

# Behavior List

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

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

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

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|-----------|--|-------|------|---|
| 43 ➔ 4497 | will respond to social initiation cues from peers                        |       |      | Social/ Emotional<br>Group Activities       |
| 44 ➔ 4498 | will participate in school activities                                    |       |      | Social/ Emotional<br>Group Activities       |
| 45 ➔ 4499 | will stand in line appropriately   |       |      | Social/ Emotional<br>Group Activities       |
| 46 ➔ 4500 | will raise hand and ask for help if needed                               |       |      | Social/ Emotional<br>Independent Class Work |
| 47 ➔ 4501 | will request help with nonacademic issues that may arise                 |       |      | Social/ Emotional<br>Independent Class Work |
| 48 ➔ 4502 | will give a verbal response to teacher questions in a one-to-one setting |       |      | Social/ Emotional<br>Independent Class Work |
| 49 ➔ 4503 | will sit at desk and begin a task when asked                             |       |      | Social/ Emotional<br>Independent Class Work |
| 50 ➔ 4504 | will read directions prior to beginning a task, if required              |       |      | Social/ Emotional<br>Independent Class Work |
| 51 ➔ 4505 | will reduce talking out in class from baseline of                        |       |      | Social/ Emotional<br>Independent Class Work |
| 52 ➔ 4506 | will stay on-task when completing a written assignment                   |       |      | Social/ Emotional<br>Independent Class Work |
| 53 ➔ 4507 | will attend to task without bothering or talking to peers                |       |      | Social/ Emotional<br>Independent Class Work |
| 54 ➔ 4508 | will complete an independent task requiring ____ minutes                 |       |      | Social/ Emotional<br>Independent Class Work |
| 55 ➔ 4509 | will bring required materials (notebook, pencils, calculator) to class   |       |      | Social/ Emotional<br>Independent Class Work |
| 56 ➔ 4510 | will demonstrate the appropriate use of materials                        |       |      | Social/ Emotional<br>Independent Class Work |

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

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| 71 ➔     | 4525     | will display appropriate emotions in an interpersonal situation with (peers or adults)   |      |                 | Social/ Emotional<br>Nonverbal Interpersonal |
| 72 ➔     | 4526     | will list in sequence the components of the agreed-upon problem solving model  |      |                 | Social/ Emotional<br>Problem Solving         |
| 73 ➔     | 4527     | will use the agreed-upon problem solving model in a hypothetical situation   |      |                 | Social/ Emotional<br>Problem Solving         |
| 74 ➔     | 4528     | will interact with the teacher using the agreed-upon problem solving model to find a solution to a group situation                                 |      |                 | Social/ Emotional<br>Problem Solving         |
| 75 ➔     | 4529     | will interact with peers using the agreed-upon problem solving model to find a solution to a group situation                                       |      |                 | Social/ Emotional<br>Problem Solving         |
| 76 ➔     | 4530     | will use the agreed-upon problem solving model independently to find appropriate solutions to a problem which he/she is personally involved in     |      |                 | Social/ Emotional<br>Problem Solving         |
| 77 ➔     | 4531     | will identify internal and physical indicators of stress that may lead to behavioral outbursts   |      |                 | Social/ Emotional<br>Problem Solving         |
| 78 ➔     | 4532     | will state alternative behaviors for a given situation   |      |                 | Social/ Emotional<br>Problem Solving         |
| 79 ➔     | 4533     | will identify strategies for relaxation  |      |                 | Social/ Emotional<br>Problem Solving         |
| 80 ➔     | 4534     | will identify strategies to reduce anxiety   |      |                 | Social/ Emotional<br>Problem Solving         |
| 81 ➔     | 4535     | will discuss his/her feelings and the alternative behavior he/she will choose (verbally, in writing) prior to exhibiting an inappropriate behavior |      |                 | Social/ Emotional<br>Problem Solving         |
| 82 ➔     | 4536     | will state causes of own behavior  |      |                 | Social/ Emotional<br>Self-Analysis           |
| 83 ➔     | 4537     | will identify consequences of behavior   |      |                 | Social/ Emotional<br>Self-Analysis           |
| 84 ➔     | 4538     | will explain situations truthfully   |      |                 | Social/ Emotional<br>Self-Analysis           |

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

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| 99 ➔ 4553  | will verbally discuss negative feelings instead of acting them out                               |       |      | Social/ Emotional<br>Self-Management |
| 100 ➔ 4554 | will ignore verbal provocation from a peer by (walking away, not replying, not reacting)         |       |      | Social/ Emotional<br>Self-Management |
| 101 ➔ 4555 | will (ignore, give an appropriate verbal response) when teased, criticized or bothered by a peer |       |      | Social/ Emotional<br>Self-Management |
| 102 ➔ 4556 | will ignore physical provocation from a peer by walking away                                     |       |      | Social/ Emotional<br>Self-Management |
| 103 ➔ 4557 | will ignore inappropriate behavior of others   |       |      | Social/ Emotional<br>Self-Management |
| 104 ➔ 4558 | will reduce incidence of aggression to others from baseline                                      |       |      | Social/ Emotional<br>Self-Management |
| 105 ➔ 4559 | will reduce incidence of aggression toward self from baseline                                    |       |      | Social/ Emotional<br>Self-Management |
| 106 ➔ 4560 | will reduce incidence of hitting others from baseline  |       |      | Social/ Emotional<br>Self-Management |
| 107 ➔ 4561 | will reduce incidence of stealing from baseline  |       |      | Social/ Emotional<br>Self-Management |
| 108 ➔ 4562 | will reduce incidence of noncompliance to authority requests from baseline                       |       |      | Social/ Emotional<br>Self-Management |
| 109 ➔ 4563 | will reduce (avoidance, escape) behavior from undesired activities from baseline                 |       |      | Social/ Emotional<br>Self-Management |
| 110 ➔ 4564 | will reduce (avoidance, escape) behavior in new situations from baseline                         |       |      | Social/ Emotional<br>Self-Management |
| 111 ➔ 4565 | will reduce incidence of avoidance of social situations from baseline                            |       |      | Social/ Emotional<br>Self-Management |
| 112 ➔ 4566 | will reduce incidence of escape from social situations from baseline                             |       |      | Social/ Emotional<br>Self-Management |



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

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

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

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