

# Self-Awareness

Identify Emotions, Accurate Self-perception, Recognize Strengths, Self-confidence and Self-efficacy

4 Exceeds Criteria	3 Meets Criteria	2 Developing Towards Criteria	1 Does Not Meet Yet Criteria
<p>The student independently and in most situations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describes own emotional state</li> <li><input type="checkbox"/> identifies own likes and dislikes, needs and wants, strengths and limitations and knows how to self-advocate</li> <li><input type="checkbox"/> recognizes own physiological symptoms of emotional dysregulation</li> <li><input type="checkbox"/> recognizes how own emotions and thoughts influence his/her behavior</li> <li><input type="checkbox"/> describes a range of emotions and the situations/triggers that cause them.</li> </ul>	<p>The student usually and/or with minimal adult cues:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describes own emotional state</li> <li><input type="checkbox"/> identifies own likes and dislikes, needs and wants, strengths and limitations and knows how to self-advocate</li> <li><input type="checkbox"/> recognizes own physiological symptoms of emotional dysregulation</li> <li><input type="checkbox"/> recognizes how own emotions and thoughts influence his/her behavior</li> <li><input type="checkbox"/> describes a range of emotions and the situations/triggers that cause them.</li> </ul>	<p>The student sometimes and with frequent adult cues:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describes own emotional state</li> <li><input type="checkbox"/> identifies own likes and dislikes, needs and wants, strengths and limitations and know how to self-advocate</li> <li><input type="checkbox"/> recognizes own physiological symptoms of emotional dysregulation</li> <li><input type="checkbox"/> recognizes how own emotions and thoughts influence his/her behavior</li> <li><input type="checkbox"/> describes a range of emotions and the situations/triggers that cause them.</li> </ul>	<p>The student rarely:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describes own emotional state</li> <li><input type="checkbox"/> identifies own likes and dislikes, needs and wants, strengths and limitations and knows how to self-advocate</li> <li><input type="checkbox"/> recognizes own physiological symptoms of emotional dysregulation</li> <li><input type="checkbox"/> recognizes how own emotions and thoughts influence his/her behavior</li> <li><input type="checkbox"/> describes a range of emotions and the situations/triggers that cause them.</li> </ul>

# Self- Management

## Impulse Control, Stress Management, Self-discipline, Self-motivation and Goal-setting

4 Exceeds Criteria	3 Meets Criteria	2 Developing Towards Criteria	1 Does Not Meet Yet Criteria
<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manages emotions and actions even in emotionally charged situations, such as confrontations with peers or criticism by teachers</li> <li><input type="checkbox"/> effectively uses strategies to self-regulate independently</li> <li><input type="checkbox"/> self-regulates quickly after emotional or exciting situations</li> <li><input type="checkbox"/> sets personal or social goal(s), develops an implementation plan and monitors progress with adult support</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> usually manages emotions and actions; some difficulty in more challenging situations, such as confrontations with peers or accusations of wrongdoing</li> <li><input type="checkbox"/> uses strategies to self-regulate with minimal adult support and prompting</li> <li><input type="checkbox"/> usually self-regulates after emotional or exciting situations</li> <li><input type="checkbox"/> sets personal or social goal(s) and monitors progress with adult support</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manages emotions and actions under controlled circumstances (1:1, small group), but is easily dysregulated in more emotionally charged, or unpredictable situations involving teachers or peers</li> <li><input type="checkbox"/> uses strategies to self-regulate in controlled situations and with support</li> <li><input type="checkbox"/> regulates after emotional or exciting situations with time and support</li> <li><input type="checkbox"/> monitors progress toward agreed upon personal or social goal(s) with adult support</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rarely exhibits emotional control</li> <li><input type="checkbox"/> does not yet use conventional strategies or tools to manage emotions and actions, which can disrupt teaching and learning for self and/or others</li> <li><input type="checkbox"/> requires extended time and adult support in order to regulate after emotional or exciting situations</li> <li><input type="checkbox"/> resists participating in the goal setting process</li> </ul>

