

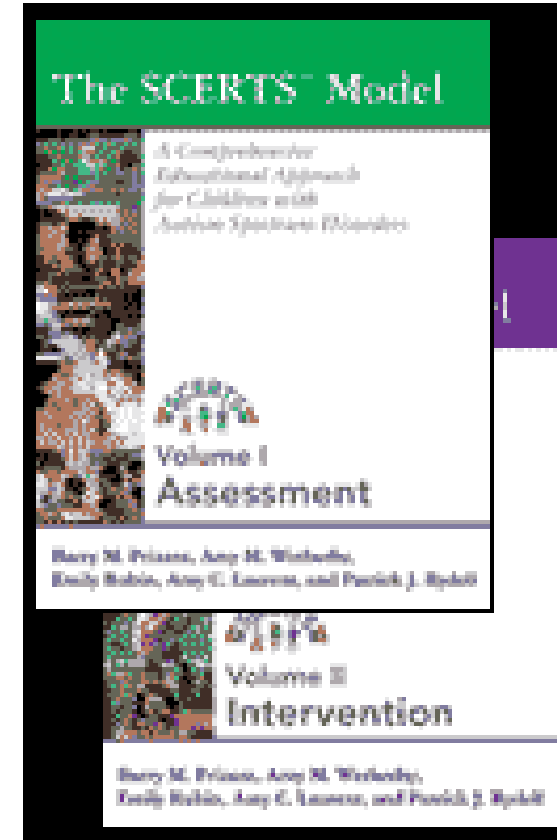


Falkirk Council
Children's Services

An Introduction to The SCERTS[®] Model

Collaborators-

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What's happening in this video?



<https://www.youtube.com/watch?v=76p64j3H1Ng>



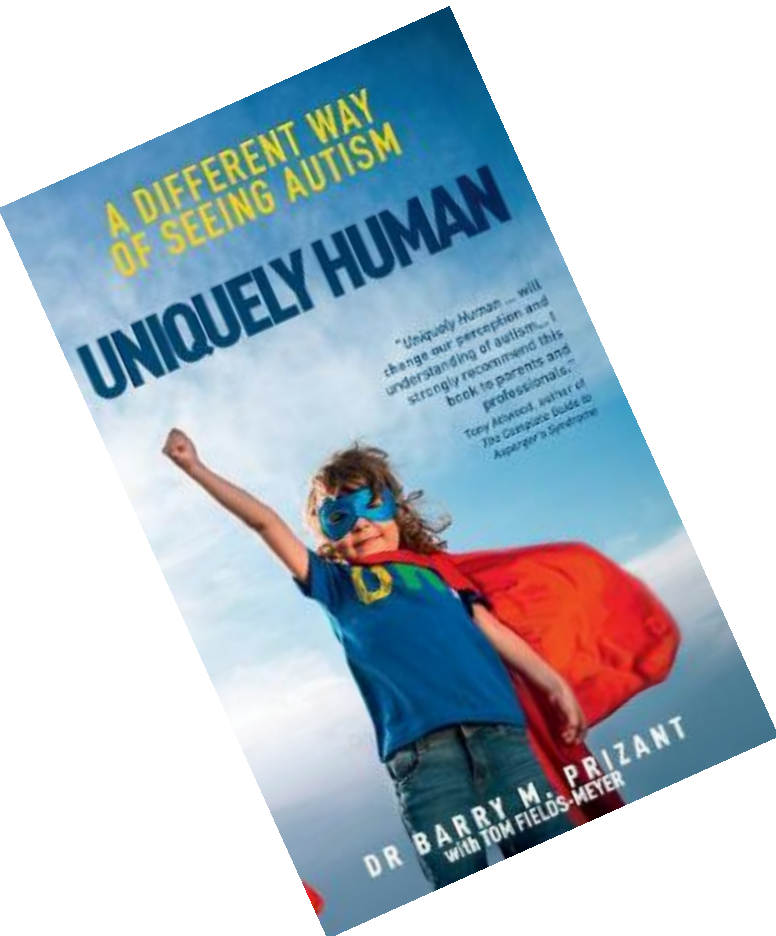
Background: Social Motivation Theory of ASD



We as humans need to be irresistible (more irresistible than an I-Pad!) so that children with or at risk of ASD fall in love with the social world.



