

Emotional Responsibility Outcomes

Independence and Responsibility	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Accountable for all academic work	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	Follows ground rules, as set by teachers.	Follows ground rules, as set by teachers	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	Aware of the need to follow a set of rules.	Knows he/she is responsible for his/her own behavior. Understands steps to resolve a conflict.	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.
Adaptability/Flexibility	Toddler	Children's House	Lower Elementary	Upper Elementary	Middle School
Manages a variety of adult/student personalities	Exhibits respectful behavior while sitting in close proximity to a variety of students/adults.	Works easily with a variety of 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.

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Manages transitions	Moves smoothly from one activity to another, given sufficient time to transition.	Understands the schedule sufficiently to anticipate and manage 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.
Manages changes in schedules	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	Toddler	Children’s House	Lower Elementary	Upper Elementary	Middle School
Accepts guidance and direction	Allows self to be redirected.	Complies with adult directives. Cooperates in peer teaching.	Gives friendly reminders to peers. Model classroom rules.	Understand redirection and complies. Responds to the requests of peers.	Accepts and enforces guidance and direction with other students.
Accepts constructive criticism	Participates in tandem tasks with adults.	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	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.



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Demonstrates self-control	Takes care of bodily needs in a timely manner.	Recognizes the need to change behavior, which may require adult cueing.	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.