

Counseling DIS Welligent Goal Bank



AWARENESS	SELF	SOCIAL
	Self-Awareness <u>Goal 1:</u> Students demonstrate a strong sense of self-awareness. 1a: Students identify and manage emotions and behavior. 1b: Students recognize personal qualities and external supports.	Social-Awareness <u>Goal 3:</u> 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.
MANAGEMENT	Self-Management <u>Goal 2:</u> 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.	Social-Management <u>Goal 4:</u> 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.

*Refer to the Counseling Handbook for more extensive information

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

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

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
Managing Conflict
Offer & Accept Help
Responding Constructively
Working Cooperatively

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

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 emotions (e.g., happy, surprised, sad, angry, proud, afraid) in self in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) in self in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Connect Feelings With Body	<Student> will identify physical expressions and manifestations of strong feelings (e.g., hot face, clinched fists, increased heart rate, stomach pain, butterflies in stomach, sweatiness) and match those physical expressions with the appropriate feeling in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify physical expressions and manifestations of strong feelings (e.g., hot face, clinched fists, increased heart rate, stomach pain, butterflies in stomach, sweaty) and match those physical expressions with the appropriate feeling in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify physical expressions and manifestations of strong feelings (e.g., hot face, clinched fists, increased heart rate, stomach pain, butterflies in stomach, sweaty) and match those physical expressions with the appropriate feeling in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Connecting Situations to Feelings	<Student> will identify feelings evoked by various situations in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify feelings evoked by various situations in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify feelings evoked by various situations in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Facial and Body Language	<Student> will demonstrate a range of emotions using facial expressions and body language in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will demonstrate a range of emotions using facial expressions and body language in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will demonstrate a range of emotions using facial expressions and body language in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.

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

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

Stress Management Techniques	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Late High School	GOAL	Objective 1	Objective 2
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Reframing	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<Student> will identify challenging situations in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<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 of measurement>.

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	<Student> will identify things one likes to do, things one does well, and situations where one feels positive about oneself, and will build on these strengths in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify things one likes to do, things one does well, and situations where one feels positive about oneself, and will build on these strengths in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify things one likes to do, things one does well, and situations where one feels positive about oneself, and will build on these strengths in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Identify Sources of Support	<Student> will identify situations when help is needed and learn who and how to ask for it in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify situations when help is needed and learn who and how to ask for it in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify situations when help is needed and learn who and how to ask for it in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Positive vs. Negative Behaviors in Peers	<Student> will distinguish between positive and negative behaviors in peers in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will distinguish between positive and negative behaviors in peers in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will distinguish between positive and negative behaviors in peers in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Late Elementary	GOAL	Objective 1	Objective 2
Positive Qualities in Friends	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Positive Ways to Cope	<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 measurement>.	<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 measurement>.	<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 measurement>.

Qualities of Successful Learners	<Student> will describe personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.) and use two or more strategies in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will describe personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.) and use two or more strategies in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will describe personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.) and use two or more strategies in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Self Rewarding	<Student> will use self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, and activities that support positive feelings in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, and activities that support positive feelings in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will practice self rewarding strategies (e.g., positive affirmations, recognizing one's achievements and progress, appreciation exercises, and activities that support positive feelings in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Middle School	GOAL	Objective 1	Objective 2
Development of Self Concept	<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 measurement>.	<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 measurement>.	<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 measurement>.
Learning and Interpersonal Style	<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 of measurement>.	<Student> will recognize own learning and interpersonal style in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<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 measurement>.

Overcoming Obstacles	<Student> will identify obstacles to school and social success and use strategies for overcoming them in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify obstacles to school and social success and use strategies for overcoming them in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify obstacles to school and social success and use strategies for overcoming them in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Personal Characteristics and Decision Making	<Student> will evaluate how personal characteristics have contributed to own decisions (e.g., what sports to play, what activities to participate, etc.) in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will evaluate how personal characteristics have contributed to own decisions (e.g., what sports to play, what activities to participate, etc.) in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will evaluate how personal characteristics have contributed to own decisions (e.g., what sports to play, what activities to participate, etc.) in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Personal Qualities, Social Success	<Student> will identify what one likes about oneself, and use these strengths to support academic and social success in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify personal strengths and what one likes about oneself in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will use personal strengths to support academic and social success in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
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 of measurement>.	<Student> will identify 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 of measurement>.	<Student> will practice 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 of 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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Early High School	GOAL	Objective 1	Objective 2
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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> with <level of support> adult support as measured by <method of measurement>.	<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> with <level of support> adult support as measured by <method of measurement>.	<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> with <level of support> adult support as measured by <method of measurement>.
Late High 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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 measurement>.

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.		
	2a: Students will use effective decision making skills, and goal setting skills.		
Early Elementary	GOAL	Objective 1	Objective 2

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 measurement>.	<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 measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<Student> will identify rules and consequences in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<Student> identify aspects of positive social relationships in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.
Late Elementary	GOAL	Objective 1	Objective 2

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 of measurement>.	<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 measurement>.	<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 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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 measurement>.	<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 of measurement>.	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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Middle School	GOAL	Objective 1	Objective 2

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Prioritizing	<Student> will set priorities in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<Student> will identify personally challenging situations in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<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 measurement>.	<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 measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.	
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 of measurement>.	<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 of measurement>.	<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 of measurement>.	