Depathologising Autism



<i>Reframing</i>	
Autistic Behaviour	Human Behaviour
Tragedy	Difference
Obsessions	Enthusiasms/passions
Insensitive	Hypersensitive
Change people with Autism	Change <i>our</i> behaviour and attitude



ASD and Intentionality

When a child finds interpreting what another person is thinking challenging, it impacts on **predicting**....

The sequence of activities and the steps within activities.

That others are a source of assistance, engagement or pleasure.

How to communicate and regulate emotions in a way that is sensitive to others.

How to engage in activities.

The purpose of academic and social activities.



Primary Components of the SCERTS[®] MODEL

(Prizant, Wetherby, Rubin, Laurent & Rydell, 2005)

Social

Communication

Emotional

Regulation

Transactional

Support



The SCERTS Model

- The **SCERTS Model** is
 - a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities of individuals with ASD and related disabilities
 - an innovative educational model based on an integration of research by the authors since the mid 1970's



The SCERTS Model

- The **SCERTS Model** is based upon research in child development as well as research identifying the core challenges faced by children with ASD and is focused on improving the quality of life of children with ASD and their families



The SCERTS Model

- The **SCERTS Model** recognizes that most learning in childhood occurs in the social context of daily activities and experiences.
- Therefore, efforts to support a child's development occur with caregivers and familiar partners in everyday routines in a variety of social situations.



The SCERTS Model

- The **SCERTS Model** is designed to target priority goals in social communication and emotional regulation through the implementation of transactional supports.
- When programming supports a child's needs in such a way there is a great potential for positive effects on a child's development.



The SCERTS Model

- The **SCERTS Model** is:
 - not a prescription. It is systematic and semi-structured.
 - comprised of facilitative teaching approaches focusing on building social relationships and trust.
 - focused on fostering independent social problem solving



The SCERTS Model

- The **SCERTS Model**:
 - is individualized to match a child's current developmental level.
 - demonstrates logical consistency between its long-term goals and teaching strategies to achieve those goals.



The SCERTS Model

- The **SCERTS Model** is not exclusionary of other practices or approaches.
- It is flexible enough to incorporate practices from a variety of approaches and teaching strategies.



The SCERTS Model

- The **Social Communication** domain of the **SCERTS Model** is focused on helping a child to be increasingly competent, confident, and active participant in social activities.
 - This includes communicating and playing with others in everyday activities and sharing joy and pleasure in social relationships.



The SCERTS Model

- **Social Communication** components include:
 - **Joint Attention**- the reasons why a child initiates and responds to communicative bids
 - **Symbol Use**- the means a child uses to communicate with others



The SCERTS Model

Visual Supports

Partner Stage: Language Partner

Child Objectives:

JA 6.2 – Comments on action or activity

SU 5.6- Uses variety of relational meanings in word combinations

Partner Objectives:

IS 6.2 – Adjusts language complexity to child's developmental level

LS 2.1- Uses augmentative support to enhance child's communication and expressive language.



<http://amy-laurent.com/>



The SCERTS Model

- The **Emotional Regulation** domain of the **SCERTS Model** focuses on supporting a child's ability to regulate emotional arousal and be available for learning.



The SCERTS Model

- Children are most available for learning when they can:
 - attend to most relevant information in activity or setting,
 - remain socially engaged,
 - process verbal and nonverbal information,
 - initiate interactions using higher level abilities,
 - respond to others in reciprocal interactions,
 - actively participate in everyday activities.



