

# 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™ 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?



Jackie Marquette Ph.D

# 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

collaborate

initiate

empathy

communicate

trust

better  
self-  
control

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 an art form

**self-regulation:** 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

**focused ability:** focused attention on a target stimuli for any period of time



## Lesson and You awareness



Hi my name is \_\_\_\_\_  
You might be wondering  
What is self-awareness?

Self-awareness is:

- 1) physical
- 2) emotion
- 3) actions
- 4) interaction
- 5) strength

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



Why is self-awareness important to study?

Everything we do is driven by our emotions.

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

and

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



What are the benefits of developing self-awareness?

- 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) clarifies 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"



## Lesson What Self-awareness is like (examples of youth experiences)

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



1) Have you ever felt Fear about having to do something you had to do, for example getting a cavity filled at a dentist office? Feeling fear about having to do something during dental work and knowing you are experiencing the strong emotion, gutting it out is self-awareness about your physical reaction.

Example of self-awareness



2) Have you ever felt Excited about getting ready to open your birthday? The feeling of excitement knowing you are excited is self-awareness about your strong emotion, gutting it out is self-awareness about your physical reaction.

Example of self-awareness, continued



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 feeling of disappointment and knowing you are disappointed at a fun day being cancelled is self-awareness.

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Have you ever been motivated 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 is self-awareness.

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## Lesson IV: Tune into Your Self-awareness

Take this Self-assessment

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## Discover Your Self-awareness Capability

## Discover Your Self-awareness Capability



1. When you are in a crowded place, you feel nervous or shy.

☐ 1. I am nervous or shy  
☐ 2. I am not nervous or shy  
☐ 3. I am not nervous or shy  
☐ 4. I am not nervous or shy

2. When you are in a crowded place, you feel nervous or shy.

☐ 1. I am nervous or shy  
☐ 2. I am not nervous or shy  
☐ 3. I am not nervous or shy  
☐ 4. I am not nervous or shy

3. When you are in a crowded place, you feel nervous or shy.

☐ 1. I am nervous or shy  
☐ 2. I am not nervous or shy  
☐ 3. I am not nervous or shy  
☐ 4. I am not nervous or shy

4. When you are in a crowded place, you feel nervous or shy.

☐ 1. I am nervous or shy  
☐ 2. I am not nervous or shy  
☐ 3. I am not nervous or shy  
☐ 4. I am not nervous or shy

5. When you are in a crowded place, you feel nervous or shy.

☐ 1. I am nervous or shy  
☐ 2. I am not nervous or shy  
☐ 3. I am not nervous or shy  
☐ 4. I am not nervous or shy

1. I often go overboard and feel very close to or extremely involved with people I don't know.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

2. When things suddenly happen during my day, I often feel overwhelmed, almost frantic, almost hysterical, almost panicked, but I don't let it show.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

3. I usually avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

4. When I have a problem or a problem of mine, I often know who to go to for help.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

5. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

6. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

## Discover Your Self-awareness Capability

7. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

8. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

## Discover Your Self-awareness Capability

9. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

10. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

## Discover Your Self-awareness Capability

11. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

12. I often avoid being with or around people who are extremely emotional.

☐ a tremendous amount  
☐ quite a bit  
☐ some  
☐ not at all

My example response: \_\_\_\_\_

*John R. Brinkley, Ph.D.*

## Now Score your Assessment

From my personal assessment, I noticed and placed them in the correct box in the graph.

For example, the answer I marked to "exhaustion" in question #15 and #16, you will see it in the square marked "not at all".

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

*John R. Brinkley, Ph.D.*

## These are the findings from my assessment

My name is Harry

My example response: \_\_\_\_\_

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. I often avoid being with or around people who are extremely emotional.</p> <p>2. I often avoid being with or around people who are extremely emotional.</p> <p>3. I often avoid being with or around people who are extremely emotional.</p> | <p>4. I often avoid being with or around people who are extremely emotional.</p> <p>5. I often avoid being with or around people who are extremely emotional.</p> <p>6. I often avoid being with or around people who are extremely emotional.</p>    |
| <p>7. I often avoid being with or around people who are extremely emotional.</p> <p>8. I often avoid being with or around people who are extremely emotional.</p> <p>9. I often avoid being with or around people who are extremely emotional.</p> | <p>10. I often avoid being with or around people who are extremely emotional.</p> <p>11. I often avoid being with or around people who are extremely emotional.</p> <p>12. I often avoid being with or around people who are extremely emotional.</p> |

