



# SCERTS Curriculum-Based Assessment Observation Forms

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**SAP-OBSERVATION FORM: Social Partner Stage**  
**Social Communication** (page 2)

Child's name: \_\_\_\_\_

Ctr 1	Ctr 2	Ctr 3	Ctr 4	
<b>JOINT ATTENTION</b>				
<b>1 Engages in reciprocal interaction</b>				
				JA1.1 Responds to bids for interaction (= MR2.3)
				JA1.2 Initiates bids for interaction (= SR1.4)
				JA1.3 Engages in brief reciprocal interaction (= SR1.5)
				JA1.4 Engages in extended reciprocal interaction (= SR1.6)
<b>2 Shares attention</b>				
				JA2.1 Looks toward people
				JA2.2 Shifts gaze between people and objects
				JA2.3 Follows contact point (= SU2.4)
				JA2.4 Follows distal point (= SU2.5)
<b>3 Shares emotion</b>				
				JA3.1 Shares negative emotion using facial expressions or vocalizations (≈ MR3.1)
				JA3.2 Shares positive emotion using facial expressions or vocalizations (≈ MR3.2)
				JA3.3 Responds to changes in partners' expression of emotion (= MR2.4, SU2.7)
				JA3.4 Attunes to changes in partners' expression of emotion (= MR2.5)
<b>4 Shares intentions to regulate the behavior of others (↔ JA7.2, JA7.3, SU4–SU5)</b>				
				JA4.1 Requests desired food or objects (≈ MR2.6)
				JA4.2 Protests/refuses undesired food or objects (≈ MR3.4)
				JA4.3 Requests help or other actions (≈ MR3.3)
				JA4.4 Protests undesired actions or activities (≈ MR3.4)
<b>5 Shares intentions for social interaction (↔ JA7.2, JA7.3, SU4–SU5)</b>				
				JA5.1 Requests comfort (≈ MR3.1)
				JA5.2 Requests social game
				JA5.3 Takes turns
				JA5.4 Greets
				JA5.5 Calls
				JA5.6 Shows off
<b>6 Shares intentions for joint attention (↔ JA7.2, JA7.3, SU4–SU5)</b>				
				JA6.1 Comments on object
				JA6.2 Comments on action or event
<b>7 Persists and repairs communication breakdowns</b>				
				JA7.1 Uses appropriate rate of communication for context
				JA7.2 Repeats communication to repair breakdowns (↔ JA4–JA6)
				JA7.3 Modifies communication to repair breakdowns (↔ JA4–JA6)

**SCORING KEY:** 2, criterion met consistently (across two partners in two contexts);  
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**SAP-OBSERVATION FORM: Social Partner Stage** (page 3)  
**Social Communication**

Child's name: \_\_\_\_\_

Ctr 1	Ctr 2	Ctr 3	Ctr 4	
<b>SYMBOL USE</b>				
<b>1</b> Learns by imitation of familiar actions and sounds				
				SU1.1 Takes turns by repeating own actions or sounds
				SU1.2 Imitates familiar actions or sounds when elicited immediately after a model
				SU1.3 Spontaneously imitates familiar actions or sounds immediately after a model
				SU1.4 Spontaneously imitates familiar actions or sounds at a later time
<b>2</b> Understands nonverbal cues in familiar activities				
				SU2.1 Anticipates another person's actions in familiar routines (= SR3.1)
				SU2.2 Follows situational cues in familiar activities
				SU2.3 Follows gestural cues other than a point
				SU2.4 Follows a contact point (= JA2.3)
				SU2.5 Follows a distal point (= JA2.4)
				SU2.6 Responds to visual cues (photographs or pictures)
				SU2.7 Responds to facial expression and intonation cues (= JA3.3)
<b>3</b> Uses familiar objects conventionally in play				
				SU3.1 Uses exploratory actions on objects (↔ SR2.1)
				SU3.2 Uses familiar objects in constructive play
				SU3.3 Uses familiar objects conventionally toward self
				SU3.4 Uses familiar objects conventionally toward other
<b>4</b> Uses gestures and nonverbal means to share intentions (↔ JA4–JA6, MR1, MR3.3, MR3.4)				
				SU4.1 Uses proximity
				SU4.2 Uses facial expressions
				SU4.3 Uses simple motor actions
				SU4.4 Uses conventional contact gestures <input type="checkbox"/> give <input type="checkbox"/> push away <input type="checkbox"/> show <input type="checkbox"/> reach/touch <input type="checkbox"/> point/touch
				SU4.5 Uses conventional distal gestures <input type="checkbox"/> wave <input type="checkbox"/> distal reach <input type="checkbox"/> distal point <input type="checkbox"/> clap <input type="checkbox"/> head shake <input type="checkbox"/> head nod
				SU4.6 Uses reenactment or symbolic distal gestures
				SU4.7 Uses sequence of gestures or nonverbal means
				SU4.8 Coordinates gestures and gaze
<b>5</b> Uses vocalizations to share intentions (↔ JA4–JA6, MR1, MR3.3, MR3.4)				
				SU5.1 Uses differentiated vocalizations (↔ MR1)
				SU5.2 Uses a variety of consonant + vowel combinations
				SU5.3 Uses words bound to routines
				SU5.4 Coordinates vocalizations with gaze and gestures
<b>6</b> Understands a few familiar words				
				SU6.1 Responds to own name
				SU6.2 Responds to a few words in familiar social games
				SU6.3 Responds to a few familiar person, body part, or object names
				SU6.4 Responds to a few frequently used phrases in familiar routines

