

Managing My Feelings By Changing My Behavior Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School – Adult

To the Teacher:

The purpose of this project is for students to begin making changes in their lives to increase the number of pleasant feelings and decrease the number of unpleasant feelings they experience by changing their behavior. This project is best used as a follow-up learning experience after students have completed the Managing My Feelings by Changing My Behavior Learning Experience ([Self-Management Skills Module](#)).. That learning experience facilitated students' awareness of the activities, environments, relationships, and other situations that create pleasant and unpleasant feelings for them and what they can do to decrease unpleasant feelings and increase pleasant feelings by changing their behavior. It also asks them to identify barriers that keep them from changing and what they need to do to overcome these barriers.

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 facilitate the development of competency in the ability of students to set and reach goals that will make their lives better. The more opportunities students have to use skills in real life the better the chances of them becoming proficient.

Procedures/Directions:

1. This is a follow-up learning experience to the Managing My Feelings by Changing My Behavior Learning Experience ([Self-Management Skills Module](#)).
2. You may decide to do either the “Reducing Unpleasant Feelings in My Life” and/or the “Increasing Pleasant Feelings in My Life” below.
3. It is important to point out that working through conflicts and misunderstandings in relationships for adolescents and adults is very difficult. To be successful, it is essential to be skillful in the use of active listening, “I” Statements, and conflict resolution skills. For these reasons, students should not select a relationship to change unless the goal is to spend more or less time in the relationship. See the [Relationship Skills & Healthy Relationships](#) and the [Conflict Resolution Skills Module](#) for learning experiences that facilitate the development of these communication and conflict resolution skills.
4. Determine how many opportunities to change (and thus entries on their self-monitoring chart) you want them to have before the end of the project. It is recommended that they have a minimum of 7 opportunities and preferably more. Since they may not have the opportunity to change every day, it will take some students longer than others to complete the project. If you are only having them do one (either “Reducing Unpleasant Feelings” or “Increasing Pleasant Feelings” you may consider having them do the other one for extra credit.

5. Review the Tips For Developing & Meeting Goals in the [Decision Making & Personal Problem Solving Module](#).
6. Have students complete the “Beginning of the Project Questions” below.
7. Explain how to keep the “My Self-Monitoring Log” below.
8. 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 ([SES Projects Module](#)). The My Goals Log allows them to look back and see what they have accomplished throughout the year and what they need to do to be more successful.
9. Remind them that it is not expected that they be proficient at the beginning of this project or even at the end of the project. The ability to identify activities, environments, relationships, and other situations that create unpleasant and those that create pleasant feelings and make changes may be difficult to master and must be done repeatedly and in multiple situations in order to feel comfortable and to become proficient. The key is to make progress and to understand why they were successful and what they need to do to become more successful/proficient.
10. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
11. Review the *Stages in Learning a New Skill* outlined below.
12. Before they begin their project, have a class discussion using the “Beginning of the Project Questions.”
13. Every 1-2 weeks, use the “Processing Questions” below to ask volunteers to share how effective they are at making changes.
14. 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 an identified order, and turn them in. See the “Possible Assessment & Grading Procedures” outlined below.

At the end of the project and before they turn in their work, have a class discussion using the questions on the “End of the Project Assessments.” For their answers on the Likert scales, you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques ([How To Teach SES Module](#)).

For additional information on the process and steps in teaching SES see [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 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.

Assessment & Grading of the Managing My Feelings Project

Possible Grading Procedures For This Project May Include:

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of student answers on the “Beginning of the Project Questions” and the “End of the Project Questions” using the Generic Rubric for Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
2. Student self-evaluation of their progress at the end of the project. See the “Progress Evaluations” below.
3. Student self-evaluation of their effort. See the “Effort Evaluations” below.
4. Student self-evaluation of their success in changing every day they had the opportunity to change. See the “Managing My Feelings Grade Summary Chart” below.
5. Student self-evaluation of the extent to which they charted every day they had the opportunity to change. See the “Managing My Feelings Grade Summary” below.
6. At the end of the project, have students bring all required work to class. It may be easier to take them through each of the assessments one at a time in class to avoid confusion.
7. Using the assessments and rubrics, have students evaluate their work and place the grade in the appropriate space on the “Managing My Feelings Grade Summaryd” below.
8. Collect all of the documents in an order that will make it most manageable for you to review and grade.

