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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. |  |  |
| **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. |  |  |
| **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. |  |  |
| **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. |  |  |