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Goal I: Self-Awareness	Goal II: Self-Management	Goal III: Social Awareness	Goal IV: Relationship Skills	Goal V: Responsible Decision Making	Goal VI: Executive Functioning
<i>Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</i>	<i>Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success</i>	<i>Develop social awareness skills needed to establish and maintain positive relationships</i>	<i>Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships</i>	<i>Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal and community contexts</i>	<i>Demonstrate executive function skills needed to monitor and achieve behaviors related to school and life success.</i>
Objective A: Student demonstrates an awareness of own emotions	Objective A: Student demonstrates ability to manage emotions constructively	Objective A: Student demonstrates awareness of other people's emotions and perspectives	Objective A: Student uses positive communication and social skills to interact effectively with others	Objective A: Student considers ethical, safety and societal factors in making decisions	Objective A: Student uses flexible attention in order to shift, direct or sustain focus
Objective B: Student demonstrates awareness of personal qualities	Objective B: Student demonstrates honesty / integrity	Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of their school and community	Objective B: Student develops constructive relationships	Objective B: Student uses effective decision-making skills	Objective B: Student develops working memory in order to remember and use information
Objective C: Student demonstrates awareness of external supports	Objective C: Student demonstrates ability to set and achieve goals	Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations	Objective C: Student demonstrates inhibitory control in order to achieve success in a school/ work environment
Objective D: Student has a sense of personal responsibility		Objective D: Student can read social cues and respond appropriately			

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Goal I Elementary: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems				
	Objective A	Objective B	Objective C	Objective D
	<i>Student demonstrates an awareness of own emotions</i>	<i>Student demonstrates awareness of personal qualities</i>	<i>Student demonstrates awareness of external supports</i>	<i>Student has a sense of personal responsibility</i>
Skills to be introduced in grades K-2	•Recognizes and accurately names feelings	•Identifies likes and dislikes, needs and wants	•Identifies an adult one can trust	•Explains how following school-wide expectations keeps one safe
	•Identifies and communicates an emotion	•Names activities or tasks one does well	•Explains situations in which one needs to seek help from an adult	•Explains positive and negative consequences for one's choices and actions
	•Identifies emotions related to situations / events (triggers)	•Names activities or tasks one may need help to improve	•Demonstrates how and where to get help in an emergency situation	•Demonstrates responsible use and care of own belongings •Demonstrates responsible use of others' belongings (ask permission; take care of them)
				•Demonstrates responsible use of others' belongings (ask permission; take care of them)
Skills to be introduced in grades 3-5	•Distinguishes among intensity levels of emotions	•Describes the personal qualities that make one a successful member of the school community	•Identifies family, peer, school, and community strengths and supports	•Defines what it means to be responsible
	•Recognizes that levels of emotions can change	•Explains how family, school, peers, and community can support school success and responsible behavior	•Recognizes the qualities of positive role models	•Identifies one's responsibilities
	•Recognizes that thoughts are linked to emotions and behaviors	•Identifies and explores opportunities to develop skills and talents	•Identifies peer, home, and school resources one can access to help solve problems	•Explains the benefits of being responsible
	•Identifies own uncomfortable emotions and determines need for coping skills			•Demonstrates responsible behaviors
	•Identifies physical			•Demonstrates the ability to say "No" to

