

River Dell Regional School District

Study Skills Curriculum 2018



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Rationale

The purpose of the Study Skills course is for students to develop an understanding that each student learns differently and that it is important to learn study strategies that align to one's individuality. The Study Skills course teaches students how to become aware of their strengths and weaknesses while developing strategies to assist in enhancing their learning, behavior, self-control over emotions that prevent them from reaching their goals and organization. This program will continually enhance the students' skill set over time. Some of the general skills taught will include how to effectively self-manage emotions, how to improve and practice executive functioning strategies, how to utilize different strategies to memorize content, how to enhance the meaning and understanding of content and lastly, how to effectively advocate for yourself.

In Unit 1, students will be focusing on executive functioning skills which will include organization and maintenance of the materials and tools needed to successfully navigate a middle school classroom. Students will learn how to use a locker, prioritize assignments and manage a variety of educational tools. In the Self-Management unit, students will build an understanding of the idea of a growth mindset and how that supports their academic and personal achievement. In addition, students will become active learners and participate in self-exploration activities that will allow them to identify their best learning practices. In the Memory unit, students will build a repertoire of strategies that improve memory and recall of content by identifying important information and creating their own notes and study support materials. The Meaning unit highlights ways that students can support their comprehension and application of information that is provided through a variety of media. This will help to improve student's abilities in areas like test taking, short answer responses and research assignments. The final unit, Advocacy, will provide the students the opportunity for self-evaluation; developing an understanding of both their strengths and weaknesses. Students will learn how to effectively communicate with teachers and peers and how to effectively problem solve to support the building of both academic and social success.

The Study Skills course will utilize a predesigned schedule that is displayed in the Appendix part of this document where each day has a pre-determined area of focus on either a specific task, study skill, re-teaching content or growth mindset skill. At the start of each year, the focus will be on executive functioning skills and then will slowly transition to the designated schedule starting in October. Depending on the individual student needs, skills taught can be revisited throughout the school year.

STUDY SKILLS CURRICULUM

UNIT ONE: EXECUTIVE FUNCTIONING

STATE STANDARDS

2.2.6.B.1 Use effective decision-making strategies

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate

CRP2 Apply appropriate academic and technical skills

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP11 Use technology to enhance productivity

BIG IDEAS/COMMON THREADS

Goal attainment is impacted by the way you approach the tasks at hand.

ENDURING UNDERSTANDING

There are tools available that support goal attainment. In working towards a goal, it is necessary to set priorities and develop a plan of action

ESSENTIAL QUESTIONS

1. (7th Grade) How do students maintain organization of school materials and tools?
2. How do students prioritize homework and independent tasks?
3. What different kinds of tools can a student utilize to enhance their classroom experience?
4. What strategies or tools can a student use to independently problem solve?

LEARNING OBJECTIVES

Students will be able to...

- open their locker independently. (7th grade)
- create a locker schedule. (7th grade)
- organize their backpack and other academic materials based on their individual schedules. (7th grade)
- write down long and short-term tasks into an assignment planner. (7th grade)
- write down their assignments using a digital resource/planner. (8th grade)
- prioritizing assignments using designated planner by due date, individual weaknesses, mood and extracurricular activities.
- navigate through Schoolwires and OneNote to access digital resources.
- utilize OneNote features such as Learning Tools (immersive reader & dictation) as well as inking.
- utilize online textbook tools features (audio, highlighting, etc).
- identify a problem and figure out solutions independently. (7th grade with support & 8th grade independently)
- identify and utilize the resource available to solve problems. (academic & social)
- develop appropriate strategies to successfully solve a problem. (academic & social)
- set academic and social/behavioral goals that reflects their individual strengths and weaknesses.