The SCERTS Model

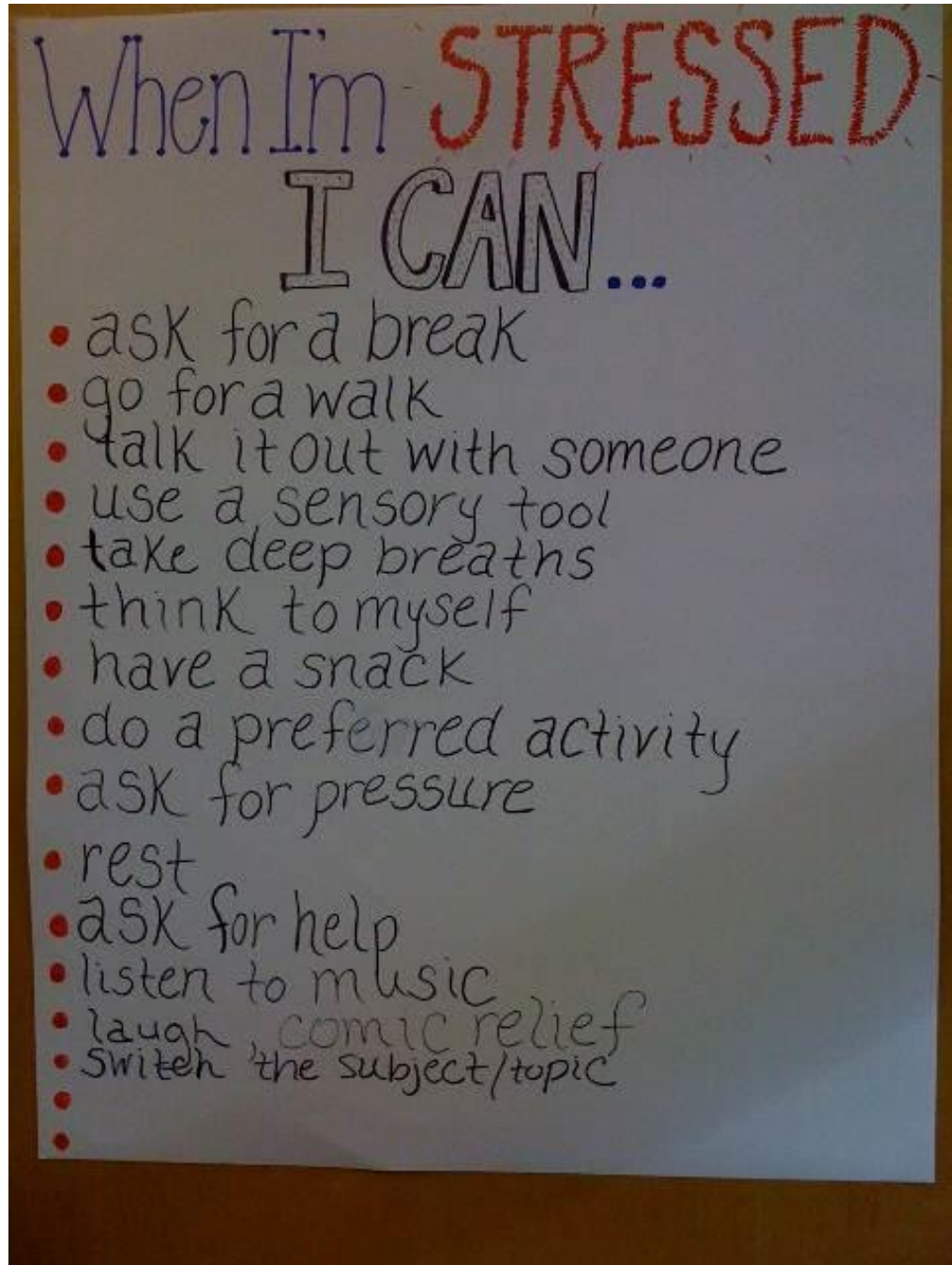
Emotional Regulation components include:

- **Self Regulation**- strategies a child has at his/her disposal to independently shift arousal and emotional state
- **Mutual Regulation**- how a child requests and responds to regulatory assistance offered by others