For additional information on evaluation and grading, see the [How To Assess & Grade SES](#) in the [Assessment & Grading Module](#).

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 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 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.

Processing Questions Before They Start Their Project:

Ask for volunteers to share the activity, environment, situation, or relationship they plan to change to create more pleasant feelings.

Questions include:

- What is the activity, environment, situation, or relationship you plan to change to reduce unpleasant feelings and/or create more pleasant feelings?
- How are you feeling in this activity, environment, situation, or relationship and why do you feel this way?
- What do you plan to do to change?
- What are the barriers to changing and what are you going to do to overcome these barriers?
- What is your goal?
- Summarize, or have students summarize, the similarities in their answers.

Processing Questions As The Project is Going On:

Questions include:

- What is the activity, environment, situation, or relationship you are changing to reduce unpleasant feelings and/or create more pleasant feelings?
- How were you feeling in this activity, environment, situation, or relationship and why did you feel this way before you began the project.?
- What is your plan to reduce unpleasant feelings and/or create more pleasant feelings at the beginning of the project and how successful have you been?
- What contributed to your success or lack of success?
- How are you feeling now about this and why do you feel this way?
- What, if anything, do you need to do to be more successful at changing activities, environments, relationships, or other situations to reduce unpleasant feelings and/or create more pleasant feelings?

- Summarize, or have students summarize, the similarities in their answers.

Beginning of the Project Questions

Reducing Unpleasant Feelings in My Life

1. What activity, environment, or situation creates unpleasant feelings for me? If there is a relationship that I want to spend less time in, I may select that, but I will not select a relationship that requires us to work through a misunderstanding or conflict.
2. What unpleasant feelings do I experience when in this activity, environment, situation, or relationship, and why do I feel this way?

3. **How much time do I currently spend in this activity, environment, relationship, or other situation?**

1-----2-----3-----4-----5
A lot Sometimes Never

4. What will I do to change (and thus change my unpleasant feelings)? What is my goal?

5. What barriers do I need to overcome to make these changes and what will I do to overcome these barriers?

Beginning of the Project Questions

Building More Pleasant Feelings in My Life

1. What is an activity, environment, situation, or relationship that creates pleasant feelings for me and that I want to include in my life more often?
2. What pleasant feelings do I experience in this activity, environment, situation, or relationship cause and why do I feel this way?

3. **How much time do I currently spend in this activity, environment, relationship, or other situation?**

1-----2-----3-----4-----5
A lot Sometimes Never

4. What will I do to include this activity, be in this environment or situation, or spend more time in this relationship (and thus have these pleasant feelings more often)? What is my goal?

5. What barriers do I need to overcome to make these changes and what will I do to overcome these barriers?

Directions For Developing & Keeping My Self-Monitoring Log

1. Complete the information on the My Self-Monitoring Log.
2. If you are keeping track of your goals throughout the year, complete the information on the My Goals Log ([SES Projects Module](#)).
3. Put the date on your chart for each day you have the opportunity to make a change to reduce unpleasant feelings caused by activities, environments, relationships, or other situations and/or each day you have the opportunity to spend more time in an activity, environment, relationship, or other situation that creates pleasant feelings for you. If you didn't have the opportunity to change do not record the date. During some 7-day time periods, you may have more or less opportunities to change. If you do not have the opportunity to change do not record anything for that day.
4. If you had the opportunity to change an unpleasant feeling or increase pleasant feelings and you did, place a check () in the appropriate space.
5. If you had the opportunity to change an unpleasant feeling or increase pleasant feelings and you didn't change, write (0) in the appropriate space.
6. If you didn't have the opportunity to change an unpleasant feeling or increase pleasant feelings don't chart.
7. If you forget to chart on a day when you had the opportunity to change an unpleasant feeling or increase pleasant feelings place a Z in the space. Do not chart on the next day other than to place a (Z). Part of your grade may be based on charting every single day you had the opportunity to change.
8. After every 7 days that you had the opportunity to change determine how successful you were at reducing the unpleasant feelings and/or increasing your time in a pleasant situation and what, if anything, you need to do to be more successful.
9. Keep the chart in a convenient location where you will see it and remember to complete it each and every day before bedtime, if not sooner. If you had the opportunity to change an unpleasant feeling or increase your time in a pleasant situation during the day then chart immediately when you get home. You can develop the habit of charting if you do it every day at the same time (e.g. when you get home, before brushing your teeth after dinner, or immediately before going to bed).
10. Make sure you complete the chart every day you have the opportunity to change.

