

Self-Disclosure Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School - Adult

To the Teacher:

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. In order to develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to help students feel more comfortable and proficient in self-disclosing in real-life situations. This project is best used as a follow-up learning experience after students have completed the Self-Disclosure Circles Learning Experience ([Self-Awareness Module](#)). The more opportunities students have to self-disclose in class and in their life outside of class the more comfortable and willing they will be to self-disclose.

Procedures/Directions:

1. If you have not already done so or done so recently, explain why it is important to be willing and able to self-disclose. See the Self-Awareness and Self-Disclosure readings ([Self-Awareness Module](#)).
2. Provide students with a copy of the Self-Disclosure Self-Monitoring Chart and the Self-Disclosure Assessments below.
3. After completing the Self-Disclosure Circles Learning Experience, most students realize that they want to self-disclose more than they currently do, either in general or with specific people. Have students develop a goal to self-disclose more in general, with one person, or with several people.
4. On the Self-Disclosure Assessments below, have students write their goal, the barriers to reaching their goal, and what they will do to overcome those barriers, as well as an assessment of how self-disclosing they are now at the beginning of the project.
5. If you are having them keep track of their goals throughout the year (highly recommended) have them complete the information on the My Goals Log. The My Goals Log allows them to look back and see what they have accomplished throughout the year.
6. Remind them that they are not expected to be proficient at the beginning or even at the end of this project. The willingness and ability to self-disclose may be difficult to master and must be done repeatedly and in multiple situations in order to feel comfortable and become proficient. The key is to make progress and understand why they are successful and what they need to do to become more successful/proficient.

7. Determine the length of the project. It is probably best that they self-disclose every day for a minimum of 3 weeks if they are self-disclosing in general and at least 4-5 times per week if they are self-disclosing to people in general.
8. Explain how to use the self-monitoring chart.
9. Every week, ask for volunteers to share how successful they were in meeting their goal that week, what contributed to their success or lack of success, and what they need to do to be more self-disclosing in the future.
10. Explain the grading procedures. See below for the different ways to assess and grade this project.
11. Review the *Stages in Learning a New Skill* outlined below.
12. At the end of the project, have students bring all required work to class. Have them complete all of the assessments, place the documents in the identified order, and turn them in. See the Procedures for Grading outlined below.
13. At the end of the project and before they turn in their work, have a whole class discussion using the questions on the “End of the Project Assessments” below. For the “How Self-Disclosing Am I At The End of the Project,” “Progress”, and “Effort Grades,” you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See the Nonverbal Self Disclosure Techniques in How To Teach SES in the How To Teach Social-Emotional Skills Module. Ask for volunteers to share their answers to questions 1-7 on the “Assessment Summary”.
14. For more information on developing and meeting goals and developing and implementing behavior change projects, see the following in the Decision Making & Personal Problem Solving Module:
 - Decision Making and PS Reading
 - Developing & Meeting Goals Skill Card
 - ABC Model of Behavior Change Reading.

For additional information on the process and steps in teaching SES, see How To Teach SES in the How To Teach Social-Emotional Skills Module.

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or no one does these things. My response was that, unfortunately, not enough people do talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is because they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Grading Procedures For The Self-Disclosure Project

Possible Assessment & Grading Procedures

Students may be assessed on any or all of the following, depending on the complexity of the project.

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of their answers on all written work (“How Self-Disclosing Am I At the Beginning of The Project”, “Weekly Assessments” and the “Self-Disclosure Assessment Summary Questions”). See the Generic Rubric for Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
1. 2. Self-evaluation of their progress at the end of the project. See the “Self-Disclosure Progress Evaluation”.
3. Self-evaluation of their effort. See the “Self-Disclosure Effort Evaluation”.
4. Self-evaluation of the extent to which they charted every day. For example, if you assigned the project for 21 days and they didn’t chart 4 days (they had 4 “Zs”), they charted on 17 of 21 days, so their grade is an 85 (14 divided by 21).
5. Decide whether you want to give a single grade for the entire project that includes all criteria or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-evaluation and your evaluation of their written work) provides more specific feedback for students and parents. If you are giving separate grades, you must obviously determine the weight each one will have and let them know at the beginning of the project.

