Understanding and supporting social communication and emotional regulation needs

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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.

A prescribed model of 'how' to do things!

The SCERTS Model can be used with other practices or approaches as it is a framework that 'houses' strategies.

What is SCERTS

Social

Communication

Emotional Regulation

Transactional Support

Focus on the child

Focus on the adult

SCERTS

The SCERTS Model recognises that most learning in childhood occurs socially within the context of daily activities and experiences.

Therefore, supporting a child's development with caregivers and familiar partners should occur every day in a variety of routines and social situations.

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.
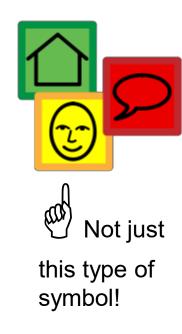
Home and Setting Partnerships

• 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

Joint Attention

Social Communication

Symbol Use

Emotional Regulation

Mutual Regulation

Self-Regulation

Transactional Support

Interpersonal Support

Learning Support

Not just this type of symbol!

Social Communication

Why "SC" - Social Communication?

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

Why "SC" - Social Communication?

The "SC" domain includes two components:

Joint Attention
Why an individual communicates

Symbol Use
How an individual communicates

Emotional Regulation

Why "ER" – Emotional Regulation?

The "ER" domain provides a sequence of goals focused on the ability to maintain a well-regulated emotional state, cope with everyday stress, and to be most available for learning and interacting.

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

Learning Support
How we modify the environment

Emily | open | yogurt

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Why "TS" – Transactional Support?

The "TS" domain also includes:

Support to Families
Our plan for ensuring emotional and educational support

Support to Service Providers
Our plan for collaborating

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Prizant, B., Wetherby, A., Rubin, E., & Laurent, A.

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

Where can you learn more about how to use SCERTS?

- Training in key aspects of SCERTS will be available free to all Worcestershire EY Settings. Training will be accessed through CPD in the same way current training is accessed (e.g. Early Years training).
- A series of webcasts created by Inclusion Support Staff
- Drop-in Sessions with Inclusion Support Team
- Support through Inclusion Practitioners using this approach for children in your setting.
- If you want additional help implementing, this is available through traded support with Inclusion Support Services

Understanding and Supporting Social Communication and Emotional Regulation in the Early Years
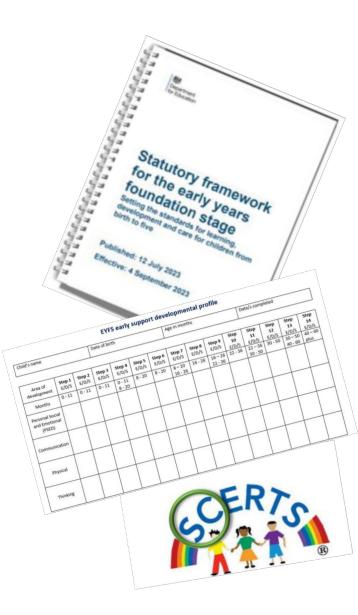
20th October 2023

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 – Communication and PSED

- Use Early Support Tracker to show smaller steps of progress

- You may wish to use SCERTS assessment tools for children identified as needing additional support in social communication skills

Key areas of focus for Social Communication:

How children communicatee functionally

Expressive language
Receptive language

Repairing communication breakdowns

Initiation skills

Communication for social purposes

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 different communication Approaches

Think about your environment

Use motivating resources!

Keep
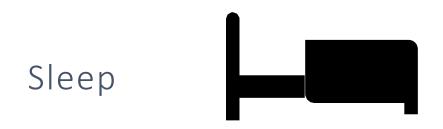
It

Short and

Simple

Key areas of focus for emotional regulation

Self-regulation for adults

Mutual regulation

Transitions

Self-regulation

Sleep

Sleep problems are strongly associated with emotional dysfunction

Good sleep hygiene can help children to get a good night's sleep

A 'wind down' before bedtime is essential

Starting Well Partnership
EVERY CONTACT SHAPES A LIFE

Starting Well sleep workshops

Routines and Predictability

Children need routines and predictability to feel safe and secure
Routines and rituals can help children to cope with unusual and
unpredicted events.
Children often test boundaries to check that they are safe

Self-regulation

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

Physical Activity

For reactive support 3 minutes of exercise that is intensive enough to make you sweat

Children need:

Pre-schoolers 180 minutes (3 hours) per day

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

- Activities you enjoy that are absorbing
- Colouring, building Lego, jigsaw puzzle
- Young children are not wired for passive mindfulness activity!

Sensory Strategies

Sensory strategies
- 'Heavy Work' activities

Everyone has difficulty regulating

Sensory experiences when they are emotionally Dysregulated.