


**Social Communication + Emotional Regulation:**  
**An Environment for School Success**

**Introduction to the SCERTS® Model**

Barry M. Prizant, PhD, CCC-SLP  
 Amy C. Laurent, EdM, OTR/L  
 Emily Rubin, MS, CCC-SLP  
 November 17, 2015

#SPEDAHEAD

---

---

---

---

---

---

---


---

**Fall 2015 Webinar Series:**  
**Real School Climate Change**

**TUESDAY**  
 SEPT 22  
 10 AM PT  
**Dr. Joe Ryan**  
 Beyond Behavior: Creating a Culture for Data-Driven Behavioral Interventions

**TUESDAY**  
 OCT 20  
 10 AM PT  
**Dr. Daniel Crimmins & Dr. Michael Gamel-McCormick**  
 Positive Behavior Strategies: The Real Road to School Climate Change

**TUES**  
 NOV 17  
 10 AM PT  
**Dr. Barry Prizant, Amy Laurent & Emily Rubin**  
 Social Communication + Emotional Regulation: An Environment for School Success



#SPEDAHEAD

---

---

---

---

---

---

---

---

[www.scerts.com](http://www.scerts.com)



#SPEDAHEAD

---

---

---

---

---

---

---

---



**Barry M. Prizant**  
**PhD, CCC-SLP**

- 2014 Recipient of ASHA Honors of the Association, the highest recognition given by ASHA for its 150,000 members
- Adjunct Professor at Brown University
- International consultant, author, researcher and private practice director of Childhood Communication Services

Cranston, Rhode Island  
www.barryprizant.com  
www.SCERTS.com

#SPEDAHEAD

---

---

---


---

---

---

---

---



**Emily Rubin**  
**MS, CCC-SLP**

- Educational Outreach Specialist at the Marcus Autism Center in Atlanta, GA
- Specializes in Autism and Asperger's Syndrome
- Co-Author of the SCERTS Assessment Process

#SPEDAHEAD

---

---

---


---

---

---

---

---



**Amy Laurent**  
**EdM OTR/L**

- Co-Author of the SCERTS Model
- Specializes in Autism and related developmental disabilities

#SPEDAHEAD

---

---

---

---

---


---

---

---

**PART ONE**  
**The SCERTS**  
**Model:**  
**An Overview**

Barry M. Prizant, PhD, CCC-SLP



#SPEDAHEAD

---

---

---

---

---

---

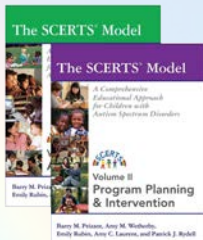
---

---

**The SCERTS Model**

**Collaborators**

Barry M. Prizant, PhD  
 Amy Laurent, EdM, OTR/L  
 Emily Rubin, MS, CCC-SLP  
 Amy M. Wetherby, PhD



#SPEDAHEAD

---

---

---

---

---


---

---

---

**Today's Program**

<b>Part One:</b> Overview Barry Prizant	<b>Part Two:</b> Priority Domains – SC & ER Amy Laurent	<b>Part Three:</b> Transactional Support & Implementation Emily Rubin
<b>Wrap Up:</b> Barry Prizant	<b>Q&amp;A:</b> Moderated by Clay Whitehead	



#SPEDAHEAD

---

---

---

---

---

---

---

---

### The SCERTS Domains

**S**

**C**

**E**

**R**

**T**

**S**

- SOCIAL


- COMMUNICATION

- EMOTIONAL

- REGULATION

- TRANSACTIONAL

- SUPPORT



#SPEDAHEAD

---

---

---

---

---

---

---

### Social Communication (SC)

How Students Engage & Interact With Others



---

---

---

---

---

---

---

### Emotional Regulation (ER)

Capacity to Be Available for Learning & Engaging



---

---

---

---

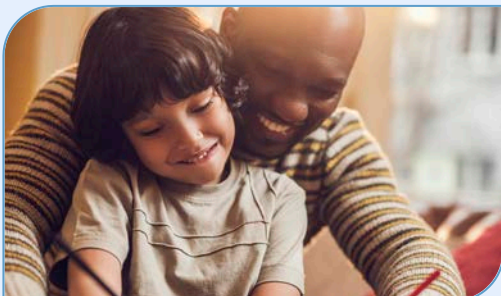
---

---

---

### Transactional Support (ER)

Support for Communicating, Learning & Regulation,  
Support for Families & Among Service Providers



