



The SCERTS Model

An Overview



Collaborators

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The SCERTS[®] Model Collaborators

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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**



SAP-OBSERVATION FORM: Language Partner Stage
Social Communication

(page 2)

Child's name: _____

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

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

The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders
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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

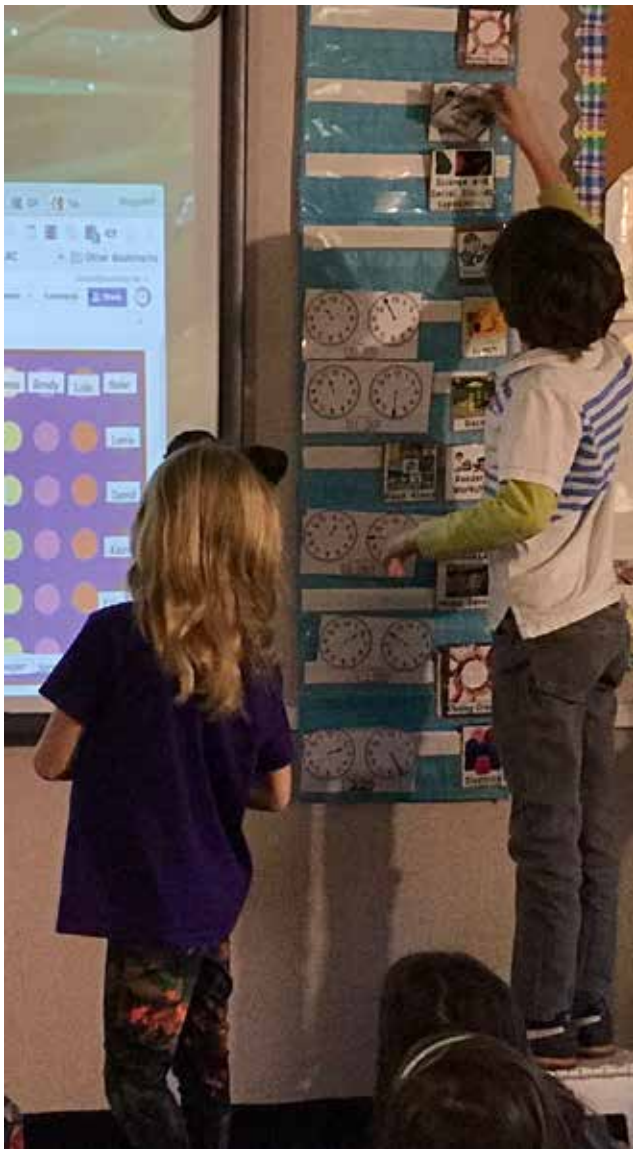
How an individual communicates



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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

