SCERTS Model

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SCERTS stands for...

- S—Social
- C—Communication
- E—Emotional
- R—Regulation
- T—Transactional
- S—Support

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Social Communication

- Focuses on the areas of…
  - Enhancing capacities for joint attention
    - Expression of communicative intent
    - Expansion of range of communicative functions
    - Enhancing social reciprocity (rate of communication, repair, persistence)
    - Enhancing gaze, sharing emotional states
  - Enhancing capacities for symbol use
    - Movement from unconventional to conventional means of communication
    - Movement from presymbolic to symbolic behavior in communication and play
    - Movement from echolalia to creative language
    - Enhancing comprehension of language and other symbolic systems

Emotional Regulation

- Focuses on areas of...
  - Enhancing capacities for self-regulation—ability to independently use sensory motor and/or cognitive/linguistic strategies to regulate emotional arousal and support attention and engagement
  - Enhancing capacities for mutual regulation—ability to seek support from others or respond to partners' efforts for regulation of emotional arousal in the context of social transaction through sensory motor and/or cognitive/linguistic strategies
  - Enhancing capacities to recover from dysregulation—ability to recover from extreme states of dysregulation either independently or with support from partners

Transactional Support

- Focuses on areas of…
  - Educational and learning supports—use of visuals and other organizational supports, environment modifications, curriculum modification
  - Interpersonal supports—calibrate partner language and interactive style and developmental support to enable child to attend, communicate, engage, and play at more sophisticated levels. Design opportunities for learning with and developing relationships with peers.
  - Family supports—emotional and educational support provided to parents to enhance their confidence and abilities in supporting their child's development
  - Support among professionals—provide opportunities for enhancing educational and therapeutic skills, and for educational support to cope with work-related challenges

It is in the areas of Emotional Regulation and Transactional Support that the SCERTS Model is unique, and provides us the most opportunities when we look at our students.

Emotional Regulation is…

- "…the intra and extra organismic factors by which emotional arousal is redirected, controlled, modulated and modified to enable an individual to function adaptively." (Cicchetti, Ganiban, Barnett; 1991).
  - Internal and external resources
  - Ability to develop control/modulation of emotion
  - Function adaptively

Emotional Regulation Strategies

- Self-regulatory strategies
  - Strategies that are self-initiated and self-directed
- Mutual regulatory strategies
  - Occur in the context of social interaction and involve and individual's ability to respond to assistance from others in helping to maintain a state of optimal arousal
  - In early stages of development, characterized by caregiver sensitively reading and responding to a child's behaviors
  - As children develop greater social awareness and communicative abilities, they begin to use intentional communication of their needs through verbal and nonverbal means.

Emotional Regulation

- Many of our students continue to have challenges with emotional regulation, even as they enter into adolescence and young adulthood.

- For some of our students, entrance into young adulthood can exacerbate difficulties with emotional regulation.
  - Cultural expectations
  - Neurological and hormonal changes

Transactional Support

- Unique in this model is a look at how the adults (staff) around the student provide support to the student
- It acknowledges the "systems" around the individual, and the impact of these "systems" on the individual
- Supports must be flexible and responsive to different social contexts and learning environments, and to the challenging needs of children and families.

Transactional Support Domains

- Interpersonal support
  - Identify specific features of communicative partners' interactive styles and language use that either support or are barriers to successful interactions. An optimal style is one that provides enough structure to support the individual's attentional focus, situational understanding, emotional regulation, and positive emotional experience, but that also fosters initiation, spontaneity, flexibility, and self-determination.
  - Coordinate efforts across different partners in developing strategies to use more; specific features that support more successful interactions
  - Design and implement learning experiences with peers so that the individual will benefit optimally from good language, social and play models. Design motivating activities, organize supportive environments, and incorporate visual supports.

Transactional Support Domains

- Educational support
  - Designing and implementing visual and organization supports for..
    - Expansion and enhancement of an individual's expressive communication system
    - Supporting an individual's understanding of language, as well as others' nonverbal behavior
    - Supporting an individual's sense of organization, activity structure, and understanding of time
    - Supporting the development and use of cognitive-linguistic emotional regulatory strategies
    - Adapt and/or modify curriculum goals that are primarily language-based to enable the child to succeed to the extent possible
  - Design living and learning environments to support social communication and emotional regulation

Transactional Support Domains

- Family supports
  - Provide families with educational supports including information, knowledge, and skills to understand the nature of their child's disability and to support their child's development. Support that is provided must be based on family priorities, and offered through a variety of options such as educational support activities, direct training of skills, observation of educational/treatment programming, and interactive guidance in natural environments.
  - Provide emotional support in one-to-one and group settings to…
    - Enhance family members abilities to cope with the stresses and challenges of raising a child with ASD
    - Help parents to identify their priorities, and develop appropriate expectations and realistic, achievable goals for their child's development and for family life