---

---

---

---

---

---

---

---

### Example: Social Communication (SC)



---

---

---

---

---

---

---

---

### Example: Emotional Regulation (ER)



---

---

---

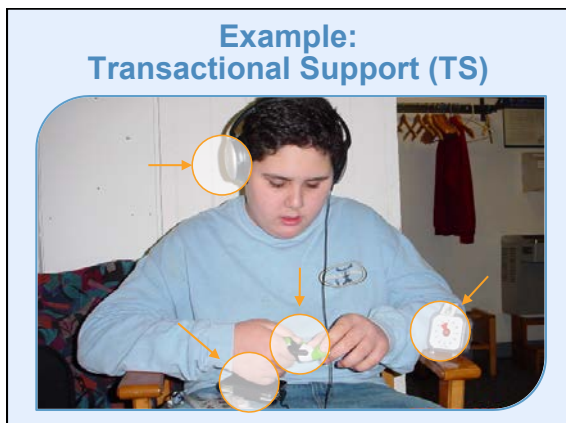
---

---

---

---

---




---

---

---

---

---

---

---

---

**Research Basis of SCERTS Model**

- ✓ Primary challenges in ASD
- ✓ Neurological differences in ASD
- ✓ Learning strengths in ASD
- ✓ Child and human development
- ✓ Impact of ASD on families
- ✓ Effective interventions
- ✓ Reports by people with ASD

---

---

---

---

---

---

---

---

**Full Range of Ages, Disabilities  
& Abilities**

**Three Partner Stages**

1. Social Partner
2. Language Partner
3. Conversational Partner

#SPEDAHEAD

---

---

---

---

---

---

---

---

## Social Partner Stage

### Pre-symbolic:

Communication is through gestures and vocalizations



#SPEDAHEAD

---

---

---

---

---

---

---

## Language Partner Stage

### Symbolic:

Communication with speech, photos, pictures, sign language, speech-generating devices



#SPEDAHEAD

---

---

---

---

---

---

---

## Conversational Partner Stage

### Sophisticated Language and Reciprocal Communication:

Sentence and discourse through speech or augmentative communication (AAC)



#SPEDAHEAD

---

---

---

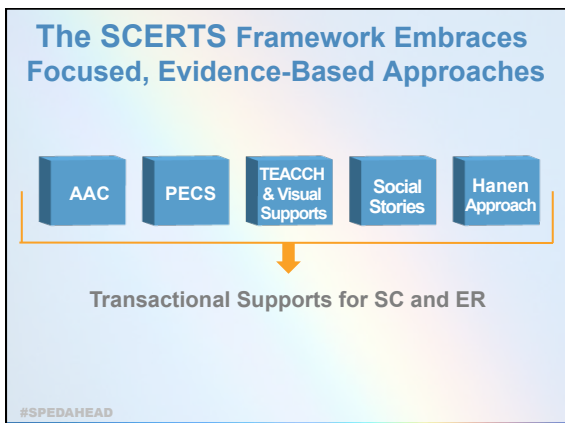
---

---

---

---






---

---

---

---

---

---

---

---

### The Need for a Comprehensive Approach

Selection of evidence-based approaches must ...

- ✓ Address a range of intervention priorities
- ✓ Be matched to a child's most critical priorities

**SCERTS addresses these needs**

The book cover features a graphic of overlapping orange and red rectangles. The title is in green and black text. Below the title, the authors' names are listed: "Wong, et al. (2013). Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder. University of North Carolina at Chapel Hill".

