



SCERTS Mentorship Notes

Student:

Generating the individualized Activity Planning Grid

The Process:

“This process is focused on appreciating what is working to support your student. This will be followed by an opportunity for those being mentored (the student’s team) to identify whether there may be opportunities for increasing active engagement, identifying what SC & ER goals / objectives may be appropriate to embed in the student’s individualized learning plan, and tailoring TS for the student and environment.

What are the goals for your student in this activity or routine? How do you hope your student will participate / engage? What do you feel is already working?”

Use the SCERTS in Action Observation and Action Planning form to organize your thoughts and share them

“I noticed that you provided..... and this appeared to support..... the learner’s organization, social communication, and/or emotional regulation.”

“Where would you like to go? Do you see any opportunities to increase active engagement? Do you have specific objectives in mind for the student based upon their developmental abilities, function, and individual / family priorities?”

“Do you have transactional supports in mind to facilitate your student’s growth the development / attainment of objectives?”

An individual student’s activity planning guide needs to be practical and sustainable.

You might ask, “What objectives naturally lend themselves to be addressed in what activities? What types of supports are already in place? What can we do to make it fast...can you make it last?”

The student’s team identified objectives and activity strengths:

What’s working... What the mentoring team has noticed:

The student’s team’s hopes & dreams for objectives and supports:

The mentoring team’s suggestions of possible next steps with regards to objectives and supports to be used as reference for creating the individual student’s activity planning grid: