sample Support – The Language Partner Stage

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Sample IEP or Intervention Outcome
The Language Partner Stage - Emotional Regulation

I can spontaneously **language to request a regulating activity** (MR2.6) when needed across 3 activities (e.g., class, recess, lunch) across 4/5 days when my partners…

provide me with visual support for emotional regulation (LS2.4) and **recognizes signs of dysregulation and offers support (IS1.5)** until mastery (6 consecutive weeks).

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Sample IEP Objectives – Mutual Regulation
The Language Partner Stage

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).*

Larger version available in supplemental handouts.

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Sample Support – The Language Partner Stage
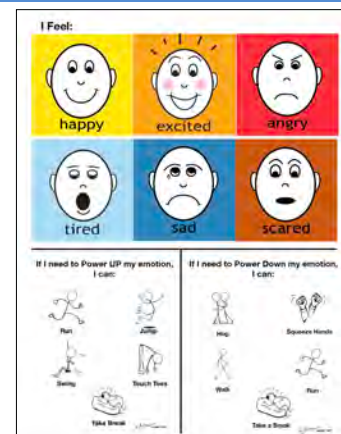
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Sample IEP Objectives – Self Regulation
The Language Partner Stage

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).*

Larger version available in supplemental handouts.

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Summary – The Language Partner Stage

- For children who are beginning to use words, the critical priority is to ensure that people remain the focus of their use of language

- We accomplish this by continuing to build relationships and encouraging the use of people's names and verbs

- The ability to use people's names and verbs is a key foundational skill for shifting toward conversational language

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Evidence-Based Practices for Conversational Partners

Unique Needs – Conversational
The Conversational Partner Stage - Social Communication

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

- **Joint attention** – social motivation may have developed, but individuals may have difficulty predicting intentions and perspectives, leading to withdrawal and anxiety

- **Symbol use** – deriving social expectations or conventions such as vocal volume, body proximity, and other conversational rules is a primary challenge that affects self-efficacy

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Unique Needs – Conversational
The Conversational Partner Stage - Emotional Regulation

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

- **Mutual Regulation-** if individuals at this stage experience social anxiety and have not been supported in ways that validate their regulation challenges, they will often not seek support from others.

- **Self Regulation-** Individuals may primarily use regulation strategies that they have discovered on their own and struggle to use planning and reflection

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Unique Priorities – Conversational
The Conversational Partner Stage - Social Communication

- **Joint attention** – ensuring the social world remains captivating by building a sense of self-efficacy within natural settings and with peers

- **Symbol use** – addressing social conventions such as topic maintenance skills, conversational timing, vocal volume rules, and body proximity to ensure effective communication exchanges

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Unique Priorities – Conversational
The Conversational Partner Stage - Emotional Regulation

- **Mutual Regulation-** ensuring the individual sees others as validating of their experiences and providing authentic supports which will in turn facilitate the development of trust and seeking others out.

- **Self Regulation-** ensuring the individual has a wide range of accessible regulation strategies (e.g., sensory motor, language, and metacognitive) for use in different activities and environments

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Frequently Used Objectives & EBPs – Conversational
The Conversational Partner Stage

Larger version available in supplemental handouts.

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Sample Criterion (Volume 1, Chapter 8)
The Conversational Partner Stage

JA3.2 Shares intentions for social interaction
Criterion: The child directs words (e.g., speech, signs, pictures) for all of the following reasons: a) greets to indicate notice of a person entering or leaving the immediate situation, or to mark the initiation or termination of an interaction (e.g., waves and says "hi" or "bye" plus person's name); b) calls to gain the attention of another person; c) requests comfort to seek comfort from distress, frustration, or fear; d) regulates interaction to keep turn-taking going; e) requests permission to seek another's consent to carry out an action; f) praises partner to indicate regard for the partner's success or accomplishment; g) expresses empathy about a positive or negative experience of the partner; and h) shares secrets to confide in another person.

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Linking Transactional Supports (Volume 2, Chapter 4)
The Conversational Partner Stage

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Sample IEP or Intervention Outcome
The Conversational Partner Stage - Social Communication

I can **spontaneously use socially conventional vocal volume** (SU4.4) at least 1x per activity across 3 activities across 4/5 days when my partners…

adjust the social complexity with small groups (LS4.1) and **provide visual support for success in group activities (LS3.1)** until mastery (6 consecutive weeks).

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Sample IEP Objectives – Conversational
The Conversational Partner Stage

US version

Larger version available in supplemental handouts.

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Sample IEP Objectives – Conversational
The Conversational Partner Stage

UK version

SCERTS
Conversational Partner Stage
Sample EHCP Outcomes
I am using creative language to communicate and I am learning how to succeed in a range of social settings. Here are some outcomes I can achieve and supports I need:

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate?

