The SCERTS Model
An Overview

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What is SCERTS?

SCERTS is an evidence-based framework that provides guidelines for helping an individual become a competent social communicator and an active learner.

Guidelines are also provided to help an individual to be most available for learning and to prevent problem behaviors.

SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.

What is SCERTS?

SCERTS is an multidisciplinary framework that is based upon research in child development as well as research identifying the core challenges faced by children with autism and social emotional learning differences.

There is a recognition that learning in childhood occurs in the social context of daily activities and experiences. It can be adapted to meet the unique demands of different social settings for younger and older individuals including home, school, community and vocational settings.

What is **SCERTS?**

A unique aspect of SCERTS is that the most significant challenges are addressed while identifying and building upon strengths.

What is the evidence-basis of SCERTS?

- SCERTS provides an evidence-based and research-informed comprehensive framework addressing social and emotional outcomes.

- Early Social Interaction, a randomized trial in the home setting, provides evidence of addressing these key targets in early childhood and with parent engagement (Wetherby et al. 2014).

- Classroom SCERTS Intervention, a randomized trial in school-aged settings, (Morgan et al., 2018) addresses how these key targets can improve outcomes in the elementary school classroom.

What are the domains of SCERTS?

Social

Communication

Emotional

Regulation

Transactional

Support

Why "SC" - Social Communication?

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

Why "SC" - Social Communication?

The "SC" domain includes two components:

Joint Attention
Why an individual communicates

Symbol Use
How an individual communicates

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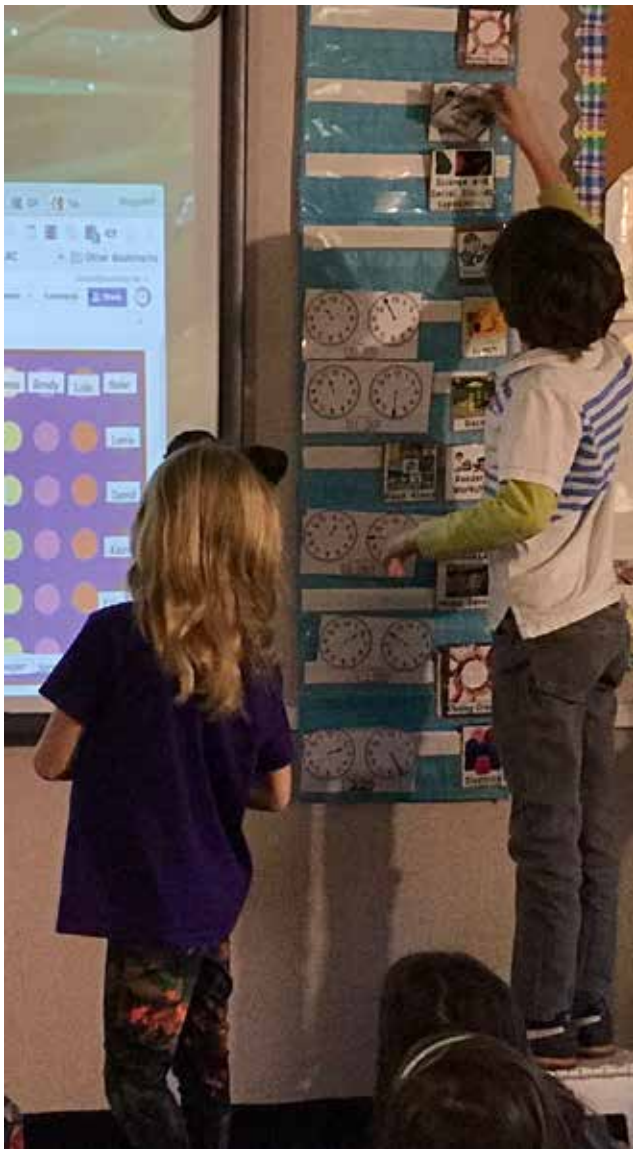
The "ER" domain provides a sequence of goals focused on the ability to maintain a well-regulated emotional state, cope with everyday stress, and to be most available for learning and interacting.

