

# The SCERTS™ Model

*A Comprehensive  
Educational Approach  
for Children with  
Autism Spectrum Disorders*

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## Volume I Assessment

by

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**Table 7.1.** Social Partner stage: Overview of the domains, components, and goals in the SCERTS Assessment Process (SAP)

SOCIAL COMMUNICATION	EMOTIONAL REGULATION	TRANSACTIONAL SUPPORT
<b>Joint Attention</b>	<b>Mutual Regulation</b>	<b>Interpersonal Support</b>
JA1 Engages in reciprocal interaction JA2 Shares attention JA3 Shares emotion JA4 Shares intentions to regulate the behavior of others JA5 Shares intentions for social interaction JA6 Shares intentions for joint attention JA7 Persists and repairs communication breakdowns	MR1 Expresses range of emotions MR2 Responds to assistance offered by partners MR3 Requests partners' assistance to regulate state MR4 Recovers from extreme dysregulation with support from partners	IS1 Partner is responsive to child IS2 Partner fosters initiation IS3 Partner respects child's independence IS4 Partner sets stage for engagement IS5 Partner provides developmental support IS6 Partner adjusts language input IS7 Partner models appropriate behaviors
<b>Symbol Use</b>	<b>Self-Regulation</b>	<b>Learning Support</b>
SU1 Learns by imitation of familiar actions and sounds SU2 Understands nonverbal cues in familiar activities SU3 Uses familiar objects conventionally in play SU4 Uses gestures and nonverbal means to share intentions SU5 Uses vocalizations to share intentions SU6 Understands a few familiar words	SR1 Demonstrates availability for learning and interacting SR2 Uses behavioral strategies to regulate arousal level during familiar activities SR3 Regulates emotion in new and changing situations SR4 Recovers from extreme dysregulation by self	LS1 Partner structures activity for active participation LS2 Partner uses augmentative communication support to foster development LS3 Partner uses visual and organizational support LS4 Partner modifies goals, activities, and learning environment

**Table 7.2.** Language Partner stage: Overview of the domains, components, and goals in the SCERTS Assessment Process (SAP)

SOCIAL COMMUNICATION	EMOTIONAL REGULATION	TRANSACTIONAL SUPPORT
<b>Joint Attention</b>	<b>Mutual Regulation</b>	<b>Interpersonal Support</b>
JA1 Engages in reciprocal interaction JA2 Shares attention JA3 Shares emotion JA4 Shares intentions to regulate the behavior of others JA5 Shares intentions for social interaction JA6 Shares intentions for joint attention JA7 Persists and repairs communication breakdowns JA8 Shares experiences in reciprocal interaction	MR1 Expresses range of emotions MR2 Responds to assistance offered by partners MR3 Requests partners' assistance to regulate state MR4 Recovers from extreme dysregulation with support from partners	IS1 Partner is responsive to child IS2 Partner fosters initiation IS3 Partner respects child's independence IS4 Partner sets stage for engagement IS5 Partner provides developmental support IS6 Partner adjusts language input IS7 Partner models appropriate behaviors
<b>Symbol Use</b>	<b>Self-Regulation</b>	<b>Learning Support</b>
SU1 Learns by observation and imitation of familiar and unfamiliar actions and words SU2 Understands nonverbal cues in familiar and unfamiliar activities SU3 Uses familiar objects conventionally in play SU4 Uses gestures and nonverbal means to share intentions SU5 Uses words and word combinations to express meanings SU6 Understands a variety of words and word combinations without contextual cues	SR1 Demonstrates availability for learning and interacting SR2 Uses behavioral strategies to regulate arousal level during familiar activities SR3 Uses language strategies to regulate arousal level during familiar activities SR4 Regulates emotion during new and changing situations SR5 Recovers from extreme dysregulation by self	LS1 Partner structures activity for active participation LS2 Partner uses augmentative communication support to foster development LS3 Partner uses visual and organizational support LS4 Partner modifies goals, activities, and learning environment

**Table 7.3.** Conversational Partner stage: Overview of the domains, components, and goals in the SCERTS Assessment Process (SAP)

<b>SOCIAL COMMUNICATION</b>	<b>EMOTIONAL REGULATION</b>	<b>TRANSACTIONAL SUPPORT</b>
<b>Joint Attention</b>	<b>Mutual Regulation</b>	<b>Interpersonal Support</b>
JA1 Shares attention JA2 Shares emotion JA3 Shares intentions for a variety of purposes JA4 Shares experiences in reciprocal interaction JA5 Persists and repairs communication breakdowns	MR1 Expresses range of emotions MR2 Responds to assistance offered by partners MR3 Responds to feedback and guidance regarding behavior MR4 Requests partners' assistance to regulate state MR5 Recovers from extreme dysregulation with support from partners	IS1 Partner is responsive to child IS2 Partner fosters initiation IS3 Partner respects child's independence IS4 Partner sets stage for engagement IS5 Partner provides developmental support IS6 Partner adjusts language input IS7 Partner models appropriate behaviors
<b>Symbol Use</b>	<b>Self-Regulation</b>	<b>Learning Support</b>
SU1 Learns by imitation, observation, instruction, and collaboration SU2 Understands nonverbal cues and nonliteral meanings in reciprocal interactions SU3 Participates conventionally in dramatic play and recreation SU4 Uses appropriate gestures and nonverbal behavior for the context SU5 Understands and uses generative language to express meanings SU6 Follows rules of conversation	SR1 Demonstrates availability for learning and interacting SR2 Uses behavioral strategies to regulate arousal level during familiar activities SR3 Uses language strategies to regulate arousal level during familiar activities SR4 Uses metacognitive strategies to regulate arousal level during familiar activities SR5 Regulates emotion during new and changing situations SR6 Recovers from extreme dysregulation by self	LS1 Partner structures activity for active participation LS2 Partner uses augmentative communication support to foster development LS3 Partner uses visual and organizational support LS4 Partner modifies goals, activities, and learning environment