

Understanding and supporting social communication and
emotional regulation needs

Gemma Halstead

How we will be using SCERTS in Worcestershire



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Aims for this session

- A brief overview of SCERTS
- An introduction to how Inclusion Support will be using SCERTS
- An introduction to how settings can learn more about using SCERTS



What is SCERTS?



- Based on 25+ years of research and what works
- A detailed and individualised approach
- Based upon the child's social communication and emotional regulation needs and transactional support.

What is SCERTS

Social
Communication

Focus on the child

Emotional Regulation

Transactional Support

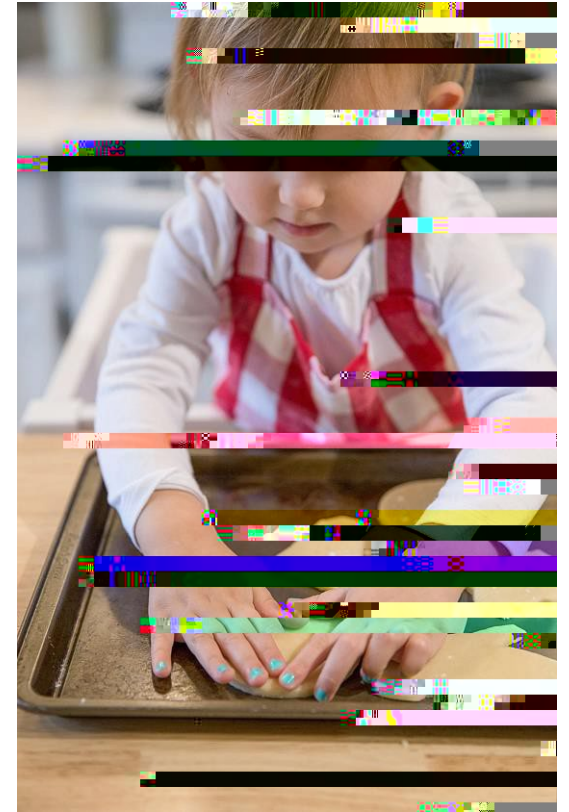
Focus on the adult

Why does SCERTS specifically look at what adults are doing

- Children are impacted by their environment (us!) as well as nature/genes
- Social skills are learned in context, from watching others and learning from our modelling.

Home and Setting Partnerships

- Consistency is one of the most important factors
- Talking to one another about what is working well can support faster progress
- Using the same language and making clear the detail of strategies clarifies things for adults
- Parents/carers are partners and usually their child's best advocate
- Associated with stronger outcomes



Domains of the SCERTS model

Domain	Components
Social Communication	Joint Attention Symbol Use
Emotional Regulation	Mutual Regulation SelfRegulation
Transactional Support	Interpersonal Support Learning Support



*

Not just
this type of
symbol!

Social Communication

SCERTS Why "SC" - Social Communication



The "SC" domain provides a sequence of goals focused on becoming an increasingly competent, confident, and active participant.

SCERTS Why "SC" - Social Communication

The "SC" domain includes two components:

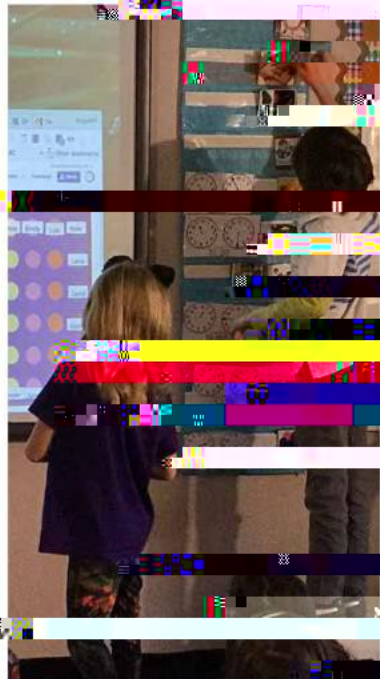
Joint Attention
Why an individual communicates



Social Interaction
How an individual communicates



Emotional Regulation



The “ER” domain provides a sequence of goals and activities that support children’s ability to regulate their emotions while interacting.

