

Desired Classroom Behaviors

Attending	Student demonstrates a controlled narrowing and focusing of awareness on instruction or instructional materials. Behaviors consistent with attention can include: Maintaining eye gaze on instructor and/or instructional materials (worksheets/book, video, computer/tablet etc.) for a reasonable amount of time, given developmental level.
Engaging	Student is actively participating, showing interest, or asking questions about instructional topics, classroom discussion, or peer discussion of relevant instructional topics presented by instructional staff. (Note: By contrast, a disengaged student would be bored, dispassionate, disinterested and/or disengaged.)
Following Directions	Student is able to act as directed in a timely manner to adult requests. (Example: "Please take out your math book," – Student responds as needed). The student may engage in off-topic conversation, but should refrain from sidetracking activity while following directions.
Concentration	Student can sustain active on-task behaviors associated with task completion, requiring minimal adult redirection. Student maintains active awareness through to the end of an instructional activity, discussion, or task (within his/her skill range, and a reasonable amount of time spent in the task or activity). Student attempts solutions when given challenging activities (slightly above success level) more than once before asking for help or losing concentration.
Staying in Work Area	Student can remain within a designated work area (seated or standing) for a reasonable specified amount of time in order to complete adult-directed tasks. Student can refrain from wandering from the work area or eloping from the classroom.

Communication	The student produces accurate verbal or nonverbal expression of ideas, needs, wants, feelings, and preferences that others can readily understand without the resorting to challenging behavior, use of profanity (or other socially unacceptable communications), or experiencing communication breakdown.
Handling Time Pressures	Student performs directed activities within a set time limit without engaging in emotional or behavioral dysregulation during or immediately following the designated time.
Multi-Tasking	Successfully engages in activities that reasonably place demands on the student's ability to coordinate and use more than one variable at a time (for example, some math calculations require multi-variable reasoning). This may include successfully completing tasks that place simultaneous demands on multiple abilities such as memory, planning, execution, synthesis of information, and more. Exhibiting frustration, emotional escalation, off-task, or escape behaviors, during activities that place demands on multi-tasking indicates an area of concern.
Memory	Can successfully recall prior information, conversations and experiences without support. Can functionally use past concepts, information, conversations and experiences to help solve current problems and/or successfully engage with directed tasks.
Impulsivity	Student's behaviors reflect thought and controlled reason over impulse. Actions appear to be deliberate, prudent and purposeful. Student is able to curb immediate reactions and his/her behaviors reflect thought before taking action. Student demonstrates inhibitory control, tolerance of delay to rewards, and reasoned decision-making. Student actively chooses behaviors associated with long-term gains over short-term satisfaction.
Accommodating Change	Student is able to accept changes in expected routines, rules, activities, people or contexts without engaging in maladaptive behaviors or communications. Student is able to produce work, concentrate, and engage with tasks with a variety of instructors and students present and within various contexts. Student can emotionally cope with change.

Social Interaction	Student is observed making and maintaining positive relationships with peers and adults. Student actively seeks new friends and social situations that meet individual needs, provide the student with social satisfaction, a sense of belonging, and a source of social support. Student is observed spending break times with friends, or peers in positive social behaviors.
Accepting Feedback	Student can tolerate both peer/adult feedback without engaging in defensive behaviors or emotional escalation. Student can accept constructive corrective feedback and act upon it. Student can tolerate positive feedback as well without resorting to problem behaviors.
Planning and Organizing	Student's work area, work product, and backpack reflect a sense of organization. Student actualizes learned information in a sequential, systematic, and planned manner without support. Verbal output is organized with no content missing, and ideas are expressed in an order that is easily understood by a listener. Student independently organizes longer tasks into systematic steps resulting in a reasonable outcome or work product.
Listening/Processing	At student's developmental level, he/she can listen to what is being said by a communication partner, and demonstrate understanding of another's spoken ideas without supports. Student can process and understand what is being said by an instructor or peer with minor (reasonable), ambient, background noise occurring. Student does not reverse, mix up, insert or delete parts of heard information during or after listening.
Self-Regulating	Student regularly demonstrates the ability to regulate his/her emotions (given that it is appropriate to the student's developmental level), to calm him/herself down when upset, and cheer him/herself up when feeling down. Student can identify his/her values, set attainable goals aligned with his/her values, monitor his/her own behavior to ensure that it is in line with those values and goals, and has the willpower to persist until goals are reached.

Mental Flexibility	Student can fluidly, adaptively, and voluntarily allocate his/her attention and cognitive resources, across contexts, people and activities. Student demonstrates the ability to accommodate new information, people and activities adaptively. Adjusts thinking from old situations to new ones and can overcome habitual, patterned responses. Student can transition between activities, people and contexts with little need for support. (Note: if student can adapt, but becomes emotionally dysregulated, rate this on Self-Regulating.)
Automaticity/Fluency in Reading and Math	Student can read words with no noticeable cognitive or mental effort in all circumstances (whether observed by others or not). Student has mastered word recognition and decoding skills to the point where these fundamental skills are "automatic" and do not require conscious attention. Likewise, student demonstrates the conceptual understanding and strategies necessary to perform mathematical calculations in all circumstances.
Foresight	Given the appropriate developmental level of the student, he/she actively demonstrates the ability to predict and act upon a variety of logically possible outcomes based on his/her current behavior. Note: This does not include the student's ability to self-inhibit. Rate self-inhibiting under Impulsivity.
Hindsight	Given the appropriate developmental level of the student, he/she is able to perceive and logically analyze the nature of a behavior, interaction, or event after its occurrence, and as well as actively use this logical analysis to develop and execute future, adaptive outcomes.