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**SAP-OBSERVATION FORM: Social Partner Stage** (page 4)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>MUTUAL REGULATION</b>				
<b>1 Expresses range of emotions (↔ SU4–SU5)</b>				
				MR1.1 Expresses happiness
				MR1.2 Expresses sadness
				MR1.3 Expresses anger
				MR1.4 Expresses fear
<b>2 Responds to assistance offered by partners</b>				
				MR2.1 Soothes when comforted by partners
				MR2.2 Engages when alerted by partners
				MR2.3 Responds to bids for interaction (= JA1.1)
				MR2.4 Responds to changes in partners' expression of emotion (= JA3.3)
				MR2.5 Attunes to changes in partners' expression of emotion (= JA3.4)
				MR2.6 Makes choices when offered by partners (≈ JA4.1)
<b>3 Requests partners' assistance to regulate state</b>				
				MR3.1 Shares negative emotion to seek comfort (≈ JA3.1; ↔ JA5.1)
				MR3.2 Shares positive emotion to seek interaction (≈ JA3.2)
				MR3.3 Requests help when frustrated (≈ JA4.3; ↔ SU4–SU5)
				MR3.4 Protests when distressed (≈ JA4.2, JA4.4; ↔ SU4–SU5)
<b>4 Recovers from extreme dysregulation with support from partners</b>				
				MR4.1 Responds to partners' efforts to assist with recovery by moving away from activity
				MR4.2 Responds to partners' use of behavioral strategies
				MR4.3 Responds to partners' attempts to reengage in interaction or activity
				MR4.4 Decreases amount of time to recover from extreme dysregulation due to support from partners
				MR4.5 Decreases intensity of dysregulated state due to support from partners

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**SAP-OBSERVATION FORM: Social Partner Stage** (page 5)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>SELF-REGULATION</b>				
<b>1 Demonstrates availability for learning and interacting</b>				
				SR1.1 Notices people and things in the environment
				SR1.2 Shows interest in a variety of sensory and social experiences
				SR1.3 Seeks and tolerates a variety of sensory experiences
				SR1.4 Initiates bids for interaction (= JA1.2)
				SR1.5 Engages in brief reciprocal interaction (= JA1.3)
				SR1.6 Engages in extended reciprocal interaction (= JA1.4)
				SR1.7 Responds to sensory and social experiences with differentiated emotions
<b>2 Uses behavioral strategies to regulate arousal level during familiar activities</b>				
				SR2.1 Uses behavioral strategies to regulate arousal level during solitary activities (↔ SU3.1)
				SR2.2 Uses behavioral strategies to regulate arousal level during social interactions
				SR2.3 Uses behavioral strategies modeled by partners to regulate arousal level
				SR2.4 Uses behavioral strategies to engage productively in an extended activity
<b>3 Regulates emotion in new and changing situations</b>				
				SR3.1 Anticipates another person's actions in familiar routines (= SU2.1)
				SR3.2 Participates in new and changing situations
				SR3.3 Uses behavioral strategies to regulate arousal level in new and changing situations
				SR3.4 Uses behavioral strategies to regulate arousal level during transitions
<b>4 Recovers from extreme dysregulation by self</b>				
				SR4.1 Removes self from overstimulating or undesired activity
				SR4.2 Uses behavioral strategies to recover from extreme dysregulation
				SR4.3 Reengages in interaction or activity after recovery from extreme dysregulation
				SR4.4 Decreases amount of time to recover from extreme dysregulation
				SR4.5 Decreases intensity of dysregulated state

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**SAP-OBSERVATION FORM: Social Partner Stage  
Transactional Support** (page 6)

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	<b>INTERPERSONAL SUPPORT</b>
<b>1 Partner is responsive to child</b>				
				IS1.1 Follows child's focus of attention
				IS1.2 Attunes to child's emotion and pace
				IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence
				IS1.4 Recognizes and supports child's behavioral strategies to regulate arousal level
				IS1.5 Recognizes signs of dysregulation and offers support
				IS1.6 Imitates child
				IS1.7 Offers breaks from interaction or activity as needed
				IS1.8 Facilitates reengagement in interactions and activities following breaks
<b>2 Partner fosters initiation</b>				
				IS2.1 Offers choices nonverbally or verbally
				IS2.2 Waits for and encourages initiations
				IS2.3 Provides a balance of initiated and respondent turns
				IS2.4 Allows child to initiate and terminate activities
<b>3 Partner respects child's independence</b>				
				IS3.1 Allows child to take breaks to move about as needed
				IS3.2 Provides time for child to solve problems or complete activities at own pace
				IS3.3 Interprets problem behavior as communicative and/or regulatory
				IS3.4 Honors protests, rejections, or refusals when appropriate
<b>4 Partner sets stage for engagement</b>				
				IS4.1 Gets down on child's level when communicating
				IS4.2 Secures child's attention before communicating
				IS4.3 Uses appropriate proximity and nonverbal behavior to encourage interaction
				IS4.4 Uses appropriate words and intonation to support optimal arousal level and engagement
<b>5 Partner provides developmental support</b>				
				IS5.1 Encourages imitation
				IS5.2 Encourages interaction with peers
				IS5.3 Attempts to repair breakdowns verbally or nonverbally
				IS5.4 Provides guidance and feedback as needed for success in activities
				IS5.5 Expands on child's play and nonverbal communication
<b>6 Partner adjusts language input</b>				
				IS6.1 Uses nonverbal cues to support understanding
				IS6.2 Adjusts complexity of language input to child's developmental level
				IS6.3 Adjusts quality of language input to child's arousal level
<b>7 Partner models appropriate behaviors</b>				
				IS7.1 Models appropriate nonverbal communication and emotional expressions
				IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention
				IS7.3 Models appropriate play
				IS7.4 Models appropriate behavior when child uses inappropriate behavior
				IS7.5 Models "child-perspective" language