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

Mutual Regulation – How I cope with others' help

I can *use language to ask for help, a break, or coping strategies from others (MR4.2)* 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 (S7.4) until mastery (6 consecutive weeks) *in order to foster my Social Emotional Skills & Mental Health.*

Self-Regulation – How I cope on my own

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

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Template for Writing Outcomes

SCERTS
EHCP Outcomes
Here are some outcomes I can achieve and supports I need:

Pupil'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 foster my Communication & Interaction Skills.*

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 foster my Cognitive & Learning Skills.*

Mutual Regulation – How I cope with others' help

I can _____ (MR ___) at least ___ per activity across _____ activities across 4/5 school days when my partners provide _____ (LS ___) and _____ (IS ___) 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 _____ (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 foster my Physical & Sensory Skills.*

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Sample IEP Objectives – Joint Attention
The Conversational Partner Stage

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).*

Larger version available in supplemental handouts.

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Sample IEP Objectives – Symbol Use
The Conversational Partner Stage

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).*

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Sample Supports – The Conversational Partner Stage
Visual Support for Vocal Volume Modulation

Expected Volume   Volume

5 Yell

4 Loud Voice

3 Talking

2 Whisper

1 Silent
(raise your hand)

Calming Strategies:
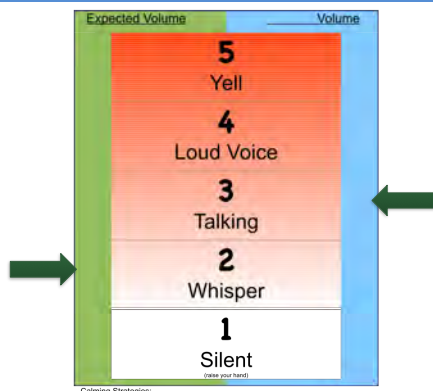
Vocal Volume Meter accessible www.amy-laurent.com

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Sample Supports – The Conversational Partner Stage
Visual Support for Conversational Timing

I can talk about this later.

I can talk about this in a minute.

This is a good time to talk.

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Sample IEP or Intervention Outcome
The Conversational Partner Stage - Emotional Regulation

I can **use language modeled by partners to self-regulate** (SU4.4) at least 1x per activity across 3 activities across 4/5 days when my partners…

provide visuals for emotional regulation (LS2.4) and **provide guidance for expressing and understanding the cause of emotions (IS5.4)** until mastery (6 consecutive weeks).

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Sample IEP Objectives – Mutual Regulation
The Conversational Partner Stage

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).**

Larger version available in supplemental handouts.

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Sample IEP Objectives – Self Regulation
The Conversational Partner Stage

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).**

Larger version available in supplemental handouts.

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Summary – The Conversational Partner Stage

- For children who are at conversational language stages, the critical priority is to ensure that their interest and motivation to connect is not met with repeated failures

- We accomplish this by continuing to build relationships and encouraging frequent and positive interactions with peers

- The ability to effectively connect with both adults and peers is a critical predictor of long-term social emotional competence

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Key messages

Understanding autism from the inside out helps us identify critical priorities for outcomes based upon key developmental levels.

1. The Social Partner Stage – At the before words stage, a child's spontaneous use of gestures and facial expressions to communicate is of the highest priority.
2. Language Partner Stage - At emerging language stages, a range of words including people's names and verbs is of the highest priority.
3. Conversational Partner Stage - At conversational stages, the ability use social conventions and build a sense of efficacy is of the highest priority.

Contact the Presenters

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SCERTS in Action - Frequently Used Outcomes and Supports

Child Outcomes Social Communication (SC) and Emotional Regulation (ER) *Select 4 key outcomes and match to 1 – 2 needed supports*	Interpersonal and Learning Supports Transactional Supports (TS) *Select 1 -2 supports*
The child can...	***When the child's partners help by....***
Social Partner stage	**Designing Meaningful & Developmentally Sensible Activities**

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.

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 *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 *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).

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)

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)

Social Partner Stage
Sample IEP Goals Aligned to the Common Core

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

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate

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

Mutual Regulation – How I cope with others' help

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

Self-Regulation – How I cope on my own

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

Social Partner Stage
Sample EHCP Outcomes

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

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate

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

Mutual Regulation – How I cope with others' help

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

Self-Regulation – How I cope on my own

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

Language Partner Stage – Outcomes & Supports

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

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)

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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.***

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 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 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 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 to ask for help from others* (e.g., help with activity, breaks, and other coping strategies) 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

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).***

Conversational Partner Stage
Sample EHCP Outcomes

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

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

Joint attention – Why I communicate?

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

Symbol Use – How I communicate

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

Mutual Regulation – How I cope with others' help

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

Self-Regulation – How I cope on my own

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

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).***