

Objective 1: Regulates own emotions and behaviors

Objective 1a: Manages feelings									
Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			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 reasonable 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/strategy) 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 occurrence, STUDENT will use agreed upon calm down strategies to control strong emotions, improving social/emotional skills from demonstrating safe emotional control X/X opportunities to demonstrating safe emotional control X/X opportunities, 3/4 data days as measured by classroom data collection.

Objective 1b: Follows limits and expectations									
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