Charting Codes:

() = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings and I did change.

(0) = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings and I didn't change.

(Z) = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Reducing Unpleasant Feelings & Increasing Pleasant Feelings Log

My Reducing Unpleasant Feelings Goal:

My Increasing Pleasant Feelings Goal:

Charting Codes:

() = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings and I did change.

(0) = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings and I didn't change.

(Z) = I had the opportunity to change unpleasant feelings and/or increase pleasant feelings but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Week # 1

Date							
Day #	1	2	3	4	5	6	7
<u>Unpleasant Feelings Goal:</u>							
<u>Pleasant Feelings Goal:</u>							

How successful was I at meeting my goal(s) during this period of time? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful?

Week # 2

Date							
Day #	8	9	10	11	12	13	14
<u>Unpleasant Feelings Goal:</u>							
<u>Pleasant Feelings Goal:</u>							

How successful was I at meeting my goal(s) during this period of time? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful?

Week # 3

Date							
Day #	15	16	17	18	19	20	21
<u>Unpleasant Feelings Goal:</u>							
<u>Pleasant Feelings Goal:</u>							

How successful was I at meeting my goal(s) during this period of time? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful?

End of the Project Assessment:
Reducing Unpleasant Feelings In My Life

Reducing Unpleasant Feelings in My Life

1. What is the activity, environment, situation, or relationship that created unpleasant feelings for me that I planned to change?

2. What did I plan to do to change (and thus change my unpleasant feelings)? What was my goal?

3. What were the barriers that I needed to overcome and what was I going to do to overcome them?

4. What did I actually do? Did I reach my goal? Why or why not?

- 5. How effective was I at identifying the activity, environment, situation, or relationship that creates unpleasant feelings for me?**

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

- 6. How effective was I at identifying my feelings and why I feel this way about this activity, environment, situation, or relationship?**

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

7. How effective was I at identifying what I would do to change so I would stop having these unpleasant feelings?

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

8. How effective was I at identifying the barriers and what I needed to do to overcome these barriers?

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

9. How effective was I at overcoming these barriers?

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

10. How successful was I at reaching my goal? How successful was I at reducing the unpleasant feelings by changing my behavior?

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

11. What impact did my level of success (or lack of success) have on me. How did I feel about myself and my situation and why do I feel this way?

12. What contributed to my success or lack of success?

13. What, if anything, do I need to do in the future to be more successful at changing activities, environments, relationships, or other situations that cause unpleasant feelings?

End of the Project Assessment: **Building More Pleasant Feelings in My Life**

1. What is the activity, environment, situation, or relationship that creates pleasant feelings for me that I wanted to include more often in my life?
2. How did I plan to increase my pleasant feelings? What was my goal?
3. What were the barriers that I needed to overcome and what was I going to do to overcome them?
4. What did I actually do? Did I reach my goal? Why or why not?

5. How effective was I at identifying the activity, environment, situation, or relationship that creates pleasant feelings for me that I planned to include more often in my life?

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

6. How effective was I at identifying my feelings (and why I feel this way) that this activity, environment, situation, or relationship creates?

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

7. How effective was I at identifying what I would do to change so that I would have more pleasant feelings in my life?

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

8. How effective was I at identifying the barriers and what I needed to do to overcome these barriers?

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

9. How effective was I at overcoming the barriers and successfully making the changes so I have more pleasant feelings in my life?

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

10. How successful was I at reaching my goal? How successful was I at increasing the amount of time I spent in this activity, environment, relationship, or other situation?

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

11. What impact did my level of success (or lack of success) have on me. How do I feel about myself and my situation and why do I feel this way?

12. What contributed to my success or lack of success?

13. What, if anything, do I need to do in the future to be more successful at changing activities, environments, relationships, or other situations that to create more pleasant feelings?

Progress Evaluation At The End of the Project Rubric

Reducing Unpleasant Feelings In My Life

Compare how effective you were at the beginning and at the end of the project. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills 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.

Using the criteria below, grade yourself on your progress in identifying activities, environments, relationships, and other situations that create unpleasant feelings and your ability to make changes.

