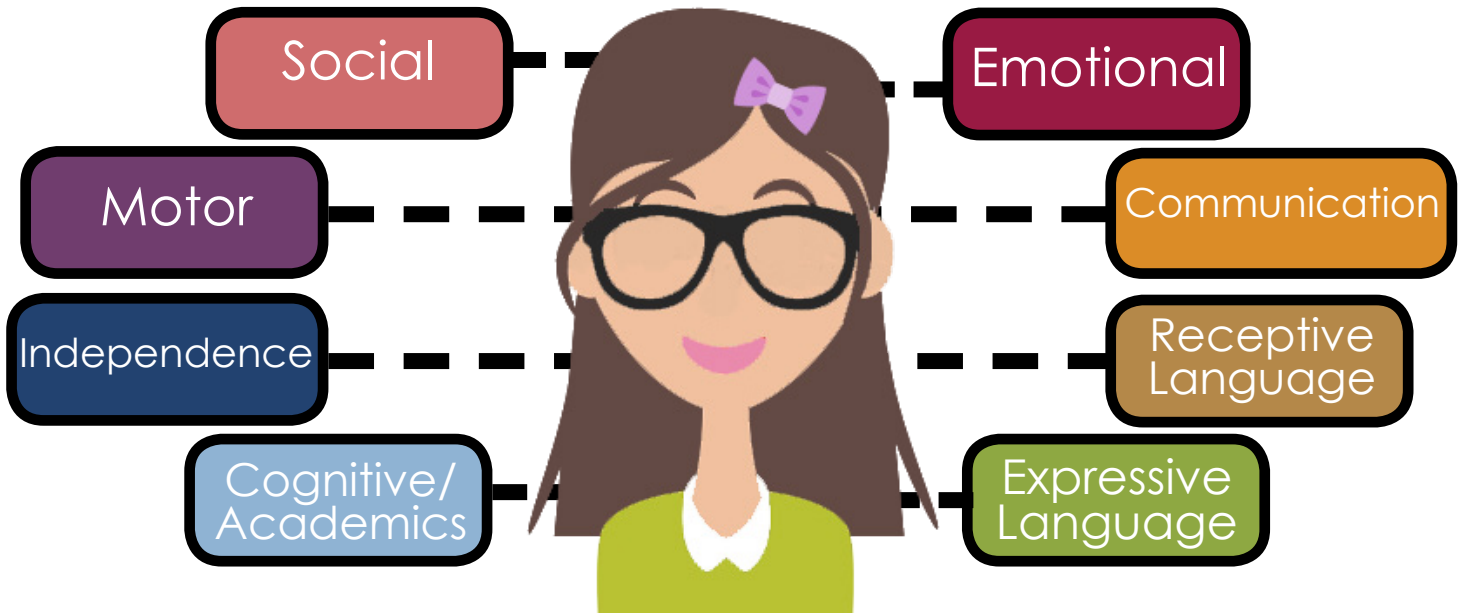


Insights to Behavior
Social emotional learning
Curriculum:
Objectives and Standards



INSIGHTS[®]
TO BEHAVIOR

SEL K-5 Social Emotional Skills



Cognitive/Academic Skills



Emergent Literacy

- Answers "who," "what," "where," "when," and "why" questions about a simple nonfiction story
- Answers "who," "what," "where," "when," and "why" questions about simple sentences
- Comprehends the meaning of two to four words and images in a variety of literary experiences
- Differentiates between printed words and images in a variety of literary experiences
- Matches 25 single words to objects or pictures
- Matches one sentence to a pictured event
- Matches letters of his/her name
- Participates in reading by "filling in" missing words or phrases from a storybook
- Reads "homemade" stories related to personal events
- Reads or retells a simple story from a familiar picture book
- Retells a simple nonfiction story from beginning to end



General Knowledge

- Completes 10 sentences that includes analogies
- Describes 10 common experiences in logical sequence
- Finds an object hidden from view
- Identifies 10 body parts
- Identifies 10 colors
- Identifies 10 members of the community by their function
- Identifies 10 objects by their function
- Identifies 10 places in the community by their function
- Identifies objects in 10 different categories
- Identifies photographs of family members
- States his/her name, age, birthday, and address when asked
- Understand 10 opposite concepts



Math Readiness

- Adds and subtracts single digits
- Counts out up to 20 objects from a larger set
- Counts up to five objects
- Demonstrates understanding of "give me one" and "one more"
- Matches numerals 1 through 9 to a corresponding number of objects
- Sequences numerals 1 through 9
- Sequences the order of five familiar daily activities
- Tells time to the hour
- Understands the concepts of morning/night and yesterday/today/tomorrow
- Understands the concepts of one/much, more/less, first/last, same/different
- Understands values of coins and bills



