

The SCERTS model

- Social communication-SC
- Emotional Regulation-ER
- Transactional support-TS

Social Communication-AIMS

- Competent, confident and active participant in social activities.
- Communicating with others and playing with others in social context
- Therefore acquire capacities in two areas: ***Joint attention and symbol use**

Emotional regulation -AIMS

***Regulate emotional arousal-maintain optimal arousal**

Capacity to:

- Attend to salient
- Remain engaged
- Process verbal and non- verbal info.
- Seek assistance
- Remain organised
- Recover from being pushed over the edge or under the carpet.

Transactional Support

Within social contexts, everyday activities, infused across activities, contexts, professionals and partners. Focus upon partners. How they do the following:

1. Interpersonal supports-adjustments made by partners –language use, emotional expression and interactive style. Includes peer support to provide positive experiences with children who are responsive partners.
2. Learning supports-environments and activities
3. Support to families
4. Support across professional disciplines

Contemporary model of child and family support- Sameroff-'*Transactional model of development*' 1987.

- Child viewed as an active learner challenged to problem solve
- All aspects of support are seen as interrelated
- Interaction with children who do not have special needs
- Dynamic relationship between professionals with child intergral-P7

SCERTS is:

- Systematic and semi structured
- Hierarchy of goals
- Consistent and predictable activities
- Shared experiences, shared control
- Values based model see page 17. Vol 1.

Not prescriptive, a curriculum or exclusive

What it measures:

Changes in adaptive functioning and self- determination within natural environments.

How**SC**

Developmental – 3 stages of social communication: Social partner , language partner and conversational partner.

ER

Emotional regulatory capacities- developmental:

Behavioural, language strategies and metacognitive strategies. (interesting links to STEPS reflection and reparation).- linked to levels of arousal and Sensory integration:

- Autonomic nervous system.
- Volitional strategies
- Modulation

Transactional

Active learning =flexible support

Expanded role of interactive partner to include family support and dialogue.

Assessment: (SAP)

In SC and ER and of adult responses in TS p133 onwards and photocopied assessments.

LJ saved in Teachers shared, autism team, autism training 19.1.15 and on back box loose.