90 – 100 = Advanced: Above and Beyond. I made significant progress in identifying activities, environments, relationships, and other situations that create unpleasant feelings for me. I made significant progress at identifying what I needed to do and what barriers I needed to overcome to meet my goal and make changes successfully so I didn't experience unpleasant feelings. I made significant changes to reduce these unpleasant feelings all the time.

80 – 89 = Proficient: At Standard. I made good progress in identifying activities, environments, relationships, and other situations that create unpleasant feelings for me. I made good progress at identifying what I needed to do and what barriers I needed to overcome to successfully meet my goal and make changes so that I didn't experience unpleasant feelings. I was able to make changes to reduce these unpleasant feelings most of the time.

70 – 79 = Needs Improvement. I made some progress in my ability to identify activities, environments, relationships, and other situations that create unpleasant feelings for me. I also made some progress at identifying what I needed to do and what barriers I needed to overcome to successfully meet my goal and make changes so that I didn't experience unpleasant feelings. I was able to make changes to reduce these unpleasant feelings some of the time.

60-69 = Needs Significant Improvement. I made little progress in identifying activities, environments, relationships, and other situations that create unpleasant feelings for me. I made little progress at identifying what I needed to do and what barriers I needed to overcome to successfully meet my goal and make changes so that I didn't experience unpleasant feelings. I hardly ever made changes to reduce these unpleasant feelings.

50 = Not Acceptable. I made no progress in identifying activities, environments, relationships, and other situations or making changes to reduce these unpleasant feelings.

40 = I never identified activities, environments, relationships, and other situations 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.

Progress Evaluation At The End of the Project Rubric **Increasing Pleasant Feelings In My Life**

Compare how effective you were at the beginning and at the end of the project. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills 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.

Using the criteria below, grade yourself on your progress in identifying activities, environments, relationships, and other situations that create pleasant feelings and your ability to make changes.

90 – 100 = Advanced: Above and Beyond. I made significant progress in identifying activities, environments, relationships, and other situations that create pleasant feelings for me. I made significant progress at identifying what I needed to do and what barriers I needed to overcome to meet my goal and make changes to experience more pleasant feelings. I significantly increased my time in these activities, environments, relationships, and other situations whenever I could.

80 – 89 = Proficient: At Standard. I made good progress in identifying activities, environments, relationships, and other situations that create pleasant feelings for me. I made good progress at identifying what I needed to do and what barriers I needed to overcome to successfully meet my goal and make changes to experience more pleasant feelings. Whenever possible, I increased my time in these activities, environments, relationships, and other situations.

70 – 79 = Needs Improvement. I made some progress in identifying activities, environments, relationships, and other situations that create pleasant feelings for me. I also made some progress at identifying what I needed to do and what barriers I needed to overcome to successfully meet my goal and make changes so that I experienced more pleasant feelings. I increased my time somewhat in these activities, environments, relationships, and other situations whenever possible.

60-69 = Needs Significant Improvement. I made little progress in identifying activities, environments, relationships, and other situations that create pleasant feelings for me. I made little progress at identifying what I needed to do and what barriers I needed to overcome to meet my goal and make changes so that I experienced more pleasant feelings. I hardly ever increased my time in these activities, environments, relationships, and other situations whenever possible.

50 = Not Acceptable. I made no progress in identifying activities, environments, relationships, and other situations that create pleasant feelings for me.

40 = I never identified activities, environments, relationships, and other situations that create pleasant feelings for me or didn't turn the project in.

My Progress Grade For Making Changes To Increase Pleasant Feelings: _____

Explain why you believe you deserve this grade

A Generic Rubric For Assessing Answers: **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 were not complete, or if you hurried through parts of the assignment to get it done, then 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 only give yourself a grade higher than a 79 if it is complete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate a 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 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 Insight: I Thought Deeply About The Answers to **Most** 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 Have Not Been Answered**
- **Some of the Answers are not Complete**
- 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.**

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 Have Not Been Answered
- Many of the Answers are not Complete
- Many of the Answers are Not Well-Developed. I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lacked the Necessary Details and Support.
- **I Hurried Through Large Parts of the Assignment to Get it Done.**

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

40 = The Assignment Wasn't Turned In

Effort Evaluation For The Managing My Feelings Project **Reducing Unpleasant Feelings Rubric**

Using the criteria below give yourself a grade for the effort throughout this project.

