Counseling DIS Welligent Goal Bank



	SELF	SOCIAL
	Self-Awareness	Social-Awareness
AWARENESS	Goal 1: Students demonstrate a strong sense of self-awareness. 1a: Students identify and manage emotions and behavior. 1b: Students recognize personal qualities and external supports.	Goal 3: Student will show a strong sense of social awareness. 3a: Students demonstrate awareness of other people's emotions and perspectives. 3b: Students recognize group similarities and differences.
	Self-Management	Social-Management
MANAGEMENT	Goal 2: Students will demonstrate self-management skills. 2a: Students use effective decision-making skills and goal setting skills. 2b: Students will demonstrate an ability to prevent, manage, and resolve internal conflicts in constructive ways.	Goal 4: Students will demonstrate social management skills. 4a: Students use positive communication and social skills to interact effectively with others. 4b: Students develop and contribute to the well-being of their school and community.

Counseling goals on Welligent have been developed to align with grade-level social emotional expectations, to assist in identifying when students are struggling to attain age appropriate social functioning and when they might require counseling as a designated service. The Goal Bank addresses the critical foundational skills identified for positive social emotional functioning in school aged children, however it is not exhaustive. While school psychologists should first consider goals from the Welligent Goal Bank, there may be students whose social emotional needs are not captured in the goal bank or who require modification of the existing goals.

The goals in the Goal Bank are organized in grade spans (Early Elementary, Late Elementary, Middle School, Early High School, Late High School) to represent the grade span at which a student should appropriately acquire the skill. Counseling goals should represent skills that a student (a) has not acquired at the appropriate grade level or (b) skill deficits at the student's grade level whose inconsistent application have significant impact on the student's functioning in the school setting. Therefore, goals for a student should be selected either below or at the student's current grade span. Should the skill deficit be identified in the student's current grade span, it is possible the student's need could be addressed in a less restrictive environment.

REQUIRED ELEMENTS FOR DIS COUNSELING GOALS

- Specific skill or set of skills which the student needs to acquire as identified in the Social Emotional PLP
- Frequency with which student will demonstrate the skill (in ___ out of __ trials)
- Interval (per week, per month)
- How the goal will be measured: as measured by (ex. counselor observation, teacher observation, teacher report, behavior logs, discipline referrals, attendance records, academic marks/progress reports, progress monitoring)
- Goals are required to have two incremental objectives that represent either scaffolding of the skill to be acquired and/or incremental steps towards demonstrating independence

^{*}Refer to the Counseling Handbook for more extensive information

GOAL OVERVIEW

Self Awareness 1 A

Early Elementary
Identify Emotions
Connect Feelings With Body
Connecting Situations to Feelings
Facial and Body Language
Use "I Statements"
Late Elementary
Coping With Emotions and Stress
Distinguish Intensity of Emotion
Expressing Positive Feelings
Identify Trigger
Impact of Behavior
Middle School
"I Statements" and Changing Responses
Emotions and Problem Solving
Physical Responses to Emotions
Reflecting Before Expressing
Stress Management Strategies
Early High School
Communicating Emotions
Responding to Negative Interactions
Stress Management Techniques
Late High School
Express Negative Feelings
Reframing
Self Motivation

Self Awareness 1 B

Sell Wallelless T D
Early Elementary
Build on Strengths
Identify Sources of Support
Positive vs. Negative Behaviors in Peers
Late Elementary
Positive Qualities in Friends
Positive Ways to Cope
Qualities of Successful Learners
Self Rewarding
Middle School
Development of Self Concept
Learning and Interpersonal Style
Overcoming Obstacles
Personal Characteristics and Decision Making
Personal Qualities, Social Success
Self Rewarding
Success in School
Early High School
Positive and Negative Influences
Self Rewarding
Setting Goals and Making Decisions
Strategies for Promoting Success
Late High School
Consequences of Behavior
Qualities that Support Goals
Strengthening Relationships

Self Management 2 A

Early Elementary

Distinguish situations and identify resources

Coping with frustration

Goal setting skills

Positive school climate

Positive social relationships

Late Elementary

Develop Social and Academic Goal

Goal attainment

Plan for responsible behavior

Positive results of honesty and responsibility

Pros and cons of risky activities

Responding to Conflicting Feelings

Supports for appropriate decision making

The need for rules and consequences

Middle School

Apply goal-setting skills

Bullying roles and their social impact

Consequences of behaviors

Decision making

Effects of behavior

Prioritizing

Strategies to resolve negative emotions/

situations

Time management and goal achievement

Early High School

Goal setting and self-monitoring

Match behavior to environment

Positive alternatives

Reducing negative consequences

Late High School

Analyzing peer support and impact

Apply self-reflection to maximize goal

achievement

Goal setting, self monitoring

Resisting peer pressure

Self Management 2 B

Early Elementary

Acknowledge Different Viewpoints

Coping with Negatives

Identifying Personal Behaviors and their Impact

Manage Negative Feelings

Late Elementary

Conflict Resolution Behaviors

Identifying and Predicting Outcomes

Responding to Negative Interactions

Understanding Conflicting Feelings

Middle School

Coping with Negative Feelings

Negotiating in Negative Situations

Resolving Conflicts

Utilizing Refusal Skills

Early High School

Internal vs. External Conflict

Making Positive Choices

Reduce Aggressive Behaviors

Late High School

Analyzing and Resolving Conflicts

Self Monitoring Choices

Social Awareness 3 A

Early Elementary
Increasing empathy

Listening to others

Nonverbal vs verbal cues

Late Elementary

Active Listening

Consider others' perspectives

Labeling others' feelings (appears 2x in Welligent)

Recognizing different interpretations

Verbal vs nonverbal messages

Middle School

Bullying vs non-bullying

Conflicting perspectives

Interpreting nonverbal cues

Listening and communicating

Others' feelings

Early High School

Asserting oneself

Factual vs. emotional content

Increasing empathy

Providing support & encouragement

Sharing and reciprocating

Late High School

Barriers to communication

Using nonverbal cues

Social Awareness 3 B

Early Elementary

Accepting diversity

Asking for help

Fairness and cooperation

Increasing empathy

Late Elementary

Acceptance of diversity

Coping with bullying

Utilize support sources

Middle School

Acknowledge viewpoints

Appreciate diversity

Bullying prevention

Identify resources

Early High School

Bullying consequences

Perspective taking

Stereotyping and diversity

Utilization of resources

Late High School

Appreciating diversity

Utilization of resources

Social Management 4 A

Early Elementary
Conflict Resolution
Cooperative Play
Group Play
Identify Negative Situations
Nonverbal Communication
Positive Social Interactions
Late Elementary
Behavior in Negative Situations
Cooperative Play
Effective Communication
Managing Disappointment
Resist Peer Pressure
Middle School
Assertiveness
Maintaining Relationships
Managing Competition
Managing Relationships
Early High School
Boundary Setting
Communicating Effectively
Resist Peer Pressure
Resolving Conflict
Social Media Communication
Late High School
Late High School
Behavior & Impact
Behavior & Impact
Behavior & Impact Managing Conflict

Social Management 4 B

Early Elementary
Asking for Help
Identify Supports
Social Norms
Late Elementary
Communicating to Seek Support
Identify Responsibilities and Impact
Middle School
Identify Interest and Resources
Impact of One's Behavior
Work Cooperatively
Early High School
Decisions and Their Impact
Identify Resources
Late High School
Evaluate Social Situations

GOALS

OOAL3				
Self Awareness	Students recognize their emotions, describe their interests and values, accurately assess their strengths, and access supports. They have a well grounded sense of self confidence and hope for the future.			
	1a. Students demonstrates awareness of own emotions and behaviors.			
Early Elementary	GOAL	Objective 1	Objective 2	
Identify Emotions	<student> will identify</student>	<student> will identify</student>	<student> will identify</student>	
Identity Emotions	emotions (e.g., happy,	emotions (e.g., happy,	emotions (e.g., happy,	
	surprised, sad, angry, proud,	surprised, sad, angry, proud,	surprised, sad, angry, proud,	
	afraid) in self in <number> out</number>	afraid) expressed in "feeling	afraid) in self in <number> out</number>	
	of <number> trials per</number>	faces" or photographs in	of <number> trials per</number>	
	<interval> with <level of<="" td=""><td><number> out of <number></number></number></td><td><interval> with <level of<="" td=""></level></interval></td></level></interval>	<number> out of <number></number></number>	<interval> with <level of<="" td=""></level></interval>	
	support> adult support as	trials per <interval> with</interval>	support> adult support as	
	measured by <method of<="" td=""><td><level of="" support=""> adult</level></td><td>measured by <method of<="" td=""></method></td></method>	<level of="" support=""> adult</level>	measured by <method of<="" td=""></method>	
	measurement>.	support as measured by	measurement>.	
		<method measurement="" of="">.</method>		
Connect Feelings	<student> will identify physical</student>	<student> will identify</student>	<student> will identify physical</student>	
With Body	expressions and manifestations	physical expressions and	expressions and manifestations	
,	of strong feelings (e.g., hot	manifestations of strong	of strong feelings (e.g., hot	
	face, clinched fists, increased	feelings (e.g., hot face,	face, clinched fists, increased	
	heart rate, stomach pain,	clinched fists, increased heart	heart rate, stomach pain,	
	butterflies in stomach,	rate, stomach pain,	butterflies in stomach, sweaty)	
	sweatiness) and match those	butterflies in stomach,	and match those physical	
	physical expressions with the	sweaty) and match those	expressions with the	
	appropriate feeling in	physical expressions with the	appropriate feeling in	
	<number> out of <number></number></number>	appropriate feeling in	<number> out of <number></number></number>	
	trials per <interval> with <level< th=""><th><number> out of <number></number></number></th><th>trials per <interval> with <level< th=""></level<></interval></th></level<></interval>	<number> out of <number></number></number>	trials per <interval> with <level< th=""></level<></interval>	
	of support> adult support as	trials per <interval> with</interval>	of support> adult support as	
	measured by <method of<="" td=""><td><level of="" support=""> adult</level></td><td>measured by <method of<="" td=""></method></td></method>	<level of="" support=""> adult</level>	measured by <method of<="" td=""></method>	
	measurement>.	support as measured by	measurement>.	
Control	of the second second second	<method measurement="" of="">.</method>	of dealers illidealf fallers	
Connecting	<student> will identify feelings</student>	<student> will identify</student>	<student> will identify feelings</student>	
Situations to	evoked by various situations in <number> out of <number></number></number>	feelings evoked by various	evoked by various situations in	
Feelings	trials per <interval> with <level< td=""><td>situations in <number> out of <number> trials per</number></number></td><td><number> out of <number> trials per <interval> with <level< td=""></level<></interval></number></number></td></level<></interval>	situations in <number> out of <number> trials per</number></number>	<number> out of <number> trials per <interval> with <level< td=""></level<></interval></number></number>	
	of support> adult support as	<interval> with <level of<="" td=""><td>of support> adult support as</td></level></interval>	of support> adult support as	
	measured by <method of<="" td=""><td>support> adult support as</td><td>measured by <method of<="" td=""></method></td></method>	support> adult support as	measured by <method of<="" td=""></method>	
	measurement>.	measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.	
	medsarements.	measurement>.	medsarements.	
Facial and Body	<student> will demonstrate a</student>	<student> will demonstrate a</student>	<student> will demonstrate a</student>	
Language	range of emotions using facial	range of emotions using	range of emotions using facial	
	expressions and body language	facial expressions and body	expressions and body language	
	in <number> out of <number></number></number>	language in <number> out of</number>	in <number> out of <number></number></number>	
	trials per <interval> with <level< td=""><td><number> trials per</number></td><td>trials per <interval> with <level< td=""></level<></interval></td></level<></interval>	<number> trials per</number>	trials per <interval> with <level< td=""></level<></interval>	
	of support> adult support as	<interval> with <level of<="" td=""><td>of support> adult support as</td></level></interval>	of support> adult support as	
	measured by <method of<="" th=""><th>support> adult support as</th><th>measured by <method of<="" th=""></method></th></method>	support> adult support as	measured by <method of<="" th=""></method>	
	measurement>.	measured by <method of<="" td=""><td>measurement>.>.</td></method>	measurement>.>.	
		measurement>.		