Visual Concepts

- Duplicates a two to five-piece block pattern
- Duplicates an exact sequence of two to five pictures from left to right
- Identifies a missing item in a picture
- Matches a pictograph to the object, photograph, or pictures shown
- Matches identical photographs and pictures
- Matches identical pictographs
- Matches non-identical photographs representing various emotions
- Matches photographs, pictures, or pictographs of objects by category
- Matches pictures of objects by thematic association
- Sequences three to five pictures to tell a simple story
- Sorts non-identical common objects
- Sorts photographs and pictures of non-identical common objects



Communication Skills



Conversation Skills



Nonverbal Communication



Pro-social Communication



Verbal Communication

- Converse with you for two or more exchanges
- Initiates a conversation with a routine "script"
- Maintains a conversation about a familiar topic for five or more exchanges
- Maintains a conversation about a new topic for five or more exchanges
- Responds "yes" or "no" when he/she is invited to play
- Responds "yes" or "no" when he/she is offered an item
- Responds to greetings
- Responds to personal questions
- Responds to questions about his/her current activity
- Seeks your attention and waits before communicating
- Spontaneously adds an appropriate comment to an ongoing conversation
- Tells you a story or describes a past event
- Acknowledges that you are speaking by intermittently establishing eye contact
- Acknowledges that you are speaking by using eye contact, head movements, and facial expressions
- Anticipates nonverbal reaction from his/her peers before continuing to communicate
- Anticipates your nonverbal reaction before continuing to communicate
- Passes you a toy or object to continue a joint activity
- Passes you an object to demonstrate his/her interest
- Points at an object to demonstrate his/her interest
- Points to request an item in close proximity
- Points to request an item that is out of reach
- Pushes or pulls your hand to request a desired food, toy, or object
- Seeks your attention by standing near and/or touching you before communicating
- Sits or stands at a natural distance when communicating with you
- Apologizes
- Asks you for affection
- Asks you to play
- Gives compliments
- Offers comfort when you are physically hurt
- Offers comfort when you are sad or afraid
- Offers to help you
- Offers to share his/her food or toys with you
- Seeks your attention by addressing you by name
- Tells you what he/she wants when upset
- Tells you when he/she wants to continue a social game or activity
- Uses polite phrases
- Asks a complex question
- Ask a simple question about something he/she sees
- Finds you to request a preferred food, toy, or activity
- Finds you to request help
- Request Help
- Requests to continue an activity or social interaction
- Spontaneously makes a comment about your actions
- Spontaneously points at and names a familiar object or person
- Spontaneously talks about events in the past and/or future
- Tells you how he/she is feeling
- Tells you when he/she does not want an object or activity
- Tells you when he/she is confused
- Tells you when he/she wants to end an activity



Emotional Skills



Adaptability

- Accepts opportunities to participate in activities chosen by others
- Accepts outcomes of competitive activities
- Calms down by choosing a calming activity when he/she is upset
- Calms down by using a relaxation/break procedure when he/she is upset
- Calms down by using a relaxation/visualization procedure when he/she is upset
- Chooses between two items he/she is shown during an activity
- Chooses one activity from multiple options
- Makes multiple attempts when trying a difficult activity
- Stops on activity to begin another when asked
- Transitions to the next familiar activity when asked
- Transitions when a daily routine is unexpectedly changed
- Waits with an adult when he/she is asked



Emotional Regulation

- Accepts comfort from a familiar adult or object when he/she is upset
- Expresses empathy for another's emotions in relation to a specific event or activity
- Expresses excitement during play through eye contact and facial expressions
- Expresses excitement in response to an adult's praise or approval
- Expresses pride in his/her own achievements
- Identifies his/her own emotions when asked
- Imitates an adult's facial expression during play
- Seeks an adult's reaction of approval or disapproval in response to his/her behavior
- Seeks comfort from a familiar adult or object when he/she is upset
- Shares in another's emotions of joy, laughter, or excitement
- Stops activity in response to an adult's facial expression of disapproval
- Talks about his/her emotions in relation to a specific event or activity



Joint Attention

- Alternates his/her gaze between a toy/object and an adult during a familiar activity
- Alternates his/her gaze between adults and peers during shared play activities
- Approaches an adult when asked
- Combines eye contact, gestures, and facial expressions to maintain social interaction during a familiar activity
- Combines eye contact, gestures, and facial expressions to maintain social interaction during a new activity
- Combines eye contact, gestures, and facial expressions to maintain social interaction during conversation
- Follows a direction to look at a toy or object
- Stops activity and establishes eye contact when his/her name is called from a distance
- Stops activity and establishes eye contact when his/her name is called from close proximity
- Uses eye contact and gestures with adults to maintain social interaction during a preferred activity
- Uses eye contact and gestures with adults to sustain social interaction until a preferred activity is completed