Why "ER" – Emotional Regulation?

The "ER" domain includes two components:

Mutual Regulation

How we cope with the help of others

Self Regulation

How we 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. It is flexible enough to incorporate practices from a variety of approaches and teaching strategies.

Why "TS" – Transactional Support?

The "TS" domain includes two primary components:

Interpersonal Support

How we change our communication style

Learning Support

How we modify the environment

Why "TS" – Transactional Support?

The "TS" domain also includes:

Support to Families
Our plan for ensuring emotional and educational support
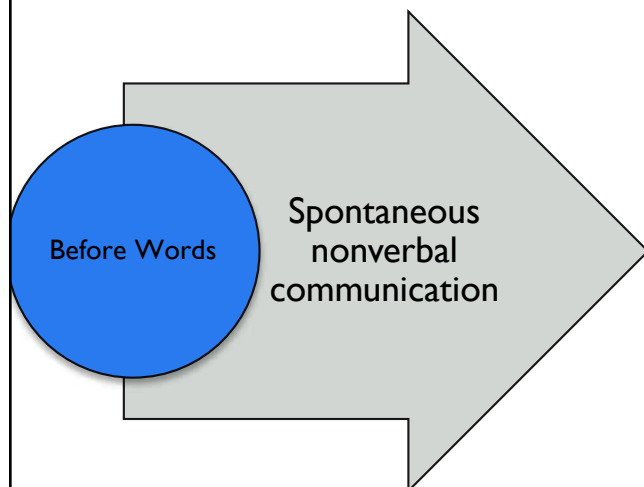
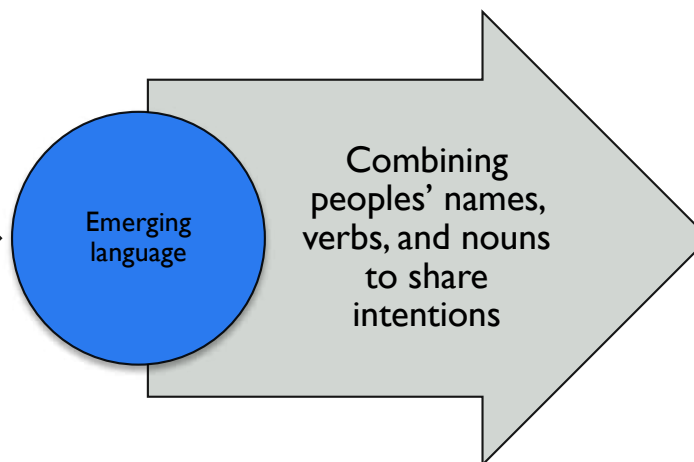**Support to Service Providers**
Our plan for collaborating

Identifying priorities by developmental stage

SCERTS

Social Partner Stage

Language Partner Stage

Conversational Partner Stage

Before Words — Spontaneous nonverbal communication

Emerging language — Combining peoples' names, verbs, and nouns to share intentions

Conversational — Building self-efficacy and social conventions
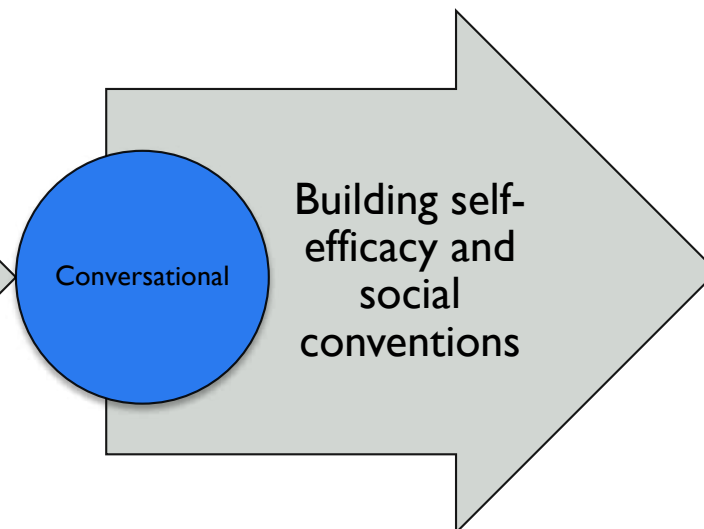
The Social Partner Stage

As a high rate of spontaneous, nonverbal communication is predictive of language acquisition, increasing opportunities for initiation is a key priority.

