Translating PA CRS into Measurable Goals for Students Enrolled in AEDY Grade Band 6-8

Skill Category	PA CRS Grade Band (6-8)	Examples of Measurable Goals
Self-Awareness and Self-Management *Recognize and regulate emotions*	Identify behavioral expressions of feelings within a context.	The student will be able to identify behavioral expressions of feelings in context by viewing recorded video excerpts of a targeted individual demonstrating feelings of sadness vs. happiness, anger vs. pleasure, fear vs. confidence, and anxiousness vs. calmness with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Explain to others one's own strengths, needs, and preferences specific to a context.	The student will explain in their own words to a staff member their particular strengths/skills they can bring to bear at the given moment in time, particular needs at the given moment in time, and their personal preference at that particular time when provided with a simulated situation in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Identify and select coping skills relevant to adverse situations.	The student will identify relevant coping skills they can apply to manage their own behavior when provided with a simulated situation in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Identify and evaluate distractors that impact reaching one's goals.	The student will be able to either list in writing or describe in their own words 1) their personal goals related to school, employment and living in the community as well as 2) distracting individuals or situations (risk factors) that may impede their ability to realize their goals with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
Establishing and Maintaining Relationships *Communicate and collaborate amongst diversity*	Explain how empathy and perspective taking foster relationship building.	The student will explain in their own words to a staff member how applying empathy and perspective-taking from various points of view helps to form and strengthen relationships when provided with a simulated situation in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Interact with others demonstrating respect, cooperation, and acceptance	The student will interact with others demonstrating respect towards, cooperation with and acceptance of others as evidence through the absence of documented significant behavioral infractions for three-consecutive weeks in the SEDY program.

	Explain how expressive communication strategies can affect others.	The student will explain in their own words how their spoken and written words in tandem with body-language when communicating with others can affect others when provided with a series of simulated school, community and employment-based situations with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	The student will identify relevant conflict resolution skills to de-escalate, diffuse, and resolve differences with others when provided with a series of simulated school, community, and employment-based situations in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
Social Problem-Solving Skills *Demonstrate empathy and respectful choice*	Make a decision based upon anticipated consequences	The student will demonstrate appropriate decision-making skills when provided with a series of simulated school, community, and employment-based situations in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Distinguish among various social contexts and how they impact personal feelings.	The student will list examples of school, community and employment-based (if relevant) contexts that they encounter of a typical daily basis and, in turn, describe in their own words how being in those situations impact their personal feelings with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Analyze various perspectives on a situation	The student will be able to describe in their own words the various perspectives of different depicted individuals when provided with a series of simulated school, community, and employment-based situations in which they are feeling sad, angry, afraid, or anxious with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.