

Bishop Vaughan Catholic School

SCERTS

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What?

SCERTS® is a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional



regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.

Why?

The SCERTS Model includes a well-coordinated and flexible assessment process that helps a team measure the child's progress, and determine the necessary supports to be used by the child's partners (educators, peers and family members). This assessment process ensures that:

- functional, meaningful and developmentally-appropriate goals and objectives are selected
- individual differences in a child's style of learning, interests, and motivations are respected
- parents are included as partners and the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and functional activities throughout the day
- supports are developed and used consistently across partners, activities, and environments
- a child's progress is systematically charted over time
- program quality is measured frequently to assure accountability

A unique aspect of SCERTS is that the most significant challenges are addressed while identifying and building upon strengths. This is accomplished through family

professional partnerships, and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes.

It provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for people with ASD and their families.

The framework of goals and objectives can be used across individuals with a range of developmental abilities. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond.

It can be adapted to meet the unique demands of different social settings for younger and older individuals including home, school, community and vocational settings.