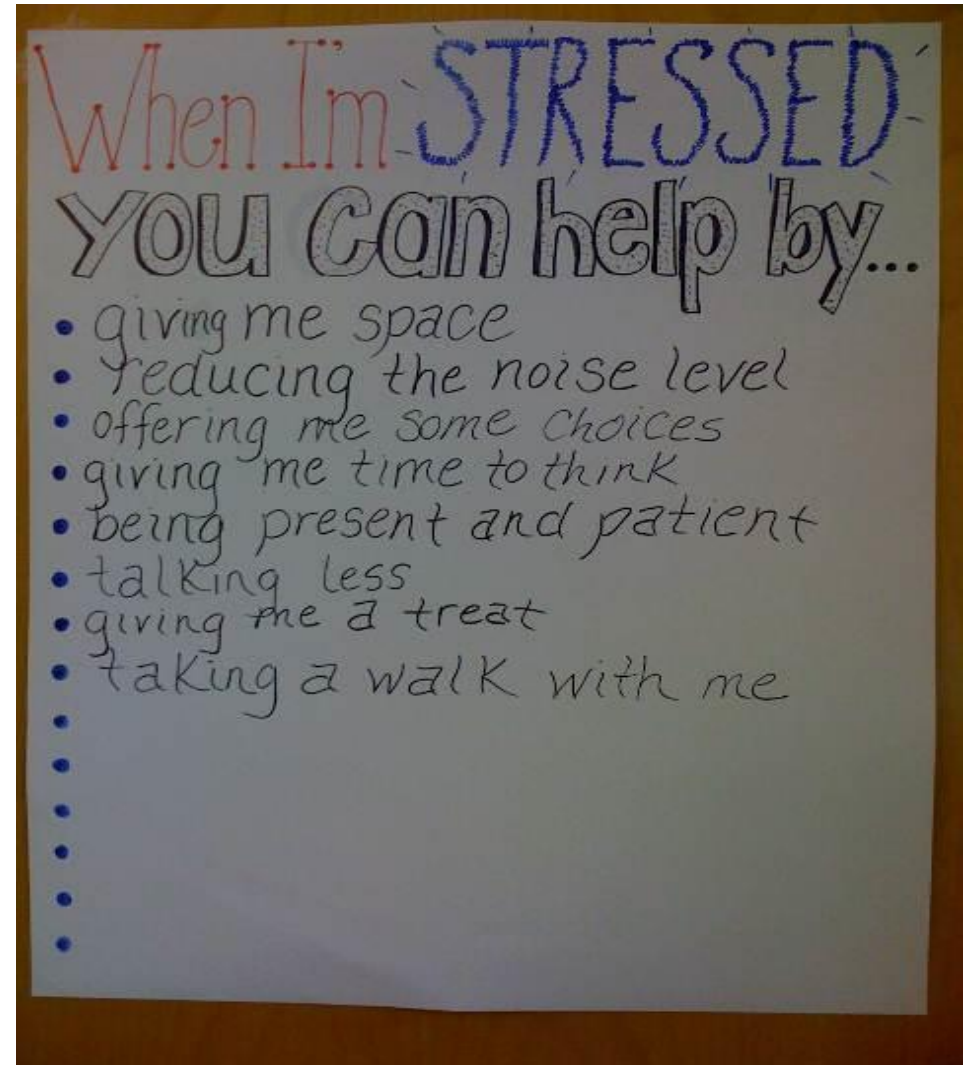
The SCERTS Model

Self Regulation



The SCERTS Model

Mutual Regulation



The SCERTS Model – Emotional Regulation

Adult Role	Developmental Stage	High Priority Goals
Social Partners	Before Words not able to sequence, need simplicity	Sensory motor behaviours to soothe and alert
Language Partners	Emerging Language beginning to tolerate aversion, language used to organise	Language used for engagement and soothing
Conversational Partners	Conversational can talk about emotions, can reflect on past/future and think about alternatives	Metacognitive executive functioning



The SCERTS Model

- The **Transactional Support** domain of the **SCERTS Model** refers to supports put in place by partners to help facilitate a child's learning and development



The SCERTS Model

- Transactional Support components include:
 - Interpersonal Support
 - Learning Support
 - Support to Families- educational and emotional support
 - Support to Professionals- educational and emotional support