For additional information on evaluation and grading, see the Evaluation & Grading of SES in the [Assessment & Grading Module](#)

Possible Documents That Students Submit at the End of the Project:

1. Self-Disclosure Self-Monitoring Chart
2. Self-Disclosure Beginning of the Project Assessment
3. Self-Disclosure Weekly Assessments
4. Self-Disclosure End of the Project Assessment
5. Self-Disclosure Progress Evaluation At The End of the Project
6. Self-Disclosure Effort Evaluation
7. Self-Disclosure Assessment Summary Questions
8. Self-Disclosure Project Summary Questions
9. Self-Disclosure Project Grade Summary

Collecting All the Work at the End of the Project

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is probably easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Assessment Grade Summary. See the Assessment Grade Summary below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as they are listed on the Assessment Grade Summary with the Assessment Grade Summary on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

Reporting Grades

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-assessment of their written work, a grade of your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must obviously determine the weight each one will have and let them know at the beginning of the project.

Self-Disclosure Self-Monitoring Chart

How To Use the Self-Monitoring Chart:

1. Keep the chart in a convenient location where you will see it, and remember to complete it every day before going to bed (e.g., next to your bed, on your bedroom door, etc.). It is best to complete the chart as soon as possible after self-disclosing. For example, if you self-disclose at school, complete the chart as soon as you get home from school.
2. Place the dates in the second column starting with the first day of the project.
3. In the third column, write the first name or initials of the person or persons you self-disclosed to on that day.
4. In the 4th column, rate how effective you were self-disclosing **(1-5)**. If you had the opportunity to self-disclose that day but didn't write **(0)**. If you didn't have the opportunity to self-disclose that day or for some reason it was inappropriate to self-disclose, write **NA**.
5. In the 5th column summarize what you self-disclosed about yourself (e.g.: what you were feeling or thinking and why, something that is important to you and why, your values, interests, hopes, how you are doing physically, emotionally, or socially, or anything that reveals how you are at the moment or how you wish to be in the future). To what extent did you disclose the real you?).
6. You need to chart every day. If you forget to chart for a day when you had the opportunity to use the skill or even did use the skill successfully, place a **(Z)** in the space. Do not chart on the next day other than to place a **(Z)**. Part of your grade is based on charting every single day you had the opportunity to use the skill.
7. At the end of each 7-day period, rate how effective you were self-disclosing that week, what contributed to your success or lack of success that week, and what you need to do next week to be more successful.
8. List how many days you charted that week (how many days did you have a rating (1-5), 0, or NA. Remember, part of your grade will be based on charting every day.

Rating Scale:

How successful was I self-disclosing today? That is, did I self-disclose something about the “real me” (what I was feeling, why I was feeling that way, what I was thinking, why I was thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future. To what extent was I successful in self-disclosing the real me?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

NA = I didn't have the opportunity to self-disclose today. If, for some reason, it was not appropriate to self-disclose on a particular day or I didn't have the opportunity to self-disclose, I will write "NA" in the space provided.

0 = I had the opportunity to self-disclose today but I didn't self-disclose.

My Self-Disclosure Self-Monitoring Chart

Rating Scale:

How successful was I self-disclosing today? That is, did I self-disclose something about the “real me” (what I was feeling, why I was feeling that way, what I was thinking, why I was thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future. To what extent was I successful in self-disclosing the real me?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

NA = I didn't have the opportunity to self-disclose today. That is, if for some reason it was not appropriate to self-disclose on a particular day, I will write "NA" in the space provided.

0 = I had the opportunity to self-disclose today, but I didn't self-disclose.

Day #	Date	Person I Self- Disclosed To	Rating For Self- Disclosing Today	Summarize What I Self-Disclosed Today About The Real Me What I was feeling and thinking & why, my interests, hopes, dreams, plans, values, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future.
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Self-Disclosure Project Assessments

How Self-Disclosing Am I At the Beginning of This Project

At the beginning of this project, how open am I to sharing who I am? That is, in general, how willing am I to self-disclose things about the “real me” (what I am feeling, why I am feeling that way, what I am thinking, why I am thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future? To what extent did I disclose the real me?

On a scale of 1-5 to what extent do I allow others to know the real me?

Very Closed 1 _____ 2 _____ 3 _____ 4 _____ 5 Very Open

My Self-Disclosure Goal:

Who will I be more self-disclosing to on a regular basis (e.g. people in general, friends, best friend, a parent or parents, etc.). “I will be more self-disclosing to...

My Barriers to Self-Disclosing:

What may prevent me from being more self-disclosing with the people I have identified, and what will I do to overcome these barriers?

Week # 1 Assessment

How successful was I at self-disclosing this week when I had the opportunity to self-disclose?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

What contributed to my success/proficiency or lack of success this week?

What do I need to do next week to be more successful/proficient?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Week # 2 Assessment

How successful was I at self-disclosing this week when I had the opportunity to self-disclose?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

What contributed to my success/proficiency or lack of success this week?

