

Coping In Healthier Ways 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 facilitate the development of competency in the ability to effectively cope/manage their feelings in real-life situations. This project is best used as a follow-up learning experience after students have completed the “How Do I Cope Learning Experience ([Self-Management Skills Module](#)). The more opportunities students have to use skills in real life, the better the chances of them becoming proficient.

Procedures/Directions:

1. This learning experience is best done after completing the How Do I Cope Learning Experience ([Self-Management Skills Module](#)), the My Styles of Expressing Feelings Learning Experience ([Self-Management Skills Module](#)), and Managing My Feelings Poorly Learning Experience ([Self-Management Skills Module](#)). It can be used effectively if your students have only completed the How Do I Cope LE ([Self-Management Skills Module](#)). See the Introduction to Teaching Self-Management ([Self-Management Skills Module](#)) for a recommended sequence of the self-management learning experiences.
2. Review the concepts and skills in the Managing Feelings & Thinking Reading ([Self-Management Skills Module](#)) if you have not done so recently.
3. After students have completed the How Do I Cope Learning Experience ([Self-Management Skills Module](#)), have them select an unhealthy coping strategy they currently use that they would like to eliminate and/or a healthy coping strategy they would like to start using or use more consistently.
4. Determine how many opportunities to change (and thus entries on their self-monitoring log) you want them to have before the end of the project. It is recommended that they have a minimum of 7 chances to change, and preferably more. Since they may not have the opportunity to change daily, it will take some students longer than others to complete the project. If you are only having them do one (either “Reducing An Unhealthy Way of Coping” or “Increasing A Healthy Way of Coping” 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” and the “Beginning of the Project Assessments” below.

7. Next, have them complete the Unhealthy Ways of Coping Log and the Healthy Ways of Coping Log in the [Social-Emotional Skills Projects Module](#).
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 [Social-Emotional Skills 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 they are not expected to be proficient at the beginning or even at the end of this project. The willingness and ability to effectively cope/manage feelings in healthy ways in real-life situations 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 are effective and what they need to do to become more effective in the future.
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. Every 1-2 weeks, using the “Processing Questions”, ask for volunteers to share how effective they have been at coping/managing their feelings.
13. At the end of the project, have students bring all required work to class. Have them complete all assessments, place the documents in an identified order, and turn them in. See the Procedures for Grading outlined below.
14. 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 Questions” below. For the “End of the Project Assessment Questions,” you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See Processing Nonverbal: Nonverbal Self Disclosure Techniques in How To Teach SES ([How To Teach SES Module](#)).
15. 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 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.

Possible Assessment & Grading Procedures

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

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of student answers on the “Beginning of the Project Questions,” the “End of the Project Questions, and on the “Logs.” See the Generic Rubric for Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
1. Self-evaluation of their progress at the end of the project. See the “Progress Evaluations” below.
2. Self-evaluation of their effort. See the “Effort Evaluations” below.
3. 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.
4. Using the assessments and rubrics, have students evaluate their work and place the grade in the appropriate space on the “Coping/Managing My Feelings Grade Summary”.
5. Collect all 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 Evaluation & Grading of SES [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. 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 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 determine the weight each one will have and let them know at the beginning of the project.

Directions For Developing & Keeping My Self-Monitoring Log

1. Complete the information on the My Self-Monitoring Log below.

If you are keeping track of your goals throughout the year, complete the information on the My Goals Log ([SES Projects Module](#)).

2. Put the date on your chart for each day you have the opportunity to eliminate an unhealthy way of coping and/or have the opportunity to start or use a healthier way of coping or use it more consistently. If you didn't get a chance, do not record the date. During some 7-day 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.
3. If you had the opportunity to eliminate an unhealthy way of coping and/or start or use a healthier way of coping or use it more consistently, place a check (✓) in the appropriate space.
4. If you had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently, and you didn't write (0) in the appropriate space.
5. If you didn't have the opportunity to change an unpleasant feeling or increase pleasant feelings, don't chart.
6. If you forget to chart a day when you had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping, place a Z in the space. Do not chart the next day other than placing a (Z). Part of your grade may be based on charting every single day you had the opportunity to change.
7. 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.
8. 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 eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently 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).
9. Make sure you complete the chart every day you have the opportunity to change.

Charting Codes:

() = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently, and I did.

(O) = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently, and I didn't.