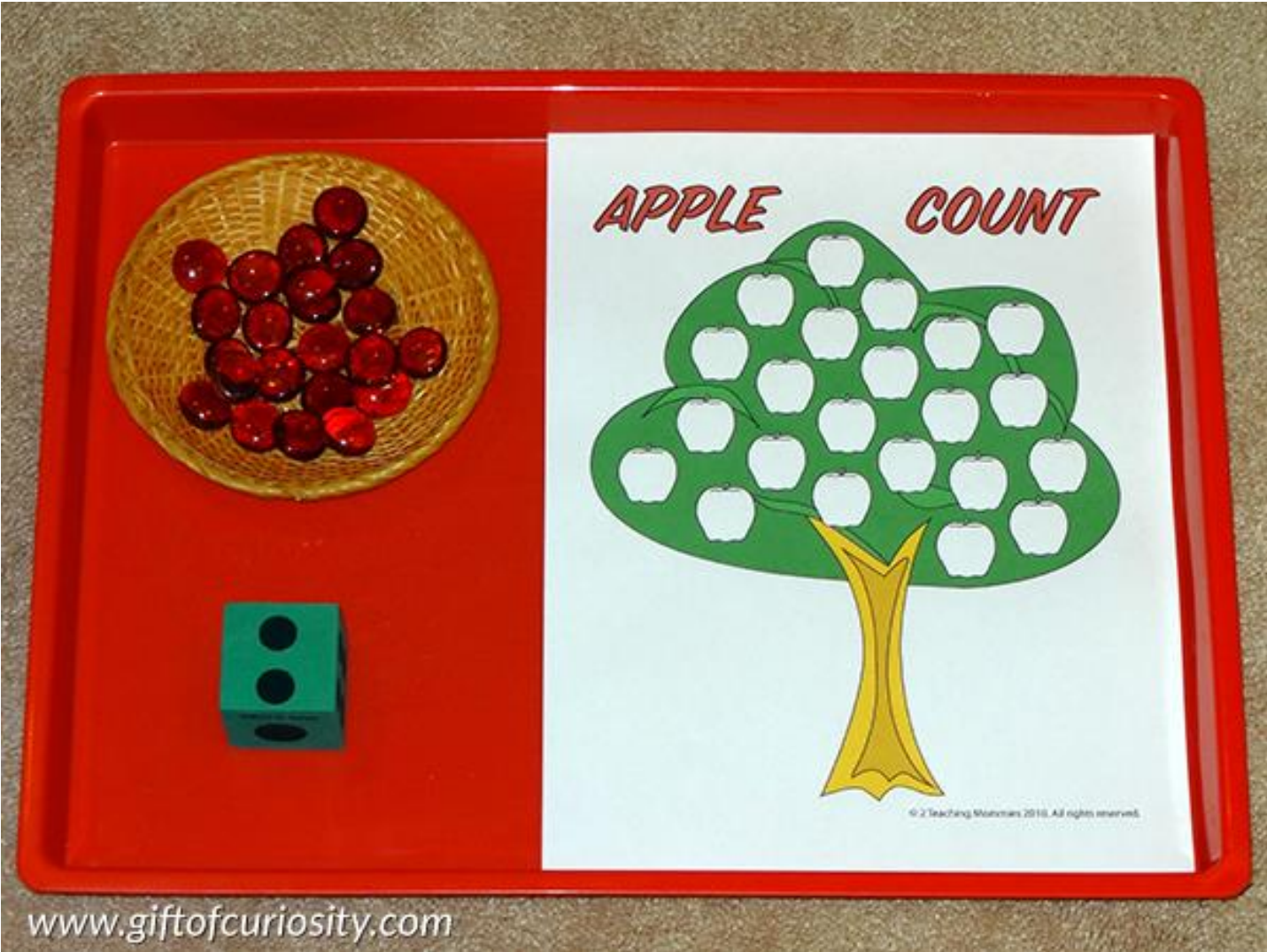


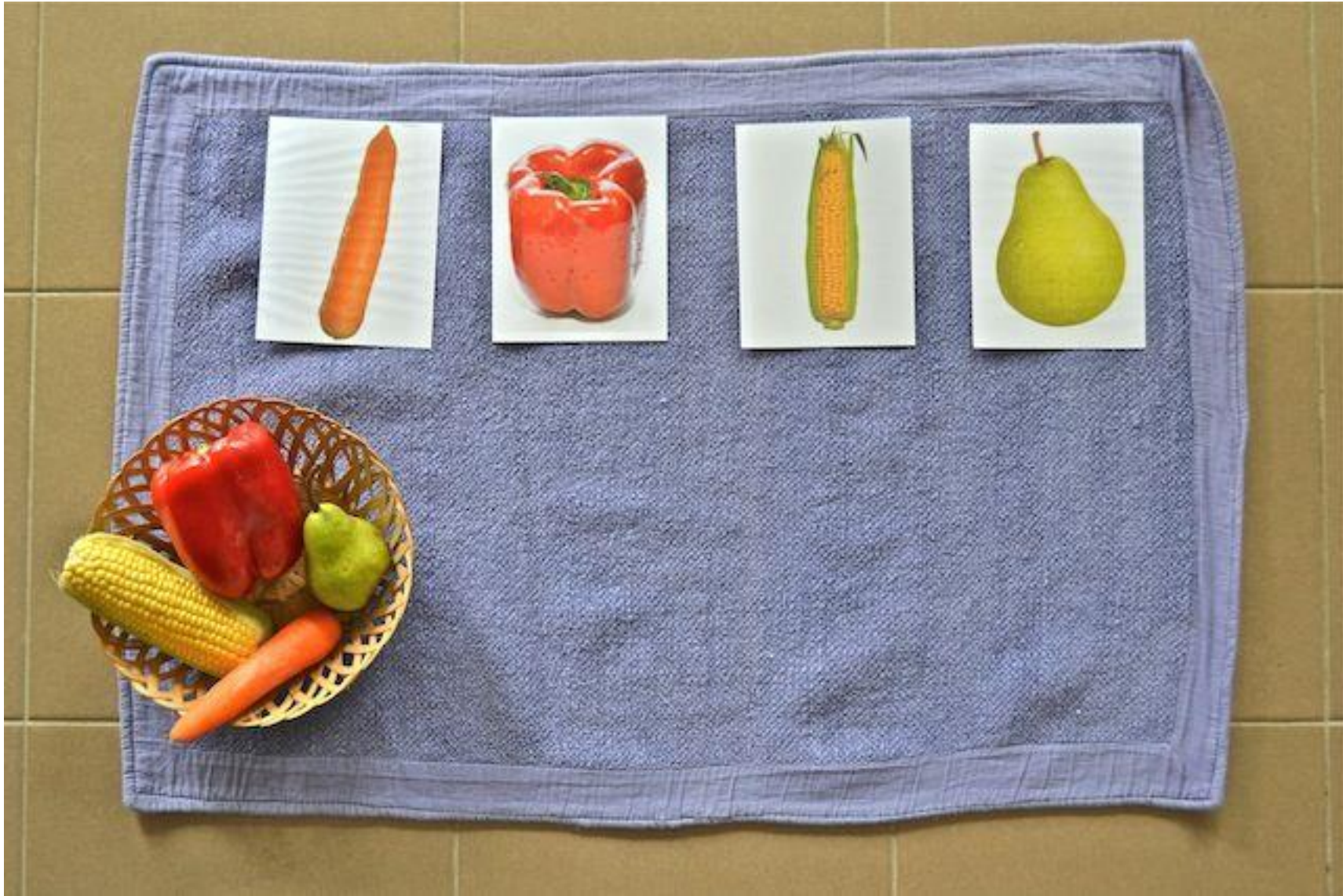
The SCERTS Model

Interpersonal and Learning Supports

- When the partners help by.....
 - Designing meaningful and developmentally sensible activities
 - Establishing predictability in natural routines
 - Fostering social communication
 - Fostering emotional regulation











The SCERTS Model

- Why the focus on **SC**, **ER**, and **TS**?
