

|  |  |  |
| --- | --- | --- |
| **SCERTS in Action** | **Observation & Action Planning Form** |  |

**Location: Date:**

**Mentee(s): Mentor / Observers:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Describe what the child / children are doing well (e.g.,** how the child or children communicate, soothe, cope, and engage with the environment) | | | |
|  | | | |
| **Do you think the learners know…** | | **What supports are working?**  How have partners effectively supported the learners | **What are some next steps?**  Action Plan |
| **Social Communication** | * **Why they have to do something?** (the desirability of the task)**;** *hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor* * **When to take part** **(when to initiate)?**   *the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).*   * **How to communicate (what to do)?**   *visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.* |  |  |
| **Emotional Regulation** | * **What is happening next?** (the sequence of activities);   *objects of reference, activity baskets, photo/picture schedules, written day planner*   * **What the steps are within the activity?**   *Materials laid in sequence, count-down strips, visual timers, and written help boxes*   * **That others are responsive and a source of emotional support?** *Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.* * **How to soothe or engage by themselves?** (how to regulate their emotions); *access to sensory supports, visual choices of coping strategies* |  |  |