Wong, et. al. 2013. Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder. University of North Carolina at Chapel Hill

#SPEDAHEAD

---

---

---

---

---

---

---

---

### Core Values & Guiding Principles

The importance of fidelity of practice

The image shows a white lighthouse with a green light on top, situated on a dark, rocky pier extending into the ocean. The sky is a mix of orange, yellow, and blue, indicating a sunset or sunrise. The water is dark and calm.

#SPEDAHEAD

---

---

---

---

---

---

---

---



### Core Values & Guiding Principles

**#1**  
Social communication and emotional regulation



#SPEDAHEAD

---

---

---

---

---

---

---

---

### Multimodal Strategies for Teaching & Communications

**Many forms of communication are valued:**

- ✓ Gestures
- ✓ Pictures/Picture Symbols
- ✓ Sign Language
- ✓ Speech (Natural or Speech Generating Device (SGD))
- ✓ Written Language

#SPEDAHEAD

---

---

---

---

---

---

---

---

### Core Values & Guiding Principles

**#2**  
Goals and activities are developmentally appropriate and functional



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Core Values & Guiding Principles

**#3**

Multiple objectives address interrelatedness of abilities



#SPEDAHEAD

---

---

---

---

---

---

---

## Core Values & Guiding Principles

**#4**

All behavior serves social communication (SC) and/or emotional regulation (ER) functions



#SPEDAHEAD

---

---

---

---

---

---

---

## Core Values & Guiding Principles

**#5**

Utilize unique strengths, interests and motivations



#SPEDAHEAD

---

---

---

---

---

---

---

## Core Values & Guiding Principles

#6

Contexts for learning: routines at school, home, and in community



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Core Values & Guiding Principles

#7

Parents and students are treated with dignity and respect



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Core Values & Guiding Principles

#8

Parent-professional collaboration



#SPEDAHEAD

---

---

---

---

---


---

---

---

### Summary

- ✓ Child-centered (individualized)
- ✓ Developmentally grounded
- ✓ Team-based
- ✓ Activity-based
- ✓ Family-centered
- ✓ Evidence-based



#SPEDAHEAD

---

---

---

---

---

---

---

---

### PART TWO

#### Priority Domains in SCERTS

Amy C. Laurent,  
EdM, OTR/L



#SPEDAHEAD

---

---

---

---

---

---

---

---

### Many Factors Underlie Behavioral Challenges Seen in Students

- ✓ Social connectedness difficulties
- ✓ Language difficulties
- ✓ Regulatory challenges
- ✓ Environmental attributes



#SPEDAHEAD

---

---

---

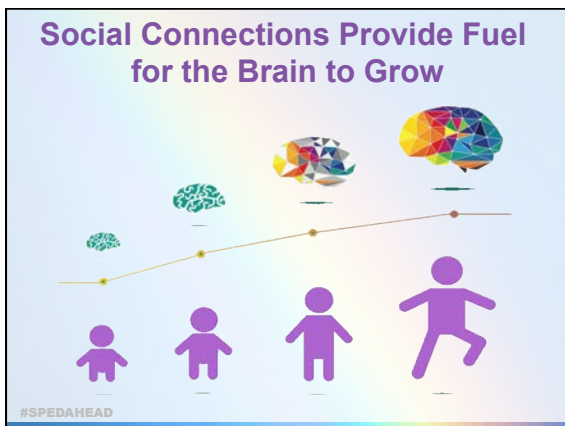
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## Social Communication (SC) Domain

Curriculum in social communication focuses on goals to help a child be increasingly competent, confident, and an active participant in social activities




---

---

---

---

---

---

---

## SCERTS Curriculum: Scope & Sequence of Goals & Objectives

Used for both assessment and intervention

Assessment results lead to goals and objectives to include in educational plan

#SPEDAHEAD

---

---

---

---

---

---

---

## Social Communication Components

### Joint Attention

Social reciprocity and motivation to communicate for a range of purposes



#SPEDAHEAD

---

---

---

---

---

---

---

## Social Communication Components

### Symbol Use

How a child communicates and plays with others – developmental sophistication



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Application of the SCERTS Framework to Identify Intervention Priorities: Partner Stages

