

HOW TO ENGAGE YOUTH TO TUNE INTO SELF-AWARENESS TO SELF- ADVOCATE



Jackie Marquette Ph.D



THIS UNIT WITH LESSONS, SELF-ASSESSMENT, with ACTIVITIES WILL HELP STUDENTS

recognize how their emotions, thoughts, and actions do or don't align with their inner self.

notice the feelings, thoughts, or attitudes of another.

place confidence in themselves, or someone or something

recognize when and how to adjust oneself to different environments

understand when to be ready to take action.

pinpoint why it is important to ease self-control of oneself.

express an interchange thoughts, opinions, through speech, writing, signs, or an art form.



What Is the Inspiration Behind My Creating

HOW TO ENGAGE YOUTH TO TUNE INTO SELF-AWARENESS TO SELF-ADVOCATE



It is my intention to create units and lessons that promote student emotional literacy and student self-advocacy. Students always relied on social emotional learning. But it is far more critical during these uncertain times - youth are forced to face the consequences of the COVID-19 pandemic, disconnected from peers, schooling at home just to name a few.

The unit with lessons and self-assessment are drawn from the work of Daniel Goleman, author of Emotional Intelligence, Barry Prizant, Ph.D., CCC-SLP, co-author of the SCERTS TM Model (Social Communication, Emotional Regulation and Transactional Support) and my own qualitative research.

This is ungraded, can be for anyone, and can help guide the planning and support interventions for students in special education.

There are 5 lessons, a self-assessment for students (who can do it independently), and an assessment for the teacher, counselor, or parent who seek support interventions for students who rely upon a greater need for supports.

Contents:

Part A. Introduction:

How Tuning Into Your Self-awareness can help you.

Definitions

Lesson II: You and Your Self-awareness

Why is Self-awareness important to study?

In what ways can tuning into your self-awareness benefit you?



Contents, Continued:

Lesson III. What Self-awareness looks like (examples of youth experiencing self-awareness).

Lesson IV: Tune into Your Self-awareness: Take this Self-assessment.

Lesson V: Discover your true self through these self-reflective questions.

Part B: The Marquette Self-awareness Assessment for teacher/parent/caregivers.

Valuable Information for Youth in Special Education and School Transition



I. How Tuning Into Your Self-awareness can help you cope and understand how to respond on your own behalf.

adapt

initiate

communicate

better
self-
control

collaborate

empathy

trust

focused
ability

motivate



Definitions



Definitions, Cont.



Definitions, Cont.

adaptation: to adjust oneself to different situations or environments

initiative: being ready and having the ability to take action

motivation: the condition of having a strong reason to act or accomplish something

communication: the interchange of thoughts, opinions, or information by speech, writing, signs, or in any form

self-motivation: control by oneself; exercised independently

self-awareness: is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards

self-confidence: having understanding and trust in one's own judgment, ability, power, etc.

trust: to rely upon or place confidence in someone or something

empathy: experiencing the feelings, thoughts, or attitudes of another

collaboration: to work, one with another

focus/ability: focused attention on a target stimulus for any period of time

Lesson and You Awareness

Hi my name
You might be
'What is self-

Why is self-awareness important to study?

What are the benefits of developing self-awareness?

- Self-awareness
- (1) physical
 - (2) emotion
 - (3) actions
 - (4) interactions
 - (5) strengths

Self-awareness
Focus on your 5 major
values

Everything we do is driven
by our emotions

The good news is when you
know more productive ways
to look at challenges or
difficulties, this lowers
anxiety and depression
and

To see their strengths or
the value of their strengths
this opens up possibilities
to learn, grow, and adapt
even with life's challenges

- (1) strengthens one's resilience
- (2) benefits students in the
classroom, especially those with
learning and attention issues
- (3) increases recognition of
one's strengths and
weaknesses
- (4) increases understanding in
what to do to complete a task,
project,
- (5) creates steps to self-
advocate or manage
responsibilities
- (6) recognizes how one's
behavior affects other people
(positive and negative)
- (7) prepares the student for
the "Real World"

Here are four examples of self-awareness. You may have had some of these experiences. Read each question and think about your experience in your own self-awareness.

