

Translating PA CRS into Measurable Goals for Students Enrolled in AEDY Grade Band 9-12

Skill Category	PA CRS Grade Band (6-8)	Examples of Measurable Goals
Self-Awareness and Self-Management <i>Recognize and regulate emotions</i>	Evaluate behaviors in relation to the impact on self and others.	The student will be able to describe in their own words the impact of behaviors on self and others by viewing recorded video excerpts of a targeted individual's actions in response to situations that reflect that person experiencing sadness, anger, fear, and anxiousness with 80% accuracy across five, consecutive independent trials spread out across a five-calendar day period of time.
	Advocate for oneself in education, employment, and within the community.	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.
	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	The student will demonstrate the use of a personalized 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.
	Establish and pursue goals or postsecondary education, employment, and living within the community.	The student will 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) helpful individuals and resources (protective factors) that they can access to help them 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	Establish pro-social relationships to support self and others.	The student will demonstrate establishment of pro-social relationships that are supportive to them self as well as others as evidence through the absence of

<i>Communicate and collaborate amongst diversity</i>		documented significant behavioral infractions for three-consecutive weeks in the SEDY program.
	Explain how you situate yourself in a diverse community.	The student will explain in their own words how to situate them self within and across diverse situations 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.
	Select expressive communication strategies specific to context.	The student will select and demonstrate use of effective communication strategies 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.
	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	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 <i>Demonstrate empathy and respectful choice</i>	Evaluate consequences from a personal and civic perspective to inform decision making.	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.
	Situate self in any social context as a means to determine a response.	The student will demonstrate the ability to act in a civil manner 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.
	Evaluate how societal conventions may influence the perspectives of individuals.	The student will be able to describe in their own words how what is deemed as culturally acceptable behavior can vary from context to context 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.