Identifying Personal Behaviors and their Impact	<Student> will identify negative/positive personal behaviors and how they affect others in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify negative/positive personal behaviors and how they affect others in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify negative/positive personal behaviors and how they affect others in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Manage Negative Feelings	<Student> will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify self calming techniques (e.g., breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will practice self calming techniques (breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Late Elementary	GOAL	Objective 1	Objective 2
Conflict Resolution Behaviors	<Student> will identify assertive, passive, and aggressive conflict resolution behaviors in self and others in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify assertive, passive, and aggressive conflict resolution behaviors in others or literary characters in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.	<Student> will identify assertive, passive, and aggressive conflict resolution behaviors in self in <number> out of <number> trials per <interval> with <level of support> adult support as measured by <method of measurement>.
Identifying and Predicting Outcomes	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 measurement>.	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 measurement>.	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 measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Negotiating in Negative Situations	<Student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social interactions (e.g., when reprimanded or criticized, rejected by peers) in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social interactions (e.g., when reprimanded or criticized, rejected by peers) in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will demonstrate the ability to negotiate appropriately for positive outcomes in negative social interactions (e.g., when reprimanded or criticized, rejected by peers) in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 support> adult support per <interval> as measured by <method of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of 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.		
	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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Verbal vs nonverbal messages	<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 measurement>.	<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 measurement>.	<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 measurement>.
Middle School	GOAL	Objective 1	Objective 2
Bullying vs non-bullying	<Student> will distinguish 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 of measurement>.	<Student> will distinguish between bullying and non bullying situations in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will distinguish 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 of measurement>.

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 measurement>.	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 measurement>.	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 measurement>.
Interpreting nonverbal cues	<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 of 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 of 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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Early High School	GOAL	Objective 1	Objective 2
Asserting oneself	<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 of measurement>.	<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	<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 of measurement>.

		<method of measurement>.	
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Providing support & encouragement	<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 measurement>.	<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 measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<Student> will identify barriers to effective communication in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<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 of measurement>.

Using nonverbal cues	<Student> will use appropriate 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 <method of measurement>.	<Student> will use appropriate 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 <method of measurement>.	<Student> will use appropriate 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 <method of measurement>.
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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.		
Early Elementary	3b: Students recognize group similarities and differences.		
	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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Coping with bullying	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Middle School	GOAL	Objective 1	Objective 2
Acknowledge viewpoints	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.

Appreciate diversity	<Student> will identify preconceptions about others 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 of measurement>.	<Student> will identify preconceptions about others in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will identify preconceptions about others 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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<Student> will consider the point of others in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Late High School	GOAL	Objective 1	Objective 2
Appreciating diversity	<Student> will develop an 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 of measurement>.	<Student> will develop an 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 of measurement>.	<Student> will develop an 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 of measurement>.
Utilization of resources	<Student> will utilize school and community resources to obtain support for resolving problems in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will utilize school and community resources to obtain support for resolving problems in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	<Student> will utilize school and community resources to obtain support for resolving problems in <number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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>	<Student> will use appropriate nonverbal communication (e.g., gestures, posture, facial expressions) and personal space with others in	<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>

	with <support level> adult support as measured by <method of measurement>.	<number> out of <number> trials per <interval> with <support level> adult support as measured by <method of measurement>.	with <support level> adult support as measured by <method of measurement>.
Positive Social Interactions	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<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 of measurement>.	<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 measurement>.
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 of measurement>.	<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 measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 measurement>.	<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 measurement>.	<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 measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Early High School	GOAL	Objective 1	Objective 2
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Communicating Effectively	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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	<Student> will employ a variety of strategies for resolving conflict in different types of relationships in <number> out of <number> trials per <interval> with	<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

	measured by <method of measurement>.	<support level> adult support as measured by <method of measurement>.	support as measured by <method of measurement>.
Social Media Communication	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

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

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.		
Early Elementary	4b. Students develop and contribute to the well-being of their school and community.		
	GOAL	Objective 1	Objective 2
	Asking for Help	<Student> will identify school personnel and in what circumstances they can provide support in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify school personnel and in what circumstances they can provide support in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.
Identify Supports	<Student> will understand and identify the roles in the school community (e.g., student, teacher, principal) that contribute to a safe and positive environment in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify the roles in the school community (e.g., student, teacher, principal) that contribute to a safe and positive environment in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify the roles in the school community (e.g., student, teacher, principal) that contribute to a safe and positive environment in <number> out of <number> trials per <interval> with <level of support> as measured by <method of 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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Late Elementary	GOAL	Objective 1	Objective 2
Communicating to Seek Support	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Identify Responsibilities and Impact	<Student> will identify 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 of measurement>.	<Student> will identify responsibilities of belonging to a school community in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify 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 of measurement>.
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 of measurement>.	<Student> will identify interests and talents in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify resources to enhance talents in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.
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 of measurement>.	<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 of measurement>.	<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 of measurement>.

Work Cooperatively	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Early High School	GOAL	Objective 1	Objective 2
Decisions and Their Impact	<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 of measurement>.	<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 of measurement>.	<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 of measurement>.
Identify Resources	<Student> will identify school and community resources that can provide support in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify school and community resources that can provide support in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.	<Student> will identify school and community resources that can provide support in <number> out of <number> trials per <interval> with <level of support> as measured by <method of measurement>.
Late High School	GOAL	Objective 1	Objective 2
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 of measurement>.	<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 of measurement>.	<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 of measurement>.