Example of self-awareness

Example of self-awareness, continued

Lesson What Self- awareness like (except you'll experie- nce self-awar-



- (1) Have you ever felt
fear about having to do something you're excited about getting ready to open
to do, for example getting a cavity filled your birthday? The feelings of fear
during dental work and knowing you are excited is self-awareness about your physical re-

- (2) Have you ever felt
excited about getting ready to open
your birthday? The feelings of excitement
during dental work and knowing you are excited is self-awareness about your physical re-

- (3) Have you ever felt embarrassed about
something you did, such as, accidentally knocking a
full glass of water all over the table when you were
out with someone you admire? The feeling of
embarrassment and knowing you are embarrassed
is self-awareness in a task going wrong



Have you ever felt disappointed when someone else changed plans to be with you? You're looking forward to a fun day. The friend cancels the appointment and knowing you are alone.

5) Have you ever been enthused about doing something such as, a class project, studying in with two other class mates? You felt motivated ready to start. The feeling of motivation to do

your desire and knowing you are motivated to do



Judie Neumann



Lesson IV: Tune into Your Self-awareness

Take this Self-assessment!



Judie Neumann



Hi my name is Mary. Now that you read several examples of self-awareness, I want to share my story with you. I took the Marquette Self-awareness Assessment. I learned about my self-awareness capability. Later I will show you how to score your assessment.

Discover Your Self-awareness Capability

1. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much

2. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much

3. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much

4. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much

5. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much

How is your turn?
Take the Marquette Self-awareness Assessment.

Read each numbered item.
Consider and choose the best answer.

Then think of and write a specific example that you have experienced.



Judie Neumann



Mary has a talent in drawing photographs in pencil. About four years ago, she started a new division, Elephant. Mary makes balloon elephants, which is effective and can be often seen on the stage to help a customer. During school, her art skills and interests have been acknowledged and noticed.

Mary gets much support from her family who also greatly admire her art.

Although the fresh early drawings at her shop, the residents like it suddenly grew for the many hours a day. Despite her talents, she continues and enjoys working, she has a deep desire to work for others and their goal.



Judie Neumann

Discover Your Self-awareness Capability

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5. When you are in a meeting, do you tend to:

a. dominate the conversation
b. listen
c. stay silent
d. talk too much



- domination
- listening
- staying silent
- talking too much

Other responses:

1. When you are in a meeting, do you tend to:

- domination
- listening
- staying silent
- talking too much

Other responses:



Judie Neumann

1. I can get organized & follow-up tasks in a timely manner, always. (Score 100)



Self-awareness
Score 100
100
100/100

2. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

3. When change occurs, I respond to the different situation, don't become stressed, & I can handle it, fast! (Score 100)



Self-awareness
Score 100
100
100/100

4. I usually succeed being part of a team or working with other people.



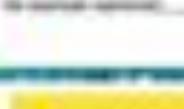
Self-awareness
Score 100
100
100/100

5. When I have responsibilities, I work hard, & often take extra time to make things happen.



Self-awareness
Score 100
100
100/100

6. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

7. I can handle changes quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

Jude Roush, P.C.

8. I can work well with others when we're facing an exciting opportunity.



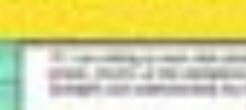
Self-awareness
Score 100
100
100/100

9. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

10. I can handle changes quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

Jude Roush, P.C.

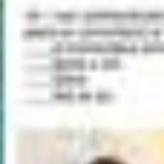
Discover Your Self-awareness Capability

11. I can work well with others when we're facing an exciting opportunity.



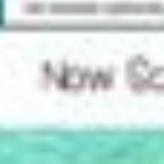
Self-awareness
Score 100
100
100/100

12. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

13. I can handle changes quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

Jude Roush, P.C.

Discover Your Self-awareness Capability

14. I can work well with others when we're facing an exciting opportunity.



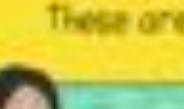
Self-awareness
Score 100
100
100/100

15. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

16. I can handle changes quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

Jude Roush, P.C.

Discover Your Self-awareness Capability

17. I can work well with others when we're facing an exciting opportunity.



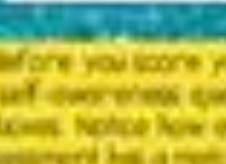
Self-awareness
Score 100
100
100/100

18. I can make decisions quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

19. I can handle changes quickly and easily. (Score 100)



Self-awareness
Score 100
100
100/100

Jude Roush, P.C.

