

What does SCERTS stand for?

Social Communication

The development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.

Emotional Regulation

The development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

Transactional Support

The use of supports to help the people supporting the young person to respond to their needs and interests, modify the environment and provide tools to enhance learning.

What is SCERTS?

Social Communication

Joint Attention- Why I am communicating

Symbol Use- How I am communicating

Emotional Regulation

Mutual Regulation- How I cope with others help

Self Regulation- How I am coping on my own

Transactional Support- (What my partners do to help)

Interpersonal support- How my partners change their communication for me

Learning support- How my environment can be changed to support me



SCERTS at Bell's Brae Primary School

SCERTS principles are used in Bell's Brae Primary School to plan for and provide appropriate Transactional Supports for our Neurodiverse learners.

By working together with parents and outside agencies we are able to identify successful strategies to support Social Communication and Emotional Regulation throughout the school. These are included on IEPs and Learning Passports.

A Family Centred Approach

Parents/Carers and family members are recognised, respected and supported as experts about their child.

Information gathered from Parents/Carers and family members throughout the school year forms the basis of the support strategies that are in place in school.

The ZONES of Regulation

The Zones of Regulation supports the SCERTS Model of practice as it works to build skills and strategies that address needs in emotional regulation and executive functioning.

It helps pupils to recognise how they are feeling and learn how to communicate this. It develops understanding of facial expressions, perspective, about how others react to their behaviours, insight into what triggers their behaviours, calming and alerting strategies and problem-solving skills.

It also works on developing a 'tool kit' of strategies to help pupils move between zones or get into the expected zone for a certain situation. It is important to recognise that everyone experiences all the zones and that the red and yellow zones are not the 'bad' zones. All the zones are expected in different situations.

Running slow	Good to go	Caution	Stop!
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried Silly/ Wiggly	Terrified
Tired	Feeling OK	Excited	Yelling/Flitting
Bored	Focused	Starting to lose control	Elated
			Out of control