

The SCERTS Model

A guide for Teachers



An evidence-based framework to support children and young people with social communication difficulties and their families.

HOW COULD SCERTS HELP?

SCERTS supports children to regulate their emotions and develop their communication skills, making them ready for learning and forming relationships.

Meaningful, appropriate, achievable goals are set, following well-coordinated assessments, to help children to make progress.

SCERTS helps the target child learn to communicate effectively with others.

The target child is engaged in meaningful and functional activities throughout the day.

SCERTS identifies appropriate supports to be used by the family as well as the school community.

SCERTS encourages families, school staff and professionals to work together to assess and support a child.

The target child's progress is regularly monitored and reviewed.



Have you been involved with supporting a child or young person using the SCERTS model? If your answer to this question is 'yes' and you would like to give feedback about using SCERTS, please email

InclusionSupportAdmin@wolverhampton.gov.uk

FEEDBACK ABOUT SCERTS

Below are some of the comments that teachers have made after using the SCERTS model:

"The SCERTS model embodies a framework that is consistent, yet its structure allows for the implementation of a variety of teaching methodologies based on the individual needs of the child. The SCERTS Assessment Process provides all individuals involved with a shared understanding when discussing a child's needs, laying the groundwork for consistency within our schools, and coordinated transition between schools."

"It is practical and focused on the individual's development rather than seeking to place them on a predetermined developmental trajectory."



"From what I have been involved with SCERTS recently, I feel it will fit in very well with our everyday work."

"The assessment process is the most innovative aspect of SCERTS and it changed my way of working."

WHAT IS SCERTS?



SCERTS is an evidence-based **assessment and intervention model** for children and young people (CYP) and their families.

SCERTS stands for **Social Communication (SC), Emotional Regulation (ER) and Transactional Support (TS)**.

SCERTS was originally designed for autistic children, and is based on leading theories about child development and the main challenges faced by autistic children. However, the model can also be used to support anyone who is still developing their social communication and emotional regulation skills.

SCERTS is a **flexible** framework and can be used even if a child is already receiving support from other services, such as Occupational Therapy or Speech and Language Therapy.

SCERTS can be used to support children of **all ages**. The model is also **developmentally sequenced**, meaning that it can be used with CYP who are pre-verbal, in the early stages of verbal communication, or who are able to converse fluently. Therefore, SCERTS is relevant to CYP in both **mainstream and specialist** educational settings.

HOW DOES SCERTS WORK?

The main aims of the SCERTS programme are to develop CYPs' **social skills and emotional regulation** skills, which are key to helping them to engage with **learning**.

Key adults, such as parents and teachers, help to develop these skills by using a range of strategies, which are known as '**transactional supports**' within the model. For example, adults might adjust parts of a child's environment or adapt their own communication style.

SCERTS highlights the importance of **working collaboratively** with parents and other professionals involved in a child's care. The model also emphasises the value of using **similar strategies** to support a child across different environments, such as at school and at home.

SCERTS is a highly **individualised** approach that takes into account a CYPs' learning style, strengths, motivators and interests, as well as the culture and lifestyle of their wider family.

The model includes a **structured assessment process** that helps to measure a CYP's progress, while also identifying appropriate supports that adults can use to advance their development further.



Any Questions?

Additional information about the SCERTS model can be found at www.scerts.com.

If you have any further questions or queries, please contact the Educational Psychology Service, whose contact details can be found below.

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