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Why “ER” – Emotional Regulation

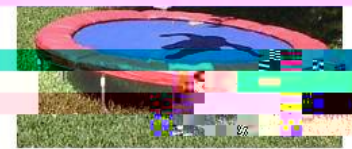
The “ER” domain includes two components:

Mutual Regulation

How we cope with the help of others

Self Regulation

How we cope on our own



Transactional Support

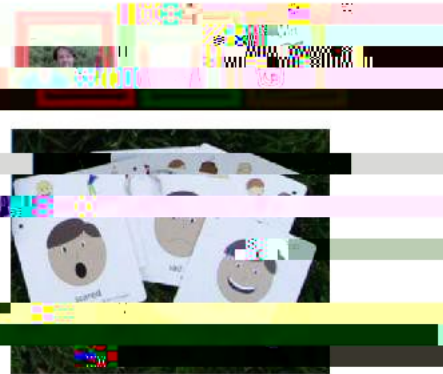
Why “TS” – Transactional Support?

The “TS” domain includes two primary components:

Interpersonal Support

How we change our communication style

How we modify the environment



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Why “TS” – Transactional Support?

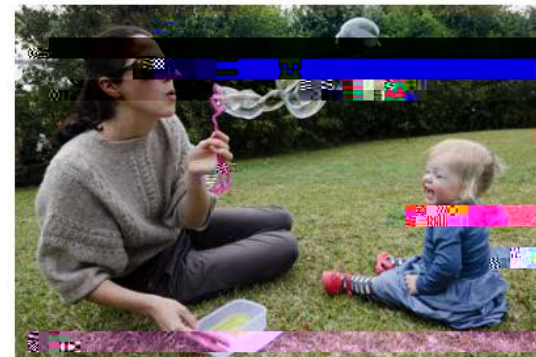
The “TS” domain also includes:

Support to Families

Our plan for children and educational support

Support to Schools

Our plan for collaborating



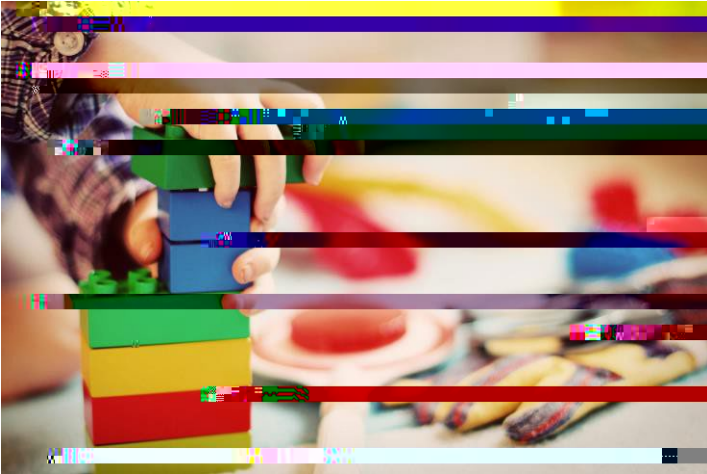
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The Social Partner Stage

The Language Partner Stage

The Conversational Partner Stage

How will WCF Inclusion Support use SCERTS?