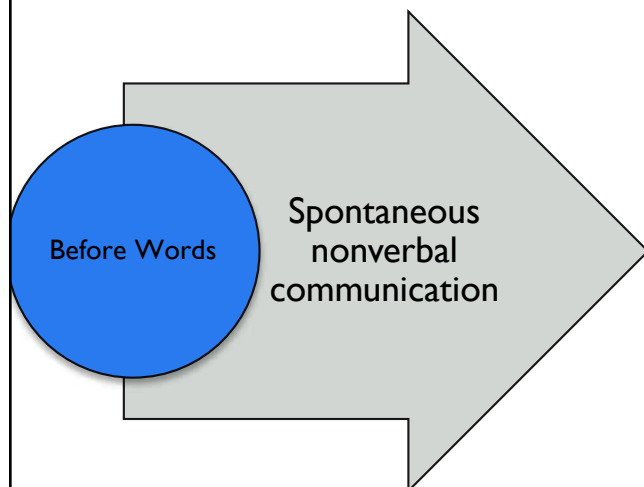
Our plan for collaborating



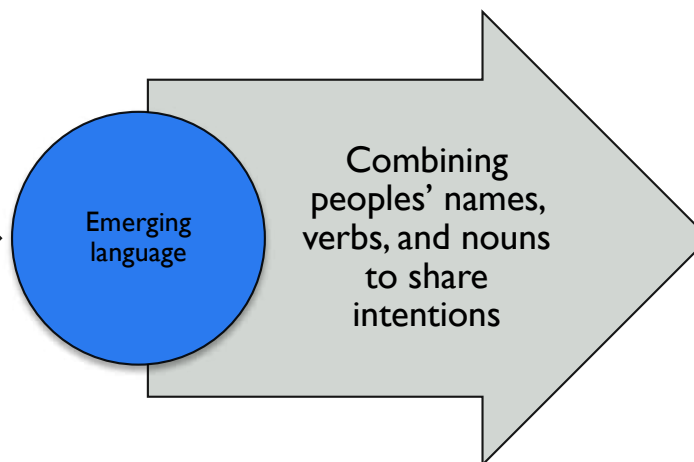


Identifying priorities by developmental stage

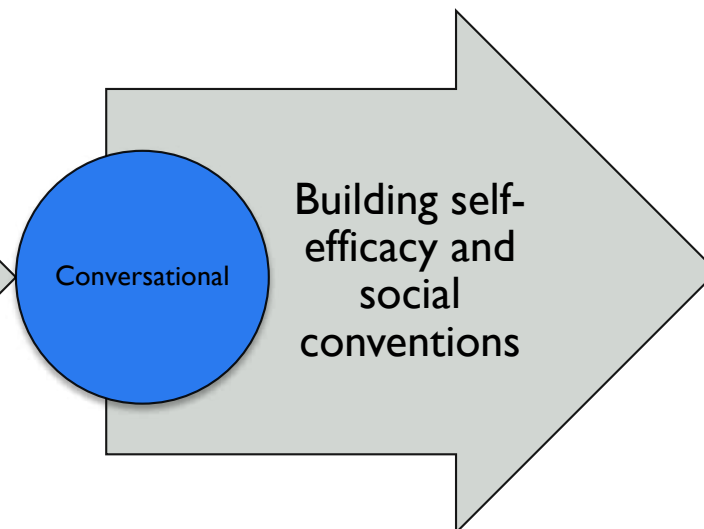
Social Partner Stage



Language Partner Stage



Conversational Partner Stage





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.

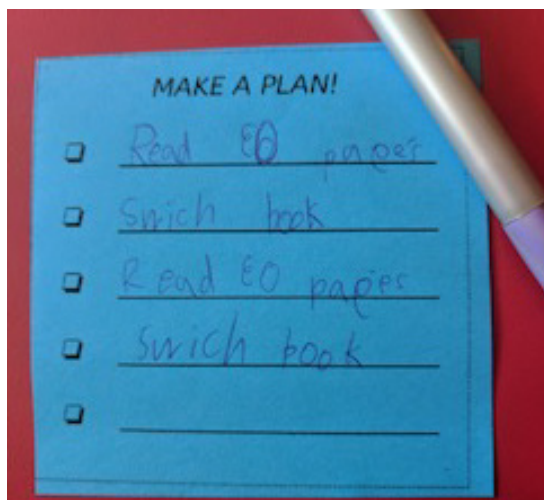
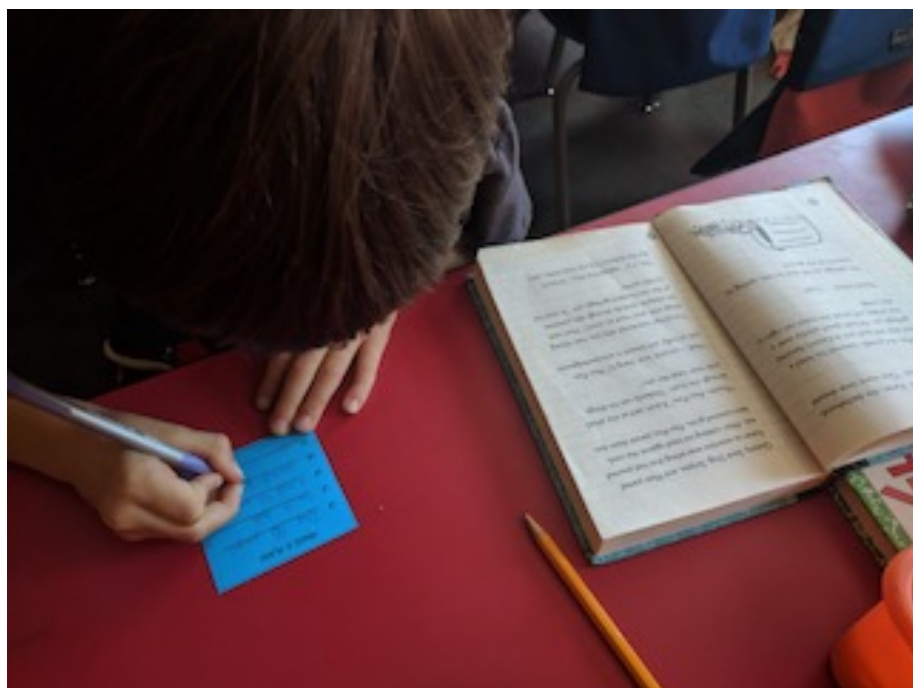