LEARNING ACTIVITIES

The executive functioning unit will explore how students organize their materials and time to be successful in the classroom. This will be accomplished by using different tools and other methods and creating academic and social/behavioral goals. This will include:

- Creating a locker schedule: where students will determine when they will be going to their locker throughout the day and what materials they need.
- Using an appropriate method for logging long and short-term tasks.
 - 7th grade planner
 - 8th grade planner or digital method
- Digital and hands-on activities for:
 - Identify students' strengths & “SuperPowers” (according to Gardner’s Theory of Multiple Intelligences)
 - Set goals
 - Establish priorities
 - Manage time
 - Organize papers, desks, lockers, & other space
 - Track long-term goals

RESOURCES

- SOAR– studyskills.com

STUDY SKILLS CURRICULUM

UNIT TWO: SELF-MANAGEMENT

STATE STANDARDS

2.2.2.A.1 Explain what being well means and identify self-care practices that support wellness

2.2.2.A.1 Express needs, wants, and feelings in health and safety related issues

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others

2.2.6.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations

2.2.6.B.1 Use effective decision making strategies

CRP6 Demonstrate creativity and innovation

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

BIG IDEAS/COMMON THREADS

Everyone can improve if you put forth the effort.

ENDURING UNDERSTANDING

Everyone as conditions in which they learn best and can create those conditions for learning. Academic challenges are heightened by worry and doubt.

ESSENTIAL QUESTIONS

1. What is a growth mindset?
2. How does one foster their personal growth mindset?
3. How does an individual's emotions effect their learning?
4. How does one manage emotions that interfere with goal attainment?
5. What condition does a student learn best in?
6. What does an active learner/listener look like?

LEARNING OBJECTIVES

Students will be able to...

- define a growth mindset.
- distinguish between individual strategies that foster rather than hinder their growth mindset.
- identify situational similarities within narratives to make connections to their own fixed mindset.
- identify their own deficits when managing their academic, behavioral and emotional state.
- practice multiple strategies that assist with individual management of emotions that interfere with goal attainment.
- independently utilize effective strategies that assist with individual management of emotions that interfere with goal attainment.

- identify the conditions in which they learn best.
- orchestrate their environment to be able to foster their ideal learning conditions.
- describe and demonstrate the characteristics of an active learner.

LEARNING ACTIVITIES

The self-management unit will explore how having a growth mindset fosters individual success both in and outside the classroom. This will include:

- Digital and hands-on activities for:
 - Speaking & listening effectively
- Short narratives that include follow-up activities such as short answers, graphic organizers and charts for the student to complete.
- Support growth mindset with activities and assessment strategies.
- Meditating and other self-help practices.
- Reading social narratives to encourage a growth mindset rather than fixed mindset.
- Using multi-media to analyze and reflect on emotions and how one self manages.
- Identifying best strategies for each individual student to assist in understanding their own reactions.

RESOURCES

- SOAR– studyskills.com
- [The Grit Guide for Teens](#) by Caren Baruch-Feldman
- [The Perfectionism Workbook for Teens](#) by Ann Marie Dobosz
- [The Growth Mindset Coach](#) by Annie Brock and Heather Hundley
- Calm.org

STUDY SKILLS CURRICULUM

UNIT THREE: MEMORY

STATE STANDARDS

NJSLA.R10 Read and comprehend complex literary and informational texts independently and proficiently

NJSLA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

NJSLA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research

NJSLA.SL2 Integrate and evaluate information presented in diverse media formats

NJSLA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

NJSLA.L6 Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening

BIG IDEAS/COMMON THREADS

Remembering facts lays the foundation that leads to deeper understanding.

ENDURING UNDERSTANDING

There are tools and strategies that you can employ that help with memory.

ESSENTIAL QUESTIONS

1. Which note taking strategies enhance student learning?
2. Which study strategies are effective for a variety of assessments?
3. How can graphic organizers enhance note taking and study guides?
4. How does one effectively outline?
5. How does outlining enhance ones understanding of content?
6. (7th grade) How does one identify main idea and notes worth writing down?
7. (8th grade) How does one create their own study guide?

LEARNING OBJECTIVES

Students will be able to...