Now Score your Assessment!

Mary

In the personal assessment, I matched the placed them in the correct box on the right.

For example, the answer I inserted to "leadership" in question #35 and #45, you will see a in the square labeled **#35** or **#45**.

You can see this on my graph on the next slide.

Jude Roush, P.C.

Mary

Answers for personal assessment

#35	#45
#1 Personal growth #2 Self-awareness #3 Communication #4 Leadership	#5 Self-awareness #6 Communication #7 Leadership #8 Personal growth
#9 Self-awareness #10 Communication #11 Leadership #12 Personal growth	#13 Self-awareness #14 Communication #15 Leadership #16 Personal growth

Jude Roush, P.C.

Before you score your assessment, review these self-awareness qualities marked in the yellow boxes. Notice how each numbered item from the assessment has a matching quality. Use this guide to score your assessment.

adaptation #3, 13	collaboration #4, 17
initiative #7	simplicity #11
communication #3, 14, 15	trust #9
motivation #6	self-control #10
self-awareness #1, 2, 12	self-growth #5, 16
flexibility #8	flexible-thinking #12

Jude Roush, P.C.

TAKE A GUESS! LIST IN EACH COLUMN SELF-AWARENESS QUALIFIERS THAT APPLY TO YOU

QUALIFIERS I
KNOWED BEFORE

QUALIFIERS I FOUND
IN MYSELF

From the list of self-awareness benefits on the previous slide, list one or more that you want to learn more about and why.

For example, I am interested in learning about how self-awareness can help me with my classroom...

Now who cares? I am interested in learning about...

Give one or more examples about recognizing your own self-awareness. Use your own in #1 or feel in the blanks.

1. I am aware of my emotions and feelings when I ...

2. I am aware of my previous unfeeling when I forgot to...

3. I am aware of my emotions and feelings when I feel at myself _____ and feel _____.

4. I am aware of my emotions and feelings when I feel good when I _____ and feel bad when I _____.

5. I am aware of my emotions and feelings when I achieved _____ and accomplished _____.

Score your assessment



1	2
3	4

Judie Rospatti, Ph.D.



These are the answers to my self-reflection questions

1. What self-awareness qualifiers did I find I have in my personal life?

- I am aware
- I feel
- I am connected to my feelings and thoughts
- I am aware
- I am connected
- I am aware
- I am connected
- I am aware

2. What self-awareness qualifiers did I find I have home?

- I am connected
- I am aware
- I am connected
- I am aware

3. What self-awareness qualifiers do I have hot or off?

- I am connected
- I am aware
- I am connected

Judie Rospatti, Ph.D.

Self-reflection questions with my answers

1. What new information does I have learned with my self-awareness capability from doing this assignment?

Information learning strategies for connecting the question to the answer: Now reflecting on my ideas and responses, I can see the qualities in myself that make me unique. My experiences with work, family, a career, etc., have helped me learn more about myself.

2. What self-awareness qualities about my self-awareness does it provide regarding myself in situations when these circumstances?

Information learning strategies for connecting the question to the answer: When I feel positive and healthy in situations, this self-awareness is useful for addressing others. This self-awareness is important for me to increase my confidence.

3. What qualifier could be chosen to help me prioritize for a career goal to increase my health and personal growth? Information learning strategies for connecting the question to the answer: Prioritizing my health needs is an important part of my life. This is something that can increase my overall quality of life. I can choose a priority about health with me.

Judie Rospatti, Ph.D.

Now it is your turn. Review your graph. Answer these self-reflection questions about what you learned about your self-awareness.

Review your graph. Answer these self-reflection questions about what you learned about your self-awareness.

1. What self-awareness qualifiers did I find I have in my personal life?

1. What new information about my self-awareness capability have I learned from doing this assignment?

2. What self-awareness qualifiers did I find I have home?

2. What information surprised me about my self-awareness?

3. What self-awareness qualifiers do I have hot or off?

3. What did I discover that I already knew about my self-awareness?

4. What self-awareness qualifiers do I have hot or off?

4. What qualifier could I choose to improve my experiences while helping me meet a career goal?

Lesson V: Discover your self through these self-reflection questions

You can read my answers the next slide.

Judie Rospatti, Ph.D.



Review your prelab questions. These self-correcting questions about what you learned about your test system will:

In what way(s) does the Internet support

In which would you say the best is always chosen?



