

Early Childhood Self-Management Skills

		Exploring	Developing	Building
Learning Standard	<i>Benchmark</i>	<i>1</i>	<i>2</i>	<i>3</i>
Identifying and managing one's emotions and behavior	<i>Recognizes and labels basic emotions</i>	Begins to label own basic emotions with adult assistance	Identifies the emotions of others (real or fictional)	Uses language to express feelings
	<i>Begins to understand and follow rules as well as the consequences for own behavior</i>	Begins to increase ability to follow rules and procedures;	Increases ability to control impulses;	States rules as reasons for own behavior and for what other children should do;
	<i>Uses appropriate communication skills when expressing wants, needs, and feelings</i>	Responds to adult intervention when not following rules	Can discuss reason for teacher intervention when not following rules	Accepts, with minimal frustration, consequences for not following rules
	<i>Uses materials with purpose, safety, and respect</i>	Intermittently uses materials safely and with purpose	Consistently uses materials safely and with purpose	Recognizes unsafe use of materials and tells an adult
Recognizes own uniqueness and personal qualities	<i>Describes self using several basic characteristics</i>	Expresses likes and dislikes	Shows confidence in abilities	Describes self in detail (i.e. looks, family, interests, etc.)
Demonstrates skills related to personal and school outcomes	<i>Exhibits eagerness and curiosity as a learner</i>	Shows excitement about new items	Asks questions about new items	Asks questions (who, what, why when, etc.) about environment
	<i>Demonstrates persistence and creativity in seeking solutions to problems</i>	Uses materials or props in novel ways	Persistently works toward completing challenging activities and asks for assistance from peers or an adult if needed	Independently seeks out solutions to problems
	<i>Shows some initiative self-direction, and independence in actions</i>	Begins to make choices for play activities and follows through with self-direction and independence	Makes choices for play activities regularly and follows through with self-direction and independence	Suggests new ideas for play activities and follows through with self-direction and independence
	<i>Demonstrates engagement and sustained attention in activities</i>	Stays with one or two tasks of interest for at least 10 minutes	Stays with more than two tasks of interest for at least 10 minutes each	Sustains engagement with a task of interest for at least 30 minutes and begins to sustain attention in tasks that are not of interest

Strengths:

Impact Statement: STUDENT'S challenges in self-management impact HIS/HER

Baseline/Comparison to Peers:

When using a staff created rubric for self-management skills, STUDENT currently displays skills typically developed in early childhood years. STUDENT displays the following early childhood skills: .

Needs: STUDENT needs specialized instruction to increase age appropriate self-management skills.

By DATE, during CONDITION, STUDENT will increase HIS/HER self-management skills moving from a level of a total of XX/27 points to XX/27 points on a staff created rubric.

(copy and paste, changing the TO amount for each objective)

PROGRESS MEASUREMENT:

Progress will be measured by monthly completion of a social worker created Early Childhood Self-Management Rubric during a 20 min social work service. The Early Childhood Self-Management Rubric rates a student's development of social and interpersonal skills in 3 standards-based areas: Identifying and managing emotions and behavior, recognizing own uniqueness and personal qualities, and demonstrating skills related to successful personal and school outcomes.

Within the 3 standards, there are a total of 9 benchmarks: recognizes and labels basic emotions, uses appropriate communication skills when expressing needs, wants and feelings, begins to understand and follow the rules and the consequences for own behavior, uses materials with safety and respect, describes self using several basic characteristics, exhibits eagerness and curiosity as a learner, demonstrates persistence and creativity in seeking solutions, shows initiative, self-direction, and independence in actions, and demonstrates engagement and sustained attention in activities.

Each benchmark is rated on the following scale:

- 1 = Exploring
- 2 = Developing
- 3 = Building

A total of 27 points is possible.

Early Childhood Social Awareness and Interpersonal Skills

		Exploring	Developing	Building
Standard	Benchmark	1	2	3
Develop Positive Relationships with Peers and Adults	Recognizes the feelings of others and shows empathy, sympathy, and caring for others	Asks about another child's feelings	Demonstrates sympathy and caring	Describes how others are feeling based on facial expressions, gestures, or what they say
	Interacts easily and demonstrates attachment with familiar adults	Greets teachers and says goodbye to family members	Demonstrates affection for familiar adults through hugs, kisses, or making gifts	Engages in reciprocal conversations with familiar adults
	Develops positive relationships with peers	Chooses to play with another child more frequently than others	Develops friendships with peers	Accepts that others may have different preferences
Uses communication and social skills to interact effectively	Interacts verbally and nonverbally with other children	Acknowledges another child through a smile or wave when entering the environment	Talks with another child in play or other daily activities	Engages in reciprocal conversations with other children throughout the day
	Engages in cooperative group play	With adult assistance, communicates with another child to determine roles and activities during play	Communicates with another child to determine roles and activities during play	Follows through with cooperative actions after communicating with another child to determine roles and activities during cooperative play
	Uses socially appropriate behavior with peers and adults	Responds to teacher request to help or share	Interacts in socially appropriate ways with peers, such as helping and sharing	Interacts in socially appropriate ways with peers and adults, such as helping and sharing
Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts	Begins to share materials and experiences and take turns	Responds positively to teacher reminders to share materials and take turns most of the time	Keeps play going with another child by sharing most of the time	Takes turn with another child when materials are limited
	Solves simple conflicts with peers with independence, using gestures or words	Responds positively to teacher assistance in solving a conflict with another child	Attempts to resolve conflicts to keep play going with another child	Suggests solutions to conflicts
	Seeks adult help when needed to resolve conflict	Begins to accept adult help when needed to resolve conflict	Accepts adult help when needed to resolve conflict	Asks an adult for help when needed