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**SAP-OBSERVATION FORM: Social Partner Stage** (page 7)  
**Transactional Support**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>LEARNING SUPPORT</b>				
<b>1 Partner structures activity for active participation</b>				
				LS1.1 Defines clear beginning and ending to activity
				LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in
				LS1.3 Provides predictable sequence to activity
				LS1.4 Offers repeated learning opportunities
				LS1.5 Offers varied learning opportunities
<b>2 Partner uses augmentative communication support to foster development</b>				
				LS2.1 Uses augmentative communication support to enhance child's communication and expressive language
				LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior
				LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion
				LS2.4 Uses augmentative communication support to enhance child's emotional regulation
<b>3 Partner uses visual and organizational support</b>				
				LS3.1 Uses support to define steps within a task
				LS3.2 Uses support to define steps and time for completion of activities
				LS3.3 Uses visual support to enhance smooth transitions between activities
				LS3.4 Uses support to organize segments of time across the day
				LS3.5 Uses visual support to enhance attention in group activities
				LS3.6 Uses visual support to foster active involvement in group activities
<b>4 Partner modifies goals, activities, and learning environment</b>				
				LS4.1 Adjusts social complexity to support organization and interaction
				LS4.2 Adjusts task difficulty for child success
				LS4.3 Modifies sensory properties of learning environment
				LS4.4 Arranges learning environment to enhance attention
				LS4.5 Arranges learning environment to promote child initiation
				LS4.6 Designs and modifies activities to be developmentally appropriate
				LS4.7 Infuses motivating materials and topics in activities
				LS4.8 Provides activities to promote initiation and extended interaction
				LS4.9 Alternates between movement and sedentary activities as needed
				LS4.10 "Ups the ante" or increases expectations appropriately

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 2)  
**Social Communication**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	<b>JOINT ATTENTION</b>
<b>1 Engages in reciprocal interaction</b>				
				JA1.1 Initiates bids for interaction (= SR1.1)
				JA1.2 Engages in brief reciprocal interaction (= SR1.2)
				JA1.3 Engages in extended reciprocal interaction (= SR1.3)
<b>2 Shares attention</b>				
				JA2.1 Shifts gaze between people and objects
				JA2.2 Follows contact and distal point (= SU2.2)
				JA2.3 Monitors attentional focus of a social partner
				JA2.4 Secures attention to oneself prior to expressing intentions (≈ JA5.5)
<b>3 Shares emotion</b>				
				JA3.1 Shares negative and positive emotion (= MR1.1; ≈ MR3.1, MR3.2)
				JA3.2 Understands and uses symbols to express a range of emotions (≈ MR1.2, SR3.5)
				JA3.3 Attunes to changes in partners' expression of emotion (≈ SU2.4; = MR2.5)
				JA3.4 Describes the emotional state of another person (↔ SU5.6)
<b>4 Shares intentions to regulate the behavior of others (↔ JA7.2, JA8.2, SU4–SU5, MR3.7)</b>				
				JA4.1 Requests desired food or objects (≈ MR2.6)
				JA4.2 Protests/refuses undesired food or objects (≈ MR3.4)
				JA4.3 Requests help or other actions (≈ MR3.3)
				JA4.4 Protests undesired actions or activities (≈ MR3.4)
<b>5 Shares intentions for social interaction (↔ JA7.2, JA8.2, SU4–SU5)</b>				
				JA5.1 Requests comfort (≈ MR3.1)
				JA5.2 Requests social game
				JA5.3 Takes turns
				JA5.4 Greets
				JA5.5 Calls (≈ JA2.4)
				JA5.6 Shows off
				JA5.7 Requests permission
<b>6 Shares intentions for joint attention (↔ JA7.2, JA8.2, SU4–SU5)</b>				
				JA6.1 Comments on object
				JA6.2 Comments on action or event
				JA6.3 Requests information about things of interest
<b>7 Persists and repairs communication breakdowns</b>				
				JA7.1 Uses appropriate rate of communication for context
				JA7.2 Repeats and modifies communication to repair (↔ JA4–JA6)
				JA7.3 Recognizes breakdowns in communication
<b>8 Shares experiences in reciprocal interaction</b>				
				JA8.1 Coordinates attention, emotion, and intentions to share experiences
				JA8.2 Shows reciprocity in speaker and listener roles to share experiences (↔ JA4–JA6)
				JA8.3 Initiates interaction and shares experiences with a friend

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 3)  
**Social Communication**