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	symptoms and thoughts related to emotions			negative peer pressure
	<ul style="list-style-type: none"> •Recognizes that emotions are linked to behavior and consequences 			
Goal I Secondary:	Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems			
	Objective A	Objective B	Objective C	
	<i>Student demonstrates an awareness of own emotions</i>	<i>Student demonstrates awareness of personal qualities</i>	<i>Student demonstrates awareness of external supports</i>	
Skills to be introduced in grades 6-8	<ul style="list-style-type: none"> •Recognizes uncomfortable emotions as indicators of situations in need of attention 	<ul style="list-style-type: none"> •Analyzes how personal qualities and temperaments influence choices and successes 	<ul style="list-style-type: none"> •Identifies peer and adult role models as sources of support 	
	<ul style="list-style-type: none"> •Analyzes emotional states that contribute to or detract from one's ability to problem solve 	<ul style="list-style-type: none"> •Applies self-reflection techniques to recognize one's strengths, areas for growth, and potential 	<ul style="list-style-type: none"> •Evaluates the benefits of participation in extracurricular activities 	
	<ul style="list-style-type: none"> •Explains possible outcomes associated with different ways of communicating emotions 	<ul style="list-style-type: none"> •Implements a plan to build on strengths, meet a need, or address a challenge 	<ul style="list-style-type: none"> •Identifies societal influences on the development of personal characteristics 	
		<ul style="list-style-type: none"> •Explores possible career and volunteer opportunities based on one's identified interests and strengths 	<ul style="list-style-type: none"> •Analyzes whether societal influences are supportive or non-supportive 	
Skills to be introduced in grades 9-10	<ul style="list-style-type: none"> •Identifies personal emotions as valid, regardless of others' expectations 	<ul style="list-style-type: none"> •Identifies things about oneself that cannot be changed and devotes one's energy to something that can be changed 	<ul style="list-style-type: none"> •Identifies school support personnel and knows when and how to access them 	
	<ul style="list-style-type: none"> •Identifies the event or thought that triggered an emotion 	<ul style="list-style-type: none"> •Recognizes one's personal learning style and finds ways to employ it 	<ul style="list-style-type: none"> •Identifies organizations in one's community that provide opportunities to develop interests or talents 	
	<ul style="list-style-type: none"> •Describes the effect of self-talk on emotions 	<ul style="list-style-type: none"> •Identifies possible career and volunteer opportunities based on one's identified interests and strengths 	<ul style="list-style-type: none"> •Seeks out and identifies adult role models 	
Skills to be introduced in	<ul style="list-style-type: none"> •Describes how changing one's interpretation of an event can alter one's 	<ul style="list-style-type: none"> •Finds and enhances an affinity 	<ul style="list-style-type: none"> •Accesses community resources to help one achieve goals 	

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grades 11-12	feelings about it		
	<ul style="list-style-type: none"> •Uses self-reflection to assess whether one's emotions are reasonable for a situation 	<ul style="list-style-type: none"> •Analyzes how personal qualities help one to contribute to family and community 	<ul style="list-style-type: none"> •Develops systems of support that contribute to school and life success
	<ul style="list-style-type: none"> •Acknowledges an emotion and determines the appropriate time and place to safely process it 	<ul style="list-style-type: none"> •Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly 	<ul style="list-style-type: none"> •Accesses safety networks for self and others

Goal II Elementary: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success			
	Objective A	Objective B	Objective C
	<i>Student demonstrates ability to manage emotions constructively</i>	<i>Student demonstrates honesty / integrity</i>	<i>Student demonstrates ability to set and achieve goals</i>
Skills to be introduced in grades K-2	<ul style="list-style-type: none"> •Identifies ways to calm oneself such as belly breathing and counting . 	<ul style="list-style-type: none"> •Distinguishes between the truth and a lie •Identifies the consequences of lying and / or breaking school or classroom rules . 	<ul style="list-style-type: none"> •Identifies a goal (hope / dream)
	<ul style="list-style-type: none"> •Demonstrates constructive ways to handle situations that cause upsetting emotions (ex: being told "No", losing, being left out, frustration, being teased, embarrassment) 	<ul style="list-style-type: none"> •Recognizes the importance of telling the truth 	<ul style="list-style-type: none"> •Identifies short-term goals for academic success and / or classroom behavior
	<ul style="list-style-type: none"> •Practices strategies to manage emotions (ex: walk away / remove oneself from a triggering event) 		<ul style="list-style-type: none"> •Identifies a goal one has achieved •Identifies and implements the steps needed to achieve a goal •Celebrates accomplishments - says and does nice things for self when a goal is reached
Skills to be	<ul style="list-style-type: none"> •Applies self-calming strategies 	<ul style="list-style-type: none"> •Shows willingness to tell the truth 	<ul style="list-style-type: none"> •Describes why school is important in

