

Student: _____

Self-Regulation Data Collection	Demonstrates:			
	Limited Skills	With Prompts (Visual/ Verbal)	Emerging Skills (1+ settings)	Functionally Independent (All settings)
Basic Foundational Skills				
Ability to communicate wants and needs				
Asks for help				
Accepts endings/transitions with use of concrete tool (timer/schedule)				
Accepts 1-2 changes in schedule (flexibility)				
Ability to ask for a break				
Ability to wait for a short period of time				
Ability to identify 10 or more emotions in pictures				
Participates in calming activities				
Recognizes simple emotions in others				
Labels 7 emotions in self				
Emergent Understanding				
Attends to group activities				
Stays on task while engaged in activity				
Accepts help from adults to aid in regulation				
Communicates anger, frustration or disapproval via verbal/visual means				
Communicates lack of understanding or need for clarification				
Accepts unexpected changes in plans				
Able to identify state of arousal and feelings (Zones)				
Can identify 5 triggers that lead to frustration or anxiety				
Identifies how one's behavior affects others feelings and thoughts				
Initiates use of tools/supports to regulate self				
Identifies what is the main problem given a conflict (gestalt thinking)				
Ability to classify the size of a problem (objectivity)				
Functional Confidence				
Accepts Authority from: Adults				
Peers				
Follows general rules of environment/situation				
Handles being corrected by others				
Self-advocates in adverse situations				
Refuses requests of others appropriately				
Able to generate solutions to positively solve problems				
Ability to tolerate new demands				
Self-advocates needs, wants and desires				
Regulates voice and body to match environmental demands				
Negotiates compromise as part of conflict resolution				
Adjusts own behavior based on interpretation of nonverbals/environmental cues				
Proactively clears hurdles to maintain expected regulated state				

Adapted from H. Hanzlick, L. Petersen and L. Rogers' *Moving Toward Functional Social Competence* (2007)

	1	2	3	4	5
Expresses basic emotions (Happy, mad, sad)					
Expresses more nuanced emotions (frustrated, disappointed)					
Expresses complex emotions (embarrassed, anxious, jealous)					
Notices when feeling uncomfortable emotions and utilizes effective strategies or seeks productive help (goes to get a drink, asks for help on a difficult question, seeks clarification, gets assistance before small problems turn big, utilizes social support, etc.)					
Student reacts appropriately to the emotions of others					
Student demonstrates an understanding that their behaviour affects the way that others think and feel about them					
Student demonstrates the ability to change their state (energy level) to match the context (e.g., can come in from recess and calm down in a reasonable timeframe)					
Student demonstrates or expresses an understanding of the things that bother them and the things that support their learning (e.g., knows that they can't do their work when it's really noisy, makes good choices to support their learning)					
Student takes action to support their own learning and participation					
Student is able to effectively participate in classroom activities 80% of the time.					
Student demonstrates or expresses pleasure from effective participation in school activities.					
Student demonstrates self-awareness of their current state (e.g., accepts or acknowledges when they are being silly, distracted, experiencing difficulty of frustration, accepts praise, etc.).					
Student demonstrates emotional regulation in that their response/reaction is matched to the incident					
Student thinks before acting and prepares for success					
Student displays appropriate classroom behaviours 80% of the time.					

- 1- Does not demonstrate this skill
- 2- Does this infrequently or poorly
- 3- Does this just OK or sometimes
- 4- Demonstrates this skills most of the time
- 5- Very capable and does this often