Child's name: \_\_\_\_\_

Ctr 1	Ctr 2	Ctr 3	Ctr 4	
<b>SYMBOL USE</b>				
<b>1</b> Learns by observation and imitation of familiar and unfamiliar actions and words				
				SU1.1 Spontaneously imitates familiar actions or words immediately after a model
				SU1.2 Spontaneously imitates unfamiliar actions or words immediately after a model
				SU1.3 Spontaneously imitates actions or words and adds a different behavior
				SU1.4 Spontaneously imitates a variety of behaviors later in a different context
<b>2</b> Understands nonverbal cues in familiar and unfamiliar activities				
				SU2.1 Follows situational and gestural cues in familiar and unfamiliar activities (= SR4.2)
				SU2.2 Follows contact and distal point (= JA2.2)
				SU2.3 Follows instructions with visual cues (photographs or pictures)
				SU2.4 Responds to facial expression and intonation cues (≈ JA3.3)
<b>3</b> Uses familiar objects conventionally in play				
				SU3.1 Uses a variety of objects in constructive play
				SU3.2 Uses a variety of familiar objects conventionally toward self
				SU3.3 Uses a variety of familiar objects conventionally toward other
				SU3.4 Combines a variety of actions with objects in play
<b>4</b> Uses gestures and nonverbal means to share intentions (↔ JA4–JA6, MR3.3, MR3.4)				
				SU4.1 Uses a variety of conventional and symbolic gestures <input type="checkbox"/> a. show <input type="checkbox"/> d. clap <input type="checkbox"/> f. head nod <input type="checkbox"/> b. wave <input type="checkbox"/> e. head shake <input type="checkbox"/> g. other _____ <input type="checkbox"/> c. distal reach/point
				SU4.2 Uses sequence of gestures or nonverbal means in coordination with gaze
<b>5</b> Uses words and word combinations to express meanings (↔ JA4–JA6, MR3.3, MR3.4)				
				SU5.1 Coordinates sounds/words with gaze and gestures
				SU5.2 Uses at least 5–10 words or echolalic phrases as symbols
				SU5.3 Uses early relational words <input type="checkbox"/> a. existence <input type="checkbox"/> b. nonexistence/disappearance <input type="checkbox"/> c. recurrence <input type="checkbox"/> d. rejection
				SU5.4 Uses variety of names for objects, body parts, and agents
				SU5.5 Uses variety of advanced relational words <input type="checkbox"/> a. personal-social <input type="checkbox"/> b. action <input type="checkbox"/> c. modifier <input type="checkbox"/> d. wh- word
				SU5.6 Uses variety of relational meanings in word combinations (↔ JA3.4) <input type="checkbox"/> a. modifier + object <input type="checkbox"/> b. negation + object <input type="checkbox"/> c. agent + action + object
<b>6</b> Understands a variety of words and word combinations without contextual cues				
				SU6.1 Responds to own name
				SU6.2 Responds to a variety of familiar words and phrases (= SR1.6)
				SU6.3 Understands a variety of names without contextual cues
				SU6.4 Understands a variety of relational words without contextual cues <input type="checkbox"/> a. action <input type="checkbox"/> b. modifier <input type="checkbox"/> c. wh- word
				SU6.5 Understands a variety of relational meanings in word combinations without contextual cues <input type="checkbox"/> a. modifier + object <input type="checkbox"/> b. negation + object <input type="checkbox"/> c. agent + action + object

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 4)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	<b>MUTUAL REGULATION</b>
<b>1 Expresses range of emotions (↔ SU4–SU5)</b>				
				MR1.1 Shares negative and positive emotion (= JA3.1)
				MR1.2 Understands and uses symbols to express a range of emotions (≈ JA3.2; = SR3.5)
				MR1.3 Changes emotional expression in familiar activities based on partners' feedback
<b>2 Responds to assistance offered by partners</b>				
				MR2.1 Soothes when comforted by partners
				MR2.2 Engages when alerted by partners
				MR2.3 Responds to bids for interaction
				MR2.4 Responds to changes in partners' expression of emotion
				MR2.5 Attunes to changes in partners' expression of emotion (= JA3.3)
				MR2.6 Makes choices when offered by partners
				MR2.7 Changes regulatory strategies based on partners' feedback in familiar activities
<b>3 Requests partners' assistance to regulate state</b>				
				MR3.1 Shares negative emotion to seek comfort (≈ JA3.1; ↔ JA5.1)
				MR3.2 Shares positive emotion to seek interaction (≈ JA3.1)
				MR3.3 Requests help when frustrated (≈ JA4.3; ↔ SU4–SU5)
				MR3.4 Protests when distressed (≈ JA4.2, JA4.4; ↔ SU4–SU5)
				MR3.5 Uses language strategies to request a break
				MR3.6 Uses language strategies to request regulating activity or input
				MR3.7 Uses language strategies to exert social control (↔ JA4)
<b>4 Recovers from extreme dysregulation with support from partners</b>				
				MR4.1 Responds to partners' efforts to assist with recovery by moving away from activity
				MR4.2 Responds to partners' use of behavioral strategies
				MR4.3 Responds to partners' use of language strategies
				MR4.4 Responds to partners' attempts to reengage in interaction or activity
				MR4.5 Decreases amount of time to recover from extreme dysregulation due to support from partners
				MR4.6 Decreases intensity of dysregulated state due to support from partners

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 5)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>SELF-REGULATION</b>				
<b>1 Demonstrates availability for learning and interacting</b>				
				SR1.1 Initiates bids for interaction (= JA1.1)
				SR1.2 Engages in brief reciprocal interaction (= JA1.2)
				SR1.3 Engages in extended reciprocal interaction (= JA1.3)
				SR1.4 Responds to sensory and social experiences with differentiated emotions
				SR1.5 Demonstrates ability to inhibit actions and behaviors
				SR1.6 Responds to a variety of familiar words and phrases (= SU6.2)
				SR1.7 Persists during tasks with reasonable demands
				SR1.8 Demonstrates emotional expression appropriate to context
<b>2 Uses behavioral strategies to regulate arousal level during familiar activities</b>				
				SR2.1 Uses behavioral strategies to regulate arousal level during solitary and social activities
				SR2.2 Uses behavioral strategies modeled by partners to regulate arousal level
				SR2.3 Uses behavioral strategies to engage productively in an extended activity
<b>3 Uses language strategies to regulate arousal level during familiar activities</b>				
				SR3.1 Uses language strategies to regulate arousal level during solitary activities
				SR3.2 Uses language strategies to regulate arousal level during social interactions
				SR3.3 Uses language strategies modeled by partners to regulate arousal level
				SR3.4 Uses language strategies to engage productively in an extended activity
				SR3.5 Uses symbols to express a range of emotions (≈ JA3.2; = MR1.2)
<b>4 Regulates emotion during new and changing situations</b>				
				SR4.1 Participates in new and changing situations
				SR4.2 Follows situational and gestural cues in unfamiliar activities (= SU2.1)
				SR4.3 Uses behavioral strategies to regulate arousal level in new and changing situations
				SR4.4 Uses language strategies to regulate arousal level in new and changing situations
				SR4.5 Uses behavioral strategies to regulate arousal level during transitions
				SR4.6 Uses language strategies to regulate arousal level during transitions
<b>5 Recovers from extreme dysregulation by self</b>				
				SR5.1 Removes self from overstimulating or undesired activity
				SR5.2 Uses behavioral strategies to recover from extreme dysregulation
				SR5.3 Uses language strategies to recover from extreme dysregulation
				SR5.4 Reengages in interaction or activity after recovery from extreme dysregulation
				SR5.5 Decreases amount of time to recover from extreme dysregulation
				SR5.6 Decreases intensity of dysregulated state