What do I need to do next week to be more successful/proficient?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Week # 3 Assessment

How successful was I at self-disclosing this week when I had the opportunity to self-disclose?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

What contributed to my success/proficiency or lack of success this week?

What do I need to do next week to be more successful/proficient?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Week # 4 Assessment

How successful was I at self-disclosing this week when I had the opportunity to self-disclose?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

What contributed to my success/proficiency or lack of success this week?

What do I need to do in the future to be more successful/proficient?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

End of Project Assessment For The Self-Disclosure Project

How Self-Disclosing Am I At the End of This Project

At the end of this project, how open am I to sharing who I am? That is, in general, how willing am I to self-disclose things about the “real me” (what I am feeling, why I am feeling that way, what I am thinking, why I am thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future?

On a scale of 1-5 to what extent do I allow others to know the real me?

Very Closed 1 2 3 4 5 Very Open

Progress Evaluation At The End of the Project Rubric **For The Self-Disclosure Project**

Look at how self-disclosing you were at the beginning of the project and at the end. Based on your progress, give yourself a grade for your progress using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. The willingness and ability to self-disclose may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in being able to self-disclose.

80 – 89 = Proficient: At Standard. I have made good progress in being able to self-disclose since the beginning of the project.

70 – 79 = Needs Improvement. I made some progress in being able to self-disclose since the beginning of the project, but I was capable of making more progress.

60-69 = Needs Significant Improvement. I made little progress in being able to self-disclose since the beginning of the project. I hardly used the skill.

50 = Not Acceptable. I made no progress in being able to self-disclose since the beginning of the project. I didn't do any of the assignments or very little of them.

40= I never self-disclosed or didn't turn the project in.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Effort Evaluation For The Self-Disclosure Project

Using the criteria below, give yourself a grade for the effort you put into this project.

90 – 100 = **Advanced: Above and Beyond.** I gave my **best effort** throughout this project and self-disclosed whenever I had the opportunity and it was appropriate.

80 – 89 = **Proficient: At Standard.** My effort was **good**, but it was not my best effort. I self-disclosed in most but not all situations when I had the opportunity or when it was appropriate.

70 – 79 = **Needs Improvement.** This was **not a good** effort for me. There were more than a few opportunities when I could have self-disclosed but didn't.

60-69 = **Needs Significant Improvement.** This was a **poor** effort for me. There were multiple opportunities when I could have self-disclosed and didn't.

50 = **Not Acceptable.** I didn't try to self-disclose.

40 = I **never** used self-disclosed or didn't turn the project in.

Based on my effort to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Self-Disclosure Assessment Summary Questions

1. What parts of the “real me” am I most willing to self-disclose (what I am feeling, why I am feeling that way, what I am thinking, why I am thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future?
2. What parts of the “real me” am I least willing to self-disclose (what I am feeling, why I am feeling that way, what I am thinking, why I am thinking that way, my values, my interests, my hopes, my dreams, my plans, how I am doing (emotionally, socially, or physically) or anything else that reveals who I am at the moment or how I wish to be in the future?
3. Why am I willing to disclose some information about myself but not other information?
4. How does it feel to be more self-disclosing (or not self-disclosing) and let people know more about the “real me” (or to keep myself hidden)?

5. What impact has self-disclosing had on me and my relationships as a result of this project?

6. What contributed to my success (or lack of success) of being more self-disclosing?

7. What do I need to do in the future to be more self-disclosing?

Self-Disclosure Project Grade Summary

My Self-Evaluation of the Completeness & Depth of My Answers on the How Self-Disclosing Am I At The Beginning of the Project Questions

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the How Self-Disclosing Am I At The Beginning of the Project Questions

My Self-Evaluation of the Completeness & Depth of My Answers on the Weekly Assessments.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

My Self-Evaluation of the Completeness & Depth of My Answers on the End of Project Summary Questions.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

My Self-Evaluation of My Progress

_____ My Self-Evaluation Grade For My Progress

My Self-Evaluation of My Effort

_____ My Self-Evaluation Grade For My Progress

My Assessment of The Extent To Which I Charted

_____ My Assessment of My Charting:

Teacher Evaluation of the Completeness & Depth of My Answers on the How Self-Disclosing Am I At The Beginning of the Project Questions

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the How Self-Disclosing Am I At The Beginning of the Project Questions

Teacher Evaluation of the Completeness & Depth of My Answers on the Weekly Assessments.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

Teacher Evaluation of the Completeness & Depth of My Answers on the End of Project Summary Questions.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

(My signature indicates that all the self-evaluation information is
a complete, accurate, and honest assessment!)