 - The SCERTS collaborators believe that the focus on these domains is well supported by research on core challenges with ASD, as well as priorities and concerns identified by parents and experts in the field.
- **SC**, **ER**, and **TS** enhance human development and quality of life.



The SCERTS Model- SCERTS in Action

- SCERTS paired question exercise
- Case Study

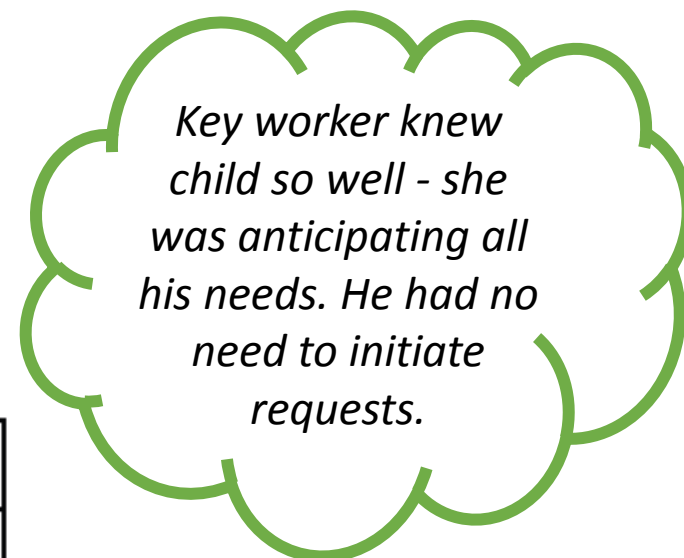


1. Observation to Determine Communication Stage

Social Partner Stage

I am using body language, gestures and facial expressions to communicate.

