



### Questions to Guide Observations within the SCERTS® model

- 1) **SC** – How does the child initiate communication? (e.g., physical, gestural, vocal, verbal). How “readable” or conventional are these initiations?
  
- 2) **SC** – Why does the child communicate? – purposes or functions (e.g., to meet needs, to engage socially, to share observations/experiences, to express emotions)
  
- 3) **ER** – What does the child do to attempt to regulate his/her emotional arousal level? (e.g., sensory motor actions, language strategies, planning and self-reflection)
  
- 4) **ER** – How does the child react to regulatory assistance offered by his/her partners? Does he/she seek assistance offered by others?
  
- 5) **TS** – Which interpersonal supports (e.g., Interactive style modifications help the child regulate, engage and participate? Which style factors hinder participation?
  
- 6) **TS** – Which visual or environmental supports are most effective for supporting the child’s active engagement and regulation? Which environmental factors hinder participation?