Before Words/  
Pre Symbolic

Emerging  
Language

Conversational/  
More Sophisticated  
Language

Spontaneous preverbal  
communication

Combining symbols -  
peoples' names, verbs,  
and nouns - to share  
intentions

Building self-efficacy  
and social conventions

Social Partner Stage

Language Partner Stage

Conversation Partner Stage

#SPEDAHEAD

---

---

---

---

---

---

---

---

## The Neurology of Social Competence Before Words

Write goals focused on a high rate of  
nonverbal spontaneous communication



Shift priorities from “following directions” to  
“initiating interaction”

#SPEDAHEAD

---

---

---

---

---

---

---

---



## The Neurology of Social Competence at Emerging Language Stage

### Write goals focused on social stimuli:

Acquiring socially-directed vocabulary

Acquiring nouns like names of teachers and peers help make connections to people and actions



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Example of How Language Fuels Social Connectedness



The Picture Communication Symbols ©1981-2009 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

#SPEDAHEAD

---

---

---

---

---

---

---

---

## The Neurology of Social Competence at Conversational Stage

Priority is to increase child's success in social interactions

Goal is to build social understanding so child is able to modify behavior based on the environment



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Emotional Regulation (ER) Domain

Supports a child's ability to regulate emotional arousal to meet the demands of the environment through:

- Self regulation
- Mutual regulation



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Self Regulation

Strategies a child has at his/her disposal to independently shift arousal and emotional state



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Mutual Regulation

How a child requests and responds to regulatory assistance offered by others



#SPEDAHEAD

---

---

---

---

---

---

---

---

### Emotional Regulation Linked to Problem Behavior

- ✓ Difficulty with emotional regulation and use of regulatory strategies underlie problem behavior
- ✓ Regulatory abilities develop simultaneously and are interconnected
- ✓ Partners play a critical role in influencing achievement

#SPEDAHEAD

---

---

---

---

---

---

---

### Emotional Regulation Applying the SCERTS Framework to Identify Priorities

<p>Before Words/ Presymbolic</p> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;"> <ul style="list-style-type: none"> <li>• Sensory motor behaviors to soothe and alert</li> <li>• Respond to partner assist</li> </ul> </div> <p>Social Partner Stage</p>	<p>Emerging Language</p> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;"> <ul style="list-style-type: none"> <li>• Language used for engagement and soothing</li> <li>• Conventional sensory motor strategies</li> </ul> </div> <p>Language Partner Stage</p>	<p>Conversation/More Sophisticated Language</p> <div style="border: 1px solid black; padding: 5px; width: 150px; margin: 10px auto;"> <ul style="list-style-type: none"> <li>• Metacognitive executive functioning</li> <li>• Language to request assist</li> <li>• Conventional sensory motor</li> </ul> </div> <p>Conversation Partner Stage</p>
--	--	--

#SPEDAHEAD

---

---

---

---

---

---

---

### Social Partners

**Shift priorities from “managing behavior” to “regulating emotion and arousal”**

Write goals focused on learning to use effective sensory motor strategies



#SPEDAHEAD

---

---

---

---

---

---

---

## Language Partners

Shift priorities from  
“following directions”  
to “active  
engagement and self-  
guided behavior”

Write goals focused on  
using language and  
symbols to help engage  
and soothe



#SPEDAHEAD

---

---

---

---

---

---

---

## Conversational Partners

Shift priorities from  
“managing behavior”  
to “expanding  
repertoire of regulatory  
strategies”

Write goals focused on  
helping individuals reflect  
on and make better  
decisions to guide their  
behavior



#SPEDAHEAD

---

---

---

---

---

---

---

**“Behavior” is not the issue in autism.  
It is a by-product,  
the end result of autism.**

- Ros Blackburn



**Supporting emotional regulation is a  
critical strategy for preventing  
problem behavior.**

---

---

---

---

---

---


---

## PART THREE

### Transactional Support & Implementation

Emily Rubin, MS, CCC-SLP

#SPEDAHEAD



---

---

---

---

---

---

---

### The SCERTS Model: Transactional Support

The **Transactional Support** domain of the SCERTS Model refers to:

Interpersonal and learning supports implemented to support a child's learning and development

Plans to support families and professionals

#SPEDAHEAD

---

---

---

---

---

---

---

### The SCERTS Model: Interpersonal Supports

**Communicative style adjustments to:**

- Encourage** initiation
- Model** more conventional language
- Teach** children coping skills

#SPEDAHEAD




---

---

---

---

---

---

---

## The SCERTS Model: Learning Supports

**Environmental arrangements to:**

- Entice** children to engage in the social world
- Remind** children what to say
- Help** children understand expectations



#SPEDAHEAD

---

---

---

---

---


---

---

---

**Have high expectations for people with ASD, but with appropriate, and when necessary, high levels of support.**

- Ros Blackburn




---

---

---

---

---

---




---

---

## Essential Transactional Supports

Infusing motivating materials and topics in activities

- ✓ Using stage-specific support to enhance smooth transitions
- ✓ Using support to define the steps within activities
- ✓ Modeling stage-specific strategy to self-regulate
- ✓ Ensuring proactive accommodations

#SPEDAHEAD

---

---

---

---

---

---

---

---

## Infusing Motivating Materials & Topics in Activities

Turning math into a fishing game



Turning reading into social requests



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Using Stage-Specific Support to Enhance Smooth Transitions Between Activities

Using an object to help a child who is before words make a transition



#SPEDAHEAD

---

---

---

---

---

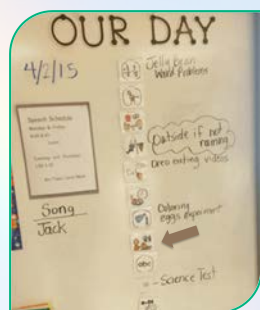
---

---

---

## Using Stage-Specific Support to Enhance Smooth Transitions Between Activities

Using pictures to help a child with early language make a transition



#SPEDAHEAD

---

---

---

---

---

---

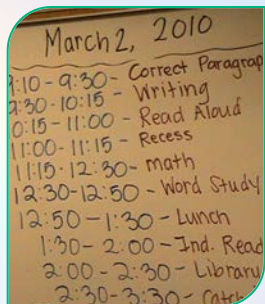
---

---



## Using Stage-Specific Support to Enhance Smooth Transitions Between Activities

Using a written agenda to help a child with conversational language plan ahead for transitions



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Using Support to Define the Steps Within Activities

Picture Sequence



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Modeling Stage-Specific Strategies to Self-Regulate

Providing a space to self-soothe or "take a break" from social demands



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Modeling Stage-Specific Strategies to Self-Regulate

Coping Strategies



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Ensuring Proactive Accommodations: Identifying “What’s Working” & “Next Steps”



#SPEDAHEAD

---

---

---

---

---

---

---

---

## Applying the SCERTS Practice Principles



#SPEDAHEAD

---

---

---

---

---

---

---

---

**Assessing Impact: Increased Social Engagement  
& Universal Impact on Learning for All Students**



---

---

---

---

---

---

---

**Applying the SCERTS Practice  
Principles**



---

---

---

---

---

---

---

**Assessing Impact: Increased Student  
Social Engagement & Independence**



---

---

---

---

---

---

---

## SCERTS – An Environment for School Success

### Progress in Social Communication and Emotional Regulation

- ✓ Is an important predictor of school success
- ✓ Prevents the development of problem behavior
- ✓ Supports positive relationships with peers/adults
- ✓ Progress in SC and ER is dependent on the systematic implementation of TS
- ✓ SCERTS provides the framework and guidelines to maximize success in school

#SPEDAHEAD

---

---

---

---

---

---

---

## Q & A



#SPEDAHEAD

---

---

---

---

---

---

---

How is it possible to focus on Social Communication and Emotional Regulation with all the pressure for teachers to focus on academic performance?