(Z) = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently, 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 Self-Monitoring Chart

My Eliminate an Unhealthy Way of Coping Goal:

My Starting/Being More Consistent Healthy Way of Coping Goal:

Charting Codes:

() = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently and I did.

(O) = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently and I didn't.

(Z) = I had the opportunity to eliminate an unhealthy way of coping and/or had the opportunity to start or use a healthier way of coping or use it more consistently 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>My Eliminate an Unhealthy Way of Coping Goal</u>							
<u>My Starting/Being More Consistent Healthy Way of Coping 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 #	1	2	3	4	5	6	7
<u>My Eliminate an Unhealthy Way of Coping Goal</u>							
<u>My Starting/Being More Consistent Healthy Way of Coping 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 #	1	2	3	4	5	6	7
<u>My Eliminate an Unhealthy Way of Coping Goal</u>							
<u>My Starting/Being More Consistent Healthy Way of Coping 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?

Processing Questions At The Start Of The Project For Eliminating An Unhealthy Way of Managing/Coping With Feelings:

Possible questions include:

- What is an unhealthy way of coping/managing your feelings you want to eliminate?
- Why do you want to eliminate this unhealthy style of coping?
- Are there certain situations or with certain people that you use this style?
- How do you usually respond (the unhealthy coping/managing feelings style)?
- What usually happens when you use this unhealthy coping style?
- What will you do instead?
- What, if any, barriers do you need to overcome to be able to eliminate this coping/managing your feelings style? What will you do to overcome these barriers?

Processing Questions At The Start Of The Project For Starting A Healthy Way of Managing/Coping With Feelings:

Possible questions include:

- What is the healthy way of coping/managing your feelings you want to start or use more consistently?
- Why do you want to start or be more consistent using this coping style/managing your feelings?
- Are there certain situations or with certain people that you want to use this style or use it more consistently? If so, why?
- What, if any, barriers do you need to overcome to be able to use this coping/managing your feelings style? What will you do to overcome these barriers?

Processing Questions During The Project For Eliminating An Unhealthy Way of Managing/Coping With Feelings:

Possible questions include:

- What was the situation?
- What happened? What was going on?
- What were you feeling, and what triggered the feelings?
- Why did you feel this way?
- How would you usually have responded (the unhealthy coping/managing feelings style)?
- What usually happens when you use this unhealthy coping style?
- How did you avoid using the unhealthy coping style? What did you say or do?
- What happened as a result?
- How did you feel afterward, and why did you feel this way?
- What, if anything, could you have done to be even more successful in coping with this situation?
- When possible, summarize or have students summarize similarities in the types of situations they were in, their feelings, and what triggered them, the unhealthy coping/managing feelings style and its impact, and how they now successfully coped with the situation.

Processing Questions During The Project For Starting A Healthy Way of Managing/Coping With Feelings:

Ask for volunteers to share the healthy coping style they selected to use and select a situation where they successfully used the healthy way of coping/managing their feelings. Use the questions on the Healthy Way of Coping/Managing Feelings Log. They include:

- What was the situation?
- What happened? What was going on?
- What were you feeling and what triggered the feelings?
- Why did you feel this way?
- How did you cope/manage your feelings in this situation? What did you say or do?
- What happened as a result?
- How did you feel afterward, and why did you feel this way?
- What, if anything, could you have done to be even more successful in coping with this situation?
- When possible, summarize, or have students summarize, similarities in the types of situations they were in, their feelings and what triggered them, and how they successfully coped with the situation.

Processing Questions As The End Of The Project For Eliminating An Unhealthy Way of Managing/Coping With Feelings:

Possible questions include:

- What was the unhealthy way of coping you tried to eliminate?
- How successful have you been?
- What has 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 going forward?

Processing Questions At The End of the Project For Starting A Healthy Way of Managing/Coping With Feelings:

Possible questions include:

- What was the healthy way of coping/managing feelings that you started or used more consistently?
- How successful have you been?
- What has 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 going forward?

Beginning of the Project Questions
Eliminating An Unhealthy Way of Coping/Managing My Feelings

1. What is an unhealthy way of coping/managing your feelings you want to eliminate?

2. Why do you want to eliminate this unhealthy style of coping?

3. Are there certain situations or with certain people that you use this style?

4. What is the usual impact of using this style?

5. What will you do instead?

6. What, if any, barriers do you need to overcome to be able to eliminate this coping/managing your feelings style? What will you do to overcome these barriers?

