

What will SCERTS help us to achieve for our pupils?

SCERTS gives us a framework to support pupils' social communication and emotional regulation.

We know that addressing social emotional competencies is critical for long-term positive outcomes for pupils with ASC, as this leads to increased quality of life. Therefore, understanding the dimensions that support this achievement is essential when developing a comprehensive educational program.

We achieve this by creating productive learning environments with an understanding of the nature of social emotional learning differences. Helping to make the social world predictable and desirable for pupils.



'Social communicative competence... plays a major role in our success or inability to form those relationships that allow us to function happily and effectively in the communities within which we live.'

(Marans, Rubin, & Laurent, 2005)

Social and Emotional Growth

The SCERTS model enables us to see a profile of pupils social and emotional growth. The areas included are shown below;

Happiness – the capacity to experience and express positive emotion from everyday activities

Sense of self – the capacity to take pride in one's qualities and achievements

Sense of others – the capacity to understand the perspective of others

Active learning and organisation – the capacity to be engaged actively and organised in learning activities

Flexibility and resilience – the ability to cope with changes and new challenges

Cooperation and appropriateness of behaviour – the capacity to cooperate and regulate behaviour in social interaction

Independence – the ability to use one's own resources to be successful

Social membership and friendships – the capacity to be part of a social group and develop a network of friends

Further Information

For more information on SCERTS please see:

<http://www.scerts.com/>



SCERTS at Grange Park School



What is SCERTS ?

- It is an evidence based family-centred approach designed for pupils with ASC. The whole team around the pupil is involved in the assessment; including teachers, learning mentors, the therapy team and, of course, parents.
- It enables us to create a plan based on our knowledge of the core developmental challenges faced by pupils with ASC.
- The aim is to create meaningful and motivating goals for pupils based on their functional needs and family priorities.
- SCERTS provides guidelines to help pupils become competent and confident social communicators and active learners.

What does SCERTS stand for?

Social Communication

The development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.

Emotional Regulation

The development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

Transactional Support

The use of supports to help the people supporting the young person to respond to their needs and interests, modify the environment, and provide tools to enhance learning.



SCERTS at Grange Park

The Speech and Language Therapy team began introducing SCERTS in September 2017. All pupils have been assessed and their assessments are updated in line with the EHCP process. The SCERTS Assessment Process (SAP) involves:

- Gathering information from parents or carers.
- Observing the pupil.
- At least two members of the team scoring the assessment with the information from parents / carers.
- Targets agreed with the family to be included in their child's Provision Plan.

A Family Centred Approach

Parents and family members are recognised, respected and supported as experts about their child.

The SAP gathers useful information directly linked to educational attainment.

It involves direct observations of a child in natural settings and uses multiple sources of information.

Following the SAP feedback is given to parents and directly addresses the strengths and needs of their child.

The ZONES of Regulation

The Zones of Regulation supports the SCERTS Model of practice as it works to build skills and strategies that address needs in emotional regulation and executive functioning.

It helps pupils to recognise how they are feeling and learn how to communicate this. It develops understanding of facial expressions, perspective about how others react to their behaviours, insight into what triggers their behaviours, calming and alerting strategies and problem solving skills.

It also works on developing a 'tool kit' of strategies to help pupils move between zones or get into the expected zone for a certain situation.

It is important to recognise that everyone

			
Running slow	Good to go	Caution	Stop!
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried Silly/ Wiggly	Terrified
Tired	Feeling OK	Excited	Yelling/Hitting
Bored	Focused	Starting to lose control	Elated Out of control

experiences all of the zones and that the Red and Yellow zones are not the 'bad' zones. All of the zones are expected in different situations.