- take notes when presented through different modalities. (7th grade guided & 8th grade independent)
- take notes using different strategies (cornell, picture, graphic organizers, etc). (7th grade guided & 8th grade independent)
- create their own study materials which will include flashcards, study guides, outlines, or digital reviews. (7th grade guided & 8th grade independent)
- identify and utilize appropriate graphic organizers based on learning activity.
- take information from a text to create an outline.
- utilize an outline format for brainstorming written assignments.
- create their own study guide by synthesizing information from multiple mediums to determine the key ideas. (8th grade).

- identify the main idea from multiple mediums. (7th grade)

LEARNING ACTIVITIES

The memory unit will explore strategies to enhance memorization of content to facilitate academic success. This will include:

- Digital and hands-on activities:
 - Take notes
 - Study for tests
 - Write research papers
- Support growth mindset with activities and assessment strategies.
- Educational websites (see resources list)

RESOURCES

- SOAR– studyskills.com
- [The Grit Guide for Teens](#) by Caren Baruch-Feldman
- [The Perfectionism Workbook for Teens](#) by Ann Marie Dobosz
- [The Growth Mindset Coach](#) by Annie Brock and Heather Hundley
- Quizlet
- Kahoot
- Quizizz.com
- Edpuzzle
- Worksheetplace.com (goal setting worksheets)
- b.socrative.com
- app.wizer.me
- Bubbl.us
- Acheive3000/teenbiz

STUDY SKILLS CURRICULUM UNIT FOUR: MEANING

STATE STANDARDS

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

BIG IDEAS/COMMON THREADS

Reading is an active process.

ENDURING UNDERSTANDING

A reader engaged with the text contemplates main ideas and the literary styles the author employs to convey a point of view.

ESSENTIAL QUESTIONS

1. (7th grade) How does annotating enhance reading comprehension?
2. How does one independently annotate text to enhance reading comprehension?
3. What are active reading strategies?
4. What does an active reader look like?
5. How does one extract text to understand and identify active reading strategies?
6. How does one extract information from multiple modalities?
7. How does one approach open ended responses?
8. How does one determine the difference between a good and a bad resource?
9. How do you utilize reference materials?

LEARNING OBJECTIVES

Students will be able to...

- explain the importance of annotation to understanding a text (7th grade).
- identify when it is appropriate to annotate a given text (7th grade).
- independently annotate text to enhance reading comprehension (8th grade).
- identify active reading strategies such as context clues, text features, tone and mood.

- utilize short text to practice active reading strategies.
- use multiple media to comprehend meaning.
- approach open ended responses using appropriate brainstorming methods.
- determine the difference between a good and a bad resource.
- utilize reference materials appropriately.
- cite evidence within a written assignment using appropriate citation format.

LEARNING ACTIVITIES

The meaning unit will explore the strategies of an effective learner. Students will use different modalities to support the educational process. This will include:

- Digital and hands-on activities:
 - Read and understand textbooks
 - Write research papers
- Educational websites (see resources list)

RESOURCES

- SOAR– studyskills.com
- Quizlet
- Kahoot
- Quizizz.com
- Edpuzzle
- Worksheetplace.com (goal setting worksheets)
- b.socrative.com
- app.wizer.me
- Bubbl.us
- Acheive3000/teenbiz

STUDY SKILLS CURRICULUM UNIT FIVE: ADVOCACY

STATE STANDARDS

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

2.4.2.A.3 Determine factors that contribute to a health relationship

2.2.2.A.1 Explain what being well means and identify self-care practices that support wellness

2.2.2.A.1 Express needs, wants, and feelings in health and safety related issues

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others

2.2.6.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations

2.2.6.B.1 Use effective decision making strategies

CRP4 Communicate clearly and effectively and with reason

CRP6 Demonstrate creativity and innovation

CRP8 Utilize critical thinking to make sense of problems and persevere in solving

BIG IDEAS/COMMON THREADS

Communication allows you to express your point of view and to make others aware of where you stand on issues.

ENDURING UNDERSTANDING

Effective communication entails stating your point of view in a rational manner and acknowledging the other's point of view in a rational manner even when you disagree.

