•			gulates own em ages feelings			J1 J			
Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
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			Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time
Goal:			When given an upsetting event and the support of an adult, STUDENT will demonstrate a calm body within a resonable amount of time (ie. 2-4 minutes) improving social/emotional skills from regulating emotions X/X opportunities to X/X opportunities, 3/4 data days as measured by classroom data collection.		When given an upsetting event, STUDENT will seek out a calming strategy (ie. special object/person/space/strate gy) improving social/emotional skills from comforting self X/X opportunities to comforting self X/X opportunities, 3/4 data days as measured by classroom data collection.		When given a preferred activity, STUDENT will respond appropriately (ie. waiting, making another choice, etc.) when shown that the activity is unavailable, improving social/emotional skills from appropriately responding X/X opportunities to appropriately responding X/X opportunities, 3/4 data days as measured by classroom data collection.		When given an upregulating occurence, STUDENT will use agreed upon calm down strategies to control strong emotions, improving social/emotional skills from demonstrating safe emotional control X/X opportiunities to demonstrating safe emotional control X/X opportunities, 3/4 data days as measured by classroom data collection.
Obiective	1b:	Follo	ws limits and expec	tations	3				
Checkpoints:	Not Yet		2	3	4	5	6	7	8
			Responds to changes in an adult's tone of voice and expression		Accepts redirection from adults		Manages classroom rules, routines, and transitions with occasional reminders		Applies rules in new but similar situations

engage, STUDENT will orient their body to the speaker with an appropriate response (ie. eye contact, head nod, wave, movement, etc.) improving social/emotional skills from appropriately responding X/X opportuntiies to appriopriately responding X/X opportunities 3/4 data days as measured by classroom data collection.		in a preschool setting, STUDENT will willingly accept redirection from an adult improving social/emotional skills from willingly accepting redirection X/X opportunities to willingly accepting redirection X/X opportunities, 3/4 data days as measured by classroom data collection.		prompts/reminders to transition throughout the daily schedule, STUDENT will follow along with the expected action, improving social/emotional skills from following through X/X transitions to following through X/X transitions, 3/4 data days as measured by classroom data collection.		school settings, STUDENT will demonstrate the appropriate behaviors for the experience, improving social/emotional skills from follow directions and expectations X/X opportunities to following directions and expectations X/X opportunities, 3/4 data days as measured by classroom data collection.
s care of own need	s appro	priately				
2	3	4	5	6	7	8
Indicates needs and wants; participates as adult attends to needs		Seeks to do things for self		Demonstrates confidence in meeting own needs		Takes responsibility for own well-being
When given a preferred activity, STUDENT will indicate a desire using verbal or non-verbal language, improving social/emotional skills from indicating a preferred activity X/X opportunities to indicating a preferred activity X/X opportunities, 3/4 data days as measured by classroom data collection.		When given an opportunity to take care of own needs appropriately, STUDENT will use an appropriate strategy to gain the attention of an adult or peer when needing help, improving social/emotional skills, from using an appropriate strategy X/X opportunities to using an appropriate strategy X/X opportunities, 3/4 data days as measured by classroom data collection.		When given daily opportunities to tend to own needs, STUDENT will carry out familiar routines and expectations, improving social/emotional skills, from independently carrying out familiar routines and expectations X/X opportunities to carrying out familiar routines and expectations X/X opportunities, 3/4 data days as measured by classroom data collection.		When given daily opportunities to participate in school-wide expectations, STUDENT will use apppropriate strategies to independently carry out all expectations in a variety of school settings, improving social/emotional skills from independently carrying out expectations X/X opportunities to independently carrying out expectations X/X opportunities, 3/4 data days as measured by classroom data collection.
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stob	lishes and	lishes and main	lishes and maintains positive	lishes and maintains positive relat		collection.

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Checkpoints:	Yet	1	2	3	4	5	6	7	8
			Demonstrates a secure attachment to one or more adults		Uses trusted adult as a secure base from which to explore the world		Manages separations without distress and engages with trusted adults		Engages with trusted adults as resources and to share mutual interests
Goal:			When given an upsetting event, STUDENT will allow a familiar adult to use appropriate strategies to comfort/de-escalate the situation, improving social/emotional skills from allowing an adult to provide comfort/de-escalation X/X opportunities to allowing an adult to provide comfort/de-escalation X/X opportunities, 3/4 data days as measured by classroom data collection.		When given an unfamiliar setting event, STUDENT will seek out independence from their main adult support, improving social/emotional skills from moving away from the adult and engaging in an activity X/X opportunities to moving away from the adult and engaging in an activity X/X opportunities, 3/4 data days as measured by classroom data collection.		When given the departure of a trusted adult, STUDENT will separate without upset, improving social/emotional skills from appropriately separating X/X opportunities to appropriately separating X/X opportunities, 3/4 data days as measured by classsroom data collection.		When given an opportunity to share about a common interest, STUDENT will participate in a reciprocal conversation with a trusted adult, improving social/emotional skills from participating in a reciprocal conversation of 2 or less exchanges X/X opportunities to participating in a reciprocal conversation of 3 or more echanges X/X opportunities, 3/4 data days as measured by classroom data collection.
Objective (2h·	Pasa	onds to emotional a	CLIGE					
	Not	•							
Checkpoints:	Yet	1	2	3	4	5	6	7	8
		_							
			Reacts to others' emotional expressions		Demonstrates concern about the feelings of others		Identifies basic emotional reactions of others and their causes accurately		Recognizes that others' feelings about a situation might be different from his or her own