Use "I	<student> will use "I</student>	<student> will use "I</student>	<student> will use "I</student>
Statements"	Statements" to express various	Statements" to express	Statements" to express various
Statements	emotions in <number> out of</number>	various emotions in	emotions in <number> out of</number>
		<number> out of <number></number></number>	
	<number> trials per <interval></interval></number>		<number> trials per <interval></interval></number>
	with <level of="" support=""> adult</level>	trials per <interval> with</interval>	with <level of="" support=""> adult</level>
	support as measured by	<level of="" support=""> adult</level>	support as measured by
	<method measurement="" of="">.</method>	support as measured by	<method measurement="" of="">.</method>
Loto Floresetore	GOAL	<pre><method measurement="" of="">. Objective 1</method></pre>	Objective 2
Caning With		•	•
Coping With Emotions and	<student> will implement</student>	<student> will implement</student>	<student> will implement</student>
	strategies to reduce stress	strategies to reduce stress	strategies to reduce stress
Stress	(e.g., talking to a friend or	(e.g., talking to a friend or	(e.g., talking to a friend or
	trusted adult, considering what	trusted adult, considering	trusted adult, considering what
	led to these feelings, physical	what led to these feelings,	led to these feelings, physical
	exercise) to deal with upsetting	physical exercise) to deal	exercise) to deal with upsetting
	emotions in <number> out of</number>	with upsetting emotions in	emotions in <number> out of</number>
	<pre><number> trials per <interval></interval></number></pre>	<number> out of <number></number></number>	<pre><number> trials per <interval></interval></number></pre>
	with <level of="" support=""> adult</level>	trials per <interval> with</interval>	with <level of="" support=""> adult</level>
	support as measured by	<level of="" support=""> adult</level>	support as measured by
	<method measurement="" of="">.</method>	support as measured by	<method measurement="" of="">.</method>
		<method measurement="" of="">.</method>	
Distinguish	<student> will distinguish</student>	<student> will distinguish</student>	<student> will distinguish</student>
Intensity of	among levels of intensity for a	among levels of intensity for	among levels of intensity for a
Emotion	variety of emotions in	a variety of emotions in	variety of emotions in
	<number> out of <number></number></number>	<number> out of <number></number></number>	<number> out of <number></number></number>
	trials per <interval> with <level< td=""><td>trials per <interval> with</interval></td><td>trials per <interval> with <level< td=""></level<></interval></td></level<></interval>	trials per <interval> with</interval>	trials per <interval> with <level< td=""></level<></interval>
	of support> adult support as	<level of="" support=""> adult</level>	of support> adult support as
	measured by <method of<="" td=""><td>support as measured by</td><td>measured by <method of<="" td=""></method></td></method>	support as measured by	measured by <method of<="" td=""></method>
	measurement>.	<method measurement="" of="">.</method>	measurement>.
Expressing	<student> will identify</student>	<student> will identify</student>	<student> will identify</student>
Positive Feelings	situations or events which elicit	situations or events which	situations or events which elicit
	positive feelings in <number></number>	elicit positive feelings in	positive feelings in <number></number>
	out of <number> trials per</number>	<number> out of <number></number></number>	out of <number> trials per</number>
	<interval> with <level of<="" td=""><td>trials per <interval> with</interval></td><td><interval> with <level of<="" td=""></level></interval></td></level></interval>	trials per <interval> with</interval>	<interval> with <level of<="" td=""></level></interval>
	support> adult support as	<level of="" support=""> adult</level>	support> adult support as
	measured by <method of<="" td=""><td>support as measured by</td><td>measured by <method of<="" td=""></method></td></method>	support as measured by	measured by <method of<="" td=""></method>
	measurement>.	<method measurement="" of="">.</method>	measurement>.
Identify Trigger	<student> will identify</student>	<student> will identify</student>	<student> will identify</student>
. 33	situations that trigger various	situations that trigger various	situations that trigger various
	emotions in <number> out of</number>	emotions in <number> out of</number>	emotions in <number> out of</number>
	<number> trials per <interval></interval></number>	<number> trials per</number>	<number> trials per <interval></interval></number>
	with <level of="" support=""> adult</level>	<interval> with <level of<="" td=""><td>with <level of="" support=""> adult</level></td></level></interval>	with <level of="" support=""> adult</level>
	support as measured by	support> adult support as	support as measured by
	<pre><method measurement="" of="">.</method></pre>	measured by <method of<="" td=""><td><pre><method measurement="" of="">.</method></pre></td></method>	<pre><method measurement="" of="">.</method></pre>
		measurement>.	
		cabarement	

1	.c. d	C. d. d. d.	contract that
Impact of	<student> will demonstrate</student>	<student> will demonstrate</student>	<student> will demonstrate</student>
Behavior	awareness of how own	awareness of how own	awareness of how own
	behavior affects others in	behavior affects others in	behavior affects others in
	<number> out of <number></number></number>	<number> out of <number></number></number>	<number> out of <number></number></number>
	trials per <interval> with <level< td=""><td>trials per <interval> with</interval></td><td>trials per <interval> with <level< td=""></level<></interval></td></level<></interval>	trials per <interval> with</interval>	trials per <interval> with <level< td=""></level<></interval>
	of support> adult support as	<level of="" support=""> adult</level>	of support> adult support as
	measured by <method of<="" td=""><td>support as measured by</td><td>measured by <method of<="" td=""></method></td></method>	support as measured by	measured by <method of<="" td=""></method>
	measurement>.	<method measurement="" of="">.</method>	measurement>.
Middle School	GOAL	Objective 1	Objective 2
"I Statements"	<student> will use "I</student>	<student> will use "I</student>	<student> will use "I</student>
and Changing	Statements" to describe why	Statements" to describe why	Statements" to describe why
Responses	one feels a certain way and	one feels a certain way and	one feels a certain way and
	identify what could be changed	identify what could be	identify what could be changed
	in <number> out of <number></number></number>	changed in <number> out of</number>	in <number> out of <number></number></number>
	trials per <interval> with <level< td=""><td><number> trials per</number></td><td>trials per <interval> with <level< td=""></level<></interval></td></level<></interval>	<number> trials per</number>	trials per <interval> with <level< td=""></level<></interval>
	of support> adult support as	<interval> with <level of<="" td=""><td>of support> adult support as</td></level></interval>	of support> adult support as
	measured by <method of<="" td=""><td>support> adult support as</td><td>measured by <method of<="" td=""></method></td></method>	support> adult support as	measured by <method of<="" td=""></method>
	measurement>.	measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.
		measurement>.	
Emotions and	<student> will recognize</student>	<student> will recognize</student>	<student> will recognize</student>
Problem Solving	emotional states that	emotional states that	emotional states that
	contribute to or detract from	contribute to or detract from	contribute to or detract from
	own ability to solve problems	own ability to solve problems	own ability to solve problems
	in <number> out of <number></number></number>	in <number> out of</number>	in <number> out of <number></number></number>
	trials per <interval> with <level< td=""><td><number> trials per</number></td><td>trials per <interval> with <level< td=""></level<></interval></td></level<></interval>	<number> trials per</number>	trials per <interval> with <level< td=""></level<></interval>
	of support> adult support as	<interval> with <level of<="" td=""><td>of support> adult support as</td></level></interval>	of support> adult support as
	measured by <method of<="" td=""><td>support> adult support as</td><td>measured by <method of<="" td=""></method></td></method>	support> adult support as	measured by <method of<="" td=""></method>
	measurement>.	measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.
		measurement>.	
Physical	<student> will identify own</student>	<student> will identify own</student>	<student> will identify own</student>
Responses to	physical responses to strong	physical responses to strong	physical responses to strong
Emotions	emotions (e.g., increased	emotions (e.g., increased	emotions (e.g., increased
	energy and alertness, increased	energy and alertness,	energy and alertness, increased
	heart rate and respiration,	increased heart rate and	heart rate and respiration,
	perspiration, red face, etc.) and	respiration, perspiration, red	perspiration, red face, etc.) and
	calming strategies in <number></number>	face, etc.) and calming	calming strategies in < number>
	out of <number> trials per</number>	strategies in <number> out of</number>	out of <number> trials per</number>
	<interval> with <level of<="" td=""><td><number> trials per</number></td><td><interval> with <level of<="" td=""></level></interval></td></level></interval>	<number> trials per</number>	<interval> with <level of<="" td=""></level></interval>
	support> adult support as	<interval> with <level of<="" td=""><td>support> adult support as</td></level></interval>	support> adult support as
	measured by <method of<="" td=""><td>support> adult support as</td><td>measured by <method of<="" td=""></method></td></method>	support> adult support as	measured by <method of<="" td=""></method>
	measurement>.	measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.
		measurement>.	

