

# Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
1	4455	notify the teacher when angry (words, signal)		Social/ Emotional Anger Management
2	4456	use appropriate language to ask for help when frustrated		Social/ Emotional Anger Management
3	4457	use appropriate language to tell a peer why he/she is angry		Social/ Emotional Anger Management
4	4458	state anger rather than using physical violence		Social/ Emotional Anger Management
5	4459	accept direction from teacher when angry		Social/ Emotional Anger Management
6	4460	respond in a non-aggressive manner to staff when corrected		Social/ Emotional Anger Management
7	4461	utilize an appropriate coping strategy (e.g. take a deep breath, count to ten, ask for a break, etc.) to calm self down when feeling angry or frustrated		Social/ Emotional Anger Management
8	4462	demonstrate self-control while in a stressful situation		Social/ Emotional Anger Management
9	4463	request a "time-away" when in a stressful situation		Social/ Emotional Anger Management
10	4464	arrive at school on time		Social/ Emotional Attendance: Punctuality
11	4465	be in classroom before the bell rings		Social/ Emotional Attendance: Punctuality
12	4466	be in his/her seat ready to work when tardy bell rings		Social/ Emotional Attendance: Punctuality
13	4467	remain in class		Social/ Emotional Attendance: Punctuality
14	4468	wait quietly for teacher direction		Social/ Emotional Classroom Rules

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15	4469	increase response time to adult/authority figure initiated interactions by ___ over baseline		Social/ Emotional Classroom Rules
16	4470	accept directions from an authority figure		Social/ Emotional Classroom Rules
17	4471	respond appropriately to instructions		Social/ Emotional Classroom Rules
18	4472	comply with teacher's directions with less than ___ prompts when presented with a task at his/her instructional level		Social/ Emotional Classroom Rules
19	4473	follow a ___ part verbal direction		Social/ Emotional Classroom Rules
20	4474	(locate, read, follow) directions on a worksheet at his/her instructional level		Social/ Emotional Classroom Rules
21	4475	demonstrate an understanding of classroom rules by stating them		Social/ Emotional Classroom Rules
22	4476	follow all classroom rules		Social/ Emotional Classroom Rules
23	4477	follow classroom procedures to get a drink or hall pass		Social/ Emotional Classroom Rules
24	4478	follow all school rules		Social/ Emotional Classroom Rules
25	4479	use a (picture, gesture, prop) to express basic need		Social/ Emotional Communication skills
26	4480	(verbally, gesturally) respond to a staff or peer greeting by waving or saying "hi"		Social/ Emotional Communication skills
27	4481	offer hand up, palm out gesture to receive "high five" from peers or staff		Social/ Emotional Communication skills
28	4482	initiate a (verbal, nonverbal) response that is appropriate to the social context		Social/ Emotional Communication skills

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29	4483	use the (word, sign) "please" in conjunction with a request for a toy or other item from staff or peers		Social/ Emotional Communication skills
30	4484	use the (word, sign) "thank you" when appropriate to peers or staff		Social/ Emotional Communication skills
31	4485	(present/point to) a break card to indicate need to leave an activity		Social/ Emotional Communication skills
32	4486	(sign, verbalize) to staff need to leave an activity		Social/ Emotional Communication skills
33	4487	indicate negations appropriately through use of ("no" card, verbally, shaking head, gently pushing an item away		Social/ Emotional Communication skills
34	4488	increase his/her participation at (an activity) without demonstrating escape behavior from baseline		Social/ Emotional Group Activities
35	4489	increase his/her participation at (non-preferred activity) without demonstrating escape behavior from baseline		Social/ Emotional Group Activities
36	4490	follow directions to group within ___seconds		Social/ Emotional Group Activities
37	4491	spontaneously raise hand to participate in group lesson		Social/ Emotional Group Activities
38	4492	maintain appropriate behavior during group lesson		Social/ Emotional Group Activities
39	4493	sit quietly, raise hand and maintain proper eye contact during group lesson		Social/ Emotional Group Activities
40	4494	work cooperatively in group situations		Social/ Emotional Group Activities
41	4495	participate in group songs and finger plays		Social/ Emotional Group Activities
42	4496	join a group game or activity (upon request, spontaneously)		Social/ Emotional Group Activities