#SPEDAHEAD

---

---

---

---


---

---

---

How is SCERTS different from approaches that rely on behavior management strategies?

#SPEDAHEAD




---

---

---

---


---

---

---

How do you convince colleagues that focusing on emotional regulation is not simply letting students get away with “bad behavior” without strict consequences?

#SPEDAHEAD




---

---

---

---


---

---

---

Are the SCERTS strategies easily applied in a regular classroom setting? For example, can transactional support strategies be utilized in a general education environment with 24 kids?

#SPEDAHEAD




---

---

---

---


---

---

---

Do you feel it is better to implement the SCERTS program in a few classes before introducing to the entire school to gauge success within the population?

#SPEDAHEAD




---

---

---

---

---

---

---

How do you measure progress in Social Communication and Emotional Regulation?

#SPEDAHEAD




---

---

---

---


---

---

---

How do you involve families? How do you help parents understand SCERTS?

#SPEDAHEAD




---

---

---

---


---

---

---

SCERTS seems very detailed and comprehensive. How would you suggest that a school moves into adopting SCERTS?

#SPEDAHEAD




---

---

---

---


---

---

---

What type of training is needed for SCERTS be implemented by a school-based team?

#SPEDAHEAD




---

---

---

---


---

---

---

How can the SCERTS Model be applied to children in virtual (online) schools?

#SPEDAHEAD




---

---

---

---

---


---

---



How easily could these strategies be taught to and implemented by a general education teacher within a mainstream classroom?

#SPEDAHEAD




---

---

---

---


---

---

---

How would SCERTS be implemented during a group session? What would this look like?

#SPEDAHEAD




---

---

---

---


---

---

---

How would you incorporate SCERTS with Positive Behavior Intervention Strategies ( PBIS?)

#SPEDAHEAD




---

---

---


---

---

---

---

Is the SCERTS Model something that the entire school community can use, or is it better used for individual students as part of their IEPs?



#SPEDAHEAD

---

---

---

---

---

---

---

**Interested In Becoming An Online Provider?**

**FT and PT opportunities for:**

- SLPs
- OTs
- School Social Workers
- School Psychologists

Refer your colleagues to [plearn.co/apply-to-pl](http://plearn.co/apply-to-pl)



#SPEDAHEAD

---

---

---

---

---

---

---

**What To Expect Next**

**In the next few days, watch your email for:**

- Certificate of Attendance for all attendees
- Link to the recording of the webinar and follow-up materials

**For ASHA CEU credit, PresenceLearning will submit:**

- Webinar participation information to ASHA for people who have provided valid ASHA membership ID and contact info
- CEUs may take 4-6 weeks to show up in your ASHA account
- No further action required on your part!
- Send CEU questions to [ceu@presencelearning.com](mailto:ceu@presencelearning.com)

For a demo or quote for PresenceLearning services, email us at [schools@presencelearning.com](mailto:schools@presencelearning.com)

#SPEDAHEAD

---

---

---

---

---

---

---

**New Webinar Series Starts Feb 2016!**

**Success for Every Learner**



**February 2016** **Dr. Frances Stetson**  
President of Stetson & Associates, Inc., and nationally-recognized consultant and speaker on inclusive practices and closing the achievement gap.

**March 2016** **Dr. Ed Dunkelblau**  
Director of the Institute for Emotionally Intelligent Learning, and well-known speaker about social-emotional intelligence, humor, and health.

**April 2016** **Dr. Ross Greene**  
Director of Lives in the Balance, Assoc. Professor of Psychology at Virginia Tech, author of *Lost at School*, and originator of the Collaborative & Proactive Solutions (CPS) model.

#SPEDAHEAD




---

---

---

---

---

---

---

---

**Thank You!**



 **Presence Learning**

The Leading Provider of  
Live Online Therapy  
Services for K-12 Students

 PresenceLearning.com  
 PresenceLearn  
 PresenceLearning

#SPEDAHEAD

Refer your colleagues: [plrn.com/why-to-pl](http://plrn.com/why-to-pl)

---

---

---

---

---

---

---

---