Reflecting Before Expressing	<student> will demonstrate the ability to reflect on potential consequences before expressing an emotion in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will demonstrate the ability to reflect on potential consequences before expressing an emotion in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" th=""><th><student> will demonstrate the ability to reflect on potential consequences before expressing an emotion in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></th></method></level></interval></number></number></student>	<student> will demonstrate the ability to reflect on potential consequences before expressing an emotion in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Stress Management Strategies	<student> will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	measurement>. <student> will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Early High School Communicating	GOAL <student> will identify</student>	Objective 1 Student> will identify	Objective 2 Student> will identify different
Emotions	different forms of communicating emotions and analyze the consequences of each in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number>	different forms of communicating emotions and analyze the consequences of each in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number>	forms of communicating emotions and analyze the consequences of each in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number>

Stress Management Techniques Late High School	<student> will assess levels of personal stress and implement stress management techniques (e.g., reframing, deep breathing, self talk, progressive relaxation) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. GOAL</method></level></interval></number></number></student>	<student> will identify levels of personal stress in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will implement stress management techniques (e.g., reframing, deep breathing, and self talk, progressive relaxation) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. Objective 2</method></level></interval></number></number></student>
Express Negative Feelings	<student> will appropriately express negative feelings using appropriate verbal and nonverbal communication skills in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<pre><student> will identify strategies to express negative feelings (e.g., using "I Statements") using appropriate verbal and nonverbal communication skills in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></pre>	<student> will demonstrate the ability to appropriately express negative feelings using verbal and nonverbal communication skills in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Reframing	<student> will use reframing to analyze an event from different perspectives in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<br="">measurement>.</method></level></interval></number></number></student>	<student> will use reframing to analyze an event from different perspectives in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will use reframing to analyze an event from different perspectives in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<br="">measurement>.</method></level></interval></number></number></student>
Self Motivation	<student> will identify challenging situations and implement strategies for motivation (e.g., reframing, identifying short term goals, achievable steps, self rewards) in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of<br="">measurement>.</method></level </interval></number></number></student>	<pre><student> will identify challenging situations in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></pre>	<pre><student> will identify strategies for motivation (e.g., reframing, identifying short term goals, achievable steps, self rewards) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></pre>

Self- Awareness	Students recognize their emotions, describe their interests and values, accurately assess their strengths, and access supports. They have a well-grounded sense of self-confidence and hope for the future.		
	1b: Recognize personal qualities and external supports.		
Early Elementary	GOAL Objective 1 Objective 2		

Build on Strengths	<pre><student> will identify things one</student></pre>	<student> will identify things</student>	<student> will identify things</student>
Strengths	<student> will identify things one likes to do, things one does well,</student>	one likes to do, things one	one likes to do, things one does
	and situations where one feels	does well, and situations	well, and situations where one
	positive about oneself, and will	where one feels positive	feels positive about oneself,
	build on these strengths in	•	and will build on these
	9	about oneself, and will build	
	<pre><number> out of <number> trials</number></number></pre>	on these strengths in	strengths in <number> out of</number>
	per <interval> with <level of<="" td=""><td><number> out of <number></number></number></td><td><pre><number> trials per <interval></interval></number></pre></td></level></interval>	<number> out of <number></number></number>	<pre><number> trials per <interval></interval></number></pre>
	support> adult support as	trials per <interval> with</interval>	with <level of="" support=""> adult</level>
	measured by <method of<="" td=""><td><level of="" support=""> adult</level></td><td>support as measured by</td></method>	<level of="" support=""> adult</level>	support as measured by
	measurement>.	support as measured by	<method measurement="" of="">.</method>
		<method measurement="" of="">.</method>	2
Identify	<student> will identify situations</student>	<student> will identify</student>	<student> will identify</student>
Sources of	when help is needed and learn	situations when help is	situations when help is needed
Support	who and how to ask for it in	needed and learn who and	and learn who and how to ask
	<number> out of <number> trials</number></number>	how to ask for it in	for it in <number> out of</number>
	per <interval> with <level of<="" td=""><td><number> out of <number></number></number></td><td><number> trials per <interval></interval></number></td></level></interval>	<number> out of <number></number></number>	<number> trials per <interval></interval></number>
	support> adult support as	trials per <interval> with</interval>	with <level of="" support=""> adult</level>
	measured by <method of<="" td=""><td><level of="" support=""> adult</level></td><td>support as measured by</td></method>	<level of="" support=""> adult</level>	support as measured by
	measurement>.	support as measured by	<method measurement="" of="">.</method>
		<method measurement="" of="">.</method>	
Positive vs.	<student> will distinguish between</student>	<student> will distinguish</student>	<student> will distinguish</student>
Negative	positive and negative behaviors in	between positive and	between positive and negative
Behaviors in	peers in <number> out of</number>	negative behaviors in peers	behaviors in peers in <number></number>
Peers	<number> trials per <interval></interval></number>	in <number> out of</number>	out of <number> trials per</number>
	with <level of="" support=""> adult</level>	<number> trials per</number>	<interval> with <level of<="" td=""></level></interval>
	and the second s	<interval> with <level of<="" td=""><td></td></level></interval>	
	support as measured by <method< td=""><td><interval> with slevel of</interval></td><td>support> adult support as</td></method<>	<interval> with slevel of</interval>	support> adult support as
	of measurement>.	support> adult support as	measured by <method of<="" td=""></method>
	·		
	·	support> adult support as	measured by <method of<="" th=""></method>
Late	·	support> adult support as measured by <method of<="" td=""><td>measured by <method of<="" td=""></method></td></method>	measured by <method of<="" td=""></method>
Late Elementary	of measurement>.	support> adult support as measured by <method measurement="" of="">.</method>	measured by <method measurement="" of="">.</method>
	of measurement>.	support> adult support as measured by <method measurement="" of="">.</method>	measured by <method measurement="" of="">.</method>
Elementary	of measurement>.	support> adult support as measured by <method measurement="" of="">. Objective 1</method>	measured by <method measurement="" of="">. Objective 2</method>
Elementary Positive	of measurement>. GOAL <student> will identify positive</student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify</student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways</student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that</student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers</student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other</student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and</student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends</student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to</student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance</student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in</student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in</student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of</number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number></number></number></student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of<="" td=""><td>support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""></level></number></number></student></method></td><td>measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""></level></number></number></student></method></td></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""></level></number></number></student></method>
Elementary Positive Qualities in	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per</level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as</interval></level></number></number></student></method>
Elementary Positive Qualities in Friends	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student></method>
Positive Ways	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging</student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify</student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify</student></method></interval></level></number></number></student></method>
Elementary Positive Qualities in Friends	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive</student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations</student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations</student></method></interval></level></number></number></student></method>
Positive Ways	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in</student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for</student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for</student></method></interval></level></number></number></student></method>
Positive Ways	GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials</number></number></student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in</student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number></number></student></method></interval></level></number></number></student></method>
Positive Ways	GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of<="" td=""><td>support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number></number></number></student></method></interval></level></number></number></student></method></td><td>measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per</number></number></student></method></interval></level></number></number></student></method></td></level></interval></number></number></student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number></number></number></student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per</number></number></student></method></interval></level></number></number></student></method>
Positive Ways	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with</interval></number></number></student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of<="" td=""></level></interval></number></number></student></method></interval></level></number></number></student></method>
Positive Ways	GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""><td>support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method></interval></level></number></number></student></method></td><td>measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></interval></level></number></number></student></method></td></method></level></interval></number></number></student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></interval></level></number></number></student></method>
Positive Ways	of measurement>. GOAL <student> will identify positive qualities in peers and ways that friends support each other and apply these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></interval></level></number></number></student>	support> adult support as measured by <method measurement="" of="">. Objective 1 <student> will identify positive qualities in peers and ways that friends support each other in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with</interval></number></number></student></method></interval></level></number></number></student></method>	measured by <method measurement="" of="">. Objective 2 <student> will identify ways that friends support each other and practice these skills to enhance friendships in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">. <student> will identify challenging school situations and use positive ways for dealing with them in <number> out of <number> trials per <interval> with <level of<="" td=""></level></interval></number></number></student></method></interval></level></number></number></student></method>