# Social Awareness

## Perspective-taking, Having Empathy, Appreciating Diversity and Respecting Others

4 Exceeds Criteria	3 Meets Criteria	2 Developing Towards Criteria	1 Does Not Meet Yet Criteria
<p>The student independently and in most situations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognizes expected and unexpected behavior in self and others</li> <li><input type="checkbox"/> recognizes how expected and unexpected behavior make others feel and behave</li> <li><input type="checkbox"/> demonstrates expected behaviors across settings</li> <li><input type="checkbox"/> demonstrates an awareness of others' thoughts, feelings and intentions</li> <li><input type="checkbox"/> actively listens to others</li> </ul>	<p>The student usually and with minimal adult cues:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognizes expected and unexpected behavior in self and others</li> <li><input type="checkbox"/> recognizes how expected and unexpected behavior make others feel and behave</li> <li><input type="checkbox"/> demonstrates expected behaviors across settings</li> <li><input type="checkbox"/> demonstrates an awareness of others' thoughts, feelings and intentions</li> <li><input type="checkbox"/> actively listens to others</li> </ul>	<p>The student sometimes with frequent cues or in controlled circumstances (small group..)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognizes expected and unexpected behavior in self and others</li> <li><input type="checkbox"/> recognizes how expected and unexpected behavior make others feel and behave</li> <li><input type="checkbox"/> demonstrates expected behaviors across settings</li> <li><input type="checkbox"/> demonstrates an awareness of others' thoughts, feelings and intentions</li> <li><input type="checkbox"/> actively listens to others</li> </ul>	<p>The student rarely:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognizes expected and unexpected behavior in self and others</li> <li><input type="checkbox"/> recognizes how expected and unexpected behavior make others feel and behave</li> <li><input type="checkbox"/> demonstrates expected behaviors across settings</li> <li><input type="checkbox"/> demonstrates an awareness of others' thoughts, feelings and intentions</li> <li><input type="checkbox"/> actively listens to others</li> </ul>

# Relationship Skills

## Communication, Social Engagement, Relationship-building, Teamwork

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<p>The student independently and in most situations:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> initiates and responds to conversations on a variety of topics</li> <li><input type="checkbox"/> uses expected non-verbal body language (tone, volume, distance, orientation)</li> <li><input type="checkbox"/> remains on topic</li> </ul> <p><b>Social Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses active listening</li> <li><input type="checkbox"/> uses greetings / farewells</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shares and take turns</li> <li><input type="checkbox"/> cooperates</li> <li><input type="checkbox"/> follows through with responsibilities</li> <li><input type="checkbox"/> accepts consequences calmly for actions</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resolves conflicts constructively</li> <li><input type="checkbox"/> seeks and offers help</li> <li><input type="checkbox"/> makes and keeps friends</li> </ul>	<p>The student usually and with minimal adult cues:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> initiates and responds to conversations on a variety of topics</li> <li><input type="checkbox"/> uses expected non-verbal body language (tone, volume, distance, orientation)</li> <li><input type="checkbox"/> remains on topic</li> </ul> <p><b>Social Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses active listening</li> <li><input type="checkbox"/> uses greetings / farewells</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shares and take turns</li> <li><input type="checkbox"/> cooperates</li> <li><input type="checkbox"/> follows through with responsibilities</li> <li><input type="checkbox"/> accepts consequences calmly for actions</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resolves conflicts constructively</li> <li><input type="checkbox"/> seeks and offers help</li> <li><input type="checkbox"/> makes and keeps friends</li> </ul>	<p>The student sometimes and with frequent adult cues:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> initiates and responds to conversations on a variety of topics</li> <li><input type="checkbox"/> uses expected non-verbal body language (tone, volume, distance, orientation)</li> <li><input type="checkbox"/> remains on topic</li> </ul> <p><b>Social Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses active listening</li> <li><input type="checkbox"/> uses greetings / farewells</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shares and take turns</li> <li><input type="checkbox"/> cooperates</li> <li><input type="checkbox"/> follows through with responsibilities</li> <li><input type="checkbox"/> accepts consequences calmly for actions</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resolves conflicts constructively</li> <li><input type="checkbox"/> seeks and offers help</li> <li><input type="checkbox"/> makes and keeps friends</li> </ul>	<p>The student rarely:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> initiates and responds to conversations on a variety of topics</li> <li><input type="checkbox"/> uses expected non-verbal body language (tone, volume, distance, orientation)</li> <li><input type="checkbox"/> remains on topic</li> </ul> <p><b>Social Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses active listening</li> <li><input type="checkbox"/> uses greetings / farewells</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shares and take turns</li> <li><input type="checkbox"/> cooperates</li> <li><input type="checkbox"/> follows through with responsibilities</li> <li><input type="checkbox"/> accepts consequences calmly for actions</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resolves conflicts constructively</li> <li><input type="checkbox"/> seeks and offers help</li> <li><input type="checkbox"/> makes and keeps friends</li> </ul>

# Responsible Decision Making

Identify Problems, Analyze Situations, Solve Problems and Make Positive Choices

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