



# BEHAVIOR GOAL BANK

2023

# INTRODUCTION

## Goals

- Organized by 5 social and emotional domains
- All aligned to SEL standards
- STIO's are by listed by skill level (low to high)

All goals should be individualized to the student needs. This bank is not intended to be copy and pasted into the student's IEP

# EXPECTATIONS FOR GOAL WRITING: TIME FRAME, CONDITION, BEHAVIOR, CRITERIA

Time Frame: Annual should align with calendar year IEP dates and STIO's should align with each 9 weeks. (MONTH AND YEAR)

Condition: Is level of expectations and/or level of support

Behavior: The skill/behavior that is being targeted

Criteria: percentage and number of attempts

RESOURCE FOR VOCABULARY FOR WRITING MEASURABLE GOALS AND OBJECTIVES:

<https://mdek12.sharepoint.com/:b:/s/OfficeofProfessionalDev/EVBaDa-6bRFAqsL57Nd9cRYBnV4AxEYxQ2y6xGhQSIeG0g?e=NkOWrs>

# POSSIBLE CONDITIONS

- Independently
- With prompts
  - indicate number of prompts
  - Indicate level of prompts
    - Verbal
    - Physical
    - Hand on hand
- During transitions
- During unstructured times
- In all academic settings
- During social situations
- With teacher guidance
- When presented with academic demands
- **When presented with situations that trigger emotional outbursts**
- With Peers or Adults
- Through use of behavior strategy

# 5 SOCIAL/EMOTIONAL DOMAINS



SEL STANDARDS AND STRATEGIES

[https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel\\_standards\\_final\\_updated.pdf](https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_final_updated.pdf)

PRESENTATION TITLE

# SELF-AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will identify emotions and related feelings in one's self with % accuracy in 3 consecutive attempts. (SEL 1A)

## Possible STIOS:

1. In TIME FRAME, with prompting, THE STUDENT will identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, with prompting, THE STUDENT will determine the antecedents to own emotions with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will utilize school appropriate words or gestures to communicate own feelings with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will identify range of emotions experienced with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will describe situations that cause range of emotions with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will identify appropriate vs. inappropriate physical responses to intense emotions with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). **Describe how emotions impact behavior** with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will identify and label a variety of emotional states with % accuracy in 3 consecutive attempts.

# Possible STIO's continued for SEL 1A

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) with % accuracy in 3 consecutive attempts
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will determine typical physical responses to a variety of emotions with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will describe ways to communicate one's emotions in a socially acceptable manner with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify how different emotional states impact one's ability to problem solve with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify and label emotions with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify feelings and behaviors associated with specific emotions with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and evaluate how emotions affect responsible decision making with % accuracy in 3 consecutive attempts.
16. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and evaluate how one's emotions impact relationships with % accuracy in 3 consecutive attempts.
17. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop socially appropriate communication strategies to express emotions and feelings with % accuracy in 3 consecutive attempts

# SELF-AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests) with % accuracy in 3 consecutive attempts. (SEL 1B)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will distinguish between own likes and dislikes with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will describe skills and special abilities with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will identify personal qualities that assist in making good choices with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will identify personal qualities and characteristics one possess with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will describe benefits of personal qualities and characteristics with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will describe how personal qualities and interests impact decision-making with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will compare and contrast qualities and interests of self with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. with % accuracy in 3 consecutive attempts.



## Possible STIO's continued for SEL 1B

9. In TIME FRAME, WITH CONDITION, THE STUDENT will describe characteristics that are important to oneself (i.e. loyalty, honesty, etc.) with % accuracy in 3 consecutive attempts.
10. In TIME FRAME, WITH CONDITION, THE STUDENT will describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making with % accuracy in 3 consecutive attempts.
11. In TIME FRAME, WITH CONDITION, THE STUDENT will identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth with % accuracy in 3 consecutive attempts.
12. In TIME FRAME, WITH CONDITION, THE STUDENT will create strategies that promote a more optimistic/positive outlook with % accuracy in 3 consecutive attempts.
13. In TIME FRAME, WITH CONDITION, THE STUDENT will utilize one's beliefs and personal qualities in planning and decision making with % accuracy in 3 consecutive attempts.

# SELF-AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT determine one's strengths and areas for growth with % accuracy in 3 consecutive attempts. (SEL 1C)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify instances of strength with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will describe areas where help is needed with % accuracy in 3 consecutive attempts.
3. In TIME FRAME THE STUDENT with support, develop connections between personal strengths and corresponding skills and talents with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will identify strengths and areas for growth with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will describe personal skills in need of further development with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will inventory personal strengths and areas for growth with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will identify ways to utilize strengths to build skills in an area for growth with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 1C

8. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify how individual strengths and areas of growth impact success in specific activities with % accuracy in 3 consecutive attempts.
9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop and implement a plan to address areas in need of growth with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans with % accuracy in 3 consecutive attempts.