			T
Qualities of	<student> will describe personal</student>	<student> will describe</student>	<student> will describe</student>
Successful	qualities that successful learners	personal qualities that	personal qualities that
Learners	demonstrate (e.g., perseverance,	successful learners	successful learners
	responsibility, attention to task,	demonstrate (e.g.,	demonstrate (e.g.,
	etc.) and use two or more	perseverance, responsibility,	perseverance, responsibility,
	strategies in <number> out of</number>	attention to task, etc.) and	attention to task, etc.) and use
	<number> trials per <interval></interval></number>	use two or more strategies in	two or more strategies in
	with <level of="" support=""> adult</level>	<number> out of <number></number></number>	<number> out of <number></number></number>
	support as measured by <method< td=""><td>trials per <interval> with</interval></td><td>trials per <interval> with <level< td=""></level<></interval></td></method<>	trials per <interval> with</interval>	trials per <interval> with <level< td=""></level<></interval>
	of measurement>.	<level of="" support=""> adult</level>	of support> adult support as
		support as measured by	measured by <method of<="" td=""></method>
		<pre><method measurement="" of="">.</method></pre>	measurement>.
Self	<student> will use self rewarding</student>	<student> will identify self</student>	<student> will practice self</student>
Rewarding	strategies (e.g., positive	rewarding strategies (e.g.,	rewarding strategies (e.g.,
	affirmations, recognizing one's	positive affirmations,	positive affirmations,
	achievements and progress,	recognizing one's	recognizing one's
	appreciation exercises, and	achievements and progress,	achievements and progress,
	activities that support positive	appreciation exercises, and	appreciation exercises, and
	feelings in <number> out of</number>	activities that support	activities that support positive
	<number> trials per <interval></interval></number>	positive feelings in <number></number>	feelings in <number> out of</number>
	with <level of="" support=""> adult</level>	out of <number> trials per</number>	<number> trials per <interval></interval></number>
	support as measured by <method< td=""><td><interval> with <level of<="" td=""><td>with <level of="" support=""> adult</level></td></level></interval></td></method<>	<interval> with <level of<="" td=""><td>with <level of="" support=""> adult</level></td></level></interval>	with <level of="" support=""> adult</level>
	of measurement>.		support as measured by
1	or measurement/.	Support addit Support as	Support as illeasured by
	or measurement>.	support> adult support as measured by <method of<="" td=""><td></td></method>	
	of measurement>.	measured by <method measurement="" of="">.</method>	<method measurement="" of="">.</method>
Middle School	GOAL	measured by <method of<="" td=""><td></td></method>	
	GOAL	measured by <method measurement="" of="">. Objective 1</method>	<pre><method measurement="" of="">.</method></pre> <pre>Objective 2</pre>
Development	GOAL <student> will recognize impact of</student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize</student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize</student></method></pre>
Development of Self	GOAL <student> will recognize impact of outside influences on the</student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences</student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on</student></method></pre>
Development	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g.,</student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self</student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self</student></method>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers,</student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers,</student></method>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per</number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of</number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of</number></student></method>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per</number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval></interval></number></number></student></method>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by</level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of<="" td=""><td><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method></td></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by</level></interval></number></number></student></method></pre>
Development of Self	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by</level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""><td><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method></td></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method>
Development of Self Concept	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student></method>
Development of Self Concept	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own</student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own</student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for</student></method></level></interval></number></number></student></method>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style</student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal</student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in</student></method></level></interval></number></number></student></method>
Development of Self Concept	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate</student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style in <number> out of</number></student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number></number></number></student></method></level></interval></number></number></student></method>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate for self in school in <number> out</number></student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal</student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in</student></method></level></interval></number></number></student></method>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate</student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style in <number> out of</number></student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number></number></number></student></method></level></interval></number></number></student></method>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate for self in school in <number> out</number></student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style in <number> out of <number> trials per</number></number></student></method></level></interval></number></number></student></method>	<method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level< p=""></level<></interval></number></number></student></method></level></interval></number></number></student></method>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate for self in school in <number> out of <number> trials per <interval></interval></number></number></student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style in <number> out of <number> trials per <interval> with <level of<="" td=""><td><pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></number></number></student></method></pre></td></level></interval></number></number></student></method></level></interval></number></number></student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></number></number></student></method></pre>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate for self in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult</level></interval></number></number></student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as will recognize own learning and interpersonal style in <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></level></interval></number></number></student></method></level></interval></number></number></student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" pre=""></method></level></interval></number></number></student></method></level></interval></number></number></student></method></pre>
Development of Self Concept Learning and Interpersonal	GOAL <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will recognize own learning and interpersonal style and apply these skills to advocate for self in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method< p=""></method<></level></interval></number></number></student></method></level></interval></number></number></student>	measured by <method measurement="" of="">. Objective 1 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level <method="" as="" by="" measured="" measurement="" of="" support="">. <student> will recognize own learning and interpersonal style in <number> out of <number> trials per <interval> with <level <method="" <number="" as="" by="" measured="" of="" support=""> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""><td><pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" pre=""></method></level></interval></number></number></student></method></level></interval></number></number></student></method></pre></td></method></level></interval></level></interval></number></number></student></level></interval></number></number></student></method>	<pre><method measurement="" of="">. Objective 2 <student> will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. <student> will practice skills for self advocacy in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" pre=""></method></level></interval></number></number></student></method></level></interval></number></number></student></method></pre>

Overcoming	<pre><student> will identify obstacles to</student></pre>	<student> will identify</student>	<students identify<="" th="" will=""></students>
Overcoming	<student> will identify obstacles to</student>	<student> will identify</student>	<student> will identify obstacles to school and social</student>
Obstacles	school and social success and use	obstacles to school and	
	strategies for overcoming them in	social success and use	success and use strategies for
	<number> out of <number> trials</number></number>	strategies for overcoming	overcoming them in <number></number>
	per <interval> with <level of<="" td=""><td>them in <number> out of</number></td><td>out of <number> trials per</number></td></level></interval>	them in <number> out of</number>	out of <number> trials per</number>
	support> adult support as	<number> trials per</number>	<interval> with <level of<="" td=""></level></interval>
	measured by <method of<="" td=""><td><interval> with <level of<="" td=""><td>support> adult support as</td></level></interval></td></method>	<interval> with <level of<="" td=""><td>support> adult support as</td></level></interval>	support> adult support as
	measurement>.	support> adult support as	measured by <method of<="" td=""></method>
		measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.
		measurement>.	
Personal	<student> will evaluate how</student>	<student> will evaluate how</student>	<student> will evaluate how</student>
Characteristics	personal characteristics have	personal characteristics have	personal characteristics have
and Decision	contributed to own decisions (e.g.,	contributed to own decisions	contributed to own decisions
Making	what sports to play, what activities	(e.g., what sports to play,	(e.g., what sports to play, what
	to participate, etc.) in <number></number>	what activities to participate,	activities to participate, etc.) in
	out of <number> trials per</number>	etc.) in <number> out of</number>	<number> out of <number></number></number>
	<interval> with <level of="" support=""></level></interval>	<number> trials per</number>	trials per <interval> with <level< td=""></level<></interval>
	adult support as measured by	<interval> with <level of<="" td=""><td>of support> adult support as</td></level></interval>	of support> adult support as
	<method measurement="" of="">.</method>	support> adult support as	measured by <method of<="" td=""></method>
		measured by <method of<="" td=""><td>measurement>.</td></method>	measurement>.
		measurement>.	
Personal	<student> will identify what one</student>	<student> will identify</student>	<student> will use personal</student>
Qualities,	likes about oneself, and use these	personal strengths and what	strengths to support academic
Social Success	strengths to support academic and	one likes about oneself in	and social success in <number></number>
	social success in <number> out of</number>	<number> out of <number></number></number>	out of <number> trials per</number>
	<number> trials per <interval></interval></number>	trials per <interval> with</interval>	<interval> with <level of<="" td=""></level></interval>
	with <level of="" support=""> adult</level>	<level of="" support=""> adult</level>	support> adult support as
	support as measured by <method< td=""><td>support as measured by</td><td>measured by <method of<="" td=""></method></td></method<>	support as measured by	measured by <method of<="" td=""></method>
	of measurement>.	<method measurement="" of="">.</method>	measurement>.
Self	<student> will use self rewarding</student>	<student> will identify self</student>	<student> will practice self</student>
Rewarding	strategies (e.g., positive	rewarding strategies (e.g.,	rewarding strategies (e.g.,
	affirmations, recognizing one's	positive affirmations,	positive affirmations,
	achievements and progress,	recognizing one's	recognizing one's
	appreciation exercises, activities	achievements and progress,	achievements and progress,
	that support positive feelings) in	appreciation exercises,	appreciation exercises,
	<number> out of <number> trials</number></number>	activities that support	activities that support positive
	with <level of="" support=""> adult</level>	positive feelings) in	feelings) in <number> out of</number>
	support per <interval> as</interval>	<pre><number> out of <number></number></number></pre>	<pre><number> trials with <level of<="" pre=""></level></number></pre>
	measured by <method of<="" td=""><td>trials with <level of="" support=""></level></td><td>support> adult support per</td></method>	trials with <level of="" support=""></level>	support> adult support per
	measurement>.	adult support per <interval></interval>	<interval> as measured by</interval>
	measurements.	as measured by <method of<="" td=""><td><method measurement="" of="">.</method></td></method>	<method measurement="" of="">.</method>
		measurement>.	sinction of incusurements.
		measurement.	

Success in School	<student> will identify and use resources, people, and activities that support success in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify resources, people, and activities that support success in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will use at least two resources, people, or activities that support success in school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Early High	GOAL	Objective 1	Objective 2
School			
Positive and Negative Influences	<student> will identify positive and negative influences and their impact on social and academic success in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify positive and negative influences and their impact on social and academic success in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<br="">measurement>.</method></level></interval></number></number></student>	<student> will identify positive and negative influences and their impact on social and academic success in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<br="">measurement>.</method></level></interval></number></number></student>
Self Rewarding	<student> will use self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, activities that support positive feelings) in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<pre><student> will use self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, activities that support positive feelings) in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student></pre>	<pre><student> will use self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, activities that support positive feelings) in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student></pre>
Setting Goals and Making Decisions	<student> will set goals and establish criteria for making decisions which support progress towards those goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will set goals and establish criteria for making decisions which support progress towards those goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will set goals and establish criteria for making decisions which support progress towards those goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>

Strategies for Promoting Success	<student> will identify personal characteristics and life situations that cannot be changed and use appropriate strategies to promote own success in <number> out of <number> trials per <interval></interval></number></number></student>	<student> will identify personal characteristics and life situations that cannot be changed and use appropriate strategies to promote own success in <number> out of</number></student>	<student> will identify personal characteristics and life situations that cannot be changed and use appropriate strategies to promote own success in <number> out of</number></student>
	with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level>	<pre><number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" pre=""></method></level></interval></number></pre>	<pre><number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></pre>
Late High	GOAL	measurement>. Objective 1	Objective 2
School	GOAL	Objective 1	Objective 2
Consequences of Behavior	<student> will evaluate the impact of personal behavior and the short- term and long-term consequences in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate the impact of personal behavior and the short- term and long-term consequences in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate the impact of personal behavior and the short- term and long-term consequences in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Qualities that Support Goals	<student> will identify qualities in interpersonal relationships that support or impede attainment of goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify qualities in interpersonal relationships that support or impede attainment of goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify qualities in interpersonal relationships that support or impede attainment of goals in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Strengthening Relationships	<student> will identify and use effective strategies to strengthen relationships with role models to support own success beyond school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify effective strategies to strengthen relationships with role models to support own success beyond school in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify and use at least two effective strategies to strengthen relationships with role models to support own success beyond school in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of<br="">measurement>.</method></level </interval></number></number></student>

Self-	Students regulate their emotions. They are able to manage stress, control impulses, and persevere in			
Management	overcoming obstacles. They can set and monitor progress toward the achievement of personal and			
	academic goals and express their en	notions appropriately in a wide r	ange of situations.	
	2a: Students will use effective decision making skills, and goal setting skills.			
Early	GOAL	Objective 1	Objective 2	
Elementary				