*John R. Brinkley, Ph.D.*

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

exhaustion #1, 15

relaxation #16

communication #13, 14, 15

self-control #17

self-awareness #18, 19, 20

creativity #21

trust #22

self-control #23

self-awareness #24, 25, 26

creativity #27

*John R. Brinkley, Ph.D.*

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

QUALIFIERS I  
KNOW ARE TRUE

QUALIFIERS I NEED  
TO WORK ON

From the list of self-awareness benefits in 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 write plans. 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 emotions and feelings when I forget to \_\_\_\_\_.
3. I am aware of my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.
4. I am aware of my emotions and feelings when I really want to \_\_\_\_\_ and \_\_\_\_\_.
5. I am aware of my emotions and feelings when I am \_\_\_\_\_ and feel \_\_\_\_\_ about doing \_\_\_\_\_ or being \_\_\_\_\_.
6. I am aware of my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.

## Score your assessment

Answer questions from the previous slide.

| Qualifiers I know are true | Qualifiers I need to work on |
|----------------------------|------------------------------|
|                            |                              |
|                            |                              |
|                            |                              |

## These are the answers to my self-reflective questions

1. What self-awareness qualifiers did I find I have a tremendous amount?
  - 1. I am aware of my emotions and feelings when I forget to \_\_\_\_\_.
  - 2. I am aware of my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.
2. What self-awareness qualifiers did I find I have "some"?
  - 3. I am aware of my emotions and feelings when I really want to \_\_\_\_\_ and \_\_\_\_\_.
  - 4. I am aware of my emotions and feelings when I am \_\_\_\_\_ and feel \_\_\_\_\_ about doing \_\_\_\_\_ or being \_\_\_\_\_.
3. What self-awareness qualifiers did I find I have "some"?
  - 5. I am aware of my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
  - 6. I am aware of my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
4. What self-awareness qualifiers do I have but not at all?
  - 7. I am aware of my emotions and feelings when I forget to \_\_\_\_\_.
  - 8. I am aware of my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.

## Self-reflective questions with my answers

1. What new information have I learned about with my self-awareness capability from doing this assignment?
  - 1. I learned that I am capable of recognizing my emotions and feelings when I forget to \_\_\_\_\_.
  - 2. I learned that I am capable of recognizing my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.
2. What information surprised me about my self-awareness?
  - 3. I learned that I am capable of recognizing my emotions and feelings when I really want to \_\_\_\_\_ and \_\_\_\_\_.
  - 4. I learned that I am capable of recognizing my emotions and feelings when I am \_\_\_\_\_ and feel \_\_\_\_\_ about doing \_\_\_\_\_ or being \_\_\_\_\_.
3. What did I discover that I already knew about my self-awareness?
  - 5. I learned that I am capable of recognizing my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
  - 6. I learned that I am capable of recognizing my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
4. What qualifier could I choose to help me improve my experiences and/or help me meet a career goal?
  - 7. I could choose to improve my self-awareness by recognizing my emotions and feelings when I forget to \_\_\_\_\_.
  - 8. I could choose to improve my self-awareness by recognizing my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.

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

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

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

You can read my answers the next slide.

1. What self-awareness qualifiers did I find I have a tremendous amount?
  - 1. I am aware of my emotions and feelings when I forget to \_\_\_\_\_.
  - 2. I am aware of my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.
2. What self-awareness qualifiers did I find I have "some"?
  - 3. I am aware of my emotions and feelings when I really want to \_\_\_\_\_ and \_\_\_\_\_.
  - 4. I am aware of my emotions and feelings when I am \_\_\_\_\_ and feel \_\_\_\_\_ about doing \_\_\_\_\_ or being \_\_\_\_\_.
3. What self-awareness qualifiers did I find I have "some"?
  - 5. I am aware of my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
  - 6. I am aware of my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
4. What self-awareness qualifiers do I have but not at all?
  - 7. I am aware of my emotions and feelings when I forget to \_\_\_\_\_.
  - 8. I am aware of my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.