Social Understanding

- Identifies basic emotions expressed by caregivers
- Identifies basic emotions expressed by his/her peers
- Identifies himself/herself in a mirror by pointing
- Recognizes teasing and bullying and seeks adult assistance
- Responds to social praise from caregivers
- Seeks adult approval for his/her own accomplishments
- Seeks approval from his/her peers
- Talks about his/her likes and dislikes
- Tells his/her own name and age
- Understands expectations during familiar home and school routines
- Understands expectations in non-preferred social situations
- Understands expectations in preferred social situations



Expressive Language Skills



Syntax

- Uses 10 single-word nouns
- Uses 10 single-word verbs
- Uses complex sentences with correct noun and verb endings
- Uses conjunctions to create compound sentences
- Uses four or five-word sentences that include various word types
- Uses the correct word order to ask questions using "who," "what," "where," "when," and "why"
- Uses two or three-word phrases that include adjectives
- Uses two or three-word phrases that include negatives
- Uses two or three-word phrases that include prepositions
- Uses two or three-word phrases that include pronouns
- Uses two or three-word phrases that include verbs
- Uses two single-word "negatives"



Verbal Imitation

- Imitates a two-word phrase on request
- Imitates a word on request
- Imitates mouth movements
- Imitates vocalizations
- Repeats a word during a familiar routine
- Repeats a word during a familiar song, finger play, or storybook
- Repeats a word during a highly preferred activity
- Repeats his/her own vocalizations when imitated by an adult
- Spontaneously imitates a phrase during a familiar activity
- Spontaneously imitates a phrase during a new activity
- Spontaneously imitates a word during a familiar activity
- Spontaneously imitates a word during a new activity



Vocabulary

- Defines five words
- Describes an object by explaining its attributes
- Names 10 highly preferred common objects
- Names 10 pictured objects
- Names pictures of familiar objects and people
- Names pictures of people, objects, and places seen primarily in books or on TV



Independence Skills



Community

- Makes choices and communicates them when ordering food at restaurant
- Plays appropriately on typical playground equipment when he/she is supervised by an adult
- Sits quietly and stays in his/her seat at a movie theater
- Stays in his/her seat when using public transportation
- Tolerates getting his/her hair cut at a barbershop or salon
- Tolerates visits to the dentist
- Walks safely in the community while holding and adult's hand
- Walks safely in the community with an adult and his/her peers
- Walks safely on the sidewalk without holding and adult's hand
- Walks with an adult and does not touch items on the shelf in a less preferred store
- Walks with an adult and does not touch items on the shelf in a preferred store



Home

- Answers the telephone appropriately when it rings
- Clears the table of dishes and stores other items in their appropriate locations when told
- Hangs his/her jacket and puts outdoor shoes in their appropriate location when entering the home
- Informs an adult if he/she is hurt
- Informs an adult if something is broken
- Makes his/her bed when told
- Places dirty clothes in appropriate location when told
- Properly disposes of trash items when told
- Puts away his/ her toys when told
- States emergency contacts correctly and knows where telephone numbers are located
- Stays inside home unless directed to go outside by an adult
- Wipes up spills with a rag or paper towel when told



School

- Accesses and organizes materials needed for school work
- Follows rules for participation in group activities
- Organized personal belongings as part of the daily routine
- Recognizes edible and non-edible items in the classroom
- Recognized safe and unsafe uses of school materials
- Returns shared materials to appropriate places when finished using them
- Stays in line with peers while traveling through the school building
- Stays on school property during outside recess and play time
- Transitions from one activity center to the next in the classroom
- Transitions to and from the school bus
- Travels to and from the school restroom
- Uses playground equipment safely



Self-care

- At designated times throughout the day or as directed by an adult, John will use a bathroom outside of the special education classroom independently 80% of the time
- Cuts food with a knife
- Drinks from a cup or glass without spilling
- Eats using a fork or spoon
- Puts on clothing with fasteners
- Puts on clothing without fasteners
- Removes his/her own clothing
- Uses a toothbrush and toothpaste to brush his/her teeth
- Uses soap and water to wash his/her hands
- Uses the toilet for bowel movements
- Uses the toilet for urination
- Uses the toilet independently
- Washes and dries his/her face and hands



Motor Skills



Fine Motor



Gross Motor

- Coordinates hand use for self-care
- Coordinates hands to complete tasks
- Copies lines, circles, and other shapes with crayons or markers
- Cuts with scissors
- Demonstrates hand preference for picking up objects and reaches across the mid-line of his/her body
- Demonstrates hand preference while eating
- Demonstrates hand preference with all art and writing materials
- Holds crayons or markers with his/her fingers correctly positions
- Manipulates toys that require coordination, each hand using a different object
- Prints the alphabet
- Takes apart and manipulates objects with moving pieces
- Avoids large obstacles while running
- Catches balls of various sizes with both hands
- Climbs on playground equipment and pumps on a swing set
- Hops forward on one foot
- Jumps off and over hurdles
- Kicks a ball
- Skips with coordinating "step-hop"
- Throws balls of various sizes (overhand)
- Uses his/her feet to propel himself/herself on a riding toy
- Uses pedals to ride a bike
- Walks along a balance beam or other narrow surface with both feet
- Walks up and down stairs using alternating feet