Elementary			•
Late	GOAL	Objective 1	Objective 2
Positive social relationships	<student> will identify characteristics of honesty and fairness, and how they contribute to positive social relationships in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method measurement="" of="">.</method></support </interval></number></number></student>	<pre><student> will identify characteristics of honesty and fairness in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> identify aspects of positive social relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Positive school climate	<student> will identify rules and consequences and how they contribute to a positive and safe school climate in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify rules and consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<student> will identify aspects of a positive and safe school climate in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Goal setting skills	<student> will develop a personal goal and steps to achieve it and will self-monitor the effectiveness of the strategies in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will develop a personal goal and identify steps to achieve it <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will self-monitor the effectiveness of the goal and its strategies in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Coping with frustration	<student> will develop a plan to respond to frustrating situations or tasks and use this plan in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify frustrating situations or tasks in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will develop a plan to respond to frustrating situations or tasks and practice (role play) this plan in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>
Distinguish situations and identify resources	<student> will distinguish between safe and unsafe situations and behaviors and identify reliable sources for support in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<student> will distinguish between safe and unsafe situations and behaviors and identify reliable sources for support in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of<br="">measurement>.</method></support </interval></number></number></student>	<student> will distinguish between safe and unsafe situations and behaviors and identify reliable sources for support in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Davidor	ع د د ا د د ما النب حلم ما ما د	و درواد النبي حسم المراجع	و و و ا و و و ا و و الناب و ال
Develop Social and Academic Goal	<student> will develop a social/academic goal with action steps (e.g., short term/long term, manageable steps, time frame) to be applied at a certain pace and a method to determine progress in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will develop a social/academic goal with action steps (e.g., short term/long term, manageable steps, time frame) to be applied at a certain pace and a method to determine progress in <number> out of <number> trials per <interval> with <support level=""> adult support as</support></interval></number></number></student>	<student> will develop a social/academic goal with action steps (e.g., short term/long term, manageable steps, time frame) to be applied at a certain pace and a method to determine progress in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<="" p=""></method></support></interval></number></number></student>
		measured by <method measurement="" of="">.</method>	measurement>.
Goal attainment	<student> will identify and use strategies to overcome obstacles in achieving a goal (e.g., distractions, factors you cannot change, negative behaviors, negative influences) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will identify strategies to overcome obstacles in achieving a goal (e.g., distractions, factors you cannot change, negative behaviors, negative influences) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will practice and use strategies to overcome obstacles in achieving a goal (e.g. distractions, factors you cannot change, negative behaviors, negative influences) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Plan for responsible behavior	<student> will develop and use a plan to demonstrate responsibility with regard to one's family, friends, education, and school community in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify elements of responsibility with regard to one's family, friends, education, and school community in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will develop and use a plan to demonstrate responsibility with regard to one's family, friends, education, and school community in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Positive results of honesty and responsibility	<student> will recognize the consequences to oneself and others of honest and responsible behavior in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize the relationship between behaviors and consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify elements of honest and responsible behavior in self in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

School			
Middle	GOAL	Objective 1	Objective 2
The need for rules and consequences	<student> will identify the need for rules at school, home, and in society, and positive and negative consequences for adhering to the rules in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify the need for rules at school, home, and in society in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify the positive and negative consequences for adhering to the rules in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Supports for appropriate decision making	<student> will identify external supports to assist in appropriate decision making skills in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify external supports to assist in appropriate decision making skills in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify external supports to assist in appropriate decision making skills in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Responding to Conflicting Feelings	<student> will recognize that one has choices in how to respond to situations (e.g., evaluating conflicting feelings and various points of view) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify choices when responding to situations by evaluating conflicting feelings in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize that one has choices in how to respond to situations by evaluating various points of view in <number> out of <number> of trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Pros and cons of risky activities	<student> will evaluate the pros and cons of engaging/avoiding risky activities and identify course of action that decrease negative outcomes for self in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<pre><student> will evaluate the pros and cons of engaging/ avoiding risky activities in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	When evaluating engaging/ avoiding risky activities <student> will identify courses of action that decrease negative outcomes for self in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>

Apply goal- setting skills	<student> will apply goal setting skills (e.g., evaluating choices, monitoring progress, identifying obstacles, changing course of action) to increase academic or social success in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will learn goal setting skills (e.g., evaluating choices, monitoring progress, identifying obstacles, changing course of action) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will practice and use goal setting skills (e.g., evaluating choices, monitoring progress, identifying obstacles, changing course of action) to increase academic or social success in one specific area in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Bullying roles and their social impact	<student> will evaluate roles observed in a bullying situation (e.g., victim, bystander, perpetrator, upstander) and the social impact of each role in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify roles observed in a bullying situation (e.g., victim, bystander, perpetrator, upstander) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will evaluate the social impact of each role in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Consequences of behaviors	<student> will evaluate the consequences of responsible/irresponsible behaviors, alternatives, and their effects on others and the achievement of personal goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify the consequences of responsible and irresponsible behaviors and alternatives in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will evaluate the consequences of responsible and irresponsible behaviors and their effects on personal goals and others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Decision making	<student> will describe and use the steps in a "Think, Feel, Do" model and discuss how changing one's thinking/view point changes one's decision making process in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and define the steps in a "Think, Feel, Do" model in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will use the "Think, Feel, Do" model and discuss how changing their thinking/view point changes their decision making process in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>

Effects of behavior	<student> will recognize the relationship between short term goals and how behavior contributes to or impedes the achievement of goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize the relationship between short term goals and how behavior contributes to or impedes the achievement of goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize the relationship between short term goals and how behavior contributes to or impedes the achievement of goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Prioritizing	<pre><student> will set priorities in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will demonstrate an ability to prioritize a set of activities/tasks in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will demonstrate an ability to prioritize personal activities/tasks in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Strategies to resolve negative emotions/ situations	<student> will develop strategies to resolve negative feelings and situations (e.g., when you feel wronged, falsely accused, misunderstood) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<pre><student> will identify strategies to resolve negative feelings and situations (e.g., when you feel wronged, falsely accused, misunderstood) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will practice strategies to resolve negative feelings and situations (e.g., when you feel wronged, falsely accused, misunderstood) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Time management and goal achievement	<student> will identify tools and strategies for time management and goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify tools and strategies for time management and goal achievement in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of<br="">measurement>.</method></support </interval></number></number></student>	<student> will identify tools and strategies for time management and goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Early High School	GOAL	Objective 1	Objective 2
Goal setting and self- monitoring	<student> will set goals and use self monitoring strategies in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will set goals and identify self monitoring strategies (e.g., planning, organization, and recognizing obstacles) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will practice and use self monitoring strategies to evaluate goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Match behavior to environment	<student> will identify behaviors appropriate for a variety of situations (e.g., joining a new group, sport activities, participating in class) and adjust behavior as appropriate to the setting in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify behaviors appropriate for a variety of situations (e.g., joining a new group, sport activities, participating in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will select and adjust behaviors as appropriate to the setting in <number> out of <number> of trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Positive alternatives	<student> will identify potential consequences of high risk behaviors and positive alternatives in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify high risk behaviors and potential long and short term consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify alternative choices to the engagement in high risk behaviors in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Reducing negative consequences	<student> will identify personally challenging situations and use strategies for reducing negative consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify personally challenging situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and practice strategies for reducing negative consequences in situations that are challenging in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Late High School	GOAL	Objective 1	Objective 2
Analyzing peer support and impact	<student> will identify positive and negative peer supports and access those that impact goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify positive and negative peer supports in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will access positive peer supports toward goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Apply self- reflection to maximize goal achievement	<student> will apply self-reflection skills to evaluate personal experiences and make adjustments to maximize goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<student> will apply self- reflection skills to evaluate personal experiences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<student> will apply self- reflection skills to evaluate personal experiences and make adjustments to maximize goal achievement in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Goal setting, self monitoring	<student> will identify personal goals, the steps to establish a plan, and access external supports to reach goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify personal goals and a plan toward reaching goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and access external supports to reach goals in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Resisting peer pressure	<student> will identify sources of peer pressure and strategies for resisting negative influences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify sources of negative peer pressure in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and practice strategies for resisting negative influences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Self- Management	Students regulate their emotions. They are able to manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations. 2b: Student will demonstrate ability to prevent, manage, and resolve internal conflicts in constructive ways.		
Early Elementary	GOAL	Objective 1	Objective 2
Acknowledge Different Viewpoints	<student> will identify feelings that result from conflicts, acknowledge different points of view and alternative ways to respond to conflict in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify feelings that result from conflicts in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify and acknowledge different points of view and alternative ways to respond to conflicts in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Coping with Negatives	<student> will demonstrate positive coping skills for dealing with interactions that could be interpreted negatively (e.g., being told No, limit setting, constructive criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate positive coping skills for dealing with interactions that could be interpreted negatively (e.g., being told No, limit setting, constructive criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate positive coping skills for dealing with interactions that could be interpreted negatively (e.g., being told No, limit setting, constructive criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

		T =	T = 1
Identifying	<student> will identify</student>	<student> will identify</student>	<student> will identify</student>
Personal	negative/positive personal	negative/positive personal	negative/positive personal
Behaviors and	behaviors and how they affect	behaviors and how they	behaviors and how they affect
their Impact	others in <number> out of</number>	affect others in <number></number>	others in <number> out of</number>
	<number> trials per <interval></interval></number>	out of <number> trials per</number>	<number> trials per <interval></interval></number>
	with <level of="" support=""> adult</level>	<interval> with <level of<="" td=""><td>with <level of="" support=""> adult</level></td></level></interval>	with <level of="" support=""> adult</level>
	support as measured by	support> adult support as	support as measured by
	<method measurement="" of="">.</method>	measured by <method of<="" td=""><td><method measurement="" of="">.</method></td></method>	<method measurement="" of="">.</method>
		measurement>.	
Manage	<student> will practice self</student>	<student> will identify self</student>	<student> will practice self</student>
Negative	calming techniques (e.g., deep	calming techniques (e.g.,	calming techniques (breathing,
Feelings	breathing, self-talk,	breathing, self-talk,	self-talk, visualization,
	visualization, mindfulness) for	visualization, mindfulness)	mindfulness) for managing
	managing negative feelings	for managing negative	negative feelings during conflict
	during conflict in <number> out</number>	feelings during conflict in	in <number> out of <number></number></number>
	of <number> trials per</number>	<number> out of <number></number></number>	trials per <interval> with <level< td=""></level<></interval>
	<interval> with <level of<="" td=""><td>trials per <interval> with</interval></td><td>of support> adult support as</td></level></interval>	trials per <interval> with</interval>	of support> adult support as
	support> adult support as	<level of="" support=""> adult</level>	measured by <method of<="" td=""></method>
	measured by <method of<="" td=""><td>support as measured by</td><td>measurement>.</td></method>	support as measured by	measurement>.
	measurement>.	<pre><method measurement="" of="">.</method></pre>	
Late Elementary	GOAL	Objective 1	Objective 2
Conflict	<student> will identify</student>	<student> will identify</student>	<pre><student> will identify assertive,</student></pre>
Resolution	assertive, passive, and	assertive, passive, and	passive, and aggressive conflict
Behaviors	aggressive conflict resolution	aggressive conflict	resolution behaviors in self in
Dellaviors	aggressive confinct resolution		
	hohaviors in solf and others in	l recolution behaviors in	
	behaviors in self and others in	resolution behaviors in	<number> out of <number></number></number>
	<number> out of <number></number></number>	others or literary characters	trials per <interval> with <level< td=""></level<></interval>
	<number> out of <number> trials per <interval> with <level< td=""><td>others or literary characters in <number> out of</number></td><td>trials per <interval> with <level of="" support=""> adult support as</level></interval></td></level<></interval></number></number>	others or literary characters in <number> out of</number>	trials per <interval> with <level of="" support=""> adult support as</level></interval>
	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per</number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval>
	<number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""><td>others or literary characters in <number> out of <number> trials per <interval> with <level of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as</level></interval></td></level></interval></number></number></td></method></level></interval></number></number>	others or literary characters in <number> out of <number> trials per <interval> with <level of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as</level></interval></td></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as</level></interval>
	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval>
	<number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""><td>others or literary characters in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval></td></method></level></interval></number></number></td></method></level></interval></number></number>	others or literary characters in <number> out of <number> trials per <interval> with <level of<br="">support> adult support as measured by <method of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval></td></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval>
	<number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval>
Identifying and	<number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts</method></level></interval></number></number>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts</method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts</method></level></interval>
Predicting	<number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and</student></method></level></interval></number></number>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and</student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and</student></method></level></interval>
	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes</student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential</student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes</student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior</student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number></number></student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per</number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of</number></student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per</number></number></student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of<="" pre=""></level></interval></number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per</number></number></student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of<="" td=""></level></interval></number></number></student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></td></level></interval></number></number></student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" pre=""></method></level></interval></number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method of<="" td=""></method></level></interval></number></number></student></method></level></interval>
Predicting	<pre><number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></number></number></pre>	others or literary characters in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of<="" td=""><td>trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval></td></level></interval></number></number></student></method></level></interval></number></number>	trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">. When resolving conflicts <student> will identify and predict the potential outcomes of one's behavior in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as</level></interval></number></number></student></method></level></interval>

