Grade 5 Approaches to Learning

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As needed, the student is As needed, the student is	
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behavior intervention plan. intervention plan.	

Grade 5 Approaches to Learning

Responsible	Organized	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to use an organizational system (e.g., binder, file system, folders, mailbox), to follow classroom procedures, and demonstrate the ability to break longer assignments into manageable tasks. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to use an organizational system (e.g., binder, file system, folders, mailbox), follows classroom procedures, and demonstrate the ability to break longer assignments into manageable tasks. As needed, the student is successful with a behavior intervention plan.	Uses an organizational system (e.g., binder, file system, folders, mailbox), follows classroom procedures, and demonstrates the ability to break longer assignments into manageable tasks.	Shows initiative and provides a model for using an organizational system (e.g., binder, file system, folders, mailbox), follows classroom procedures, and demonstrates the ability to break longer assignments into manageable tasks.
Safe	Follows Rules	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to follow rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to follow rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc. As needed, the student is successful with a behavior intervention plan.	Follows rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc.	Shows initiative and provides a model for following rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc.
Safe	Sovies Problems	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to solve age appropriate personal and interpersonal problems, identify multiple solutions and their consequences, accept responsibility for their actions, and make amends as necessary. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to solve age appropriate personal and interpersonal problems, identify multiple solutions and their consequences, accept responsibility for their actions, and make amends as necessary. As needed, the student is successful with a behavior intervention plan.	Solves age appropriate personal and interpersonal problems, identifies multiple solutions and their consequences, accepts responsibility for their actions, and makes amends as necessary.	Shows initiative and provides a model for solving age appropriate personal and interpersonal problems, identifying multiple solutions and their consequences, accepts responsibility for their actions, and makes amends as necessary.
Safe	Shows Self-Control	Needs individualized redirection or reminders on a regular basis, and is still developing the ability to demonstrate calming down techniques to age appropriate situations and use positive self-talk to avoid making assumptions about others. As needed, the student is somewhat successful with a behavior intervention plan.	Needs redirection or reminders on a regular basis in order to demonstrate calming down techniques to age appropriate situations and use positive self-talk to avoid making assumptions about others. As needed, the student is successful with a behavior intervention plan.	Demonstrates calming down techniques to age appropriate situations and uses positive self-talk to avoid making assumptions about others.	Shows initiative and provides a model for demonstrating calming down techniques to age appropriate situations and using positive self-talk to avoid making assumptions about others.