Social Communication Emotional Regulation Transactional Support (SCERTS™)

The SCERTS Model is based upon research in child development as well as research identifying the core challenges faced by children with ASD and is focused on improving the quality of life of children with ASD and their families.

It is a comprehensive, multidisciplinary approach to enhancing communication and social-emotional abilities of individuals with ASD and related disabilities.

The SCERTS Model is designed to target priority goals in social communication and emotional regulation through the implementation of transactional supports.

The Social Communication domain is focused on helping a child to be increasingly competent, confident, and active participant in social activities. This includes communicating and playing with others in everyday activities and sharing joy and pleasure in social relationships.

The Emotional Regulation domain focuses on supporting a child's ability to regulate emotional arousal and be available for learning.

The Transactional Support domain refers to supports put in place by partners/adults to help facilitate a child's learning and development.

The Social Communication Emotional Regulation Transactional Support framework is used at Acorn to guide teaching, learning and target setting on autism.

Children get assessed termly on their learning targets (e.g. English, Math) and Autism targets which are linked to their EHCP outcomes (e.g. social communication and emotional regulation domains).