		T	T
Responding to Negative Interactions	<student> will demonstrate positive coping skills when dealing with negative social interactions (e.g., rejection and criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate positive coping skills when dealing with negative social interactions (e.g., rejection and criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate positive coping skills when dealing with negative social interactions (e.g., rejection and criticism) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Understanding Conflicting Feelings	<student> will identify effective ways of understanding and resolving conflicting feelings (e.g., excited or sad about a situation) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify effective ways of understanding and resolving conflicting feelings (e.g., excited or sad about a situation) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify effective ways of understanding and resolving conflicting feelings (e.g., excited/sad about a situation) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Middle School	GOAL	Objective 1	Objective 2
Coping with Negative Feelings	<student> will evaluate and apply strategies for coping with negative feelings and the effectiveness of those strategies in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify strategies for coping with negative feelings in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate effectiveness of strategies for coping with negative feelings in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Negotiating in Negative Situations	<student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social interactions (e.g., when</student>	<student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social</student>	<student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social</student>

Resolving Conflicts	<student> will identify and distinguish effective and ineffective ways of resolving conflicts in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<student> will identify and distinguish effective and ineffective ways of resolving conflicts in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<student> will identify and distinguish effective and ineffective ways of resolving conflicts in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>
Utilizing Refusal Skills	<student> will identify and apply strategies for utilizing refusal skills for unsafe behaviors (e.g., drugs or alcohol use, gang involvement, sexual activity) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify and apply strategies for utilizing refusal skills for unsafe behaviors (e.g., drugs or alcohol use, gang involvement, sexual activity) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will practice and apply at least one strategy for utilizing refusal skills for unsafe behaviors (e.g., drugs or alcohol, gang involvement, and sexual activity) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Early High School	GOAL	Objective 1	Objective 2
Internal vs. External Conflict	<student> will identify and apply various strategies for dealing with internal and external conflict situations in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will understand that different strategies are needed for dealing with internal and external conflict situations in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will practice and apply different strategies for dealing with internal and external conflict situations in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Making Positive Choices	<student> will evaluate destructive behaviors encouraged by peers (e.g., drug use, gossip, sexual behaviors, self-destructive behaviors) and make positive choices accordingly in <number> out of <number> trials per <interval> with <level of="" support=""> adult support per <interval> as measured by <method of<br="">measurement>.</method></interval></level></interval></number></number></student>	<student> will brainstorm and identify destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behaviors) in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behaviors) and make positive choices accordingly in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>

Reduce Aggressive Behaviors	<student> will identify and use strategies to reduce own aggressive behaviors in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will learn and identify strategies to reduce own aggressive behaviors in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will practice and apply strategies to reduce own aggressive behaviors in <number> out of <number> trials per <interval> with <level of="" support=""> adult support as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Late High School	GOAL	Objective 1	Objective 2
Analyzing and Resolving Conflicts	<student> will identify factors that contribute to conflicts, analyze different approaches to resolve conflict (e.g., avoidance, compliance, negotiation) and apply strategies to gain positive results in <number> out of <number> trials with <level of<br="">support> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<pre><student> will identify factors that contribute to conflicts and analyze different approaches to resolve conflict (e.g., avoidance, compliance, negotiation) in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student></pre>	<student> will apply strategies to gain positive results when faced with conflict in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>
Self Monitoring Choices	<student> will identify appropriate choices for self monitoring behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, pointing out unacceptable consequences) and apply most effective ones in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<student> will identify appropriate choices for self monitoring behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, pointing out unacceptable consequences) in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>	<student> will identify appropriate choices for self monitoring behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, pointing out unacceptable consequences) and apply most effective ones in <number> out of <number> trials with <level of="" support=""> adult support per <interval> as measured by <method measurement="" of="">.</method></interval></level></number></number></student>

Social Awareness	Students take the perspective of and empathize with others and recognize and appreciate			
Awareness	individual and group similarities and differences. They are able to seek out and appropriately use			
	family, school, and community resources.			
	3a: Students demonstrate awareness of other people's emotions and perspectives.			
Early Elementary	GOAL	Objective 1	Objective 2	

Increasing empathy	<student> will recognize that others may feel differently than you do and how changing your behaviors can impact how others feel and respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize that others may feel differently than you do and how changing your behaviors can impact how others feel and respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize that others may feel differently than you do and how changing your behaviors can impact how others feel and respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Listening to others	<student> will demonstrate an ability to listen to others (e.g., making eye contact, nodding, listening, turn taking in a conversation, asking clarifying questions) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate an ability to listen to others using nonverbal gestures (e.g., making eye contact, nodding, listening) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will demonstrate an ability to listen to others, verbally and nonverbally (e.g., making eye contact, nodding, listening, turn taking in a conversation, asking clarifying questions) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Nonverbal vs verbal cues	<student> will distinguish between nonverbal and verbal cues and messages (e.g., facial expressions, body language, and tone of voice) to determine how that person is feeling in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will distinguish between nonverbal and verbal cues and messages (e.g., facial expressions, body language, and tone of voice) to determine how that person is feeling in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will distinguish between nonverbal and verbal cues and messages (e.g., facial expressions, body language, and tone of voice) to determine how that person is feeling in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Late Elementary	GOAL	Objective 1	Objective 2
Active Listening	<student> will use active listening skills (e.g., reflective statements, eye contact, face the speaker, turn taking, nodding, remaining on topic) to show social understanding in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will use active listening skills (e.g., reflective statements, eye contact, face the speaker, turn taking, nodding, remaining on topic) to show social understanding in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will use active listening skills (e.g., reflective statements, eye contact, face the speaker, turn taking, nodding, remaining on topic) to show social understanding in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

bullying	between bullying and non bullying situations, and appropriate ways to respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>	between bullying and non bullying situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>	between bullying and non-bullying situations, and appropriate ways to respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>
Bullying vs non-	<student> will distinguish</student>	<student> will distinguish</student>	<student> will distinguish</student>
Middle School	GOAL	Objective 1	Objective 2
Verbal vs nonverbal messages	<pre><student> will recognize when verbal and nonverbal messages or cues do not match in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will recognize when verbal and nonverbal messages or cues do not match in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of<br="">measurement>.</method></support </interval></number></number></student>	<pre><student> will recognize when verbal and nonverbal messages or cues do not match in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Recognizing different interpretations	<student> will recognize that others may interpret the same situation differently from you and evaluate how different meaning can be attributed to different behaviors in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize and describe that others may interpret the same situation differently from you in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will evaluate how different meaning can be attributed to different behaviors in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Labeling others' feelings (appears 2x in Welligent)	<student> will label others' feelings based on verbal and nonverbal cues in different situations and predict how an individual might respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will label others' feelings based on nonverbal cues in different situations and predict how an individual might respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will label others' feelings based on verbal and nonverbal cues in different situations and predict how an individual might respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Consider others' perspectives	<student> will demonstrate an interest in the perspective of others and evaluate the positives in doing so in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate an interest in the perspective of others and evaluate the positives in doing so in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate an interest in the perspective of others and evaluate the positives in doing so in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Conflicting perspectives	In negative situations, <student> will recognize the conflicting perspectives of parties to a conflict in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<="" th=""><th>In negative situations, <student> will recognize the conflicting perspectives of parties to a conflict in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number></student></th><th>In negative situations, <student> will recognize the conflicting perspectives of parties to a conflict in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></th></method></support></interval></number></number></student>	In negative situations, <student> will recognize the conflicting perspectives of parties to a conflict in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number></student>	In negative situations, <student> will recognize the conflicting perspectives of parties to a conflict in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Interpreting nonverbal cues	measurement>. <student> will interpret nonverbal communication cues from adults and peers, and demonstrate appropriate ways to respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><method measurement="" of="">. <student> will interpret nonverbal communication cues from adults and peers, and demonstrate appropriate ways to respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method></pre>	<student> will interpret nonverbal communication cues from adults and peers, and demonstrate appropriate ways to respond in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Listening and communicating	<student> demonstrates listening and communicating skills (e.g., asking open ended questions, using follow up questions to clarify messages) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> demonstrates listening and communicating skills (e.g., asking open ended questions, using follow up questions to clarify messages) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> demonstrates listening and communicating skills (e.g., asking open ended questions, using follow up questions to clarify messages) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Others' feelings	<student> will predict how one's own behavior might affect the feelings of others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will predict how one's own behavior might affect the feelings of others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will predict how one's own behavior might affect the feelings of others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Early High School	GOAL	Objective 1	Objective 2
Asserting oneself	<pre><student> will demonstrate ways to assert one's needs and viewpoints in a respectful manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will demonstrate ways to assert one's needs and viewpoints in a respectful manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number></student>	<pre><student> will demonstrate ways to assert one's needs and viewpoints in a respectful manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>