- As part of multi disciplinary assessments
- Training you to use the assessment tools in your setting

Understanding and Supporting Social Communication and Emotional Regulation in the Early Years

20th October 2023

Aims for this session continued

- A brief overview of social communication and emotional regulation in the early years
- Practical strategies for supporting social communication and emotional regulation in the early years



Social Communication continued

- Use EYFS to look at developmental progression of social communication skills and functional communication skills – Communicac aued

Key areas of focus for Social Communication:

How children communicate functionally

- Physical action
- Gesture
- Body language
- Objects of reference
- TOBIs (Transitional Object Based Icons)
- Photos
- Symbols
- Sign
- Using computer-based communication systems
- Verbally using single words/short phrases/complex phrases
- At a 2/3/4 Key Word Level

Please see free webcasts on Early Years Inclusion page

How partners can support communication

Consider your own verbal language

Use multiple channels for communication

Make sure that communication tools are accessible always!

Learn about differen-2.3 (gcl4 (e)P <</M7(mmu)3.6 (n)3.7 (i)6 (c)11.3 (a)14 (4M7(mmu)3.6 e)-3.7 ()]TJ EMC /P

Key areas of focus for emotional regulation

Selfregulation for adults

Mutual regulation

Transitions

Selfregulation

Sleep

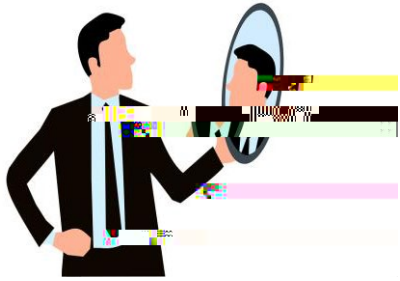
Routines and Predictability

Children need routines and predictability to feel safe and secure

Routines and rituals can help children to cope with unusual and unpredictable events.

Children often test

Selfregulation



Start with your own behaviour and responses

Affix your own oxygen mask before helping others!



Emotional regulation begins with ~~co~~regulation

- Remember to self-regulate—calm yourself first
- Offer physical comfort (or reassurance that you're here)
- Listen without offering advice about the problem
- Validate their feelings (even if their behaviour is inappropriate)
- Respond with empathy and don't downplay
- Help them to label their feelings
- Set boundaries empathetically
- Problem solve with them

Worry time

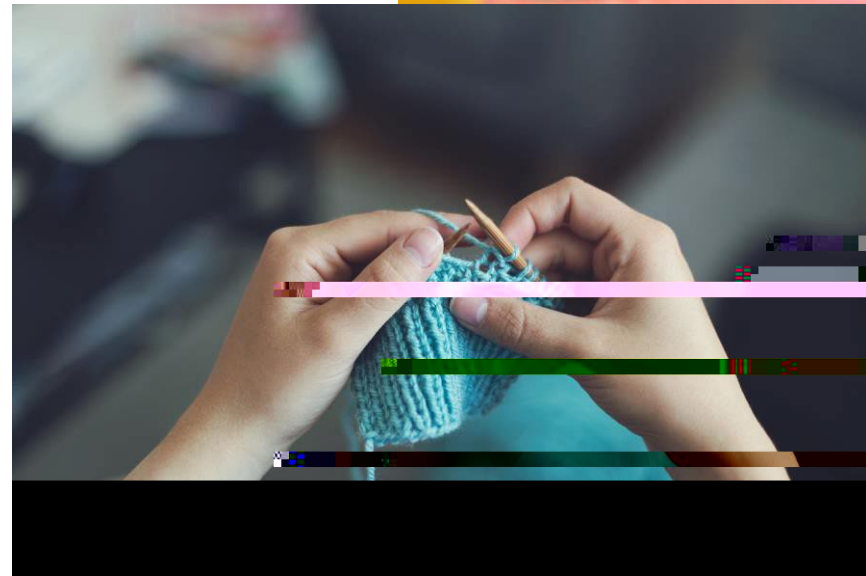
- Have a set time when you can talk about worries
- This doesn't mean that you never talk about worries at other times
- Some children might like to create a worry box or use a toy to hold their worries



Mindfulness

Active mindfulness

-



Sensory Strategies

Sensory strategies

- 'Heavy Work' activities

Everyone has difficulty regulating

Sensory experiences when they are emotionally
Dysregulated.