'we hope you learned about how to live into your self-expression.'

But don't stop learning how to use your self.

Here is a list of things you can do to continue tuning into your self-awareness for a better life experiences and growth.



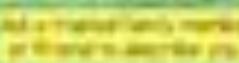
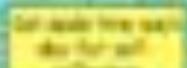
100

• We need your support to
keep the library in touch
with all of you.

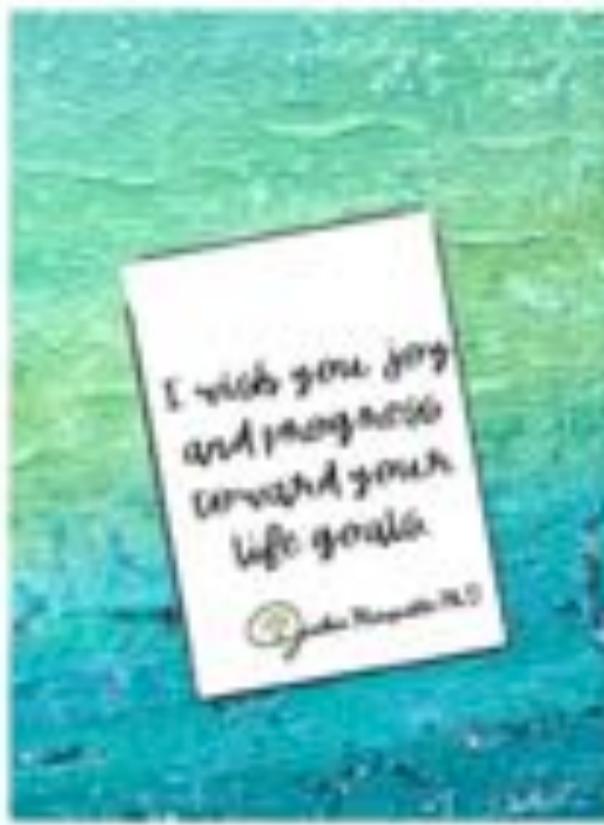


*With a
little
luck*

20



Upper-middle-class
and their middle-class heirs, no
willing to pay for what
they have.



Part B: The Horqueta Self-assessment Assessment for teachers/parents/caregivers

Valuable Information for youth in Special Education and School Transition

There are many students who rely upon a greater need of supports, yet may show signs of recognizing their self-awareness.

These students may need help to evaluate their own self-awareness.

Use the following assessment in Part B along with the assessment in Part A with the students. That is, some students rely on teachers or parents for the understanding of their needs and behavior. For these students I have provided a parent/teacher/parent/caregiver assessment to assess their self-awareness through observable behaviors.



The findings of Marquette Self-awareness Assessment for teacher/parent/caregiver can help goal planning and school transition outcomes.

Self-awareness Assessment: Professional/Patient/caregiver to Assess Student or Young Adult who has a greater need for support

1. The patient often uses words such as 'nothing' or 'nothing at all' to describe their symptoms.

 - Excessive anxiety**
 - Excessive worry**
 - Excessive fear**
 - Excessive guilt**

The last symptom is _____.

2. The patient shows self-reassurance that other people regard him/her as being competent, intelligent, happy, & popular.

 - Excessive anxiety**
 - Excessive worry**
 - Excessive fear**
 - Excessive guilt**

The last symptom is _____.

3. The patient exhibits certain personality traits which are described as being 'over-reactive'.

 - Excessive anxiety**
 - Excessive worry**
 - Excessive fear**
 - Excessive guilt**

The last symptom is _____.

4. The patient has the majority (more than 50%) of either of symptoms on the page above.

 - Excessive anxiety**
 - Excessive worry**
 - Excessive fear**
 - Excessive guilt**

The last symptom is _____.

5. The patient has excessive anxiety and/or excessive worry due to phobias that are difficult to control by simple logic, and which cause an overwhelming sense of apprehension or distress.

 - Excessive anxiety**
 - Excessive worry**
 - Excessive fear**
 - Excessive guilt**

The last symptom is _____.