		<method measurement="" of="">.</method>	
Factual vs. emotional content	<student> will differentiate between the factual and emotional content of what a person says in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will differentiate between the factual and emotional content of what a person says in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will differentiate between the factual and emotional content of what a person says in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Increasing empathy	<student> will demonstrate empathy with others in a variety of situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate empathy with others in a variety of situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate empathy with others in a variety of situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Providing support & encouragement	<pre><student> will provide positive support to peers who are coping with problems (e.g. positive statements, personal space, reassurance) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will provide positive support to peers who are coping with problems (e.g. positive statements, personal space, reassurance) in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of<br="">measurement>.</method></support </interval></number></number></student>	<student> will provide positive support to peers who are coping with problems (e.g. positive statements, personal space, reassurance) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Sharing and reciprocating	<student> will recognize ways to share and reciprocate feelings in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize ways to share and reciprocate feelings in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize ways to share and reciprocate feelings in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Late High School	GOAL	Objective 1	Objective 2
Barriers to communication	<student> will identify barriers to effective communication and strategies to communicate tolerance of conflicting perspectives in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify barriers to effective communication in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify barriers to effective communication and strategies to communicate tolerance of conflict perspectives in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Using nonverbal	<student> will use appropriate</student>	<student> will use</student>	<student> will use appropriate</student>
cues	nonverbal cues to communicate their understanding of another's perspective in <number> out of <number> trials per <interval> with <support level=""> adult</support></interval></number></number>	appropriate nonverbal cues to communicate their understanding of another's perspective in <number> out of <number> trials per <interval> with <support< td=""><td>nonverbal cues to communicate their understanding of another's perspective in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number></td></support<></interval></number></number>	nonverbal cues to communicate their understanding of another's perspective in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number>
	support as measured by <method measurement="" of="">.</method>	level> adult support as measured by <method of<="" td=""><td><method measurement="" of="">.</method></td></method>	<method measurement="" of="">.</method>
	method of medsurements.	measurement>.	

Social Awareness	Students take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school, and community resources.		
	3b: Students recognize group similarities and differences.		
Early Elementary	GOAL	Objective 1	Objective 2
Accepting diversity	<student> will recognize that there are similarities and differences between all people and develop strategies to accept differences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize that there are similarities and differences between all people and develop strategies to accept differences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize that there are similarities and differences between all people and develop strategies to accept differences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Asking for help	<student> will ask for help in several environments in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify ways to ask for help in different environments in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will practice and use ways to ask for help in different environments in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Fairness and cooperation	<student> will identify rules that promote fairness and cooperation when playing/working with others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify rules that promote fairness and cooperation when playing/working with others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify rules that promote fairness and cooperation when playing/working with others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Increasing empathy	<student> will identify examples of classroom behavior that reflect awareness of the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify examples of classroom behavior that reflect awareness of the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify examples of classroom behavior that reflect awareness of the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Late Elementary	GOAL	Objective 1	Objective 2
Acceptance of diversity	<student> will use strategies for demonstrating acceptance of diverse groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and recognize differences and similarities in diverse groups <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will practice strategies for demonstrating acceptance of diverse groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Coping with bullying	<pre><student> will develop and use strategies to prevent or stop bullying in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will define and identify bullying behaviors in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will develop and practice strategies to prevent or stop bullying in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Utilize support sources	<student> will utilize various sources of support for solving problems in school groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify various sources of support for solving problems in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will utilize various sources of support for solving problems in school in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Middle School	GOAL	Objective 1	Objective 2
Acknowledge viewpoints	<pre><student> will listen respectfully to opposing points of view and identify ways to advocate for others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will listen respectfully to opposing points of view in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will listen respectfully to opposing points of view and identify ways to advocate for others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Appreciate diversity	<student> will identify preconceptions about others</student>	<student> will identify preconceptions about</student>	<student> will identify preconceptions about others</student>
	and the negative impact on building or maintaining social relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>	others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>	and the negative impact on building or maintaining relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number>
Bullying prevention	<student> will identify unwelcome teasing or bullying behaviors, discuss why those behaviors are harmful, and evaluate the effectiveness of strategies for preventing/stopping them in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will accurately identify unwelcome teasing or bullying behaviors in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify unwelcome teasing or bullying behaviors, discuss why they are harmful and strategies for preventing/stopping them, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Identify resources	<student> will identify situations when help is needed and obtain resources that correspond to the situation in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify situations when help is needed and resources that correspond to the situation in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify situations when help is needed and obtain resources that correspond to the problem in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Early High School	GOAL	Objective 1	Objective 2
Bullying consequences	<student> will identify bullying behaviors, discuss possible consequences, and describe strategies for preventing or stopping bullying in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify bullying behaviors and discuss possible consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will describe strategies for preventing or stopping bullying in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Perspective taking	<student> will understand the difference between a fact and an opinion and consider the point of others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will understand the difference between a fact and an opinion in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will consider the point of others in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Stereotyping and diversity	<student> will identify the negative effects of stereotyping and demonstrate the ability to behave respectfully towards individuals different from oneself in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify the negative effects of stereotyping in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate the ability to behave respectfully towards individuals different from oneself in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Utilization of resources	<student> will utilize school and community resources to provide support for resolving problems in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will utilize school and community resources to provide support for resolving problems in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will utilize school and community resources to provide support for resolving problems in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Late High School	GOAL	Objective 1	Objective 2
Appreciating	<student> will develop an</student>	<student> will develop an</student>	<student> will develop an</student>
diversity Utilization of	awareness of cultural differences and demonstrate an ability to work well with those of different groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">. <student> will utilize school and</student></method></support></interval></number></number>	awareness of cultural differences and demonstrate an ability to work well with those of different groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">. <student> will utilize school</student></method></support></interval></number></number>	awareness of cultural differences and demonstrate an ability to work well with those of different groups in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">. <student> will utilize school and</student></method></support></interval></number></number>

Social Management

Students establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed. They demonstrate responsible decision-making and make positive contributions at school, at home, and in the community. In making decisions, they consider ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action.

4a: Students use positive communication and social skills to interact effectively with others.

Early Elementary	GOAL	Objective 1	Objective 2
Conflict Resolution	<student> will resolve conflicts and disagreements with peers (e.g., refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity) in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will resolve conflicts and disagreements with peers (e.g., refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity) in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will resolve conflicts and disagreements with peers (e.g., refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity) in an appropriate manner in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Cooperative Play	<student> will play cooperatively and be able to adjust to different social demands in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will play cooperatively and be able to adjust to different social demands in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will play cooperatively and be able to adjust to different social demands in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Group Play	<student> will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Identify Negative Situations	<student> will identify negative situations and appropriate ways to protect oneself (e.g., ask for help, say No), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify negative situations and appropriate ways to protect oneself (e.g., ask for help, say No), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify negative situations and appropriate ways to protect oneself (e.g., ask for help, say No), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Nonverbal Communication	<student> will use appropriate nonverbal communication (e.g., gestures, posture, facial expressions) and personal space with others in <number> out of <number> trials per <interval></interval></number></number></student>	<student> will use appropriate nonverbal communication (e.g., gestures, posture, facial expressions) and personal space with others in</student>	<student> will use appropriate nonverbal communication (e.g., gestures, posture, facial expressions) and personal space with others in <number> out of <number> trials per <interval></interval></number></number></student>

Positive Social Interactions	with <support level=""> adult support as measured by <method measurement="" of="">. <student> will demonstrate behaviors that promote positive social interactions (e.g., making encouraging comments, inviting others into a group, identifying areas of interest for others) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method></support>	<pre><number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">. <student> will demonstrate behaviors that promote positive social interactions (e.g., making encouraging comments, inviting others into a group, identifying areas of interest for others in <number> of <number> trials per <interval> with <support level=""> adult support as measured by</support></interval></number></number></student></method></support></interval></number></number></pre>	with <support level=""> adult support as measured by <method measurement="" of="">. <student> will demonstrate behaviors that promote positive social interactions (e.g., making encouraging comments, inviting others into a group, identifying areas of interest for others), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method></support>
		<method measurement="" of="">.</method>	
Late Elementary	GOAL	Objective 1	Objective 2
Behavior in Negative Situations	<student> will identify own behavior and the behavior of others in negative situations, and verbally acknowledge each person's contribution in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<student> will identify own behavior and the behavior of others in a negative situation in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify own behavior and the behavior of others in negative situations, and verbally acknowledge each person's contribution in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Cooperative Play	<student> will initiate and sustain cooperative play and behavior in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will initiate and sustain cooperative play and behavior in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of<br="">measurement>.</method></support </interval></number></number></student>	<student> will initiate and sustain cooperative play and behavior in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Effective Communication	<student> will demonstrate effective communication skills that promote positive relationships (e.g., active listening, using "I statements", and appropriate compliments), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will demonstrate effective communication skills that promote positive relationships (e.g., active listening, using "I statements", and appropriate compliments), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will demonstrate effective communication skills that promote positive relationships (e.g., active listening, using "I statements", and appropriate compliments), in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Managing Disappointment	<student> will respond positively to challenging or disappointing situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will respond positively to challenging or disappointing situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will respond positively to challenging or disappointing situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Resist Peer Pressure	<student> will demonstrate strategies for resisting negative peer pressure in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate strategies for resisting negative peer pressure in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate strategies for resisting negative peer pressure in <number> out of <number> trials with <support level=""> adult support as per <interval> measured by <method measurement="" of="">.</method></interval></support></number></number></student>
Middle School	GOAL	Objective 1	Objective 2
Assertiveness	<student> will use appropriate strategies to decline negative or dangerous activities in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will use appropriate strategies to decline negative or dangerous activities in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will use appropriate strategies to decline negative or dangerous activities in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Maintaining Relationships	<student> will practice strategies for maintaining positive relationships (e.g., pursuing shared interests, spending time together, giving and receiving help, practicing forgiveness) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method of<br="">measurement>.</method></support></interval></number></number></student>	<pre><student> will practice strategies for maintaining positive relationships (e.g., pursuing shared interests, spending time together, giving and receiving help, practicing forgiveness) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<student> will practice strategies for maintaining positive relationships (e.g., pursuing shared interests, spending time together, giving and receiving help, practicing forgiveness) with <support> adult support in <number> out of <number> trials per <interval> as measured by <method of<br="">measurement>.</method></interval></number></number></support></student>
Managing Competition	<student> will engage in competitive activities with appropriate winning, losing, leadership, and cooperation skills, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will engage in competitive activities with appropriate winning, losing, leadership, and cooperation skills, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will engage in competitive activities with appropriate winning, losing, leadership, and cooperation skills, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