The SCERTS Model

Core Values And Guiding Principles

#3

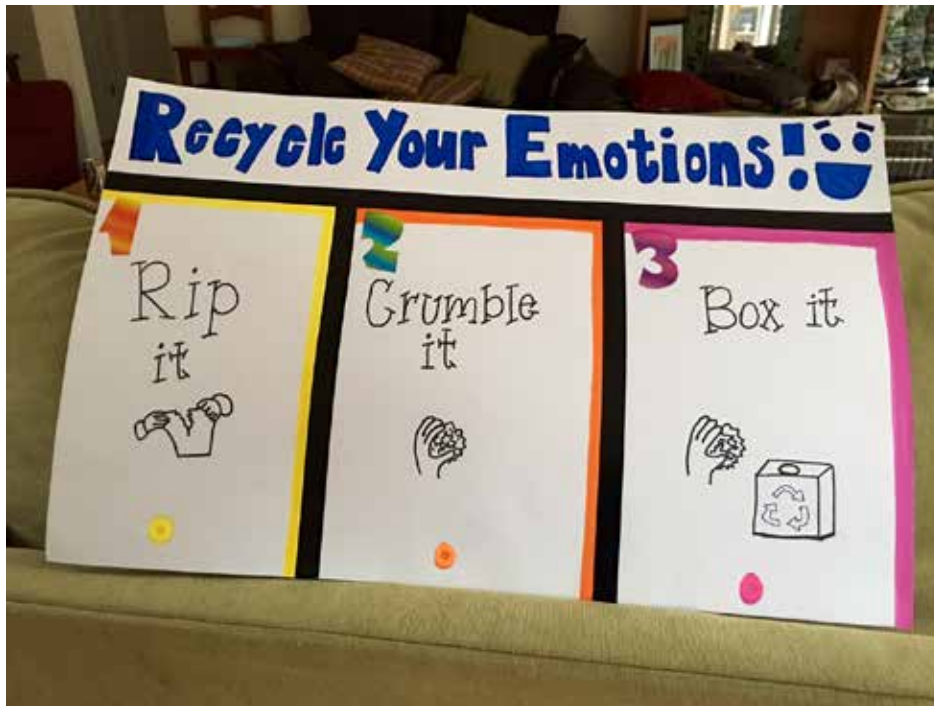
All domains of a child's development (e.g., communicative, socio-emotional, cognitive, and motor) are viewed as interrelated.





The SCERTS Model

Core Values And Guiding Principles



#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.





The SCERTS Model

Core Values And Guiding Principles

#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.



The SCERTS Model

Core Values And Guiding Principles

#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