

A Decision I Need to Make
A Personal Problem I Need to Solve Project 25
[Social-Emotional Skills Projects Module](#)

To Teachers:

This learning experience is a follow-up learning experience after completing the Decision Making Cases LE. It may be difficult for students to complete this learning experience without completing that learning experience. Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball), are complex and not easily learned or mastered. To develop proficiency, students must be given multiple opportunities to practice the skills in class and in real life. The more opportunities students have to use skills in real life, the better their chances of becoming proficient.

The purpose of this project is to facilitate more effective decision-making and personal problem-solving and to give students the opportunity to practice the skills in real-life situations.

Procedures/Directions:

1. Determine how long students have to complete this project.
2. Distribute copies of the D.E.C.I.D.E. Decision Making Process for Making Tough Choices, Solving Personal Problems, & Setting Goals, copies of the Developing and Successfully Meeting Goals Skill Card, and copies of the Developing and Successfully Meeting Goals Skill Card Decision Making & Personal Problem Solving Module), and review.
3. Remind them that what you ask them to do is not be easy. This skill is challenging to master. It must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is to make progress and to understand why we are effective and what we need to do to become more effective in the future.
4. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
5. As with any long-term project, you would want to establish dates for when they need to submit:
 - Their decision/personal problem for your approval,
 - The completed D.E.C.I.D.E. form (except the Evaluation of Their Success).
 - The Evaluation of Their Success form once the project has been completed.
6. Review the Stages of Learning a New Skill outlined below.

7. In class or for homework, have students identify a significant decision they need to make or a personal problem they need to solve that requires exploring various alternatives and the positive and negative consequences of different options. It may be better to assign this as a long-term project because they may not have a significant decision they currently need to make or a personal problem that needs to be resolved. In addition, you may have them submit their decision/personal problem to you for approval before they begin so that you can determine whether their decision/personal problem is appropriate for the D.E.C.I.D.E. model. In most cases, it is recommended that interpersonal problems not be selected until students have developed proficiency in interpersonal conflict resolution skills (see the [Relationship Skills & Healthy Relationships](#)).
8. If you have been using the My Goals Log ([SES Projects Module](#)) to have them develop and implement goals and track their success throughout the year, have them complete their My Goals Log.
9. After submitting their decision for approval, ask students to volunteer to share. See the Processing Questions Before They Implement Their Plan below.
10. At the end of the project, have them assess the extent to which they were successful.
11. After the completion date, ask volunteers to share. See the Processing Questions After They Implemented Their Plan below.

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 that they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural and automatic, fully integrated into their behavioral repertoire. They can use the skill without thinking about it.

Possible Assessment & Grading Procedures:

1. Teacher grade (and/or student self-evaluation) of the completeness of student answers on their D.E.C.I.D.E. Decision Making Process for Making Tough Choices, Solving Personal Problems, & Setting Goals form. See the Generic Rubric For Assessing Self-Awareness below.
2. At the end of the project, have students bring all required work to class. It may be easier to go through the assessment process in class to avoid confusion.
3. Using the Generic Rubric For Assessing Self-Awareness, have students evaluate their work and place the grade in the appropriate space on the D.E.C.I.D.E Project Grade Summary below. If you are also assessing the completeness and depth of their work, include your grades on the D.E.C.I.D.E Project Grade Summary before returning it.
4. Collect all the documents in an order that will make it most manageable for you to review and grade.
5. See the How To Assess & Grade SES Skills in the [Assessment & Grading Module](#) for additional information on evaluation and grading.

Possible Documents That Students Submit at the End of the Learning Experience

1. D.E.C.I.D.E. Decision-Making Process for Making Tough Choices, Solving Personal Problems, & Setting Goals form.
2. The Evaluation of Their Success form
3. D.E.C.I.D.E Project Grade Summary

Processing Questions Before They Implement Their Plan:

After completing all the questions on the D.E.C.I.D.E. form, ask volunteers to share their answers to the following questions. Process questions include:

1. What is your problem, decision, or dilemma?
2. What are your top three solutions? Which one did you decide to implement, and why did you choose this alternative?
3. Did your solution meet all of the criteria or have no effect? If not, which criteria were not met? How important was it that these criteria were not met?
4. What are the barriers, including attitudes, beliefs, interpretations, and assumptions, that you must overcome to succeed, and how will you overcome them?

Processing Questions After They Implemented Their Plan:

After the completion date, ask volunteers to share their answers on the Evaluate My Success form. The questions include:

1. What was your problem, decision, or dilemma?
5. What were your top three solutions? Which one did you implement, and why did you choose this alternative?
6. What were the barriers, including attitudes, beliefs, interpretations, and assumptions, that you needed to overcome to succeed? What did you do to overcome these barriers, and how successful were you in overcoming them?
2. How much effort did you put into meeting your goal? What was your evaluation score?
3. How successful were you? What was your evaluation score?
4. If your evaluation score was a 4 or higher (and you reached your goal), what did you do that contributed to your success?
5. If your evaluation score was between 2.5 and 3.9, what did you do well that contributed to your partial success, and what could you have done to be more successful?
6. If your score was between 1 and 2.4, why were you unsuccessful, and what could you have done to reach your goal?
7. What was the impact of either meeting, partially meeting, or not meeting your goal?
8. As a result of developing and striving to reach this goal, what have you learned about yourself and your capabilities to successfully develop and implement a plan to achieve your goals?
9. What was it like for you to use this process? Will you use it in the future when you have a significant decision to make or a personal problem to solve? Why or why not?
10. What would make it easier for you to make significant decisions and solve personal problems in the future?

Follow-Up Learning Experiences

The more times you can have students apply the D.E.C.I.D.E process to solve a personal problem or make a decision, the greater the chances they will master it.

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

D.E.C.I.D.E. Project Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric Self-Awareness.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the D.E.C.I.D.E. Decision Making Process for Making Tough Choices, Solving Personal Problems, & Setting Goals form

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the D.E.C.I.D.E. Evaluation of My Success form

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness

_____ Teachers Grade For The Completeness & Depth of My Answers on the D.E.C.I.D.E. Decision Making Process for Making Tough Choices, Solving Personal Problems, & Setting Goals form

_____ Teacher Grade For The Completeness & Depth of Their Answers on the D.E.C.I.D.E. Evaluation of My Success form

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