# SELF-AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT develop personal responsibilities and a feeling of one's abilities, qualities and judgment with % accuracy in 3 consecutive attempts. (SEL 1D)

## Possible STIOS:

1. In TIME FRAME THE STUDENT with support, identify responsibility as it relates to school-wide expectations and rules with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will distinguish differences in good choices and bad choices with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will identify the importance(s) of taking ownership of bad choices with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will takes care of own and others' belongings with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will define personal responsibility and identify ways to exhibit it in daily life with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will identify how personal choices affect self and others with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will describe benefits of personal responsibility with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate responsible behaviors with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 1D

9. In TIME FRAME, WITH CONDITION, THE STUDENT will define personal responsibility and apply in different scenarios with % accuracy in 3 consecutive attempts.
10. In TIME FRAME, WITH CONDITION, THE STUDENT will identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors with % accuracy in 3 consecutive attempts.
11. In TIME FRAME, WITH CONDITION, THE STUDENT will analyze areas of one's life that are within one's control with % accuracy in 3 consecutive attempts.
12. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate ability to set and adhere to personal boundaries with % accuracy in 3 consecutive attempts.
13. In TIME FRAME, WITH CONDITION, THE STUDENT will describe one's personal responsibility at school with % accuracy in 3 consecutive attempts.
14. In TIME FRAME, WITH CONDITION, THE STUDENT will develop and apply decision-making skills that promote personal responsibility with % accuracy in 3 consecutive attempts.
15. In TIME FRAME, WITH CONDITION, THE STUDENT will analyze how personal responsibility affects individual and group relationships with % accuracy in 3 consecutive attempts.
16. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to take personal responsibility for one's behavior with % accuracy in 3 consecutive attempts.

# SELF-MANAGEMENT

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school with % accuracy in 3 consecutive attempts. (SEL 2A)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will identify situations that trigger negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.) with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate ability to appropriately express emotions with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.) with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.) with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.) with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate ability to appropriately express emotions with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.) with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 2A

9. In TIME FRAME, WITH CONDITION, THE STUDENT will identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.) with % accuracy in 3 consecutive attempts.
10. In TIME FRAME, WITH CONDITION, THE STUDENT will analyze the connection between one's thoughts, emotions and behavior with % accuracy in 3 consecutive attempts.
11. In TIME FRAME, WITH CONDITION, THE STUDENT will utilize strategies to monitor one's emotions, stress level and behavior with % accuracy in 3 consecutive attempts.
12. In TIME FRAME, WITH CONDITION, THE STUDENT will identify how appropriately and inappropriately expressing one's emotions affects others with % accuracy in 3 consecutive attempts.
13. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety with % accuracy in 3 consecutive attempts.
14. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate ability to control impulses through use of self-control strategies (e.g., self-talk, Stop, Think, Go technique, counting to 3, controlled breathing, setting a goal, self-reinforcement) with % accuracy in 3 consecutive attempts.
15. In TIME FRAME, WITH CONDITION, THE STUDENT will analyze how thoughts and emotions impact one's decisions with % accuracy in 3 consecutive attempts.
16. In TIME FRAME, WITH CONDITION, THE STUDENT will apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers with % accuracy in 3 consecutive attempts.

## Possible STIO's continued for SEL 2A

17. In **TIME FRAME, WITH CONDITION, THE STUDENT** will evaluate and discuss the impact of appropriate and inappropriate emotional expression on self and others with % accuracy in 3 consecutive attempts.
18. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify specific self-regulatory strategies that can be used across school settings with % accuracy in 3 consecutive attempts.
19. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate self-regulatory strategies with % accuracy in 3 consecutive attempts.
20. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others) with % accuracy in 3 consecutive attempts.



# SELF-MANAGEMENT

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will identify and utilize skills needed in organization and self-motivation with % accuracy in 3 consecutive attempts. (SEL 2B)

## Possible STIOS:

1. In TIME FRAME THE STUDENT will demonstrate frequent participation with minimal teacher prompting with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT with encouragement, demonstrate the ability to complete a task and/or work towards a goal over time with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule) with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT with reminders, participate in cleaning up own space and items used at home and at school with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to stay on task with limited distractions with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will develop willingness to attempt new tasks and share ideas with others with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will identify strategies for persevering through difficult situations or tasks with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT determine supports needed to organize aspects of school life with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 2B

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to maintain focus and use time wisely in order to complete a task with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to break a large assignment into smaller parts with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will utilize strategies (**be specific**) for persevering through challenges and setbacks with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.) with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to initiate and complete tasks individually and in groups with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals with % accuracy in 3 consecutive attempts.
16. In **TIME FRAME, WITH CONDITION, THE STUDENT** will utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals with % accuracy in 3 consecutive attempts.