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 6)  
**Transactional Support**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>INTERPERSONAL SUPPORT</b>				
<b>1 Partner is responsive to child</b>				
				IS1.1 Follows child's focus of attention
				IS1.2 Attunes to child's emotion and pace
				IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence
				IS1.4 Recognizes and supports child's behavioral and language strategies to regulate arousal level
				IS1.5 Recognizes signs of dysregulation and offers support
				IS1.6 Imitates child
				IS1.7 Offers breaks from interaction or activity as needed
				IS1.8 Facilitates reengagement in interactions and activities following breaks
<b>2 Partner fosters initiation</b>				
				IS2.1 Offers choices nonverbally or verbally
				IS2.2 Waits for and encourages initiations
				IS2.3 Provides a balance of initiated and respondent turns
				IS2.4 Allows child to initiate and terminate activities
<b>3 Partner respects child's independence</b>				
				IS3.1 Allows child to take breaks to move about as needed
				IS3.2 Provides time for child to solve problems or complete activities at own pace
				IS3.3 Interprets problem behavior as communicative and/or regulatory
				IS3.4 Honors protests, rejections, or refusals when appropriate
<b>4 Partner sets stage for engagement</b>				
				IS4.1 Gets down on child's level when communicating
				IS4.2 Secures child's attention before communicating
				IS4.3 Uses appropriate proximity and nonverbal behavior to encourage interaction
				IS4.4 Uses appropriate words and intonation to support optimal arousal level and engagement
<b>5 Partner provides developmental support</b>				
				IS5.1 Encourages imitation
				IS5.2 Encourages interaction with peers
				IS5.3 Attempts to repair breakdowns verbally or nonverbally
				IS5.4 Provides guidance and feedback as needed for success in activities
				IS5.5 Provides guidance on expressing emotions and understanding the cause of emotions
<b>6 Partner adjusts language input</b>				
				IS6.1 Uses nonverbal cues to support understanding
				IS6.2 Adjusts complexity of language input to child's developmental level
				IS6.3 Adjusts quality of language input to child's arousal level
<b>7 Partner models appropriate behaviors</b>				
				IS7.1 Models appropriate nonverbal communication and emotional expressions
				IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention
				IS7.3 Models appropriate constructive and symbolic play
				IS7.4 Models appropriate behavior when child uses inappropriate behavior
				IS7.5 Models "child-perspective" language

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**SAP-OBSERVATION FORM: Language Partner Stage** (page 7)  
**Transactional Support**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>LEARNING SUPPORT</b>				
<b>1 Partner structures activity for active participation</b>				
				LS1.1 Defines clear beginning and ending to activity
				LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in
				LS1.3 Provides predictable sequence to activity
				LS1.4 Offers repeated learning opportunities
				LS1.5 Offers varied learning opportunities
<b>2 Partner uses augmentative communication support to foster development</b>				
				LS2.1 Uses augmentative communication support to enhance child's communication and expressive language
				LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior
				LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion
				LS2.4 Uses augmentative communication support to enhance child's emotional regulation
<b>3 Partner uses visual and organizational support</b>				
				LS3.1 Uses support to define steps within a task
				LS3.2 Uses support to define steps and time for completion of activities
				LS3.3 Uses visual support to enhance smooth transitions between activities
				LS3.4 Uses support to organize segments of time across the day
				LS3.5 Uses visual support to enhance attention in group activities
				LS3.6 Uses visual support to foster active involvement in group activities
<b>4 Partner modifies goals, activities, and learning environment</b>				
				LS4.1 Adjusts social complexity to support organization and interaction
				LS4.2 Adjusts task difficulty for child success
				LS4.3 Modifies sensory properties of learning environment
				LS4.4 Arranges learning environment to enhance attention
				LS4.5 Arranges learning environment to promote child initiation
				LS4.6 Designs and modifies activities to be developmentally appropriate
				LS4.7 Infuses motivating materials and topics in activities
				LS4.8 Provides activities to promote initiation and extended interaction
				LS4.9 Alternates between movement and sedentary activities as needed
				LS4.10 "Ups the ante" or increases expectations appropriately

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 2)  
**Social Communication**

