

**SCERTS Scheme of Work**

**Social Communication, Emotional Regulation, Transactional Supports**

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| At Green Lane we recognize that pupils in our autism-specific classes need a wider reaching curriculum that enables them to work on the skills connected to a clearer understanding of non-verbal and verbal communication, social understanding and social behaviour, understanding and controlling their own emotions and thinking and behaving flexibly. Our aim is use SCERTS to help provide the best possible provision for pupils who are taught in the autism-specific classrooms. SCERTS is to be used as a framework which enables a range of interventions to be used in a holistic approach to autism (e.g. TEACCH, PECS, Intensive Interaction, Sensory Diets etc). SCERTS will be taught within aspects of the National Curriculum as identified by subject leaders. As pupils begin to move successfully through the SCERTS programme, they will be able to more fully access the National Curriculum, ASDAN, and Personal Progress etc. The SCERTS programme will be used in cooperation with Parents, S.A.L.T, Occupational Therapist and outside agencies when required. We consider SCERTS an important part of our curriculum and it will therefore, form an important part of the I.E.Ps for pupils in the autism-specific classrooms. Provision for these pupils will be continuously monitored as part of the school self-evaluation process. |

**Social Communication**

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| The goal for all pupils is to become confident and competent communicators so that they are able to actively participate in social activities. Pupils who are able to communicate effectively are have access to increased opportunities for play and learning and are able to participate more fully in enjoyable social relationships. |
| **Social Communication skills needed to participate and learn**:   * Understanding intentions * Expressing preferences, needs and emotions * Sharing ideas and playing with others * Communicating for a variety of purposes * Initiating interactions * Imaginative play * Relating to peers * Understanding routines and expectations |

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| **Social Communication Development** |
| **Social Partner Stage**  Pupils may develop the ability to communicate intentionally with gesture and/or vocalisations |
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| **Language Partner Stage**  Pupils communicate for a purpose using symbols, signs and/or words |
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| **Conversational Partner Stage**  Pupils use words, phrases and sentences. They begin to learn how to engage fully in conversations. Pupils begin to develop an understanding of the feelings and thoughts of others |

**Social Communication goals are targeted in the areas of:**

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| **Joint Attention**  (The ability to share attention, emotion and intention with partners) | **Symbol Use**  (The ability to use objects, pictures, words or signs to represent things) |
| **Social Partner Stage: examples of goals**   * engages in interactions with others * initiates social routines/game/interactions * shifts gaze between people and objects | **Social Partner Stage: examples of goals**   * imitates familiar actions or sounds * uses familiar objects conventionally in play * uses gestures and nonverbal means to communicate |
| **Language Partner Stage: examples of goals**   * understands and uses words / symbols to express a range of emotions * comments on actions or events * shares experiences | **Language Partner Stage: examples of goals**   * uses words and word combinations to express meanings * uses a variety of objects in constructive play * understands a variety of words and word combinations without contextual cues |
| **Conversational Partner Stage: examples of goals**   * monitors the attentional focus of others * shares experiences in interactions * increasing ability to understand and talk about past and future events | **Conversational Partner Stage: examples of goals**   * learns by imitation, observation, instruction and collaboration * understands nonverbal cues of turn taking and topic change * follows rules of conversation |

**Emotional Regulation**

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| This is the ability to be actively engaged and be able to adapt to different situations. The child’s ability to regulate emotional arousal so they are more able to attend to, process and filter environmental and sensory information is the focus of this section. When our pupils are emotionally regulated they are more likely to be ready for learning. | |
| **To be ready to engage and learn a child needs to be able to:**   * Attend to the most relevant information in an activity or setting * Remain socially engaged with others * Process verbal and non verbal information * Initiate interactions using appropriate communication strategies * Respond to others in reciprocal interaction * Actively participate in everyday activities | **Levels of emotional regulation strategies** |
| **Behavioural Level**:  Simple motor actions or sensori-motor strategies the child uses to regulate their arousal level, remain alert, and/or self-soothe such as rocking or spinning an object, having a hand massage |
| **Language Level:**  The words or symbols the child uses to regulate their arousal level, such as looking at a schedule or saying “It’s ok” |
| **Metagognitive Level (Knowing about knowing):**  The child’s ability to think about, plan and talk about ways of helping themselves regulate |
| **Within the Social, Language and Conversational Partner Stages there are targets related to:**  **Mutual regulation**: the child’s ability to respond to others using strategies  **Self regulation**: self-initiated and self-directed by the child |

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| **Factors that influence emotional regulation** | **The partners’ role** |
| Developmental abilities:  * the ability to understand and use language * cognitive strengths | Identify when a pupil is under/over aroused and respond appropriately, implementing sensory diets |
| Behaviour of others  * predictability of others actions * trusting relationships | Identify the strategies the pupil uses to help themselves concentrate and stay calm  Help to develop these strategies if they are not present |
| Environmental factors  * a clear, predictable environment * developmentally appropriate activities * visual and auditory input at just the right level * planned and supported transitions | Assist the child to be in an optimal state of arousal by ensuring the environment and curriculum are differentiated and appropriate  Ensure that transitions are well planned and appropriately supported |
| Positive emotional memory  * previous social and learning experiences impact on expectations of what might happen | Introduce strategies to help the pupil to recover from extreme dysregulation  Develop a pupil’s ability to use the strategies independently |
| The child’s health  * good health, good sleep patterns, good diet, etc | Identify and accept when a pupil is simply not yet ready for a specific setting or activity even with modifications and/or support |
| Sensory challenges  * tolerance and processing of sensory input e.g. distracted by a ticking clock | Assist a pupil’s use of a sensory diet / sensory activities where needed  Help to develop a pupil’s self-regulatory use of sensory interventions |

**Transactional Support**

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| **Transactional Support:**  the planned supports and strategies that we use to help the child participate in social interactions and everyday activities |
| **Interpersonal support**:  The way that communication partners (adults or peers); adjust their language, interaction styles and how they provide models of play and behaviour.  Interpersonal support goals:  Work carried out within social communication and emotional regulation and including a partner’s response to a pupil’s signals, encouraging interaction with peers and managing the settings to encourage engagement. |
| **Learning support:**  Ensuring that the environment and activities are structured in a way that ensures social communication and emotional regulation are encouraged.  Learning support goals:  These work across all a pupil’s goals in social communication and emotional regulation, they include visual supports, the adaptation of activities to meet the pupil’s developmental level and interests. |
| Support to families: The needs and priorities of parents and carers are addressed within SCERTS targets set in IEPs.  A family support plan: Includes providing information, resources, coaching or modeling of strategies used by staff when working with pupils. |
| Support amongst professionals: We recognize that working with pupils on the Autistic Spectrum can be very challenging at times and that professionals need to be supported through CDT, as well as supporting each other emotionally.  A professional support plan: Includes attendance on professional training, department meetings, informal discussions, supervision and mentoring. |

September 2017