Self-awareness Assessment: Professional/Patient/Caregiver to Assess Student or Young Adult who has a greater need for support

Self-awareness Assessment: Professional Parent/Caregiver to Assess Student or Young Adult who has a greater need for support

1. What is the primary purpose of the U.S. Constitution?

- 1) To establish a federal government
- 2) To establish a state government
- 3) To establish a national government
- 4) To establish a local government

2. What is the name of the document that established the U.S. government?

- 1) The Declaration of Independence
- 2) The Bill of Rights
- 3) The Constitution
- 4) The Federalist Papers

3. What is the name of the document that established the U.S. government?

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- 3) The Constitution
- 4) The Federalist Papers

10. **Wetenschap**
a) De wetenschap is een vorm van kennis die is gebaseerd op objectieve en reproductieve methoden.

b) De wetenschap is een vorm van kennis die is gebaseerd op subjectieve en reproductieve methoden.

c) De wetenschap is een vorm van kennis die is gebaseerd op objectieve en interpretatieve methoden.

d) De wetenschap is een vorm van kennis die is gebaseerd op subjectieve en interpretatieve methoden.

11. **Wetenschap**
a) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is theorie.

b) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is hypothese.

c) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is model.

d) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is opmerking.

12. **Wetenschap**
a) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is theorie.

b) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is hypothese.

c) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is model.

d) De wetenschap kan verschillende vormen van kennis leveren, maar de belangrijkste vorm is opmerking.

1. What are the main reasons why you are leaving your current job?

2. Do you have any specific skills or qualifications that you would like to highlight?

3. What are your strengths?

4. What are your weaknesses?

5. What are your future career goals?

6. What motivates you at work?

7. What do you expect from your new employer?

8. What are your salary requirements?

9. What are your availability dates?

Discover The Student's Observable Qualifying Self-awareness Capacities

Microsoft Word 2003 Shortcuts

receptor 20-21
receptors 60-67, 71
resonance 18-19, 30-33
resonant 20-21
resonant decay 20-21
resonance 2-3
resonance 30-33
resonance 30-33
resonance 30-33
resonance 30-33
resonance 30-33

In your own example, go to the next slide and have a look at *Exercise 5*, *group 1*. The teacher has the students do the worksheet for their assessment and places them in the *corrected box* in the group.

For example, if the answer she has to type is $\frac{1}{2}$, in question 46, and #1, you will see it in the square indicated "not at all".

— 1 —

—*Continued from back cover*

[Example] Mary's Answer to her own Self-awareness Capability

10 of 10

Wiederholung der Reaktionen	
Wiederholung der Reaktionen	Wiederholung der Reaktionen

Use this graph to mark the answers you give to the student you are evaluating based upon your observations.

Glossary	
adjective	a word that describes a noun or pronoun.
adverb	a word that describes a verb, adjective, or another adverb.
antonym	a word that means the opposite of another word.
conjunction	a word that joins words, phrases, or clauses.
descriptive sentence	a sentence that describes a person, place, thing, or idea.
exclamation	a sentence that expresses strong feelings or surprise.
idiom	a group of words whose meaning is different from the literal meaning of the individual words.
irregular verb	a verb that does not follow the regular pattern of conjugation.
main verb	the most important verb in a sentence.
metaphor	a figure of speech that compares two unlike things without using "like" or "as".
prefix	a group of letters added to the beginning of a word to change its meaning.
pronoun	a word that takes the place of a noun or noun phrase.
suffix	a group of letters added to the end of a word to change its meaning.
verb	a word that expresses an action, state, or occurrence.

Review the graph. Encourage the student to do activity. Together answer these self-reflection questions about the new information that came up during a life skills or transition to

- what self-awareness qualifiers did I see that student exhibited a 'transient' amount?
 - what self-awareness qualifiers did I see that the student exhibited a 'quite a bit'?
 - what self-awareness qualifiers did I see that the student exhibited 'some of the time'?
 - what qualifiers did I 'not see at all' in the student?

Review the graph. Include the student in a Review the graph. Include the student in doing this activity. Together answer these self-reflection questions on the new information on the y questions on the new information on the student's behalf that can help guide planning in life: behalf that can help guide planning in life skills, transition to a job transition to a job

5. What new information have I learned about the student's understanding of his/her self-awareness?
 6. What information surprised me or the student about his/her self-awareness?
 7. What did I see about the student that confirmed I already knew about his/her recognition of self-awareness?
 8. What self-awareness qualities could be part of an education to help the student meet a career or college in his/her education or vocational growth?