Active engagement is also supported by encouraging the use of sensory-motor, behaviors to self-soothe and to cope with the help of others.

The Language Partner Stage

As the use of language to engage socially is predictive of creative language, increasing opportunities for the use of people's names and verbs is a priority.

Active engagement is also supported by encouraging the use of language / pictures to self-soothe (e.g., time tables) and to cope with the help of others (e.g., emotion key rings).

The Conversational Partner Stage

As following the social "rules" of conversation and one's feelings of self-confidence are predictive of both emotional well being and social competence, these are priorities at this stage.

Active engagement is also supported by encouraging the use of active and independent problem-solving for emotional regulation.

The SCERTS Model
Core Values And Guiding Principles

#1

Development of spontaneous, functional communication abilities and emotional regulatory capacities is the highest priority.

The SCERTS Model
Core Values And Guiding Principles

#2

Child developmental research frames assessment and educational efforts.

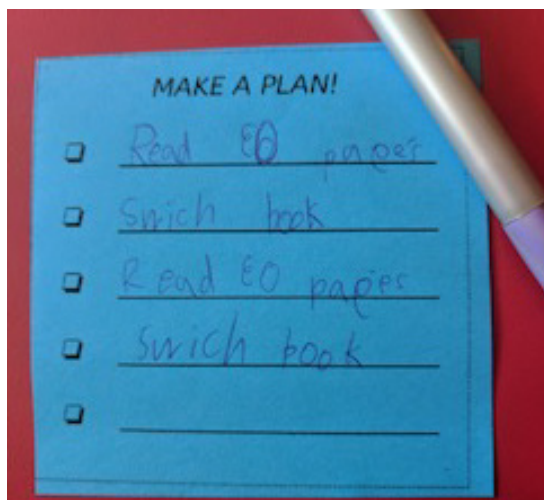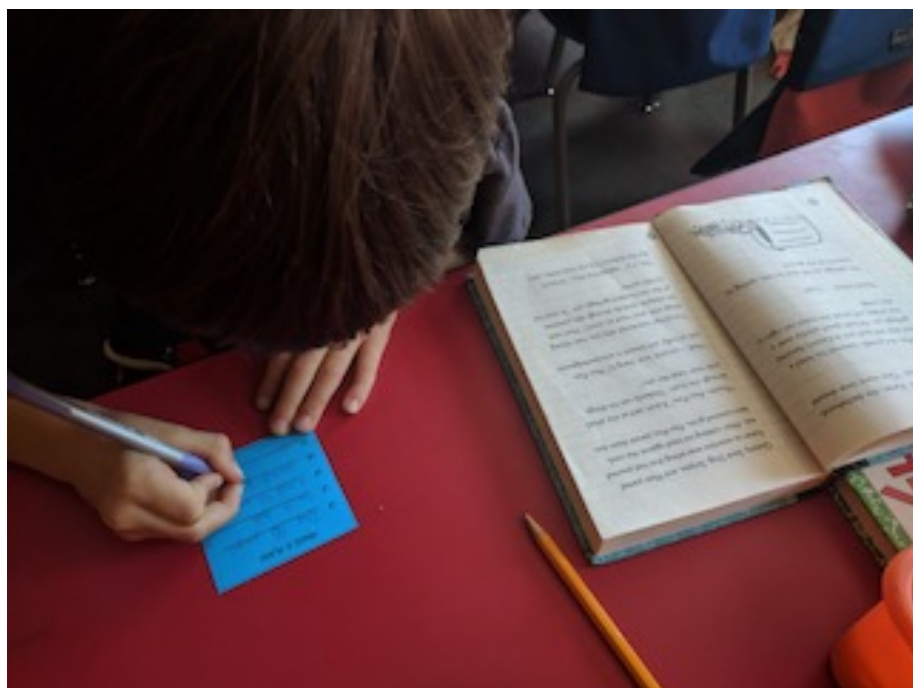Goals and activities are developmentally appropriate and functional.

