

SCERTS

Main Goal – Major premise is social and communication competence that related to our ability to create relationships that sustain our lives.

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Educating Children with Autism (2001)

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Chapter 16 Summary and Recommendations

Positive Outcomes

Positive outcomes for student with autism are tied to social communicative competence. Understanding those dimensions is essential to develop a comprehensive educational program.

Social

Communication

Emotional

Regulation

Transactional

Supports

Children with Autism

Children with autism do not use a 3 point gaze shift to view people. They look mainly at the mouth and not the eyes. “cannot predict actions of others and ask for coping strategies”

Timeline of Development

1. Initiate shared attention – 3 months
2. Follow the attention of others – 6 months
3. Can tell when someone isn't looking at them – 10 months
(can predict the actions of others)
4. Use gestures, gaze shift – 10-12 months

Early positive emotional memories in social interactions supports a child's self-esteem. Those who are surrounded by social partners who are understanding and supportive are more competent in social interactions and in forming friendship.

In children with autism social communicative competence is affected by challenges in the following areas:

1. Social Communication
2. Emotional Regulation
3. Transactional Supports

SC-Social Communication

Social Communication – Individuals with ASD have neurological differences that impact their ability to predict the intentions of others – this causes high anxiety. They process the vision of the face in a different part of the brain – the part that typically process objects. They don't necessarily see a person enter a room, but may view it as an object entering a room and cannot predict positive action.

The Function of Behavior

- May be to regulate arousal
- May be to communicate
- May be to engage in purposeful activity

SCERTS Model

SCERTS Model includes other educational approaches – Strongest evidence-based practice is TEACCH. Family centered nurture in SCERTS. It is to improve the quality of life at home.

1. Most critical principle is to foster functional spontaneous communication.
2. Activities should be developmentally appropriate, functional and meaningful.
3. Embed goals into activities that natural routines across home, school and community.

The way in which a communicative partner interact with a child with ASD and have an environment is adapted with learning supports has a significant impact on the students social and communicative competence.

3 Critical Developmental Stages

1. Social partner stage – birth to 18 months
2. Language partner stage –
3. Conversational partner stage – 3 ½ years developmental level

Goal of stage 1 is for children to become communicative partners. They communicate through body language and gestures.

Goal of stage 2 is to become social partners. Children become object users and are good with nouns.

They lack people's names and verbs.

Goal of stage 3 is to master skills. It is the longest stage and the most in-depth.

If kids are not in conversational stage and cannot answer questions – back up to N + V sentences.

Should **not** use PECS with goal if you don't have the "giving" gesture included.

Joint attention includes WHY the children communicate and how frequently.

Symbolic Language HOW – what is the means – rules of conversation

When you add vocabulary you must pair with "requesting"

Joint Attention Goals

1. Engages in reciprocal interaction
2. Shares attention
3. Shares emotions
4. Shares intentions for a range of functions
5. Persists and repairs in communication
6. Shares experiences in reciprocal interaction

Emotional Regulations - Questions and Answers

Why the mouth for regulating impact? Rhythm and pressure. 8 cranial nerves located around the mouth. It is the most effective way to calm oneself.

Why toewalking? They need pressure when they are in high arousal and can't settle.

Why hand-flapping? Replace it with a closed fist and language. May need a visual reminder to use language and add mutual regulation

Why humming? Show the "too loud" picture **NOT** "quiet" mouth.

Developmental Progression

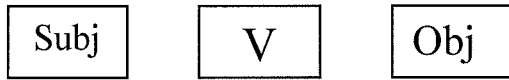
Developmental progression for language. Use name of person before you introduce pronouns. It needs to be about semantics **NO** pronouns until at the conversation level.

Re-assess your use of PECS "I want" stage.

Self-Regulation Goals

1. Demonstrate availability for learning and interacting.
2. Use strategies appropriate to developmental level to regulate level of arousal during familiar activities (behavioral, language and metacognitive)

Use peoples' names and action words –
Agent + Action + Object
Use colored bordered squares



Pair with a photo

Ex: “Mommy swing” – developmentally appropriately
“I want swing” – **NOT** structurally correct

Emotional Regulation

Emotional regulation is a developmental process until 10 years of age. There will always be behavior challenges below age 10.

Websites:

www.CommXRoads.com

www.scerts.com

www.tulaneselpa.org/autism

www.autismneighborhood.org