



## SCERTS Mentorship – Quick Reference

### Using Appreciative Inquiry with the SCERTS Observation & Action Planning Form

When observing teachers, therapists, and caregivers, the philosophy of appreciative inquiry can guide our mentorship. This is based on the premise that a discussion of “what’s working” fosters our active engagement in the process of imagining “what could be” and a collective development of an action plan for “next steps.”

#### Here are the 6 steps:

- 1. Describe the process of appreciative inquiry.** Before observing and/or providing feedback, please define your role as a mentor. Let those being mentored know that... *“this process is focused on an appreciation of “what’s working” in the activity followed by an opportunity provided to those being mentored to inquire or imagine where there may be “opportunities” for increasing active engagement.*
- 2. Engage in those being mentored to “start the conversation.”** Provide an opportunity for the teacher, therapist, parent, or caregiver to share perspectives on target activity by asking open ended questions:
  - a. What are your goals for this activity?**
  - b. What do you feel is already working to foster active engagement?**
  - c. Recast what you have learned (e.g., “What I hear you saying is that ...”)**
- 3. Discuss ‘what’s working’** using the SCERTS Observation & Action Planning Form. Provide feedback using an observer’s lens and not an “expert’s lens.” This sounds like...

*“I noticed that..... and this appeared to foster.....”*
- 4. Inquire whether the mentee sees any opportunities for increasing active engagement** (e.g., “So, where would you like to go with this activity? Are there any opportunities to increase active engagement that you would like to discuss? What are your hopes and dreams?)
- 5. Brainstorm possible ‘next steps.’** Ensure that the teacher, therapist, or caregiver takes the lead with where they might like to go with embedding additional supports for active engagement (e.g., “Do you have a sense of what you what you like to do with this activity?). If the mentee would like to brainstorm, the SCERTS Key Outcomes and Supports may be helpful along with questions to stimulate collaboration. Examples include:

*“I noticed how effective it was when.... how might that look.....”*  
*“I wonder if.....”*
- 6. Allow the mentee to lead the development of an action plan for next steps.**