Child's name: \_\_\_\_\_

Ctr 1	Ctr 2	Ctr 3	Ctr 4	
<b>JOINT ATTENTION</b>				
<b>1 Shares attention</b>				
				JA1.1 Monitors attentional focus of a social partner (= SR1.2)
				JA1.2 Secures attention to oneself prior to expressing intentions
				JA1.3 Understands nonverbal cues of shifts in attentional focus
				JA1.4 Modifies language based on what partners have seen or heard
				JA1.5 Shares internal thoughts or mental plans with partners
<b>2 Shares emotion</b>				
				JA2.1 Understands and uses early emotion words (= MR1.1, SR3.1)
				JA2.2 Describes others' emotional states with early emotion words
				JA2.3 Understands and uses advanced emotion words (= MR1.2, SR3.2)
				JA2.4 Describes others' emotional states with advanced emotion words
				JA2.5 Understands and uses graded emotions (= MR1.3, SR3.3)
				JA2.6 Understands nonverbal cues of emotional expression (= SU2.2)
				JA2.7 Describes plausible causal factors for emotions of self and others
<b>3 Shares intentions for a variety of purposes (↔ JA5.2, SU4-SU5)</b>				
				JA3.1 Shares intentions to regulate the behavior of others (= MR4.3) <input type="checkbox"/> a. requests desired objects and activities <input type="checkbox"/> c. requests a break <input type="checkbox"/> b. requests help <input type="checkbox"/> d. protests/refuses undesired objects or activities
				JA3.2 Shares intentions for social interaction (= MR4.4) <input type="checkbox"/> a. greets <input type="checkbox"/> d. regulates turns <input type="checkbox"/> g. expresses empathy <input type="checkbox"/> b. calls <input type="checkbox"/> e. requests permission <input type="checkbox"/> h. shares secrets <input type="checkbox"/> c. requests comfort <input type="checkbox"/> f. praises partner
				JA3.3 Shares intentions for joint attention (= MR4.5) <input type="checkbox"/> a. comments on immediate, past, and imagined events <input type="checkbox"/> b. provides requested information about immediate and past events <input type="checkbox"/> c. requests information about immediate, past, and future events <input type="checkbox"/> d. expresses feelings and opinions <input type="checkbox"/> e. anticipates and plans outcomes
<b>4 Shares experiences in reciprocal interaction</b>				
				JA4.1 Shows reciprocity in speaker and listener roles to share experiences (= SR1.3)
				JA4.2 Initiates a variety of conversational topics
				JA4.3 Initiates and maintains conversations that relate to partners' interests
				JA4.4 Maintains interaction by requesting or providing relevant information
				JA4.5 Provides needed information based on partners' knowledge of topic
				JA4.6 Gauges length and content of conversational turn based on partners
				JA4.7 Prefers to be engaged with partners
				JA4.8 Has friendships with partners who share interests
<b>5 Persists and repairs communication breakdowns</b>				
				JA5.1 Uses appropriate rate of communication for context
				JA5.2 Repeats and modifies communication to repair breakdowns (↔JA3)
				JA5.3 Recognizes breakdowns in communication and requests clarification
				JA5.4 Modifies language and behavior based on partners' change in agenda
				JA5.5 Modifies language and behavior based on partners' emotional reaction
				JA5.6 Expresses feelings of success and confidence during interactions

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 3)  
**Social Communication**

Child's name: \_\_\_\_\_

Ctr 1	Ctr 2	Ctr 3	Ctr 4	
<b>SYMBOL USE</b>				
<b>1</b> Learns by imitation, observation, instruction, and collaboration				
				SU1.1 Spontaneously imitates a variety of behaviors later in a different context
				SU1.2 Uses behaviors modeled by partners to guide social behavior (= MR3.3)
				SU1.3 Uses internalized rules modeled by adult instruction to guide behavior (= SR4.1)
				SU1.4 Uses self-monitoring and self-talk to guide behavior (= SR4.3)
				SU1.5 Collaborates and negotiates with peers in problem solving (= MR3.4)
<b>2</b> Understands nonverbal cues and nonliteral meanings in reciprocal interactions				
				SU2.1 Understands nonverbal cues of turn taking and topic change
				SU2.2 Understands nonverbal cues of emotional expression (= JA2.6)
				SU2.3 Understands nonverbal cues and nonliteral meanings of humor and figures of speech
				SU2.4 Understands nonverbal cues and nonliteral meanings of teasing, sarcasm, and deception
<b>3</b> Participates conventionally in dramatic play and recreation				
				SU3.1 Uses logical sequences of actions in play about familiar events
				SU3.2 Uses miniature or abstract objects as props
				SU3.3 Uses logical sequences of actions in play about less familiar events
				SU3.4 Takes on a role and engages in dramatic play
				SU3.5 Plays in a common activity with other children
				SU3.6 Takes on a role and cooperates with peers in dramatic play
				SU3.7 Participates in rule-based group recreation
<b>4</b> Uses appropriate gestures and nonverbal behavior for the context (↔ JA3, MR1)				
				SU4.1 Uses appropriate facial expressions for the context and partner
				SU4.2 Uses appropriate gestures for the context and partner
				SU4.3 Uses appropriate body posture and proximity for the context and partner
				SU4.4 Uses appropriate volume and intonation for the context and partner
<b>5</b> Understands and uses generative language to express meanings (↔ JA3, MR1)				
				SU5.1 Understands and uses a variety of advanced relational words <input type="checkbox"/> a. wh words <input type="checkbox"/> c. physical <input type="checkbox"/> e. location <input type="checkbox"/> g. causal <input type="checkbox"/> b. temporal <input type="checkbox"/> d. numerical <input type="checkbox"/> f. kinship
				SU5.2 Understands and uses reference to things <input type="checkbox"/> a. subject pronouns <input type="checkbox"/> b. other pronouns <input type="checkbox"/> c. determiners <input type="checkbox"/> d. plurals
				SU5.3 Understands and uses a variety of verb phrases <input type="checkbox"/> a. main verbs <input type="checkbox"/> c. helping verbs <input type="checkbox"/> e. negation <input type="checkbox"/> b. tense markers <input type="checkbox"/> d. modals
				SU5.4 Understands and uses a variety of sentence constructions <input type="checkbox"/> a. declarative <input type="checkbox"/> c. negative <input type="checkbox"/> e. embedding <input type="checkbox"/> b. imperative <input type="checkbox"/> d. interrogative <input type="checkbox"/> f. conjoining
				SU5.5 Understands and uses connected sentences in oral and written discourse
<b>6</b> Follows rules of conversation				
				SU6.1 Follows conventions for initiating conversation and taking turns
				SU6.2 Follows conventions for shifting topics in conversation
				SU6.3 Follows conventions for ending conversation
				SU6.4 Follows conventions of politeness and register