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introduced in grades 3-5		in a difficult situation while honoring personal boundaries	helping students achieve personal goals
	•Demonstrates management of emotions and behavior through coping skills such as calming down, walking away, seeking help or mediation	•Identifies reasons why honesty is a valued character trait	•Describes the steps in setting and working toward achieving goals
	•Uses "I-messages" to communicate one's own perspective	•Assesses the potential consequences of dishonesty	•Monitors progress on achieving short-term goals
			•Evaluates what one might have done differently to achieve greater success on a goal •Identifies a variety of jobs and the responsibilities of each job •Identifies careers that may allow one to fulfill goals / potential

Goal II Secondary: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success

	Objective A	Objective B	Objective C
	<i>Objective A: Student demonstrates ability to manage emotions constructively</i>	<i>Objective B: Student demonstrates honesty / integrity</i>	<i>Objective C: Student demonstrates ability to set and achieve goals</i>
Skills to be introduced in grades 6-8	•Applies stress management strategies	•Describes personal behaviors which were honest and displayed integrity	•Applies goal-setting skills to promote academic success
	•Applies self-motivation strategies such as self-talk	•Identifies personal characteristics and values	•Sets a positive social interaction goal
	•Assesses possible consequences, both positive and negative, of expressing an emotion	•Analyzes how honesty and integrity influence relationships	•Demonstrates goal-setting skills relating to potential career paths
	•Generates ways to develop positive attitudes (optimism)		
Skills to be introduced in grades 9-10	•Evaluates the role attitude plays in success (i.e. pessimism vs. optimism)	•Analyzes one's own behavior to determine whether or not one is being true to one's values	•Monitors progress toward achieving a goal, and makes adjustments to one's plan as needed
	•Practices strategies for coping with and overcoming	•Analyzes whether self is behaving	•Identifies outside resources that can

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	feelings of rejection, social isolation, and other forms of stress	in an honest manner and adjusts accordingly	help in achieving a goal •Sets a positive academic goal
Skills to be introduced in grades 11-12	<ul style="list-style-type: none"> •Reframes one's viewpoint •Incorporates personal management skills on a daily basis, including work / study skills, personal resources, and time management 	•Applies honesty and personal integrity to one's actions	•Sets a post-secondary goal with action steps, time frames, and criteria for evaluating achievement
	•Demonstrates effective emotional management consistently	•Assesses the correlation between one's actions and reputation	•Demonstrates an understanding that goal setting promotes life-long success
		•Evaluates consistency between one's words and actions	

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Goal III Elementary: Develop social awareness skills needed to establish and maintain positive relationships				
	Objective A	Objective B	Objective C	Objective D
	<i>Student demonstrates awareness of other's emotions and perspectives</i>	<i>Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</i>	<i>Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</i>	<i>Student can read social cues</i>
Skills to be introduced in grades K-2	•Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice)	•Effectively and appropriately communicates needs, wants, and ideas in a respectful manner	•Describes the ways that people are similar and different	•Demonstrates the ability to respect personal space
	•Identifies words and actions that hurt others	•Identifies how others within one's school, home, and community are helpful	•Describes positive qualities that cross all cultures and groups	•Demonstrates turn-taking
	•Acknowledges differing	•Identifies and performs roles		Describes approaches for making and

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	perceptions of a situation	that contribute to one's classroom		keeping friends (introducing oneself, beginning a conversation, ending a conversation, and joining)
		•Identifies how one helps others (feeding a pet, sharing, cleaning up when asked)		
		•Expresses how one feels about helping other		
Skills to be introduced in grades 3-5	•Identifies feelings and perspectives of others based on words / voice	•Identifies and performs roles that contribute to one's school and community	•Identifies similarities and differences among different social and cultural groups	•Identifies emotions by tone of voice
	Defines perspective and point of view	•Works collaboratively with peers to address a social need (community or school service project)	•Identifies contributions of various social and cultural groups	•Identifies emotions by body language and facial expressions
	•Describes why others may be expressing specific feelings		•Defines stereotyping, discrimination, and prejudice	•Identifies ways that social cues may be different among various families and social groups
	•Identifies cause and effect relationship of expression of strong emotions			
Goal III Secondary: Develop social awareness skills needed to establish and maintain positive relationships				
	Objective A	Objective B	Objective C	Objective D
	<i>Student demonstrates awareness of others' emotions and perspectives</i>	<i>Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</i>	<i>Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</i>	<i>Student can read social cues</i>
Skills to be introduced in grades 6-8	•Analyzes ways one's behavior may affect the feelings of others and adjusts accordingly	•Explains how one's decisions and behaviors affect the well-being of the school and community	•Analyzes how people of different groups can help one another and enjoy each other's company	•Analyzes socially acceptable responses to various situations (e.g. school dance, peer pressure situations, cliques, public speaking)