Beginning of the Project Questions

Starting A Healthy Way of Coping/Managing My Feelings

1. What is the healthy way of coping/managing your feelings you want to start or use more consistently?
2. Why do you want to start or be more consistent using this style of coping/managing your feelings?
3. Are there certain situations or with certain people that you want to use this style or use it more consistently? If so, why?
4. What, if any, barriers do you need to overcome to be able to use this coping/managing your feelings style? What will you do to overcome these barriers?

Managing My Feelings & Situations in Healthier Ways **Assessments**

Beginning of the Project Assessment

Unhealthy Way of Coping:

What is one unhealthy way of coping/managing my feelings I want to eliminate?

1. How effective am I at avoiding this unhealthy way of coping/managing my feeling?

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

What will I do instead of this unhealthy way of coping?

Healthy Way of Coping/Managing Feelings:

What is one healthy way of coping/managing my feelings that I want to start doing and/or do more consistently? What will I actually do?

1. How effective am I at using this healthy way of coping/managing my feelings I want to start doing or do more consistently?

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

End of the Project Assessment

Unhealthy Way of Coping/Managing Feelings:

What is the unhealthy way of coping/managing feelings that I tried to eliminate and what did I do when I started to use this unhealthy way of coping?

1. How effective was I at avoiding the unhealthy way of coping/managing feelings?

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

1. What impact did avoiding this unhealthy way of coping/managing my feelings have on me. How did it make me feel about myself and my situation?
2. What contributed to my success or lack of success?
3. What, if anything, do I need to do in the future to be more successful at avoiding this unhealthy way of coping/managing my feelings?

Healthy Way of Coping/Managing Feelings:

What is the healthy way of coping/managing feelings that I tried to do and/or do more consistently? What did I actually do?

1. How effective am I at using the healthy way of coping/managing feelings?

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

1. What was the impact of using this healthy way of coping/managing my feelings? How did it make me feel about myself and my situation?

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

3. What, if anything, do I need to do in the future to be more successful at using this healthy way of coping/managing feelings?

Progress Evaluation At The End of the Project Rubric **Eliminating an Unhealthy Way of Coping/Managing Feelings**

Compare how willing you were and how effective you were at the project's beginning and end. . 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 being willing and able to successfully eliminate an unhealthy way of coping with feelings.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in being willing and able to eliminate an unhealthy way of coping/managing feelings. I avoided using this unhealthy way of coping all the time.

80 – 89 = Proficient: At Standard. Since the beginning of the project, I have made good progress at being willing and able to eliminate an unhealthy way of coping/managing feelings. I successfully avoided using the unhealthy way most of the time.

70 – 79 = Needs Improvement. I made some progress in being willing and able to avoid using the unhealthy way of coping/managing feelings. I still found myself using the unhealthy way of coping/managing feelings some of the time.

60-69 = Needs Significant Improvement. I made little progress in being willing and able to avoid the unhealthy way of coping/managing feelings. I used the unhealthy way of coping/managing feelings more than avoiding them.

50 = Not Acceptable. I made no progress at avoiding the unhealthy way of coping/managing feelings.

40 = I never avoided the unhealthy way of coping or didn't turn the project in.

My Progress Grade For Avoiding The Unhealthy Way of Coping/Managing Feelings:

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

Coping/Managing Feelings in More Effective Ways

Compare how willing you were and how effective you were at the project's beginning and end. . 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 being willing and able to successfully eliminate an unhealthy way of coping with feelings.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in being willing and able to use this way of coping/managing feelings. I always used this healthy way of coping/managing my feelings.

80 – 89 = Proficient: At Standard. Since the beginning of the project, I have made good progress at being willing and able to use this healthy way of coping/managing feelings. I used this healthy way of coping/managing my feelings most of the time.

70 – 79 = Needs Improvement. I made some progress in being willing and able to use this healthy way of coping/managing feelings. However, I still found myself not using it all the time, even when I would have been better off if I had.

60-69 = Needs Significant Improvement. I made little progress in being willing and able to use this healthy way of coping/managing feelings. I hardly ever used it, even when I would have been better off if I had.

50 = Not Acceptable. I made no progress in avoiding the unhealthy way of coping/managing feelings.

40 = I never used this healthy way of coping/managing my feelings or didn't turn the project in.