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Ref. No.	Behavior	Grade	Std.	Domain/Category
43	4497	respond to social initiation cues from peers		Social/ Emotional Group Activities
44	4498	participate in school activities		Social/ Emotional Group Activities
45	4499	stand in line appropriately		Social/ Emotional Group Activities
46	4500	raise hand and ask for help if needed		Social/ Emotional Independent Class Work
47	4501	request help with nonacademic issues that may arise		Social/ Emotional Independent Class Work
48	4502	give a verbal response to teacher questions in a one-to-one setting		Social/ Emotional Independent Class Work
49	4503	sit at desk and begin a task when asked		Social/ Emotional Independent Class Work
50	4504	read directions prior to beginning a task, if required		Social/ Emotional Independent Class Work
51	4505	reduce talking out in class from baseline of		Social/ Emotional Independent Class Work
52	4506	stay on-task when completing a written assignment		Social/ Emotional Independent Class Work
53	4507	attend to task without bothering or talking to peers		Social/ Emotional Independent Class Work
54	4508	complete an independent task requiring ____ minutes		Social/ Emotional Independent Class Work
55	4509	bring required materials (notebook, pencils, calculator) to class		Social/ Emotional Independent Class Work
56	4510	demonstrate the appropriate use of materials		Social/ Emotional Independent Class Work

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57	4511	return equipment to appropriate storage area		Social/ Emotional Independent Class Work
58	4512	maintain a neat and orderly work area		Social/ Emotional Independent Class Work
59	4513	keep a daily assignment notebook of class assignments and homework expectations		Social/ Emotional Independent Class Work
60	4514	finish class work on time		Social/ Emotional Independent Class Work
61	4515	satisfactorily complete homework assignments		Social/ Emotional Independent Class Work
62	4516	carry or fill out point sheet		Social/ Emotional Independent Class Work
63	4517	maintain a passing grade in (mainstreamed class)		Social/ Emotional Independent Class Work
64	4518	use appropriate facial expressions when interacting with (peers, adults)		Social/ Emotional Nonverbal Interpersonal
65	4519	use appropriate gestures when interacting with (peers, adults)		Social/ Emotional Nonverbal Interpersonal
66	4520	use appropriate eye contact when interacting with (peers, adults)		Social/ Emotional Nonverbal Interpersonal
67	4521	exhibit proper (body stance, posture, distance) when interacting with (peers, adults)		Social/ Emotional Nonverbal Interpersonal
68	4522	demonstrate proper sitting posture when being praised		Social/ Emotional Nonverbal Interpersonal
69	4523	interact with at least one peer during free time		Social/ Emotional Nonverbal Interpersonal
70	4524	interact positively with peers		Social/ Emotional Nonverbal Interpersonal

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Ref. No.	Behavior	Grade	Std.	Domain/Category
71	4525	display appropriate emotions in an interpersonal situation with (peers or adults)		Social/ Emotional Nonverbal Interpersonal
72	4526	list in sequence the components of the agreed-upon problem solving model		Social/ Emotional Problem Solving
73	4527	use the agreed-upon problem solving model in a hypothetical situation		Social/ Emotional Problem Solving
74	4528	interact with the teacher using the agreed-upon problem solving model to find a solution to a group situation		Social/ Emotional Problem Solving
75	4529	interact with peers using the agreed-upon problem solving model to find a solution to a group situation		Social/ Emotional Problem Solving
76	4530	use the agreed-upon problem solving model independently to find appropriate solutions to a problem which he/she is personally involved in		Social/ Emotional Problem Solving
77	4531	identify internal and physical indicators of stress that may lead to behavioral outbursts		Social/ Emotional Problem Solving
78	4532	state alternative behaviors for a given situation		Social/ Emotional Problem Solving
79	4533	identify strategies for relaxation		Social/ Emotional Problem Solving
80	4534	identify strategies to reduce anxiety		Social/ Emotional Problem Solving
81	4535	discuss his/her feelings and the alternative behavior he/she choose (verbally, in writing) prior to exhibiting an inappropriate behavior		Social/ Emotional Problem Solving
82	4536	state causes of own behavior		Social/ Emotional Self-Analysis
83	4537	identify consequences of behavior		Social/ Emotional Self-Analysis
84	4538	explain situations truthfully		Social/ Emotional Self-Analysis

