

## Taking the Perspective of Others

Name \_\_\_\_\_ Date Set \_\_\_\_\_ Met \_\_\_\_\_

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p><b>Identifies emotions (feelings).</b></p> <p><input type="checkbox"/> Recognizes emotions (feelings) in self.</p> <p><input type="checkbox"/> Recognizes emotions (feelings) in others.</p> <p><input type="checkbox"/> Identifies cues which indicate specific emotions (feelings).</p> <p style="padding-left: 20px;">- verbal</p> <p style="padding-left: 20px;">- nonverbal</p>	<p>_____</p>	<p>_____</p>
<p><b>Recognizes and understands verbal emotional cues.</b></p> <p><input type="checkbox"/> Recognizes verbal emotional cues.</p> <p style="padding-left: 20px;">- statements of emotion</p> <p style="padding-left: 20px;">- joking, sarcasm, other vocal tones</p> <p><input type="checkbox"/> Understands the meaning of verbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p><b>Recognizes and understands nonverbal emotional cues.</b></p> <p><input type="checkbox"/> Recognizes nonverbal emotional cues.</p> <p style="padding-left: 20px;">- facial expressions</p> <p style="padding-left: 20px;">- gestures/ body language</p> <p><input type="checkbox"/> Understands the meaning of nonverbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p><b>Recognizes and understands nonliteral statements.</b></p> <p><input type="checkbox"/> Recognizes nonliteral statements (figures of speech).</p> <p><input type="checkbox"/> Understands the meaning of nonliteral statements.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p><b>Takes the perspective of others in many social situations.</b></p> <p><input type="checkbox"/> Asks questions about well-being, feelings of others.</p> <p><input type="checkbox"/> Recognizes opinions, comments, feelings of others.</p> <p><input type="checkbox"/> Accepts opinions, comments, feelings of others.</p> <p><input type="checkbox"/> Explains feelings and opinions observed in others.</p> <p><input type="checkbox"/> Understands how others might feel in specific situations.</p>	<p>_____</p>	<p>_____</p>

<b>Coping with Stress</b>		
<b>Name</b> _____	<b>Date Set</b> _____	<b>Met</b> _____
Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.		
<p><b>Knows what causes stress.</b></p> <ul style="list-style-type: none"> <li>___ Aversions and fears.</li> <li>___ Responsibilities: family, job, and friends.</li> <li>___ Pressure: timelines, deadlines, competition, and expectations.</li> <li>___ Situations: events, gatherings, accidents, and problems.</li> <li>___ Intensity: pushing hard, striving, driving, and focusing on success.</li> <li>___ Lack of routine: not eating, sleeping, and relaxing regularly.</li> <li>___ Illness: colds, injuries, infections, and allergic reactions.</li> <li>___ Emotional stress: arguments, disagreements, and conflicts.</li> <li>___ Environmental factors: extremes in temperature, weather, light.</li> </ul> <p><b>Manages day-to-day stress.</b></p> <ul style="list-style-type: none"> <li>___ Recognizes personal stress limits and works to live within limits.</li> <li>___ Recognizes body indicators of stress.                             <ul style="list-style-type: none"> <li>- rapid heartbeat</li> <li>- increased body temperature</li> <li>- sweating</li> <li>- red face</li> <li>- pacing</li> <li>- rocking</li> <li>- chewing</li> </ul> </li> <li>___ Sets up routines (eating, sleeping, and exercising).</li> <li>___ Nurtures relationships and participates in social activities.</li> <li>___ Schedules leisure time (exercise, recreation, relaxation).</li> </ul> <p><b>Uses coping strategies for stress reduction.</b></p> <ul style="list-style-type: none"> <li>___ Has system for self-monitoring.</li> <li>___ Utilizes sensory activities.</li> <li>___ Identifies communicative replacements.                             <ul style="list-style-type: none"> <li>- "I need a break"</li> <li>- "It's too loud"</li> <li>- "I need help"</li> </ul> </li> <li>___ Seeks out calming places.</li> <li>___ Writes or reviews social story/cartooning.</li> <li>___ Seeks intervention before meltdown occurs.</li> </ul>	<p><b>Date Met</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>NA</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

## Handling Teasing and Bullying

Name \_\_\_\_\_ Date Set \_\_\_\_\_ Met \_\_\_\_\_

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p><b>Understands difference between teasing and bullying.</b></p> <p><input type="checkbox"/> Knows teasing can be friendly.</p> <p><input type="checkbox"/> Knows bullying is never friendly.</p> <p><input type="checkbox"/> Identifies/explains examples of teasing and bullying.</p>	<p>_____</p>	<p>_____</p>
<p><b>Determines when being teased or bullied.</b></p> <p><input type="checkbox"/> Determines when being teased (friendly and fun).</p> <p><input type="checkbox"/> Determines when teasing is done in hurtful manner.</p> <ul style="list-style-type: none"> <li>- done to hurt a person</li> <li>- done to put a person down</li> <li>- done to make a person mad</li> <li>- done to gain popularity</li> </ul>	<p>_____</p>	<p>_____</p>
<p><b>If being bullied, considers options and makes best choice.</b></p> <p><input type="checkbox"/> Determines if the situation can be handled on own.</p> <ul style="list-style-type: none"> <li>- ignore bullying</li> <li>- continue doing what is currently being done</li> <li>- leave</li> <li>- assertively ask people to stop</li> <li>- explain how teasing makes a person feel</li> <li>- explain that teasing is not appreciated</li> </ul> <p><input type="checkbox"/> Determines if peer help is needed.</p> <ul style="list-style-type: none"> <li>- knows whom to ask</li> <li>- asks calmly and honestly</li> </ul> <p><input type="checkbox"/> Determines if adult help is needed.</p> <ul style="list-style-type: none"> <li>- knows whom to ask</li> <li>- asks calmly and honestly</li> </ul>	<p>_____</p>	<p>_____</p>