Arbour Vale School

SCERTS Training

Introduction

SCERTS®

ASD Update

1. Sensory Activities and Circuits embedded into the school Curriculum
   - Improve wellbeing and learning by better supporting pupil's sensory needs

2. TEACCH implemented across ASD classes
   - Enables pupils to become independent learners
   - Maximises confidence during transitions and understanding of the environment

Nest Step

Communication for Learning

- Many pupils have severe communications difficulties
- Limited support from SALT
- Common feedback from colleagues - more training is required on commination methods

SCERTS model can help to address challenges above

Learning objectives

1. SCERTS overview
2. Stages of SCERTS
3. Setting personalised targets
4. Incorporating SCERTS into Arbour Vale School Curricular

SCERTS overview

SCERTS =

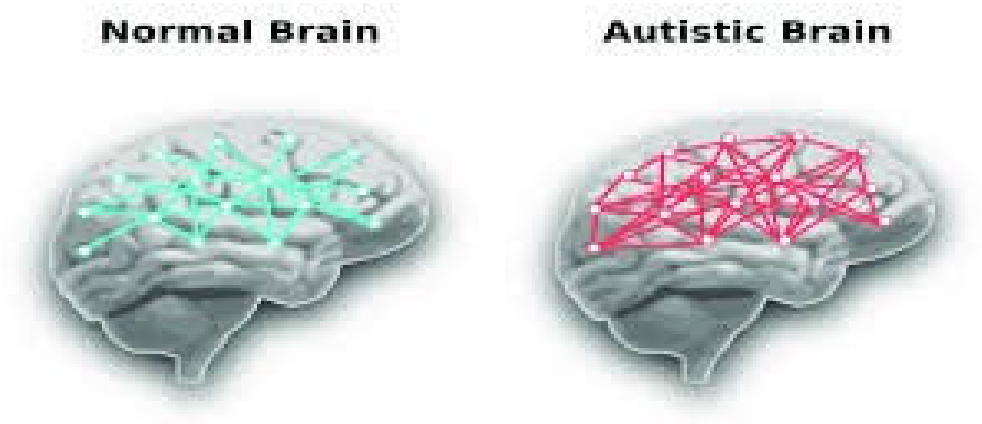
- Social Communication
- Emotional Regulation
- Transactional Support

Comprehensive, multidisciplinary educational approach

- ✓ Autistic learners
- ✓ Learners with diverse social and emotional learning profiles

Neurodevelopment Framework

- Research shows that an autistic individuals tend to show less neural sensitivity to social stimuli (Elsabbagh, et al 2012)



- Neurodevelopment differences contribute to preferential attention for non-social stimuli, such as objects and patterns, along with less orientation to social engagement (Klin, Lin, Gorrindo, Ramsay & Jones, 2009)

Social stimuli needs to desirable and predictable

Why do we address Social Communication?

Social Communication - supporting a child ability to concentrate, comprehend and collaborate with others

Being captivated by the social world is the foundation for learning

Why do we address Emotional Regulation?

Emotional Regulation - supporting a child ability to regulate emotions so they are more able to attend to, process and filter environmental and sensory information

We learn how to cope and make ourselves available for learning and interacting from people we observe and trust

Why do we address Transactional Support?

Transactional Support – support by staff and parents to help facilitate a child's learning and development

When we modify our interactive style and modify the environment, we can help our learners feel safe and motivated to engage

Social Communication

A sequence of goals focused on becoming confident communicator able to advocate for one's needs in meaningful activity

Social Communication includes:

- Joint Attention - why individual communicates
- Symbol Use - how an individual communicate

Emotional Regulation

A sequence of goals focused on the ability to maintain a well-regulated state, cope with everyday stress, and be most available for learning and interacting in a meaningful and accessible ways Emotional Regulation includes:

- Mutual Regulation – how an individual maintains an active engagement and cope with the help of others
- Self-Regulation - how an individual maintains engage and cope on his own

Transactional Support

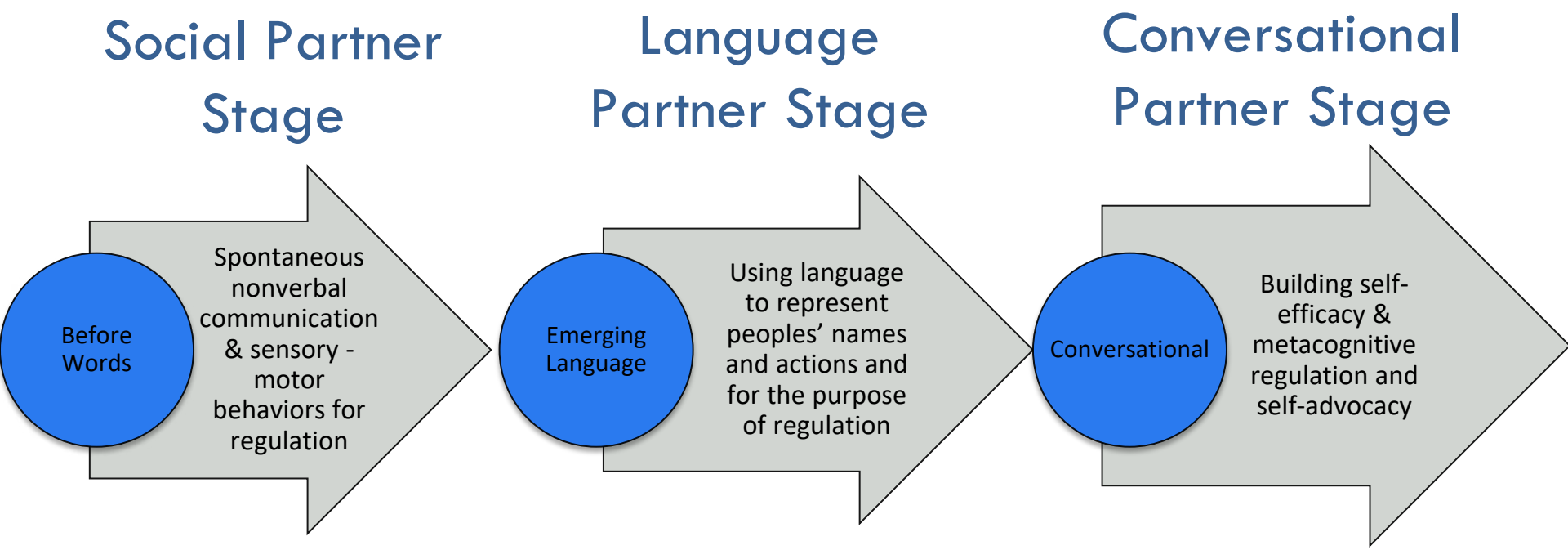
A detailed assessment of communication style adjustments and environmental modifications designed to meet an individual's needs

Transactional Support includes:

- Interpersonal Support - how we change our communication style
- Learning Support – how we modify the environment

Stages of SCERTS

SCERTS in Action involves designing learning environments tailored to individual abilities on one of the stages



SC + ER + TS = Active Engagement

- SCERTS will enable pupils to develop social communication and emotional regulation to enhance active engagement
- SCERTS will provide guidelines for helping an individual to become a confident communicator, resulting in advocating for their needs, and actively and purposefully engaging in their learning environment

Thank you

Q & A ?