# SELF-MANAGEMENT

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate ability to set and accomplish specific tasks and goals with % accuracy in 3 consecutive attempts. (SEL 2C)

## Possible STIOS:

1. In TIME FRAME WITH CONDITION, THE STUDENT will determine tasks and goals that need accomplishing in daily routines with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.) with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is) with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will describe steps necessary for setting and achieving tasks and goals with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will differentiate between short- and long-term goals with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will complete short- or long-term goal with minimal assistance with % accuracy in 3 consecutive attempts.
7. In TIME FRAME THE STUDENT will monitor progress toward achieving personal or academic goals through teacher-made checklist with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will determine resources needed to complete tasks or goals with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 2C

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will set a long-term goal with assistance from teacher and develop a plan to achieve it with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify factors that may prohibit the success of a goal with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will determine and/ or advocate for supports that are available and needed within the school with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will create short- and long-term goals (postsecondary) with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will apply strategies to overcome obstacles or barriers to goal achievement with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify family, community, school, and peer resources and supports with % accuracy in 3 consecutive attempts.

# SOCIAL AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate an understanding of others' emotions and perspectives, including social cues. (SEL 3A)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize the emotions of others by the behaviors they display with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will determine whether/how to approach others based on their current emotion(s) with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will make connections between own words and actions and others' emotions with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do) with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize the emotions of others using verbal and visual cues with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize non-verbal social cues from others and their impact on emotions with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will identify how one's own behavior impacts others' emotions with % accuracy in 3 consecutive attempts.

## Possible STIO's continued for SEL 3A

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify multiple perspectives or viewpoints in different situations with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will recognize and respond to social cues in an appropriate manner with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze ways one's behavior may affect the feelings of others with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate respect for other people's opinions with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify ways to provide support and encouragement to others in need with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop the ability to read and respond appropriately to social cues with % accuracy in 3 consecutive attempts.
16. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior with % accuracy in 3 consecutive attempts.
17. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze perspectives which differ from oneself and compare and contrast with % accuracy in 3 consecutive attempts.
18. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to express empathy and concern for people with differing perspectives with % accuracy in 3 consecutive attempts.
19. In **TIME FRAME, WITH CONDITION, THE STUDENT** will decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication with % accuracy in 3 consecutive attempts.

# SOCIAL AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will develop an awareness of and respect for individual differences, including cultural diversity. (SEL 3B)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT with prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will identify differences between self and other(s) with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will determine whether own actions result in fair and safe treatment of others with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.) with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will identify similarities between various social and cultural groups with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will develop strategies for building relationships with individuals who are different from self with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will explain the definition of stereotyping, prejudice, and discrimination with % accuracy in 3 consecutive attempts.



## Possible STI0's continued for SEL 3B

8. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify bullying behaviors and their impact on others with % accuracy in 3 consecutive attempts.
9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate respect for the values, traditions and practices of different cultures or social groups with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will recognize the value of perspectives, cultures or social groups different from oneself with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop strategies to prevent or stop bullying with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze the origins of prejudice, stereotypes, and discrimination and why they sustain with % accuracy in 3 consecutive attempts.
16. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others with % accuracy in 3 consecutive attempts.
17. In **TIME FRAME, WITH CONDITION, THE STUDENT** will recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others with % accuracy in 3 consecutive attempts.



# SOCIAL AWARENESS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will identify and develop an understanding of societal norms for the well-being of school, home, and community. (SEL 3C)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will distinguish the differences among rules at school, rules at home, and rules in various community settings with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will identify ways to help others in multiple settings with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will use words, drawings, or other means to show why helping others is important with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will differentiate between safe and unsafe behaviors with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will identify different social norms in the school and community with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize ways to help peers complete tasks, goals, or address needs. with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will identify how helping behaviors impact self and others with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will explain why societal norms are important in school and community with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 3C

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will recognize the importance of helping others in one's school with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate an understanding of societal norms and the impact on society as a whole with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop the ability to positively contribute to society with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze how one's behavior impacts relationships and school with % accuracy in 3 consecutive attempts.

# RELATIONSHIP SKILLS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to effectively communicate, utilize social skills, and support others. (SEL 4A)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT with encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others' perspectives, compromising, and reaching agreement) with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will identify ways to encourage and support others and their contributions with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate good sportsmanship by playing fairly and being gracious in winning and losing with % accuracy in 3 consecutive attempts.

## Possible STIO's continued for SEL 4A

8. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate ability to give and receive compliments appropriately with % accuracy in 3 consecutive attempts.
9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with them with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to determine roles in a cooperative group with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to encourage and support peers with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will exhibit the ability to respond non- defensively to constructive criticism with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school project with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify and obtain support for one's self by advocating for oneself with % accuracy in 3 consecutive attempts.

