

The SCERTS Model



A guide for Parents/Carers

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.

Your 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.

Your 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

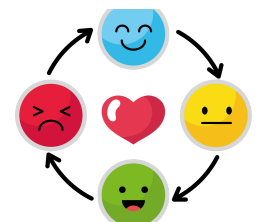
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FEEDBACK ABOUT SCERTS

Below are some of the comments that parents/carers have made after using the SCERTS model:

"I love SCERTS! It makes sense to me and fits our family's lifestyle. It is a results oriented program. Our family enjoys watching our child accomplish SCERTS objectives on his way to becoming a successful communicator. It is relieving to know that we are focusing on what will best help him on his journey by using the SCERTS grids and transactional supports"

"The model reminds me to pay more attention to my child's emotions and behaviors, and more importantly, to interpret these behaviors in a new way. When I understand more about the reasons behind the behaviors, I can better respond to him, and help him to learn how to express his needs properly."



"Before the implementation of the SCERTS model, my daughter rarely shared her thoughts with me, due to her limited speech... One day, I saw her using [communication] cards to form the sentence 'I go to toilet' on the communication board and I was really surprised that she had made such big progress."



WHAT IS SCERTS?

SCERTS is an **assessment and intervention** model for children and young people 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.

The **effectiveness** of SCERTS is supported by a growing number of scientific research studies.

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 and developmental stages**. A range of goals and strategies are provided within the model, which vary according to your child's current level and style of communication.

HOW DOES SCERTS WORK?

The main aims of the SCERTS programme are to develop children's **social skills** (the ability to interact and get along with other people) and **emotional regulation skills** (the ability to identify and manage their emotions).

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 SCERTS model. For example, adults might adjust parts of a child's environment or alter elements of their own communication style.

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

Parents are described as **'partners'** within the SCERTS model, and are actively involved throughout the assessment, intervention and review processes. The broader **culture and lifestyle** of the family are also heard and respected at all times



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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