Receptive Language Skills



Follow Directions



Syntax



Vocabulary

- Follows 10 simple instructions to perform an action during a familiar activity
- Follows five simple instructions while engaged in a preferred activity
- Follows five simple instructions while engaged in a routine activity
- Follows instruction to give you one object from a group of preferred objects
- Follows instruction to give you something he/she is holding
- Follows instruction to look at a preferred item during a familiar activity
- Follows instructions involving locations during routine activities
- Follows instructions to look at pictured items
- Follows simple one-step instruction involving actions and objects when given out of context
- Follows two-step instructions during familiar activities
- Follows two-step instructions when given out of context
- Answers "when," "why," and "how" questions
- Answers "yes" or "no" when asked: Do you want _____?
- Answers "yes" or "no" when asked: Is this a _____?
- Answers a "where" question about the location of a familiar person who is nearby
- Identifies familiar persons, actions, and places by answering "yes" or "no" questions
- Understands a complex sentence with three critical elements, using multiple syntactic variations
- Understands object-action relationships when asked: What is _____ing?
- Understands person-action relationships when asked: Who _____ing?
- Understands person-action-object relationships when asked: What is _____ doing?
- Understands person-action-object relationships when asked: Where is _____?
- Understands the meaning of a compound sentence
- Understands the meaning of negation in a sentence
- Identifies 10 familiar people
- Identifies 10 highly preferred common objects
- Identifies 10 places in pictures
- Identifies 20 actions in pictures
- Identifies 20 less preferred common objects
- Identifies 30 objects and people in pictures
- Identifies a person, place or object that is described
- Identifies and object's function
- Identifies attributes in pictures
- Identifies body parts
- Identifies objects categorized by theme
- John will be able to select...
- Performs 10 requested actions



Social Skills



Group Skills



Motor Imitation



Social Play



Solitary Play

- Establishes eye contact during a familiar group activity
- Establishes eye contact during a highly preferred group activity
- Establishes eye contact during a snack or meal
- Follows a direction to stand in line with a group of peers
- Follows a routine nonverbal group direction to stop
- Follows a routine verbal group direction to stop, look, and listen
- Follows familiar verbal direction during group instruction
- Follows verbal and nonverbal directions in a new group situation
- Raises his/her hand and waits to be called for a turn during group instruction
- Shifts his/her gaze to adults and peers during a structured group activity
- Sits during a familiar, less preferred group activity for 10 minutes
- Sits during a preferred group activity for 10 minutes
- Imitates a sequence of two actions with a toy
- Imitates sequence of two fine motor actions
- Imitates sequence of two gross motor actions
- Imitates a single action with a toy
- Imitates one fine motor action
- Imitates one gross motor action
- John will imitate 5 simple motor movements on 4 out of 5 trials across 3 consecutive days
- Repeats his/her own action when imitated by an adult
- Spontaneously imitates a sequence of actions while learning a new skill
- Spontaneously imitates a sequence of three or more actions
- Spontaneously imitates a sequence of three or more actions during an unfamiliar activity
- Spontaneously imitates a sequence of two or more actions during a familiar activity
- Spontaneously imitates one action during a familiar activity
- Participates in choral/unison group activity
- Plays alongside a partner using his/her own toys or materials
- Plays alongside a partner using shared toys or materials
- Plays an unstructured group game, taking unpredictable turns
- Plays cooperatively in a structured group
- Plays cooperatively in an unstructured group
- Plays cooperatively with one partner
- Plays with a group, taking predictable turns
- Plays with a partner, taking predictable turns
- Shares materials in a structured group
- Shares materials in an unstructured group
- Shares materials with one partner
- Assigns complex roles in pretend play
- Assigns pretend roles to toy animals and dolls
- Plays with a multi-part toy that has a predetermined outcome
- Plays with a multi-part toy that is limited to one likely use
- Plays with a single toy that can be used in more than one way
- Plays with a single toy that is limited to one likely use
- Pretends that a toy or object is something else
- Pretends to engage in adult activities using a single prop
- Pretends to engage in adult activities using multiple props
- Reenacts events exactly as seen and heard on TV or in books
- Selects toys that involve a predictable sequence of actions linked by a theme
- Tiffany will recognize peers' interests in group play situations...
- Uses invisible objects in pretend play