Managing Relationships	<student> will identify behaviors which impede positive social relationships (e.g., teasing, sarcasm, gossiping, inappropriate touching or roughhousing) and practice limit setting in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify behaviors which impede positive social relationships (e.g., teasing, sarcasm, gossiping, inappropriate touching or roughhousing) and practice limit setting in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify behaviors which impede positive social relationships (e.g., teasing, sarcasm, gossiping, inappropriate touching or roughhousing) and practice limit setting in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Early High	GOAL	Objective 1	Objective 2
School			
Boundary Setting	<student> will identify and advocate for appropriate boundaries for different types of relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify and advocate for appropriate boundaries for different types of relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<pre><student> will identify and advocate for appropriate boundaries for different types of relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Effectively	<pre><student> will demonstrate effective communication skills (e.g., reflective listening, use of "I statements", appropriate expression of differing viewpoints) in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will demonstrate effective communication skills (e.g., reflective listening, use of "I statements," appropriate expression of differing viewpoints) in <number> out of <number> of trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>	<pre><student> will demonstrate effective communication skills (e.g., reflective listening, use of "I statements," appropriate expression of differing viewpoints) in <number> out of <number> of trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></pre>
Resist Peer Pressure	<student> will recognize when peer pressure may be harmful and identify strategies to resist it, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize when peer pressure may be harmful and identify strategies to resist it, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will recognize when peer pressure may be harmful and identify strategies to resist it, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Resolving Conflict	<student> will employ a variety of strategies for resolving conflict in different types of relationships in <number> out of <number> trials per <interval> with <support level=""> adult support as</support></interval></number></number></student>	<pre><student> will employ a variety of strategies for resolving conflict in different types of relationships in <number> out of <number> trials per <interval> with</interval></number></number></student></pre>	<pre><student> will employ a variety of strategies for resolving conflict in different types of relationships in <number> out of <number> of trials per <interval> with <support level=""> adult</support></interval></number></number></student></pre>

Social Media Communication	measured by <method measurement="" of="">. <student> will identify guidelines for effective and appropriate communication on social media and its impact, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method>	<pre><support level=""> adult support as measured by <method measurement="" of="">. <student> will identify guidelines for effective and appropriate communication on social media, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method></support></pre>	support as measured by <method measurement="" of="">. <student> will identify guidelines for effective and appropriate communication on social media and its impact, in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student></method>
Late High School	GOAL	Objective 1	Objective 2
Behavior & Impact	<student> will evaluate the impact of own behavior as it relates to safety, effect on others, and long term consequences in <number> out of <number> of trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will evaluate the impact of own behavior as it relates to safety, effect on others, and long term consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will evaluate the impact of own behavior as it relates to safety, effect on others, and long term consequences in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Managing Conflict	<student> will identify conflict resolution strategies (e.g., negotiating, perspective taking) to deescalate or resolve conflicts in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify conflict resolution strategies (e.g., negotiating, perspective taking) to deescalate or resolve conflicts in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will identify conflict resolution strategies (e.g., negotiating, perspective taking) to deescalate or resolve conflicts in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>
Offer & Accept Help	<student> will demonstrate the ability to accept and offer help in social situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate the ability to accept and offer help in social situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>	<student> will demonstrate the ability to accept and offer help in social situations in <number> out of <number> trials per <interval> with <support level=""> adult support as measured by <method measurement="" of="">.</method></support></interval></number></number></student>

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Responding	<student> will respond to</student>	<student> will respond to</student>	<student> will respond to</student>
Constructively	criticism or accusations in a calm	criticism or accusation in a	criticism or accusation in a calm
	appropriate manner in	calm appropriate manner in	appropriate manner in
	<number> out of <number></number></number>	<number> out of <number></number></number>	<number> out of <number></number></number>
	trials per <interval> with</interval>	trials per <interval> with</interval>	trials per <interval> with</interval>
	<support level=""> adult support as</support>	<support level=""> adult</support>	<support level=""> adult support as</support>
	measured by <method of<="" td=""><td>support as measured by</td><td>measured by <method of<="" td=""></method></td></method>	support as measured by	measured by <method of<="" td=""></method>
	measurement>.	<method measurement="" of="">.</method>	measurement>.
Working	<student> will demonstrate the</student>	<student> will demonstrate</student>	<student> will demonstrate the</student>
Cooperatively	ability to work as a team	the ability to work as a team	ability to work as a team
	member (e.g., negotiating,	member (e.g., negotiating,	member (e.g., negotiating,
	supporting others' ideas,	supporting others' ideas,	supporting others' ideas,
	collaborating) in <number> out</number>	collaborating) in <number></number>	collaborating) in <number> out</number>
	of <number> trials per <interval></interval></number>	out of <number> trials per</number>	of <number> trials per <interval></interval></number>
	with <support level=""> adult</support>	<interval> with <support< td=""><td>with <support level=""> adult</support></td></support<></interval>	with <support level=""> adult</support>
	support as measured by	level> adult support as	support as measured by
	<method measurement="" of="">.</method>	measured by <method of<="" td=""><td><method measurement="" of="">.</method></td></method>	<method measurement="" of="">.</method>
		measurement>.	

Social	Students establish and maintain h	nealthy and rewarding relations	hips based on cooperation. They		
Management	resist inappropriate social pressu	re; constructively prevent, man	age, and resolve interpersonal		
	conflict; and seek and provide help when needed. They demonstrate responsible decision-making				
	and make positive contributions a	and make positive contributions at school, at home, and in the community. In making decisions,			
	they consider ethical standards, s	afety concerns, appropriate soc	cial norms, respect for others, and		
	the likely consequences of various courses of action.				
	4b. Students develop and contril	oute to the well-being of their s	school and community.		
Early	GOAL	Objective 1	Objective 2		
Elementary					
Asking for Help	<student> will identify school</student>	<student> will identify</student>	<student> will identify school</student>		
	personnel and in what	school personnel and in	personnel and in what		
	circumstances they can provide	what circumstances they	circumstances they can provide		
	support in <number> out of</number>	can provide support in	support in <number> out of</number>		
	<number> trials per <interval></interval></number>	<number> out of <number></number></number>	<number> trials per <interval></interval></number>		
	with <level of="" support=""> as</level>	trials per <interval> with</interval>	with <level of="" support=""> as</level>		
	measured by <method of<="" td=""><td><level of="" support=""> as</level></td><td>measured by <method of<="" td=""></method></td></method>	<level of="" support=""> as</level>	measured by <method of<="" td=""></method>		
	measurement>.	measured by <method of<="" th=""><th>measurement>.</th></method>	measurement>.		
		measurement>.			
Identify	<student> will understand and</student>	<student> will identify the</student>	<student> will identify the roles</student>		
Supports	identify the roles in the school	roles in the school	in the school community (e.g.,		
	community (e.g., student,	community (e.g., student,	student, teacher, principal) that		
	teacher, principal) that	teacher, principal) that	contribute to a safe and positive		
	contribute to a safe and	contribute to a safe and	environment in <number> out</number>		
	positive environment in	positive environment in	of <number> trials per</number>		
	<number> out of <number></number></number>	<number> out of <number></number></number>	<interval> with <level of<="" td=""></level></interval>		
	trials per <interval> with <level< td=""><td>trials per <interval> with</interval></td><td>support> as measured by</td></level<></interval>	trials per <interval> with</interval>	support> as measured by		
	of support> as measured by	<level of="" support=""> as</level>	<method measurement="" of="">.</method>		
	<method measurement="" of="">.</method>	measured by <method of<="" td=""><td></td></method>			
		measurement>.			

Social Norms	<student> will discuss the importance and benefits of rules, and the related consequences in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will discuss the importance and benefits of rules in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will discuss the importance and benefits of rules, and the related consequences in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Late Elementary	GOAL	Objective 1	Objective 2
Communicating to Seek Support	<pre><student> will develop effective communication strategies to gain information and support from adults in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student></pre>	<pre><student> will develop appropriate and effective communication strategies to gain information and support from adults in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. <student> will identify</student></method></level></interval></number></number></student></pre>	<pre><student> will develop appropriate and effective communication strategies to gain information and support from adults in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student></pre>
Responsibilities and Impact	responsibilities of belonging to a school community and the impact of one's behavior on others in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number>	responsibilities of belonging to a school community in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number>	responsibilities of belonging to a school community and the impact of one's behavior on others in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number>
Middle School	GOAL	Objective 1	Objective 2
Identify Interest and Resources	<student> will identify personal interests and talents, and resources to enhance talents in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify interests and talents in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will identify resources to enhance talents in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
Impact of One's Behavior	<student> will demonstrate the ability to recognize the impact of one's behavior on others and in the school environment in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will demonstrate the ability to recognize the impact of one's behavior on others and in the school environment in <number> out of <number> trials per <interval> with <level of<br="">support> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will demonstrate the ability to recognize the impact of one's behavior on others and in the school environment in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>

Work Cooperatively Early High	<student> will demonstrate the ability to work cooperatively with peers in order to promote a positive school climate in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will demonstrate the ability to work cooperatively with peers in order to promote a positive school climate in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. Objective 1</method></level></interval></number></number></student>	<student> will demonstrate the ability to work cooperatively with peers in order to promote a positive school climate in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>
School			
Decisions and Their Impact Identify Resources	<student> will identify how one's decisions and behaviors affect the well-being of the school and community in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. <student> will identify school and community resources that can provide support in</student></method></level></interval></number></number></student>	<student> will identify how one's decisions and behaviors affect the well-being of the school and community in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. <student> will identify school and community resources that can provide</student></method></level></interval></number></number></student>	<student> will identify how one's decisions and behaviors affect the well-being of the school and community in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. <student> will identify school and community resources that can provide support in</student></method></level></interval></number></number></student>
Late High School	<number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number>	support in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. Objective 1</method></level></interval></number></number>	<number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">. Objective 2</method></level></interval></number></number>
Evaluate Social Situations	<student> will evaluate the impact of personal decisions and behaviors on others in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate the impact of personal decisions and behaviors on others in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>	<student> will evaluate the impact of personal decisions and behaviors on others in <number> out of <number> trials per <interval> with <level of="" support=""> as measured by <method measurement="" of="">.</method></level></interval></number></number></student>