



## Typical Skills

- Identify their emotions and explain why (I feel statements). Students can choose a strategy (with prompting) to regulate emotions.
- Transition between high and low energy activities across settings. Students can match the reaction to the situation and react appropriately with minimal prompting.
- Identify strengths and areas for growth. Students can set goals with support based on strengths and areas for growth.
- Identify how someone else is feeling based on body language. Students can respond appropriately, adjusting based on others' reactions, with support.
- Identify meaningful similarities and differences (interests, cultural, abilities, traits). Students can ask questions to further understand differences.
- Demonstrate cooperative behavior (active listening, taking turns, responding in conversation). Students can agree/disagree respectfully, with prompting.
- Determine reasonable solutions to conflict. Students can act on a reasonable solution, with support.



## Vocabulary

Active Listening  
Goals  
Strategy  
Transition  
Problem Solve  
Decision Making  
Empathy  
Persevere  
Choices

- Reinforce your child when using a strategy to manage emotions (e.g., walking away from a situation)
- Set small goals (wishes) for the week and develop a plan together for making them happen
- Model strategies for solving conflicts when they arise at home, labeling the strategies you are using to solve the problem
- Practice turn-taking by playing games



Home  
Connections