# RELATIONSHIP SKILLS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will develop and maintain positive relationships with others. (SEL 4B)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will identify reasons why people befriend one another with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.) with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will identify helpful and harmful behaviors in relationships with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will determine and demonstrate qualities of good friends with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will describe and utilize more than one strategy to build positive relationships with peers and staff with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will differentiate among safe and unsafe behaviors in relationships with others with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 4B

8. In **TIME FRAME, WITH CONDITION, THE STUDENT** will develop strategies for resisting negative peer pressure with % accuracy in 3 consecutive attempts.
9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate ability to maintain positive relationships (e.g., participating in shared interests/activities, spending time together, helping one another, and practicing forgiveness) with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will distinguish impact of positive and negative peer pressure on self and others. with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships with % accuracy in 3 consecutive attempts.

# RELATIONSHIP SKILLS

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to successfully manage and resolve conflict in relationships. (SEL 4C)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify examples of conflict that occur in relationships at school (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize emotions, behaviors, and solutions that result in relational conflict with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, THE STUDENT with supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will recognize that peer pressure can either be helpful or harmful with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will identify causes and effects of conflict and how one's response impacts self and others with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will identify and utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 4C

7. In **TIME FRAME, WITH CONDITION, THE STUDENT** will recognize the difference between constructive and destructive ways of handling conflict and peer pressure with % accuracy in 3 consecutive attempts.
8. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs) with % accuracy in 3 consecutive attempts.
9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority) with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions with % accuracy in 3 consecutive attempts.



# RESPONSIBLE DECISION-MAKING

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will develop, implement, and model effective choice-making skills at school, at home, and in the community. (SEL 5A)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will identify the steps of the problem-solving process (a. Id the problem, b. think of possible solutions, c. analyze solutions, d. choose a solution and try it) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, THE STUDENT with support, develop more than one solution to a problem and appropriately communicate the chosen solution to others with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, WITH CONDITION, THE STUDENT will analyze how decision-making skills regarding study habits at home affect academic performance with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.) with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate the ability to take personal responsibility for the decisions and choices one makes with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will model decision making skills to develop positive interpersonal relationships at home, school, and in the community with % accuracy in 3 consecutive attempts.

# RESPONSIBLE DECISION-MAKING

**Goal Option:** In TIME FRAME, WITH CONDITION, THE STUDENT will analyze outcomes of decisions including the consideration of their effects on others. (SEL 5B)

## Possible STIOS:

1. In TIME FRAME, WITH CONDITION, THE STUDENT will reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to...) with % accuracy in 3 consecutive attempts.
2. In TIME FRAME, WITH CONDITION, THE STUDENT will determine whether possible solutions to problems are safe with % accuracy in 3 consecutive attempts.
3. In TIME FRAME, WITH CONDITION, THE STUDENT will when identifying solutions to relationship conflicts, student will acknowledge feelings and the impact they have on others with % accuracy in 3 consecutive attempts.
4. In TIME FRAME, THE STUDENT with prompting, use reflection practices to determine if a recent decision was a good or bad choice with % accuracy in 3 consecutive attempts.
5. In TIME FRAME, WITH CONDITION, THE STUDENT will identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one with % accuracy in 3 consecutive attempts.
6. In TIME FRAME, WITH CONDITION, THE STUDENT will demonstrate knowledge of social norms and how they affect decision making with % accuracy in 3 consecutive attempts.
7. In TIME FRAME, WITH CONDITION, THE STUDENT will explain why safety and ethical considerations are important in making decisions with % accuracy in 3 consecutive attempts.
8. In TIME FRAME, WITH CONDITION, THE STUDENT will evaluate impact of past and present choices and decisions on self and others with % accuracy in 3 consecutive attempts.

## Possible STI0's continued for SEL 5B

9. In **TIME FRAME, WITH CONDITION, THE STUDENT** will demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions with % accuracy in 3 consecutive attempts.
10. In **TIME FRAME, WITH CONDITION, THE STUDENT** will identify different influences on one's personal decisions or choices. with % accuracy in 3 consecutive attempts.
11. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others) with % accuracy in 3 consecutive attempts.
12. In **TIME FRAME, WITH CONDITION, THE STUDENT** will determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal with % accuracy in 3 consecutive attempts.
13. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate decisions with % accuracy in 3 consecutive attempts.
14. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process with % accuracy in 3 consecutive attempts.
15. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships with % accuracy in 3 consecutive attempts.
16. In **TIME FRAME, WITH CONDITION, THE STUDENT** will analyze and evaluate past and current decisions and how they impacted short- and long-term goals with % accuracy in 3 consecutive attempts.