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	<ul style="list-style-type: none"> Identifies constructive ways to provide support and encouragement to others 	<ul style="list-style-type: none"> Explores a community or global need and generates possible solutions 	<ul style="list-style-type: none"> Explains how individual, social, and cultural differences may increase vulnerability to stereotyping and identifies ways to address this 	<ul style="list-style-type: none"> Respects personal boundaries of self and others (friends, family members, teachers)
	<ul style="list-style-type: none"> Demonstrates respect for other people's perspectives 			
Skills to be introduced in grades 9-10	<ul style="list-style-type: none"> Identifies verbal, physical, and situational cues that indicate how others may feel 	<ul style="list-style-type: none"> Works cooperatively with others to implement a strategy to address a need in the broader community 	<ul style="list-style-type: none"> Demonstrates respect for individuals from different social and cultural groups 	<ul style="list-style-type: none"> Evaluates how societal and cultural norms and mores have an effect on personal interactions
	<ul style="list-style-type: none"> Uses communication skills to elicit the perspectives of others 	<ul style="list-style-type: none"> Analyzes the impact of one's involvement in an activity to improve one's school or community 	<ul style="list-style-type: none"> Participates in cross-cultural activities 	<ul style="list-style-type: none"> Reads social cues and predicts the impact of reactions to those cues
	<ul style="list-style-type: none"> Demonstrates ability to listen responsively to different opinions 			
	<ul style="list-style-type: none"> Demonstrates ability to express empathy for others 			
Skills to be introduced in grades 11-12	<ul style="list-style-type: none"> Differentiates between the factual and emotional content of what a person says 	<ul style="list-style-type: none"> Participates in activities as change agents within one's community / world 	<ul style="list-style-type: none"> Evaluates strategies for being respectful of others and opposing stereotyping and prejudice 	<ul style="list-style-type: none"> Recognizes and responds to social cues in a manner that contributes to life-long success
	<ul style="list-style-type: none"> Expresses empathy towards others 	<ul style="list-style-type: none"> Analyzes one's responsibilities as an involved citizen of a democratic society 	<ul style="list-style-type: none"> Assesses the value of advocating for the rights of others 	<ul style="list-style-type: none"> Reads social cues accurately and responds in socially acceptable ways
	Compares multiple perspectives on an issue			

Goal IV Elementary: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships

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	Objective A	Objective B	Objective C
	<i>Student uses positive communication and social skills to interact effectively with others</i>	<i>Student develops constructive relationships</i>	<i>Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</i>
Skills to be introduced in grades K-2	•Pays attention to others when they are speaking	•Identifies relationships one has with others	•Identifies feelings in a conflict
	•Takes turns	•Lists the traits of a valued friend	•Appropriately asks for help (seeks support) when needed
	•Shares with others		•Demonstrates ability to state the problem
	•Plays a game fairly		•Demonstrates use of "I-messages"
	•Exhibits good sportsmanship		
	•Says "please," "thank you," and "excuse me"		
	•Differentiates between passive, aggressive, and assertive responses		
Skills to be introduced in grades 3-5	•Gives and receives compliments	•Identifies attributes of constructive relationships	•Identifies conflicts commonly experienced by peers
	•Uses responsive listening skills	•Differentiates between safe and risky behaviors in a relationship	•Predicts how one's own behavior can affect others' emotions
	•Demonstrates collaborative skills (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)	•Identifies a problem in a relationship and determines the appropriate means of resolution (i.e. problem solving process, peer mediation, adult assistance)	•Demonstrates use of problem solving process
Goal IV Secondary: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships			
	Objective A	Objective B	Objective C
	<i>Student uses positive communication and social skills to interact effectively with others</i>	<i>Student develops constructive relationships</i>	<i>Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</i>
Skills to be	•Demonstrates an ability to be a team	•Identifies behaviors in which peers may pressure one	•Applies conflict resolution skills to de-

