

Introduction to SCERTS (6 hours)

Delivered as 3 sessions of 2 hours



Course Outline

Description

To understand how the SCERTS model informs provision for children with ASD.

Aims

- To understand what SCERTS is
- To understand the impact of ASD in the areas of Social Communication and Emotional Regulation
- To recognise the three developmental stages within the SCERTS model
- To understand the implementation of Transactional Supports.
- To be able to implement a personalised plan and assess progress.

Who is this course for?

This course is aimed at practitioners who are directly working with children with ASD. It includes an overview understanding of the implications of autism in a learning environment and how to identify appropriate learning outcomes.

Dates/Times 28th February, 6th March and the 13th March 3.30-5.30

Course Schedule

Week	Area of Focus	Post Session Task
Week 1	Overview of the SCERTS Model Implication of ASD for learning Initial assessment	Using the assessment tools start an assessment of a child where engagement in learning is not effective in the classroom.
Week 2	Outline of the three developmental stages within Social Communication and Emotional Regulation. Analysis of the assessment process and the implications for learning.	Evaluation of the social communication expected within a lesson
Week 3	Outline of the three developmental stages within Transactional Supports. Consideration of Transactional Supports as the emotionally available adult.	

Cost.

SENDAT and EEG employees - Free - registration required

Others - £120 per head

We will consider groups of 4 or more taking part in a remote location over teams, but you will need to be at least 4 in the same room so that you have chance to discuss the activities. Sorry you cannot engage with this training remotely on your own.

Booking please complete <https://forms.office.com/e/1gKt6fcynw>

or email lawrence.chapman@sendat.academy