Instructions: Rate the child on a scale of 1-4 for each skill area. Compare growth in single skills, subtotal areas, and overall total when progress monitoring.

Self-Regulation Data Collection	Limited Skills (1)	Date	With Prompts (Visual/Verbal) (2)	Date	Across 1+ Settings (Emerging) (3)	Date	Across All Settings (Functional Independence) (4)	Date
Basic Foundational Skills:								
Able to communicate basic wants and needs.								
2. Asks for help.								
3. Able to wait for a short period of time.								
Participates in calming activities with adult.								
5. Identifies 4 or more emotions:								
a. In pictures								
b. In self								
c. In others								
6. Accepts 1-2 transitions in schedule or ending of activities.								
Subtotal								
Intermediate Skills:								
1. Remains focused and on task:								
a. Independently								
b. In small group								
c. In large group								

Self-Regulation Data Collection	Limited Skills (1)	Date	With Prompts (Visual/Verbal) (2)	Date	Across 1+ Settings (Emerging) (3)	Date	Across All Settings (Functional Independence) (4)	Date
Identifies 4 or more triggers to own frustration or anxiety.								
Identifies 2 examples of how own behavior affects others' thoughts/feelings.								
4. Accepts help from adult to problemsolve.								
5. Accepts unexpected changes in schedule.								
Initiates use of calming activity to self- regulate.								
Subtotal								
Advanced Skills:								
States wants and needs/self-advocates in adverse situations.								
Identifies 1 or more solutions independently in problem-solving.								
Accepts negotiation/compromise in conflict situations.								
Regulates voice and body to match demands of environment.								
5. Adjusts own behavior based on cues from others.								
Accepts authority/general rules of environment.								
7. Independently builds calming activities into daily schedule.								
8. Actively engages in learning:								
a. Independently								
b. With others								
Subtotal								

Self-Regulation Data Collection	Limited Skills (1)	Date	With Prompts (Visual/Verbal) (2)	Date	Across 1+ Settings (Emerging) (3)	Date	Across All Settings (Functional Independence) (4)	Date
TOTAL								
Date(s)								
Comments:								



For more information, please contact:

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Adapted from:

H. Hanzilick; L. Petersen; L. Rogers

"Moving Toward Functional Social Competence" (2007)