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introduced in grades 6-8	player in achieving group goals	to engage	escalate, defuse, and resolve differences
	<ul style="list-style-type: none"> •Demonstrates ability to perform different roles in cooperative groups (i.e. leader, recorder, reporter, time-keeper) 	<ul style="list-style-type: none"> •Identifies peer pressure strategies 	<ul style="list-style-type: none"> •Identifies how all parties in conflict might get their needs met (win-win)
		<ul style="list-style-type: none"> •Demonstrates strategies for resisting peer pressure 	<ul style="list-style-type: none"> •Identifies positive support people to seek out in a conflict situation / crisis
Skills to be introduced in grades 9-10	<ul style="list-style-type: none"> •Demonstrates collaboration strategies to move group efforts forward •Offers and accepts constructive criticism in order to make improvements 	<ul style="list-style-type: none"> •Explains benefits of setting limits for oneself and others (boundaries) 	<ul style="list-style-type: none"> •Analyzes how responsive listening helps in preventing and resolving conflicts
	<ul style="list-style-type: none"> •Works to maintain an objective, non-judgmental tone during disagreements 	<ul style="list-style-type: none"> •Engages in strategies for maintaining constructive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) 	<ul style="list-style-type: none"> •Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety
		<ul style="list-style-type: none"> •Identifies the qualities and benefits of someone who is or might be a mentor 	<ul style="list-style-type: none"> •Accesses conflict resolution and problem solving resources (i.e. security, trusted adults, peer mediators, counselors) when needed
Skills to be introduced in grades 11-12	<ul style="list-style-type: none"> •Uses assertive communication to get needs met without negatively impacting others 	<ul style="list-style-type: none"> •Actively participates in a healthy support network of valued relationships 	<ul style="list-style-type: none"> •Demonstrates an ability to co-exist civilly in the face of unresolved conflict
	<ul style="list-style-type: none"> •Empowers, encourages, and affirms oneself and others 	<ul style="list-style-type: none"> •Independently seeks out relationships that support one's development through life 	<ul style="list-style-type: none"> •Uses prevention, management, and resolution skills to resolve interpersonal conflicts constructively
			<ul style="list-style-type: none"> •Evaluates and reflects on one's own role in a conflict and utilizes this information to better one's behavior in the future

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Goal V Elementary: Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal and community contexts			
	Objective A	Objective B	Objective C
	<i>Student considers ethical, safety and societal factors in making decisions</i>	<i>Student uses effective decision-making skills</i>	<i>Student applies problem solving skills to deal responsibly with daily academic and social situations</i>
Skills to be introduced in grades K-2	•Identifies ways to promote safety for oneself and others	•Describes ways to promote the safety of oneself and others	•Differentiates between small and large problems
	•Identifies ways to respond to unfamiliar adults in different settings	•Implements "Stop, Think and Act" strategy when solving problems	•Expresses concerns directly
	•Stands up for a friend / peer and lets others know when a person is being treated unfairly	•Demonstrates social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate)	•Expresses empathy commensurate with the situation
	• Recognizes that one has choices in how to respond to situations	•Demonstrates constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)	•Identifies steps of the problem solving process
Skills to be introduced in grades 3-5	•Identifies social norms that affect decision making	•Describes the steps of a decision-making model	•Identifies a variety of decisions / problems that students have at school
	•Defines cyber-bullying and response strategies	•Actively participates in group decision-making processes	•Generates alternative solutions
	•Identifies sexual harassment and describes how to respond to a situation	•Demonstrates academic behaviors and self-regulation skills such as organization, completing assignments, planning	•Evaluates consequences of possible solutions for a range of academic and social situations
	•Recognizes and describes how the media can influence one's behavior		
	• Stands up for self or a peer who is being bullied		

