



What is SCERTS?

SCERTS® is a comprehensive intervention model for children and young adults with Autism and their families. The model was developed by Barry Prizant, Amy Wetherby, Emily Rubin, and Amy Laurent, who have more than 100 years of collective experience in Speech-Language Pathology, Special Education, Behavioral and Developmental Psychology, Occupational Therapy, and Family-Centered Practice. It is supported by empirical evidence from contemporary treatment research in Autism and related disabilities, and is implemented in schools across the US and in more than a dozen countries.

A unique aspect of the SCERTS Model is building upon strengths to mitigate challenges. This is accomplished through student-professional partnerships, and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes.

It provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for Autistic individuals and their families.

The framework of goals and objectives can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals including home, school, community and vocational.



OUR PHILOSOPHY, APPROACH & THE SCERTS MODEL

League School for Autism believes that every student has the ability to communicate their wants and needs, thoughts, and feelings. We are here to support them in overcoming barriers and in finding their voice. Our philosophy is student-centered, strength-based, and future-focused. It includes contextualized learning that focuses on individualized skills so that students can generalize their learning to different environments, situations, and groups.

We value a flexible, wide-ranging approach that allows for diverse teaching strategies, methodologies, and techniques to meet the needs of each student. Our approach includes an innovative educational framework, the SCERTS® Model, and is based on a holistic mindset utilizing a team of specialists -- clinicians, OT's, SLP's, and BCBA's -- who work together to integrate their services within the classroom and residences across the day.





HOW DOES SCERTS COMPARE TO OTHER APPROACHES?

The SCERTS® curriculum is developmentally sequenced and provides a systematic framework that ensures that specific skills and appropriate supports, stated as educational objectives, are selected and applied in a consistent manner across different settings such as home, school, and community. This process allows families and educational teams to draw from a wide range of evidence-based practices with a specific focus on promoting spontaneous or self-initiated communication and emotional regulation in everyday activities.

The SCERTS Model is most concerned with helping persons to achieve “Authentic Progress,” which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings with a variety of partners.

The SCERTS Model includes a well-coordinated and flexible assessment process that helps a team measure the child's progress, and determine the necessary supports to be used by the child's partners (educators, peers, and family members).

Contact Us

For additional information about League's philosophy, approach and the SCERTS Model, contact Director of Neurodiversity and Community Inclusion, Lindsay Wagner, at:

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The SCERTS® Model embodies a framework that is consistent, yet its structure allows for the implementation of a variety of teaching methodologies based on the individual needs of the child.

The SCERTS Acronym

SC - Social Communication

The development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.

ER - Emotional Regulation

The development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

TS – Transactional Supports

The development and implementation of supports to help partners respond to the person's needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.



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