Strengths:

Impact Statement: STUDENT'S challenges in social awareness and interpersonal skills impact HIS/HER

Baseline/Comparison to Peers:

When using a staff created rubric for early childhood social awareness and interpersonal skills, STUDENT currently displays skills typically developed in early childhood years. STUDENT displays the following early childhood skills: .

Needs: STUDENT needs specialized instruction to increase age appropriate social awareness and interpersonal skills.

By DATE, during CONDITION, STUDENT will increase HIS/HER social awareness and interpersonal skills moving from a level of a total of XX/27 points to XX/27 points on a staff created rubric.

(copy and paste, changing the TO amount for each objective)

PROGRESS MEASUREMENT:

Progress will be measured by monthly completion of a social worker created Early Childhood Social Awareness and Interpersonal Skills Rubric during a 20 min social work service. The Early Childhood Social Awareness and Interpersonal Skills Rubric rates a student's development of social and interpersonal skills in 3 standards-based areas: Developing positive relationships with peers and adults, using communication and social skills to interact effectively with others, and demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Within the 3 standards, there are a total of 9 benchmarks: Recognizes the feelings and perspectives of others and shows empathy, sympathy and caring for others; interacts easily with and attaches to familiar adults; develops positive relationships with peers; interacts verbally and nonverbally with other children; engages in cooperative group play; uses socially appropriate behavior with peers and adults; begins to share materials and experiences and take turns; solves simple conflicts with peers with independence using gestures or words; and seeks adult help when needed to resolve conflict.

Each benchmark is rated on the following scale:

- 1 = Exploring
- 2 = Developing
- 3 = Building

A total of 27 points is possible.

Decision-Making Skills and Behaviors

		Exploring	Developing	Building
Standard	<i>Benchmark</i>	<i>1</i>	<i>2</i>	<i>3</i>
Considers ethical, safety, and societal factors in making decisions	Participates in discussions about why rules exist	Accepts reminds from teacher about why rules exist	Participates in a discussion about how throwing objects is dangerous	Discusses how hitting others is not allowed because it can hurt others
	Follows rules and makes good choices about behavior	Follows environmental rule with adult reminder	Follows more than one environmental rule with adult reminder	Follows simple early childhood rules independently much of the time
Applies decision making skills to deal responsibly with academic and social situations	Participates in discussions about finding alternative solutions to problems	Stops actions and listens to teacher to discuss alternative solutions after hitting someone	Participates in a discussion with teacher about alternative solutions to hitting someone who has taken a toy	Offers solutions to problems
Understands what it means to be a member of a group and community	Recognizes the reasons for rules in the home and school environment	Engages in conversation with teacher about fairness and sharing when a conflict needs to be resolved	Participates in discussing about fairness and sharing in general conversations	Demonstrates an understanding of fairness and sharing
	Contributes to the well-being of one's school and community	Participates in activities that benefit the whole, such as cleaning up after play	Participates in making group rules or rules for routines and transitions	Displays awareness of role as a member of a group and that roles are made to benefit the members of a group

Strengths:

Impact Statement: STUDENT'S challenges in decision-making skills and behaviors impact HIS/HER

Baseline/Comparison to Peers:

When using a staff created rubric for early childhood decision-making skills and behaviors, STUDENT currently displays skills typically developed in early childhood years. STUDENT displays the following early childhood skills: .

Needs: STUDENT needs specialized instruction to increase age appropriate decision-making skills and behaviors.

By DATE, during CONDITION, STUDENT will increase HIS/HER decision-making skills and behaviors moving from a level of a total of XX/15 points to XX/15 points on a staff created rubric.

(copy and paste, changing the TO amount for each objective)

PROGRESS MEASUREMENT:

Progress will be measured by monthly completion of a social worker created Early Childhood Decision-Making Skills and Behaviors Rubric during a 20 min social work service. The Early Childhood Decision-Making Skills and Behaviors Rubric rates a student's development of age-appropriate behaviors and decision-making skills in 3 standards-based areas: Beginning to consider ethical, safety and societal factors in making decisions; applying decision making skills to deal responsibly with academic and social situations; and understanding what it means to be a member of a group and community.

Within the 3 standards, there are a total of 5 benchmarks: participates in discussions about why rules exist, follows rules and makes good choices about behavior, participates in discussions about finding alternative solutions to problems, recognizes the reasons for rules in home and at school, and contributes to the well-being of one's school and community.

Each benchmark is rated on the following scale:

- 1 = Exploring
- 2 = Developing
- 3 = Building

A total of 15 points is possible.