1. What new information about my self-awareness capability have I learned from doing this assignment?
  - 1. I learned that I am capable of recognizing my emotions and feelings when I forget to \_\_\_\_\_.
  - 2. I learned that I am capable of recognizing my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.
2. What information surprised me about my self-awareness?
  - 3. I learned that I am capable of recognizing my emotions and feelings when I really want to \_\_\_\_\_ and \_\_\_\_\_.
  - 4. I learned that I am capable of recognizing my emotions and feelings when I am \_\_\_\_\_ and feel \_\_\_\_\_ about doing \_\_\_\_\_ or being \_\_\_\_\_.
3. What did I discover that I already knew about my self-awareness?
  - 5. I learned that I am capable of recognizing my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
  - 6. I learned that I am capable of recognizing my emotions and feelings when I achieved \_\_\_\_\_ and accomplished \_\_\_\_\_.
4. What qualifier could I choose to improve my experiences and/or help me meet a career goal?
  - 7. I could choose to improve my self-awareness by recognizing my emotions and feelings when I forget to \_\_\_\_\_.
  - 8. I could choose to improve my self-awareness by recognizing my emotions and feelings when I hear or see \_\_\_\_\_ and act for \_\_\_\_\_.

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

What will I do about my interpersonal relationships?

What would I like to learn more about?

Judith Thompson Ph.D.

We hope you learned about how to tune into your self-awareness.

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

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

There is no right or wrong way to think and act.



It's the ideas and actions to pursue in order to reach the direction of your goals.

Write down what you want to feel, what you want to do, and what you want to become.



Judith Thompson Ph.D.

Get outside time each day for self-reflection.



Ask a trusted family member or friend to describe you.

I hope to meditation and other mindfulness techniques, including breathing or silent prayer.



Ask for feedback at work or on the job.

Judith Thompson Ph.D.

I wish you joy and progress toward your life goals.

Judith Thompson Ph.D.

Part B: The Marquette Self-awareness Assessment for teacher/parent/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 student. Thus, some students rely on teachers or parents for the understanding of their needs and behavior. For these students I have provided a professional/parent/caregiver assessment to assess their self-awareness through observable behavior.

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

Self-awareness Assessment Professional/Parent/parent/caregiver to Assess Student or Young Adult who has a greater need for supports.

- The student often shows observable behavior when they are in a situation.
  - ...at least once a week
  - ...at least once a month
  - ...at least once a year
  - ...at least once a year
- The student often shows observable behavior when they are in a situation.
  - ...at least once a week
  - ...at least once a month
  - ...at least once a year
  - ...at least once a year
- The student often shows observable behavior when they are in a situation.
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  - ...at least once a month
  - ...at least once a year
  - ...at least once a year
- The student often shows observable behavior when they are in a situation.
  - ...at least once a week
  - ...at least once a month
  - ...at least once a year
  - ...at least once a year

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

1. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

2. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

3. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

4. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

5. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

6. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

7. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

8. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

9. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

10. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

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6. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

7. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

8. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

9. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

10. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

## Discover The Student's Observable Qualifying Self-awareness Capabilities

1. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

2. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

3. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

4. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

5. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

6. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

7. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

8. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

9. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

10. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

To see an example, go to the next slide and take a look at Mary's graph. She marked the answers she marked on her assessment and placed them in the correct box in the graph.

For example, the answer she marked to question 4B and 4C, you will see it in the square labeled "not at all".

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

1. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

2. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

3. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

4. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

5. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

6. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

7. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

8. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

9. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

10. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

## Use this graph to mark the answers you gave to the student you are evaluating based upon your observations

1. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

2. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

3. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

4. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

5. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

6. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

7. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

8. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

9. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

10. How often do you observe the student/young adult exhibiting the following self-awareness capabilities?

Review the graph. Include the student in doing this activity. Together answer these self-reflective questions on the new information that can help guide planning in life skills or transition to a job.

1. What self-awareness capabilities did I see that the student exhibited a "tremendous amount"?

2. What self-awareness capabilities did I see that the student exhibited a "quite a bit"?

3. What self-awareness capabilities did I see that the student exhibited "some of the time"?

4. What capabilities did I "not see at all" in the student?

Review the graph. Include the student in doing this activity. Together answer these self-reflective questions on the new information that can help guide planning in life skills or 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 what I already knew about his/her recognition of self-awareness?

8. What self-awareness capabilities could be part of the student's education to help the student meet a career goal or increase his/her adaptation or personal growth?

Review the graph. Include the student in doing this activity. Together answer these self-reflective questions on the new information that can help guide planning in life skills or transition to a job.

9. What did I like about the lesson and assessment in identifying the student's self-awareness capabilities?

10. What would I like to hear or learn more about?