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85	4539	accept consequences of own behavior		Social/ Emotional Self-Analysis
86	4540	identify positive self-attributes		Social/ Emotional Self-Analysis
87	4541	increase number of positive self-statements from baseline		Social/ Emotional Self-Analysis
88	4542	accept positive feedback		Social/ Emotional Self-Analysis
89	4543	state realistic self- criticism		Social/ Emotional Self-Analysis
90	4544	identify strengths and weaknesses as a step in goal-setting		Social/ Emotional Self-Analysis
91	4545	set realistic behavioral goals for self		Social/ Emotional Self-Analysis
92	4546	generate options to reach a goal		Social/ Emotional Self-Analysis
93	4547	develop a plan to reach goals		Social/ Emotional Self-Analysis
94	4548	accurately evaluate goal achievement for self		Social/ Emotional Self-Analysis
95	4549	verbalize feelings		Social/ Emotional Self-Analysis
96	4550	state own opinion when asked		Social/ Emotional Self-Analysis
97	4551	use strategies to control mood swings		Social/ Emotional Self-Analysis
98	4552	follow through on commitments		Social/ Emotional Self-Analysis

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Ref. No.	Behavior	Grade	Std.	Domain/Category
99	4553	verbally discuss negative feelings instead of acting them out		Social/ Emotional Self-Management
100	4554	ignore verbal provocation from a peer by (walking away, not replying, not reacting)		Social/ Emotional Self-Management
101	4555	(ignore, give an appropriate verbal response) when teased, criticized or bothered by a peer		Social/ Emotional Self-Management
102	4556	ignore physical provocation from a peer by walking away		Social/ Emotional Self-Management
103	4557	ignore inappropriate behavior of others		Social/ Emotional Self-Management
104	4558	reduce incidence of aggression to others from baseline		Social/ Emotional Self-Management
105	4559	reduce incidence of aggression toward self from baseline		Social/ Emotional Self-Management
106	4560	reduce incidence of hitting others from baseline		Social/ Emotional Self-Management
107	4561	reduce incidence of stealing from baseline		Social/ Emotional Self-Management
108	4562	reduce incidence of noncompliance to authority requests from baseline		Social/ Emotional Self-Management
109	4563	reduce (avoidance, escape) behavior from undesired activities from baseline		Social/ Emotional Self-Management
110	4564	reduce (avoidance, escape) behavior in new situations from baseline		Social/ Emotional Self-Management
111	4565	reduce incidence of avoidance of social situations from baseline		Social/ Emotional Self-Management
112	4566	reduce incidence of escape from social situations from baseline		Social/ Emotional Self-Management

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113	4567 keep his/her hands to self as appropriate			Social/ Emotional Self-Management
114	4568 reduce incidence of inappropriately touching others from baseline			Social/ Emotional Self-Management
115	4569 reduce incidence of sexual aggression from baseline			Social/ Emotional Self-Management
116	4570 reduce incidence of lewd and suggestive remarks from baseline			Social/ Emotional Self-Management
117	4571 refrain from loud, unnecessary conversation during class time			Social/ Emotional Self-Management
118	4572 remain calm when things do not happen as expected			Social/ Emotional Self-Management
119	4573 respond appropriately to changes in schedule			Social/ Emotional Self-Management
120	4574 respond appropriately to losing or winning			Social/ Emotional Self-Management
121	4575 apologize for misbehavior when confronted with a misdeed			Social/ Emotional Self-Management
122	4576 use a chart (or other method) of recording to monitor own behavior throughout the day			Social/ Emotional Self-Management
123	4577 accept consensus decision of group			Social/ Emotional Self-Management
124	4578 comply with contract			Social/ Emotional Self-Management
125	4579 decrease duration of use of a self-stimulatory item during classroom activities from baseline			Social/ Emotional Sensory
126	4580 use (signs, gestures, items, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired			Social/ Emotional Sensory

