



Date Completed _____
 Next Meeting: _____

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... <ul style="list-style-type: none"> - 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... <ul style="list-style-type: none"> - 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... <ul style="list-style-type: none"> - 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. 		



Date Completed _____
 Next Meeting: _____

IS4	We set the stage for engaging our students by... <ul style="list-style-type: none"> - securing a student’s attention prior to communicating, - using appropriate proximity and nonverbal behavior to encourage interaction, 		
IS5	We provide developmentally sensible supports by... <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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... <ul style="list-style-type: none"> - appropriate nonverbal communication and emotional expressions, - a range of communicative functions, - appropriate behavior when individual using inappropriate behavior, - the use of self-talk. 		



Date Completed _____
 Next Meeting: _____

LS1	<p>We provide clear structure in our activities by...</p> <ul style="list-style-type: none"> - defining a clear beginning and ending to activity, - providing a predictable sequence to activity, - offering repeated learning opportunities. 		
LS2	<p>We use augmentative communication support by using visual or written support to enhance....</p> <ul style="list-style-type: none"> - 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	<p>We use visual and organizational support by using support to...</p> <ul style="list-style-type: none"> - define steps within a task, - enhance smooth transitions between activities, - enhance active involvement in group activities. 		
LS4	<p>We modify the goals, activities, and learning environment by...</p> <ul style="list-style-type: none"> - 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. 		