Westminster SENCO Forum

Summer Term: June 2019
1. Networking opportunities
2. Local updates
3. Relaxation techniques for busy SENCOs
4. SCERTS - a multidisciplinary framework that focuses on building competence in social communication, emotional regulation and transactional support
5. Break and networking
6. SCERTS-practical activity
7. Local area inspection - am I prepared?
8. Evaluation and closing down
Local Updates

- **Annual training**
- **SENCO Support next year**
- **Timpson review - school exclusions**

**Autism Group/booook- Sue**

**New Team Leader**
Special Yoga for busy SENCOS
Educational Psychology Service
Using SCERTS in schools to support pupils with autism

Samar Habal, Loraine Hancock and Sara Darchicourt; Bi-borough Educational and Child Psychologists.
Plan for the session......

- What is SCERTS
- Why use SCERTS
- SCERTS in practice in a nursery setting
- SCERTS in practice in a mainstream school setting
- Group discussion activity
The SCERTS model is evidenced based to work well in inclusive education, in that it prioritizes learning in a variety of settings, as opposed to restrictive settings.

SCERTS is a nonexclusive framework for delivering a curriculum specifically designed to address the key areas of difficulty experienced by young children on the autism spectrum.
Assumptions of SCERTS:

- Positive long term outcomes for children with autism are strongly correlated with the achievement of communicative competence.
- The development of relationships in children with and without disabilities requires emotional regulation as a core process underlying attention and social engagement.
- The majority of children with autism require a variety of supports to maximise learning in educational settings, participate in daily living activities and derive pleasure from relationships and everyday activities.
Features of SCERTS:

- The model is based on the most current research in child development and autism.
- The model is flexible enough to incorporate different perspectives (i.e. developmental and contemporary).
- It can be applied in an individualized manner while addressing the core deficits of autism.
- The model is family-centred, taking into account critical individual differences across families in reference to their priorities and their involvement in critical programmatic decision making.
Key principles of the SCERTS model

- Fostering spontaneous, functional communication should be viewed as the most critical educational priority for children on the autism spectrum.
- Goals and activities should be developmentally appropriate and functional, relative to a child’s adaptive abilities and the necessary skills for maximising enjoyment, success and independence.
- Natural routines across, home, school and community environments provide the educational and treatment contexts for learning.
- All behaviour is viewed as purposeful.
- Social partners are viewed as much a part of the problem as part of the solution.
Social Communication

a. Capacity for joint attention
b. Capacity for symbol use

goals to help the child be a competent, confident and active participant in a social world.

- Our priority is fostering a high rate of spontaneous communication, as nonverbal communication competence is predictive of the acquisition of language.
- Children will communicate for a range of functions across activities, contexts, and partners including:
  - Spontaneous nonverbal communication.
  - Combining peoples’ names, verbs, and nouns to share intentions.
  - Building self-efficacy and social conventions.
  - Fostering people’s names and verbs, as these word combinations are predictive of creative language acquisition.
  - Building a sense of self-efficacy and social norms, as these skills are predictive of both emotional health and social competence.
Two critical capacities of emotional regulation are required to be available for Learning & Engaging:

**SELF REGULATION** - ER that is achieved independently without the support of others

And

**MUTUAL REGULATION** – ER that occurs in the context of supportive social interaction

TO

Maintain a well-regulated arousal state and Recover from extreme dysregulation

A person with autism finds both of these core capacities difficult and might develop their own ways to self regulate and mutually regulate.

“Learning can only happen when regulated.”

“My primary emotion is, and has always been fear.”

-Temple Grandin (2006)
An “Independence Facilitator”

The development and implementation of supports to help communication partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning.

**Transactional support**

- Interpersonal support
- Educational and learning supports
- Family support

Learning is a partnership; thus, both a child and their adult learning partners bear responsibility for making interactions work and for growing and adapting over time...

**Interpersonal Support** and **Learning Support** embedded in the natural environment to foster social communication and emotional regulation.

Developing focussed intervention strategies that support a child’s capacity for Joint Attention and Symbol Use – the ‘how’ and ‘why’ of communication.
The SCERTS model identifies three partner stages at which a child may be interacting in a social world, and target setting is directly linked to the identified partner stage.

The three partner stages are:

- **Social Partner**: where a child is using fewer than 3 words or phrases (which may be spoken, signed, pictured, written words or other symbolic system) referentially, regularly and with communicative intent.

- **Language Partner**: where a child uses more than 3 words or phrases (which may be spoken, signed, pictured, written words or other symbolic system) referentially, regularly and with communicative intent.

- **Conversation Partner**: where a child uses at least 100 words or phrases (which may be spoken, signed, pictured, written words or other symbolic system) referentially, regularly and with communicative intent. And can use at least 20 different word combinations that are creative.
Using the SCERTS framework to support children in a nursery setting

- Adam Hill, Senco at Mary Paterson nursery/Dorothy Gardner
- With Loraine Hancock, Bi-borough Educational and Child Psychologist
Using the SCERTS framework to support children in a school setting

- Danielle Duffy, Senco at St Vincent's RC Primary School
- With Sam Habal, Bi-borough Educational and Child Psychologist
Coffee break
Section 1

SCERTS- activity
Group activity....

LEARNING WALK: Emotional Regulation

- **In small groups** of similar settings....
- **Record**: What would you hope to see..? What’s working?... What do we want to keep doing? What do you want to be different? **DREAM**: what would the best outcome be?
- **Discuss**: Thoughts / Questions
Learning Walks and Emotional Regulation

**LEARNING WALK: Emotional Regulation**

**Date:**
**Location:**
**Walk Carried out by:**

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**Learning Walk:**

**Emotional Regulation.**

- What's working... what do we want to keep doing?
- Describe what children are doing? What are they doing to show they are emotionally regulated and actively engaged with the task? DREAM: what would the best outcome be?

**Record: What did you see...?**

- The environment is organized to support emotional regulation.
- Are there a range of self-regulation supports to suit a child’s developmental stage?
- Are there a range of visual and auditory stimuli to suit the child’s needs?
- Children’s strategies and interests were built into the activities on offer.
- Adult were responding and adapting their interaction style to match the preferred interaction style of children they were supporting.

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Compiled by the BI - Borough Education Psychology Consultation Service for June 2023 SENCo Forum
Are we ready?

Local area SEND inspection