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Goal V Secondary: Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal and community contexts			
	Objective A	Objective B	Objective C
	<i>Student considers ethical, safety and societal factors in making decisions</i>	<i>Student uses effective decision-making skills</i>	<i>Student applies problem solving skills to deal responsibly with daily academic and social situations</i>
Skills to be introduced in grades 6-8	•Evaluates how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions	•Identifies and applies the steps of systematic decision-making	•Analyzes how decision-making skills affect study habits and academic performance
	•Describes the power of a bystander in a bullying or sexual harassment situation	•Evaluates strategies for avoiding risky behavior	•Evaluates strategies for resisting pressures to engage in unsafe or unethical activities
	•Analyzes the reasons for school and societal rules		
Skills to be introduced in grades 9-10	•Demonstrates ability to consider personal responsibility in making ethical decisions	•Regularly utilizes the steps of systematic decision-making	•Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions
	•Applies bystander strategies in a bullying or sexual harassment situation	•Applies strategies for avoiding risky behavior	•Applies decision-making skills to establish responsible social and work relationships and to make healthy life-long choices
	•Evaluates how external influences (e.g. media, peers, social and cultural norms, and expectations of authority) affect one's decision-making		•Analyzes how present decision-making affects college and career choices
Skills to be introduced in grades 11-12	•Applies ethical reasoning to evaluate societal practices	•Applies effective decision-making skills to foster responsible social and work relations and to make healthy choices throughout one's life	•Evaluates how decision-making affects interpersonal and group relationships
	•Analyzes own role in situations where others are threatened with either physical or emotional harm		•Applies problem solving and decision making skills in one's daily life

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Goal VI Elementary: Demonstrate executive function skills needed to monitor and achieve behaviors related to school and life success.			
	Objective A	Objective B	Objective C
	<i>Student uses flexible attention in order to shift, direct or sustain focus</i>	<i>Student develops working memory in order to remember and use information</i>	<i>Student demonstrates inhibitory control in order to achieve success in a school/ work environment</i>
Skills to be introduced in grades K-2	Sustains attention for short periods of time	Stores information in the working memory in order to follow directions appropriately	Pauses for a moment before making a decision
	Shifts from one task to another task when prompted	Remembers the rules of a game long enough to successfully play the game	Uses self-regulation skills to help control impulsive choices
	Directs attention to appropriately focus on the task at hand		Able to wait for a turn when sharing toys or other items
Skills to be introduced in grades 3-5	Sustains attention for up to 20 minutes at a time	Manipulates information in the working memory to solve problems	Waits for sustained periods of time before getting their desired response
	Able to ignore minor distractions in order to focus on the task at hand	Remembers multiple step directions in order to complete a task	When experiencing a strong feeling, the student is able to calm down and make safe choices
	Shifts between multiple tasks with prompting to complete goals		
Goal VI Secondary: Demonstrate executive function skills needed to monitor and achieve behaviors related to school and life success.			
	Objective A	Objective B	Objective C
	<i>Student uses flexible attention in order to shift, direct or sustain focus</i>	<i>Student develops working memory in order to remember and use information</i>	<i>Student demonstrates inhibitory control in order to achieve success in a school/ work environment</i>
Skills to be introduced in	Sustains attention for up to 30 minutes at a time	Utilizes prior knowledge to inform immediate decision-making	Describes and incorporates self-soothing strategies to use when

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grades 6-8			frustrated or angry
	Anticipates possible distractions and uses planned ignoring	Writes or recites steps for a task in the correct order to teach others how to do the task	Anticipates natural and logical consequences of potential decisions
	Alternates between tasks without prompting to achieve goals		
Skills to be introduced in grades 9-10	Sustain attention for up to 30 minutes at a time with short physical / brain breaks in between	Utilizes general prior knowledge to approach a problem systematically	Teaches others how to use calming down strategies in order to be successful at school and in life
	Identifies the difference between sounds / actions that personally distract from thinking and those that aid in thinking	Accesses steps from multiple tasks to consider in order to problem-solve	Prioritizes long term benefits over short term gains when faced with a dilemma
Skills to be introduced in grades 11-12	Build one's own capacity to sustain attention on individual and collective pursuits without prompting or scheduling imposed by others	Embeds prior knowledge from multiple sources into the process of solving a problem	Applies calming down strategies in a variety of settings
	Identifies activities for which it is both easy and difficult to maintain focus on a personal level and make adjustments to facilitate focus depending on the situation	Accesses information from multiple sources (i.e. reading, conversation, research, video) in real time when in the process of solving a problem	Articulates problem solving technique that enables student to prioritize long term benefits over a short term gain