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Emotional Responsibility Outcomes

Independence and Responsibility	Nido	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Accountable for all academic work	Observes adults modeling work cycle.	Completes work cycle most of the time, without prompt. Asks for assistance from adult when needed.	Completes work cycle. Asks for assistance from peer or adult when needed.	Creates daily work plans independently in order to complete assigned works.	Creates weekly work plans independently in order to complete assigned works.	Creates a plan for daily completion of tasks on the cycle study guides covering a six week period.
Follows ground rules and directions	Observes adults modeling appropriate behavior. Collaborates with adult to build awareness of behavioral expectations. Frequently tests boundaries.	Observes adults modeling appropriate behavior. Follows ground rules, as set by teachers. Frequently tests boundaries.	Follows ground rules, as set by teachers, with child discussion.	Develops and follows classroom ground rules	Develops and follows classroom ground rules and internet safety contract	Develops and follows classroom ground, internet safety contract and yearly personal academic/social goals
Accountable for behavior	Collaborates with adult to build awareness of behavioral expectations.	Demonstrates awareness of the need to follow a set of rules and is aware of the rules specific to their classroom.	Knows he/she is responsible for his/her own behavior. Understands steps to resolve a conflict. Participates in conflict resolution	Practices conflict resolution with peer or adult if needed. Begins to accept responsibility for actions.	Practices conflict resolution, mostly independent of a mediator. Owns role in conflict.	Brings issues to the group to solve. Solves most conflicts interdependently.

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			with adult guidance.			
Adaptability/ Flexibility	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Manages a variety of adult/student personalities	Observes adults modeling appropriate behavior. Collaborates with adult to build awareness of social boundaries. Frequently tests boundaries. May exhibit anxiety in the presence of unfamiliar people.	Exhibits respectful behavior while in close proximity to a variety of familiar students and trusted adults. May still exhibit mild anxiety in the presence of unfamiliar people.	Works easily with a variety of familiar students/adults.	Can manage group activities with a variety of students.	Can complete group projects with a variety of students. Can speak respectfully about academic concerns with a teacher.	Works with a variety of students on academic and social projects, using each person's strengths and recognizing their challenges. Can resolve class conflicts with a variety of teachers in a respectful way.
Manages transitions	Demonstrates awareness of routine. Collaborates with adult to help establish cognitive order and self-regulation during transitory times.	Observes adults modeling appropriate behavior according to highly consistent schedule. Moves smoothly from one activity to another, given sufficient time to transition.	Understands the schedule sufficiently to anticipate and manage routine transitions.	Understands what needs to be done to prepare for transitions.	Manages a less prescribed schedule and can easily move from one activity to the next.	Reflects upon transitions in order to create ease.

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Manages changes in schedules	Demonstrates awareness of deviations to routine. Collaborates with adult to help establish cognitive order and self-regulation during changes to routine.	Adjusts to changes in schedule given sufficient warning and time to transition.	Adjusts to changes in schedule given sufficient warning.	Understands changes to schedule and manages self appropriately.	Can adapt weekly academic goals to accommodate for changes to schedule.	Creates daily schedule and adapts as necessary.
Maturity/ Perseverance	**Nido**	**Toddler**	**Children's House**	**Lower Elementary**	**Upper Elementary**	**Middle School**
Accepts guidance and direction	Observes adults modeling appropriate behavior and consistently redirecting undesirable behavior. Beginning to develop awareness of behavioral expectations. Frequently tests boundaries.	Observes adults modeling appropriate behavior and consistently redirecting undesirable behavior. Responds to redirection in an appropriate fashion. Still may frequently test established boundaries.	Complies with adult directives. Comes willingly to presentations. Cooperates in peer teaching.	Gives friendly reminders to peers. Model classroom rules.	Understand redirection and complies. Responses to the requests of peers.	Accepts and enforces guidance and direction with other students.

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Accepts constructive criticism	Observes adults modeling appropriate behavior. Adults provide scaffolding and constructive praise to encourage independence and bolster self-esteem.	Observes adults modeling appropriate behavior. Adults provide scaffolding and constructive praise to encourage independence and bolster self-esteem.	Tolerates suggestions from adults and peers.	Complies with suggestions from adults and peers.	Considers adult and peer suggestions and discusses alternatives.	Evaluates suggestions and presents comparable alternatives.
Demonstrates self respect	Observes adults consistently modeling appropriate social emotional language as the needs arise.	Almost always uses words, not actions, to express needs or feelings.	Uses words, not actions, to express needs or feelings.	Can articulate needs or feelings with adult support to an individual or small group.	Can articulate needs or feelings to an individual or safe, group environment. Recognizes negative self-talk.	Can articulate needs or feelings to a group. Proactively analyzes situations where negative self-talk or negativity may appear.
Demonstrates self-control	Observes adults consistently modeling appropriate behavior and language. Beginning to become aware and express	Observes adults consistently modeling appropriate behavior and language. Frequently takes care of bodily needs in a timely	Recognizes the need to change behavior, which may require adult cueing. Able to wait their turn. Uses materials purposely and respectfully.	Begins to recognize that personal actions affect others and is responsive to redirection strategies.	Recognizes that actions affect the community.	Recognizes that actions affect the community and empowers others to improve community dynamics.

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Emotional Responsibility Outcomes

	needs and desires.	manner. Self-regulatory skills becoming more established.				