My Progress Grade For Avoiding The Unhealthy Way of Coping/Managing Feelings:

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 Managing My Feelings Project **Eliminating an Unhealthy Way of Coping/Managing Feelings**

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 I made changes to eliminate an unhealthy way of coping whenever I had the opportunity.

80 – 89 = Proficient: At Standard. My effort was **good**, but it was not my best effort. I made significant efforts to make changes to eliminate an unhealthy way of coping 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 eliminated an unhealthy way of coping but didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have eliminated an unhealthy way of coping but didn't.

50 = Not Acceptable. I **didn't** try to eliminate an unhealthy way of coping when I had the opportunity to do so.

40 = I never tried to eliminate an unhealthy way of coping 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 Managing My Feelings Project **Coping/Managing My Feelings in More Effective Ways**

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 I made changes to use healthy ways of coping whenever I had the opportunity.

80 – 89 = Proficient: At Standard. My effort was **good**, but it was not my best effort. I made significant efforts to make use of healthy ways of coping 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 used healthy ways of coping but didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have used healthy ways of coping but didn't.

50 = Not Acceptable. I **didn't** try to use healthy ways of coping when I had the opportunity to do so.

40 = I never tried to use healthy ways of coping 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:

Generic Rubric For Conceptual Understanding/Insight

90 – 100 = Advanced: Above and Beyond. Demonstrates a thorough, complex, and deep understanding/insight of the essential concepts, generalizations, and facts.

- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- The Answers Demonstrate **Thorough, Complex, and Deep** Understanding/Insight

80 – 89 = Proficient: At Standard. Demonstrates a complete and accurate understanding/insight of the essential concepts, generalizations, and facts.

- All the Questions have been Answered.
- The Answers are Complete and Supported
- Answers Demonstrate a **Complete & Accurate** Understanding
-

70 – 79 = Needs Improvement. Demonstrates an incomplete understanding/insight of the important concepts, generalizations, and facts and/or has some notable misconceptions. Demonstrates knowledge of some facts.

- **Some of the Questions Have Not Been Answered**
- **Some of the Answers are not Complete**
- Some Answers are Not Well Developed
- Answers Demonstrate **an Incomplete** Understanding/Insight

60-69 = Needs Significant Improvement. Demonstrates severe misconceptions and/or lack of understanding of concepts, generalizations, and facts. Demonstrates limited knowledge of facts.

- Many of the Questions Have Not Been Answered
- Many of the Answers are not Complete
- Many Answers are Not Well Developed
- Answers Demonstrate **Severe Misconceptions or Lack of** Understanding/Insight
-

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

40 = The Assignment Wasn't Turned In

Coping/Managing Feelings In Healthy Ways Grade Summary

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

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

_____ My Self-Evaluation Grade For Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ My Self-Evaluation Grade For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

Student Self-Evaluation of Their Answers On the Healthy Ways of Coping/Managing Feelings Log

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

_____ My Self-Evaluation Grade of Their Answers On the Healthy Way of Coping/Managing Feelings Log

Student Self-Evaluation of Their Answers On the Unhealthy Ways of Coping/Managing Feelings Log

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

_____ My Self-Evaluation Grade of Their Answers On the Unhealthy Way of Coping/Managing Feelings Log

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

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

_____ My Self-Evaluation Grade For Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ My Self-Evaluation Grade For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

Student Self-Evaluation of Their Effort

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

_____ My Self-Evaluation Grade For My Effort: Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ My Self-Evaluation Grade For My Effort: For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

Student Self-Evaluation of Their Progress

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

_____ My Self-Evaluation Grade For My Progress: Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ My Self-Evaluation Grade For My Progress: For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

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

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

_____ Teacher Grade For Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ Teacher Grade For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

Teacher Evaluation of The Answers On the Healthy Ways of Coping/Managing Feelings Log

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

_____ Teacher Grade of The Answers On the Healthy Way of Coping/Managing Feelings Log

Teacher Evaluation of The Answers On the Unhealthy Ways of Coping/Managing Feelings Log

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

_____ Teacher Grade of The Answers On the Unhealthy Way of Coping/Managing Feelings Log

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

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

_____ Teacher Grade For Eliminating An Unhealthy Way of Coping/Managing Feelings

_____ Teacher Grade For Starting/Being More Consistent In The Use Of A Healthy Coping/Managing Feelings

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