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 4)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	<b>MUTUAL REGULATION</b>
<b>1 Expresses range of emotions (↔ SU4–SU5)</b>				
				MR1.1 Understands and uses early emotion words (= JA2.1, SR3.1)
				MR1.2 Understands and uses advanced emotion words (= JA2.3, SR3.2)
				MR1.3 Understands and uses graded emotions (= JA2.5, SR3.3)
				MR1.4 Changes emotional expression based on partners' feedback
				MR1.5 Uses nonverbal cues of emotional expression
<b>2 Responds to assistance offered by partners</b>				
				MR2.1 Soothes when comforted by partners
				MR2.2 Engages when alerted by partners
				MR2.3 Responds to bids for interaction
				MR2.4 Responds to changes in partners' expression of emotion
				MR2.5 Attunes to changes in partners' expression of emotion
				MR2.6 Responds to information or strategies offered by partners
<b>3 Responds to feedback and guidance regarding behavior</b>				
				MR3.1 Responds to feedback regarding the appropriateness of emotional display
				MR3.2 Responds to feedback regarding the appropriateness of regulatory strategies
				MR3.3 Uses behaviors modeled by partners to guide behavior (= SU1.2)
				MR3.4 Collaborates and negotiates with peers in problem solving (= SU1.5)
				MR3.5 Accepts ideas from partners during negotiation to reach compromise
<b>4 Requests partners' assistance to regulate state</b>				
				MR4.1 Shares negative emotion to seek comfort
				MR4.2 Shares positive emotion to seek interaction
				MR4.3 Shares intentions to regulate the behavior of others (= JA3.1) <input type="checkbox"/> a. requests desired objects and activities <input type="checkbox"/> b. requests help <input type="checkbox"/> c. requests a break <input type="checkbox"/> d. protests/refuses undesired objects or activities
				MR4.4 Shares intentions for social interaction (= JA3.2) <input type="checkbox"/> a. greets <input type="checkbox"/> c. requests comfort <input type="checkbox"/> e. requests permission <input type="checkbox"/> g. expresses empathy <input type="checkbox"/> b. calls <input type="checkbox"/> d. regulates turns <input type="checkbox"/> f. praises partner <input type="checkbox"/> h. shares secrets
				MR4.5 Shares intentions for joint attention (= JA3.3) <input type="checkbox"/> a. comments on immediate, past, and imagined events <input type="checkbox"/> b. provides requested information about immediate and past events <input type="checkbox"/> c. requests information about immediate, past, and future events <input type="checkbox"/> d. expresses feelings and opinions <input type="checkbox"/> e. anticipates and plans outcomes
				MR4.6 Requests assistance to resolve conflict and problem-solve situations
<b>5 Recovers from extreme dysregulation with support from partners</b>				
				MR5.1 Responds to partners' efforts to assist with recovery by moving away from activity
				MR5.2 Responds to partners' use of behavioral strategies
				MR5.3 Responds to partners' use of language strategies
				MR5.4 Responds to partners' attempts to reengage in interaction or activity
				MR5.5 Decreases amount of time to recover from extreme dysregulation due to support from partners
				MR5.6 Decreases intensity of dysregulated state due to support from partners

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 5)  
**Emotional Regulation**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>SELF-REGULATION</b>				
<b>1 Demonstrates availability for learning and interacting</b>				
				SR1.1 Responds to sensory and social experiences with differentiated emotions
				SR1.2 Monitors attentional focus of a social partner (= JA1.1)
				SR1.3 Shows reciprocity in speaker and listener roles to share experiences (= JA4.1)
				SR1.4 Demonstrates ability to inhibit actions and behaviors
				SR1.5 Persists during tasks with reasonable demands
				SR1.6 Demonstrates emotional expression appropriate to context
<b>2 Uses behavioral strategies to regulate arousal level during familiar activities</b>				
				SR2.1 Uses behavioral strategies to regulate arousal level in solitary and social activities
				SR2.2 Uses behavioral strategies modeled by partners to regulate arousal level
				SR2.3 Uses behavioral strategies to engage productively in an extended activity
<b>3 Uses language strategies to regulate arousal level during familiar activities</b>				
				SR3.1 Understands and uses early emotion words (= JA2.1, MR1.1)
				SR3.2 Understands and uses advanced emotion words (= JA2.3, MR1.2)
				SR3.3 Understands and uses graded emotions (= JA2.5, MR1.3)
				SR3.4 Uses language strategies to regulate arousal level during solitary and social activities
				SR3.5 Uses language strategies modeled by partners to regulate arousal level
				SR3.6 Uses language strategies to engage productively in an extended activity
<b>4 Uses metacognitive strategies to regulate arousal level during familiar activities</b>				
				SR4.1 Uses internalized rules modeled by adult instruction to guide behavior (SU1.3)
				SR4.2 Uses metacognitive strategies to plan and complete activities
				SR4.3 Uses self-monitoring and self-talk to guide behavior (SU1.4)
				SR4.4 Uses emotional memory to assist with emotional regulation
				SR4.5 Identifies and reflects on strategies to support regulation
<b>5 Regulates emotion during new and changing situations</b>				
				SR5.1 Uses behavioral strategies to regulate arousal level during new and changing situations
				SR5.2 Uses language strategies to regulate arousal level in new and changing situations
				SR5.3 Uses metacognitive strategies to regulate arousal level in new and changing situations
				SR5.4 Uses behavioral strategies to regulate arousal level during transitions
				SR5.5 Uses language strategies to regulate arousal level during transitions
				SR5.6 Uses metacognitive strategies to regulate arousal level during transitions
<b>6 Recovers from extreme dysregulation by self</b>				
				SR6.1 Removes self from overstimulating or undesired activity
				SR6.2 Uses behavioral strategies to recover from extreme dysregulation
				SR6.3 Uses language strategies to recover from extreme dysregulation
				SR6.4 Reengages in interaction or activity after recovery from extreme dysregulation
				SR6.5 Decreases amount of time to recover from extreme dysregulation
				SR6.6 Decreases intensity of dysregulated state