MAKE A PLAN!
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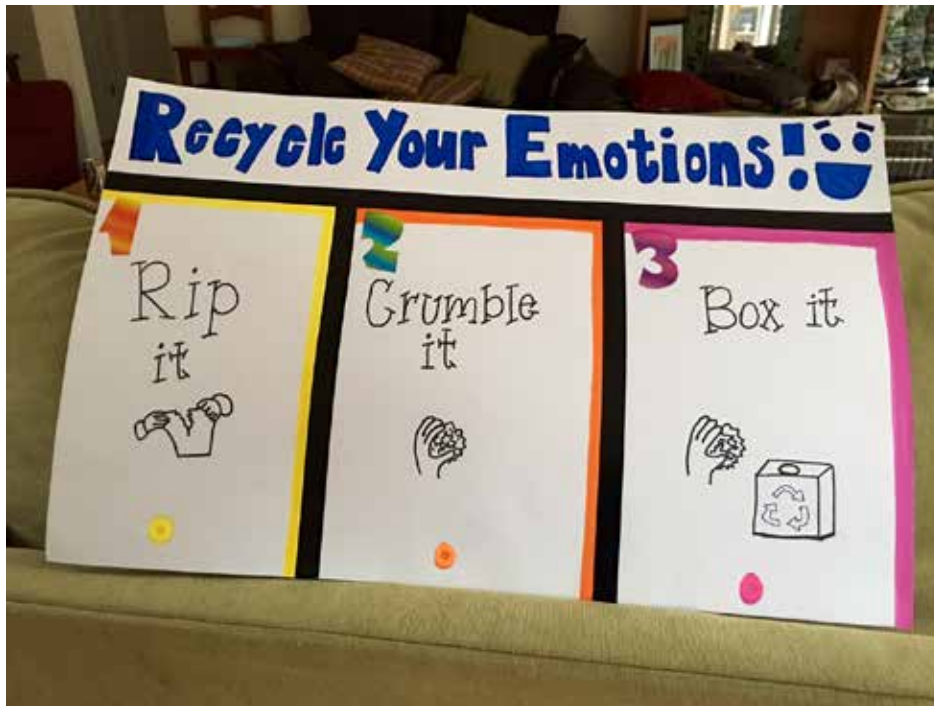- ☐ Swich book
- ☐ Read 80 paper
- ☐ Swich book
- ☐ _____

#3

All domains of a child's development (e.g., communicative, socio-emotional, cognitive, and motor) are viewed as interrelated.

#4

All behavior is viewed as purposeful serving a variety of functions, either communicative or regulatory.

The SCERTS Model
Core Values And Guiding Principles

#5

A child's unique learning profile of strengths and needs determines appropriate interpersonal and learning support.

#6

Natural routines across home, school, and community environments provide the contexts for learning and for developing positive relationships.

The SCERTS Model
Core Values And Guiding Principles

#7

It is the primary responsibility of professionals to establish positive relationships with children and family members.

#8

Family members are considered experts about their child.

Assessment and educational efforts are viewed as collaborative processes with family members.

For further information…

- **For further information about the SCERTS manuals, see www.brookespublishing.com/store/books/prizant-8183**

- **For a listing of research supporting the SCERTS model, see the Research Corner on www.SCERTS.com**

- **For further information, including published articles on SCERTS and a detailed list of FAQ's , see Frequently Asked Questions on www.SCERTS.com**