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127	4581	accept and use gum or jerky rather than an inappropriate item to chew on for oral stimulation		Social/ Emotional Sensory
128	4582	use (signs, gestures, items, pictures) to request (deep tissue stimulation item) when feeling the need for deep tissue pressure		Social/ Emotional Sensory
129	4583	use (signs, gestures, items, pictures) to request modification when over stimulated by (lights, sound, people)		Social/ Emotional Sensory
130	4584	locate the appropriate place for personal self-stimulation when needed		Social/ Emotional Sensory
131	4585	delay seeking personal self-stimulation in order to complete requested task		Social/ Emotional Sensory
132	4586	work independently alongside a small group of peers		Social/ Emotional Sharing Skills
133	4587	follow a (verbal, gestural) prompt from staff to wait for an item		Social/ Emotional Sharing Skills
134	4588	follow a (verbal, gestural) prompt from staff to wait his/her turn		Social/ Emotional Sharing Skills
135	4589	indicate an understanding of turn-taking by identifying his/her turn given cues from staff		Social/ Emotional Sharing Skills
136	4590	share tools/materials with peers		Social/ Emotional Sharing Skills
137	4591	allow others to handle or manipulate materials		Social/ Emotional Sharing Skills
138	4592	ask to use others' property		Social/ Emotional Sharing Skills
139	4593	return property to owner		Social/ Emotional Sharing Skills
140	4594	share work space with peers		Social/ Emotional Sharing Skills

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141	4595	share responsibility for putting away (toys, material)		Social/ Emotional Sharing Skills
142	4596	transition (to, from) (activity) without tantrum behavior		Social/ Emotional Transition Between
143	4597	follow an individually designed visual schedule of his/her daily activities		Social/ Emotional Transition Between
144	4598	demonstrate an understanding of "finished" by putting away materials/items from an activity following (verbal, gestural, light physical) prompts		Social/ Emotional Transition Between
145	4599	respond to a (timer, buzzer, bell) within ___ seconds to end a classroom activity		Social/ Emotional Transition Between
146	4600	retrieve materials/items for an activity when given (verbal, gestural, light physical) prompt		Social/ Emotional Transition Between
147	4601	give staff a self-stimulatory item when requested to begin a task		Social/ Emotional Transition Between
148	4602	listen attentively when peers are talking		Social/ Emotional Verbal Communication
149	4603	speak with permission or in turn		Social/ Emotional Verbal Communication
150	4604	decrease interruptions when others are talking		Social/ Emotional Verbal Communication
151	4605	participate in class discussions		Social/ Emotional Verbal Communication
152	4606	respond verbally appropriately to conversations of peers		Social/ Emotional Verbal Communication
153	4607	initiate conversations with peers		Social/ Emotional Verbal Communication
154	4608	make positive comments to peers		Social/ Emotional Verbal Communication

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155	4609 offer to help fellow students			Social/ Emotional Verbal Communication
156	4610 apologize to others as appropriate			Social/ Emotional Verbal Communication
157	4611 speak in an appropriate voice tone when speaking to (adults/peers)			Social/ Emotional Verbal Communication
158	4612 use an appropriate volume when speaking to (adults/peers)			Social/ Emotional Verbal Communication
159	4613 use appropriate (word choice, language) when speaking to (adults/peers)			Social/ Emotional Verbal Communication
160	4614 use appropriate language when receiving counsel			Social/ Emotional Verbal Communication
161	4615 make appropriate comments in response to praise			Social/ Emotional Verbal Communication
162	4616 use appropriate greetings with (adults/peers)			Social/ Emotional Verbal Communication
163	4617 make relevant comments when speaking to (adults/peers)			Social/ Emotional Verbal Communication
164	4618 respond verbally when spoken to by teacher			Social/ Emotional Verbal Communication
165	4619 verbalize his/her feelings using an "I" statement rather than a blame statement			Social/ Emotional Verbal Communication
166	4620 choose appropriate interactions with peers during free time			Social/ Emotional Verbal Communication
167	4621 interact with peers/adults in an appropriate and mature manner			Social/ Emotional Verbal Communication
168	4622 interact with peers and adults in an appropriate and mature manner			Social/ Emotional Verbal Communication