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 6)  
**Transactional Support**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>INTERPERSONAL SUPPORT</b>				
<b>1 Partner is responsive to child</b>				
				IS1.1 Follows child's focus of attention
				IS1.2 Attunes to child's emotion and pace
				IS1.3 Responds appropriately to child's signals to foster a sense of communicative competence
				IS1.4 Recognizes and supports child's behavioral, language, and metacognitive strategies to regulate arousal level
				IS1.5 Recognizes signs of dysregulation and offers support
				IS1.6 Provides information or assistance to regulate state
				IS1.7 Offers breaks from interaction or activity as needed
				IS1.8 Facilitates reengagement in interactions and activities following breaks
<b>2 Partner fosters initiation</b>				
				IS2.1 Offers choices nonverbally or verbally
				IS2.2 Waits for and encourages initiations
				IS2.3 Provides a balance of initiated and respondent turns
				IS2.4 Allows child to initiate and terminate activities
<b>3 Partner respects child's independence</b>				
				IS3.1 Allows child to take breaks to move about as needed
				IS3.2 Provides time for child to solve problems or complete activities at own pace
				IS3.3 Interprets problem behavior as communicative and/or regulatory
				IS3.4 Honors protests, rejections, or refusals when appropriate
<b>4 Partner sets stage for engagement</b>				
				IS4.1 Secures child's attention before communicating
				IS4.2 Uses appropriate proximity and nonverbal behavior to encourage interaction
				IS4.3 Uses appropriate words and intonation to support optimal arousal level and engagement
				IS4.4 Shares emotions, internal states, and mental plans with child
<b>5 Partner provides developmental support</b>				
				IS5.1 Provides guidance for success in interaction with peers
				IS5.2 Attempts to repair breakdowns verbally or nonverbally
				IS5.3 Provides guidance and feedback as needed for success in activities
				IS5.4 Provides guidance on expressing emotions and understanding the cause of emotions
				IS5.5 Provides guidance for interpreting others' feelings and opinions
<b>6 Partner adjusts language input</b>				
				IS6.1 Uses nonverbal cues to support understanding
				IS6.2 Adjusts complexity of language input to child's developmental level
				IS6.3 Adjusts quality of language input to child's arousal level
<b>7 Partner models appropriate behaviors</b>				
				IS7.1 Models appropriate nonverbal communication and emotional expressions
				IS7.2 Models a range of communicative functions <input type="checkbox"/> a. behavior regulation <input type="checkbox"/> b. social interaction <input type="checkbox"/> c. joint attention
				IS7.3 Models appropriate dramatic play and recreation
				IS7.4 Models appropriate behavior when child uses inappropriate behavior
				IS7.5 Models "child-perspective" language and use of self-talk

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**SAP-OBSERVATION FORM: Conversational Partner Stage** (page 7)  
**Transactional Support**

Child's name: \_\_\_\_\_

Qtr 1	Qtr 2	Qtr 3	Qtr 4	
<b>LEARNING SUPPORT</b>				
<b>1 Partner structures activity for active participation</b>				
				LS1.1 Defines clear beginning and ending to activity
				LS1.2 Creates turn-taking opportunities and leaves spaces for child to fill in
				LS1.3 Provides predictable sequence to activity
				LS1.4 Offers repeated learning opportunities
				LS1.5 Offers varied learning opportunities
<b>2 Partner uses augmentative communication support to foster development</b>				
				LS2.1 Uses augmentative communication support to enhance child's communication and expressive language
				LS2.2 Uses augmentative communication support to enhance child's understanding of language and behavior
				LS2.3 Uses augmentative communication support to enhance child's expression and understanding of emotion
				LS2.4 Uses augmentative communication support to enhance child's emotional regulation
<b>3 Partner uses visual and organizational support</b>				
				LS3.1 Uses support to define steps within a task
				LS3.2 Uses support to define steps and time for completion of activities
				LS3.3 Uses visual support to enhance smooth transitions between activities
				LS3.4 Uses support to organize segments of time across the day
				LS3.5 Uses visual support to enhance attention in group activities
				LS3.6 Uses visual support to foster active involvement in group activities
<b>4 Partner modifies goals, activities, and learning environment</b>				
				LS4.1 Adjusts social complexity to support organization and interaction
				LS4.2 Adjusts task difficulty for child success
				LS4.3 Modifies sensory properties of learning environment
				LS4.4 Arranges learning environment to enhance attention
				LS4.5 Arranges learning environment to promote child initiation
				LS4.6 Designs and modifies activities to be developmentally appropriate
				LS4.7 Infuses motivating materials and topics in activities
				LS4.8 Provides activities to promote initiation and extended interaction
				LS4.9 Alternates between movement and sedentary activities as needed
				LS4.10 "Ups the ante" or increases expectations appropriately

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