1. Does the child use ALL of the following?	✓
a) Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)?	✗
b) Does the child use at least 3 words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose)?	✗
c) Does the child use at least 3 words or phrases regularly (i.e., often and not just on a rare occasion)?	✗
No:	Use the Social Partner Stage materials.
Yes:	Go to Language Partner stage questions below.



2. Determine Targets

I can **request** desired food or things [JA4.1] when my social partner offers me these **motivating** food/things in see-through containers [LS2.1].

Requests will be frequent and regular throughout the day – at least 3 occasions per activity and across at least 3 different activities per day.

To support this: activities will be structured so they promote initiation (LS4.8) and extension (LS4.8) of interactions. Social partners will wait for and invite interactions through responsive exchanges (LS2.1; IS1.3).

Requests can be **anything...**

eye contact

pointing

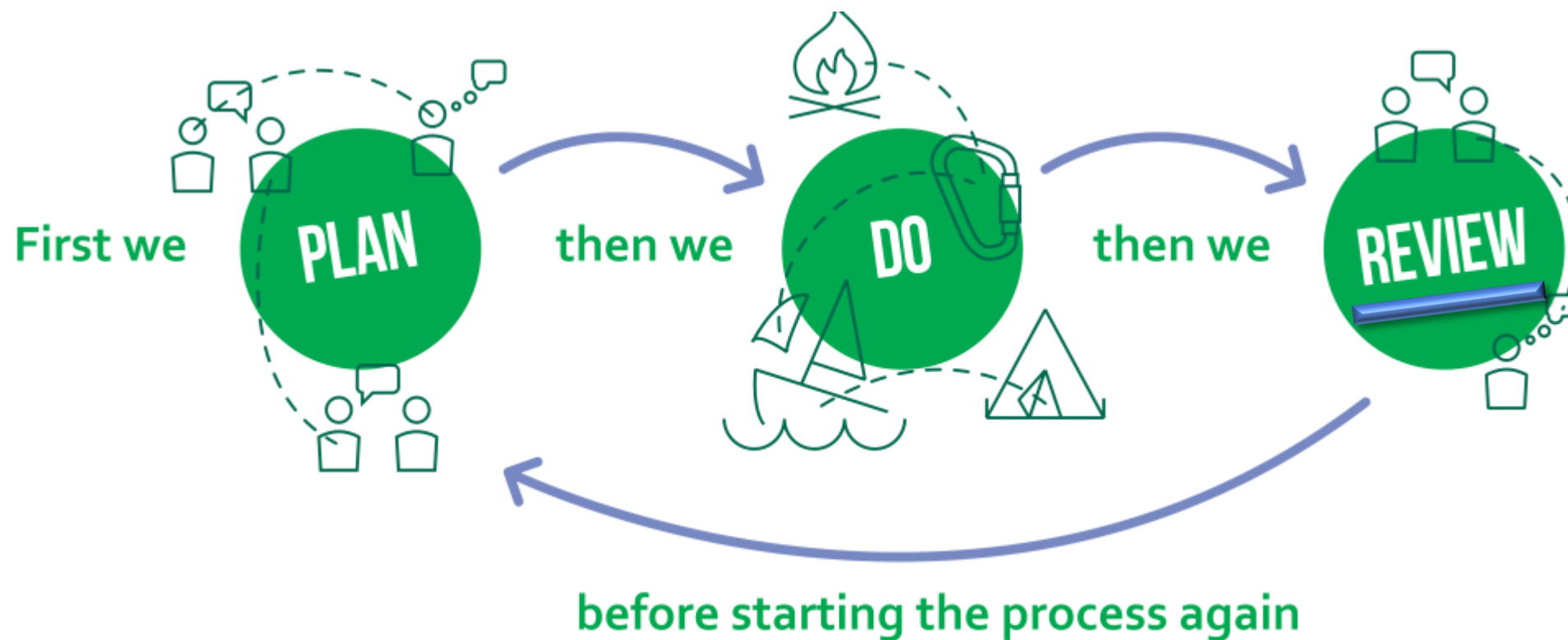
facial expressions

body language

Head nod



3. Review



<https://www.youtube.com/watch?v=qPn2in3xcR0&feature=youtu.be>



SCERTS in Falkirk



- Establishing an interest group of professionals who have attended 2 day SCERTS training
- Individual casework
- Key messages infused into planning/development work across all agencies
- Asking for opt in from establishments for pilot project
- Linking with lead for National Autism Implementation Team (Scottish Government)