**SCERTS in Action - Frequently Used Goals and Supports**

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| **Child Goals**  Social Communication (SC) and Emotional Regulation (ER)  *Select 4 key goals and match to 1 – 2 needed supports*  ***The child can…***  **Social Partner stage**    *Speaking & Making Relationships*   * Initiate interaction (JA1.2) * Request desired food or things (JA4.1) * Request social games (JA5.2) * Use giving or pointing gestures (SU4.4) * Imitate familiar actions when elicited by a partner (SU1.2)   *Managing Feelings and Behavior*   * Soothe when comforted by a caregiver (MR2.1) * Makes choices when offered by caregivers (MR2.6) * Express negative emotion to seek comfort (MR3.1) * Use behaviors modeled by partners to self-soothe or focus myself (SR2.3) * Use behaviors to make an independent transition (e.g., holding an object from upcoming activity) (SR3.4)   **Language Partner stage:**  *Speaking & Making Relationships*   * Initiate and maintain extended interactions (JA1.3) * Comment on actions or events (JA6.2) * Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5) * Use a variety of word combinations including people’s names & verbs (SU5.6)   *Managing Feelings and Behavior*   * Use words or symbols to communicate emotion (MR1.2) * Choose coping strategies when offered by partners (MR2.6) * Request help when frustrated (MR3.3) * Use language to ask for calming or focusing activities (MR3.6) * Use language modeled by partners to calm or focus (SR3.3) * Use language to engage productively in an extended activity (SR3.4) * Use language to stay focused and calm during transitions (SR4.6)   **Conversational Partner stage:**  *Speaking & Making Relationships*   * Monitor the attentional focus of a social partner (JA1.1) * Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others) (JA3.2) * Listen and speak to people about something by providing information about immediate, past, or future events (JA3.3) * Use appropriate body posture & proximity for the context and partner (SU4.3) * Use appropriate volume and intonation for the context (SU4.4) * Use a variety of sentence constructions (SU5.4)   *Managing Feelings and Behavior*   * Respond to coping strategies offered by partners (MR2.6) * Use my language to ask for help, a break, or coping strategies from others (MR4.3) * Use socially appropriate behavioral coping strategies (SR2.2) * Use language taught and modeled by partners to calm and focus (SR3.5) * Use my language to work out and think about coping strategies that may be helpful in future situations (SR4.5) * 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**   * Infusing motivating materials and topics in activities (LS4.7) * Modifying sensory preferences of the environment (LS4.3) * Adjusting task difficulty for child success (LS4.2) * Providing developmentally appropriate activities (LS4.6) * Adjusting group size to ensure successful interaction (LA4.1) * Using visuals to support child’s emotional regulation (LS2.4) * Alternating between movement & sedentary activities (LS4.9)   **Establishing Predictability in Natural Routines**   * Using visual support for smooth transitions (LS3.3) * Defining a clear beginning and ending to activity (LS1.1) * Defining the steps within an activity (LS3.1) * Defining the time for completion of activities (LS3.2) * Structuring activities to promote initiation and extended interaction (LS4.8) * Using visuals to support understanding of language and social expectations (LS2.2)   **Fostering Social Communication**   * Using visuals for expressive communication and creative language (e.g., objects of reference, photos, picture symbols and the written word) (LS2.1) * Waiting for & inviting interaction through responsive exchanges (IS2.2) * Facilitating successful interactions with peers (IS5.2) * 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**   * Responding to attempts to communications to build a child’s confidence (IS1.3) * Recognizing emotional needs and providing support for emotional regulation (IS1.5 or IS1.6) * Modeling appropriate coping strategies for child when child is using unconventional behavior (IS7.4) * 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. |