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| **SCERTS in Action – Reflective Practice Form Transactional Support Implementation****Settings/Classrooms Observed: Completed by:** |
|  | **Things we should achieve** | **How we are achieving this Action Points** |
| **IS1** | We are responsive to our students by…* Following their focus of attention,
* Attuning to their emotion and pace,
* Recognizing & responding to signals of communication,
* Supporting behaviors, language & cognitive regulation strategies,
* Recognizing signs of dysregulation & offers support,
* Offering breaks from interaction as needed.
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| **IS2** | We are fostering our students’ initiations by…* offering choices nonverbally or verbally,
* waiting for and encouraging initiation,
* providing a balance between initiated and respondent turns.
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| **IS3** | We are respecting our students’ independence by…* allowing the student to take breaks to move about as needed,
* providing time for the individual complete activities at own pace,
* interpreting problem behaviors as communicative and/or regulatory,
* honoring protests, rejections, or refusals when

appropriate. |  |  |
| Prizant et al., 2006 |  |

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| **IS4** | We set the stage for engaging our students by…* securing a student’s attention prior to communicating,
* using appropriate proximity and nonverbal

behavior to encourage interaction, |  |  |
| **IS5** | We provide developmentally sensible supports by…* providing guidance for success in interacting with peers,
* attempting to repair breakdowns in communication,
* providing guidance on expressing emotions and understanding the cause of emotion,
* interpreting others’ feelings and opinions.
 |  |  |
| **IS6** | We adjust language input by ….* using nonverbal cues to support understanding,
* adjusting complexity of language input to developmental level,
* adjusting complexity of language input to arousal level.
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| **IS7** | We model appropriate behavior by showing students…* appropriate nonverbal communication and emotional expressions,
* a range of communicative functions,
* appropriate behavior when individual using inappropriate behavior,
* the use of self-talk.
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| **LS1** | We provide clear structure in our activities by…* defining a clear beginning and ending to activity,
* providing a predictable sequence to activity,
* offering repeated learning opportunities.
 |  |  |
| **LS2** | We use augmentative communication support by using visual or written support to enhance….* communication and expressive language (object/see through containers, subject + verb templates, written ideas for conversation),
* understanding of language and social behavior,
* emotional expression and regulation.
 |  |  |
| **LS3** | We use visual and organizational support by using support to…* define steps within a task,
* enhance smooth transitions between activities,
* enhance active involvement in group activities.
 |  |  |
| **LS4** | We modify the goals, activities, and learning environment by…* adjusting the social complexity as needed,
* adjusting task difficulty,
* modifying the sensory properties of the environment,
* promoting initiation,
* infusing motivating & meaningful materials
* alternating between movement and sedentary

activities. |  |  |