90 – 100 = Advanced: Above and Beyond. I gave my **best** effort throughout this project and made changes to reduce these unpleasant feelings whenever possible.

80 – 89 = Proficient: At Standard. My effort was **good** but not my best. I made a significant effort to make changes to reduce these unpleasant feelings most of the time.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I could have made changes to reduce these unpleasant feelings, but I didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities to make changes to reduce these unpleasant feelings, but I didn't.

50 = Not Acceptable. I **didn't** try to change these unpleasant feelings when I had the opportunity to do so.

40 = I never tried to change these unpleasant feelings 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.

Effort Evaluation For The Managing My Feelings Project **Increasing Pleasant Feelings Rubric**

Using the criteria below give yourself a grade for the effort throughout this project.

90 – 100 = Advanced: Above and Beyond. I gave my **best effort** throughout this entire project. I gave my best effort to make changes to increase pleasant feelings whenever I had the opportunity to do so.

80 – 89 = Proficient: At Standard. My effort was **good**, but it was not my best. I made a significant effort to increase pleasant feelings most of the time.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I could have made changes to increase pleasant feelings but didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have made changes to increase pleasant feelings but didn't.

50 = Not Acceptable. I **didn't** try to increase pleasant feelings when I had the opportunity to do so.

40 = I never tried to increase pleasant feelings 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.

Managing My Feelings Project Evaluation Summary

Student Self-Evaluation of Their Answers To The Beginning of the Project Questions

Using the criteria on the Generic Rubric For Answers, students give themselves a grade.

_____ Student Self-Evaluation Grade For the Beginning of the Project Questions: Reducing Unpleasant Feelings in My Life

_____ Student Self-Evaluation Grade For the Beginning of the Project Questions: Building More Pleasant Feelings in My Life

Teacher Evaluation of The Answers To The Beginning of the Project Questions

Using the criteria on the Generic Rubric For Answers, teachers assess student answers

_____ Teacher Grade For the Beginning of the Project Questions: Reducing Unpleasant Feelings in My Life

_____ Teacher Grade For the Beginning of the Project Questions: Building More Pleasant Feelings in My Life

Student Self-Evaluation of Their Answers To The End of the Project Assessments

Using the criteria on the Generic Rubric For Answers, students give themselves a grade.

_____ Student Self-Evaluation Grade For The End of the Project Assessments: Reducing Unpleasant Feelings in My Life

_____ Student Self-Evaluation Grade For The End of the Project Assessments: Building More Pleasant Feelings in My Life

Teacher Evaluation of The Answers To The End of the Project Assessments

Using the criteria on the Generic Rubric For Answers, teachers assess student answers

_____ Teacher Grade For The End of the Project Assessments: Reducing Unpleasant Feelings in My Life

_____ Teacher Grade For The End of the Project Assessments: Building More Pleasant Feelings in My Life

Student Self-Evaluation of Their Answers On the Unpleasant & Increasing Pleasant Feelings Log

Using the criteria on the “Coping/Managing Feelings Questions Rubric,” students give themselves a grade.

_____ Student Self-Evaluation Grade of Their Answers On the Unpleasant & Increasing Pleasant Feelings Log

Teacher Evaluation of The Answers On the Unpleasant & Increasing Pleasant Feelings Log

Using the criteria on the “Coping/Managing Feelings Questions Rubric,” students give themselves a grade.

_____ Teacher Grade of The Answers On the Unpleasant & Increasing Pleasant Feelings Log

Student Self-Evaluation of Their Progress

Using the criteria on the “Progress Evaluations,” students give themselves a grade.

_____ Student Self-Evaluation Grade For Their Progress: Reducing Unpleasant Feelings in My Life

_____ Student Self-Evaluation Grade For Their Progress: Building More Pleasant Feelings in My Life

Student Self-Evaluation of Their Effort

Using the criteria on the “Effort Evaluations,” students give themselves a grade.

_____ Student Self-Evaluation Grade For Their Effort: Reducing Unpleasant Feelings in My Life

_____ Student Self-Evaluation Grade For Their Effort: Building More Pleasant Feelings in My Life

Student Self-Evaluation of The Extent To Which They Charted

_____ My Self-Evaluation Grade For Charting:

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