ESSENTIAL QUESTIONS

1. How can students utilize the inclusion teacher to benefit their own learning?
2. What are some effective communication strategies from student to teacher?
3. How do modifications and accommodations connect to students' strengths and weaknesses?
4. How does self-reflection enhance understanding of content and individual learning?
5. How does self-reflection on academic and behavioral performance enhance understanding on content and classroom expectations?
6. What are some effective communication strategies between peer to peer?

LEARNING OBJECTIVES

Students will be able to...

- determine appropriate ways to utilize inclusion teachers to benefit learning.
- communicate effectively with teacher using email, verbal and non-verbal communication.

- communicate appropriately considering the social contexts.
- understand what modifications are and how they assist in their learning.
- reflect on their strengths and weaknesses to facilitate success in understanding content and their individual learning.
- accurately reflect on their academic and behavioral performances in the classroom.
- effectively communicate to develop positive relationships.

LEARNING ACTIVITIES

The advocacy unit explores how students and their relationships with others can influence their academic achievements. In order to advocate for themselves students must first understand themselves as an individual learner. This will include:

- Digital and hands-on activities:
 - Speaking & listening effectively
 - Work with teachers & peers
- Short narratives that include follow-up activities such as short answers, graphic organizers and charts for the student to complete.
- Support growth mindset with activities and assessment strategies.

RESOURCES

- SOAR– studyskills.com
- [The Grit Guide for Teens](#) by Caren Baruch-Feldman
- [The Perfectionism Workbook for Teens](#) by Ann Marie Dobosz
- [The Growth Mindset Coach](#) by Annie Brock and Heather Hundley

Appendix

Schedule

Days of the Week	Focus
Monday	Introduction to study skill objective Organization check of backpack, locker, notebook and One Note
Tuesday	Study skill lesson Follow up activity Discussion
Wednesday	Re-teaching using work from other classes <ul style="list-style-type: none">- Teacher communication practice self- advocacy skills- Rewriting or organizing notes- Develop study guides- Practice skills/subject that individual students struggle with.
Thursday	Growth mindset, advocacy, self-management lesson Follow up activity Discussion
Friday	Skill wrap up (weekly or monthly) Organization check of student growth conferences, backpack, locker, notebook and One Note

Grading Rubric

7 th Grade Weekly	5	4	3	2	1
Preparation-Materials and Assignments	Students will be able to: 1. organize all materials for their backpack; filled out planner, notebooks and Onenote. 2. complete all tasks for their academic classes.	Students will be able to: 1. organize most materials for their backpack; filled out planner, notebooks and Onenote. 2. complete most tasks for their academic classes.	Students will be able to: 1. organize some materials for their backpack, planner, notebooks and Onenote. 2. complete some tasks for their academic classes.	Students will be able to: 1. organize materials with teacher assistance for their backpack, planner, notebooks and Onenote. 2. complete some tasks for their academic classes.	Student has not provided enough evidence to assess ability. 1. to organize materials with teacher assistance for their backpack, planner, notebooks and Onenote. 2. complete tasks for their academic classes.
Skills Learned	Study skills weekly academic and social emotional learning objective mastered .	Student mastered either study skills weekly academic or social emotional learning objective.	Student is demonstrating an emerging understanding of their weekly academic and social emotional learning objective. (cannot apply skill independently)	Student has provided evidence of learning and attempted to apply but hasn't demonstrated mastery of either skill.	Student has not provided enough evidence to assess proficiency of either skill.
Assessment Preparation	Assessment preparation is successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies with teacher assistance. - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is most of the time successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies with teacher assistance. - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is some of the time successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies with teacher assistance. - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is complete but doesn't utilize the best possible study method to support academic need by using one or multiple of the following strategies with teacher assistance. - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Student has not provided enough evidence to assess proficiency of assessment preparation skills by using one or multiple of the following strategies with teacher assistance. - Graphic organizers - Outlines - Notes - Flash cards - Digital resources
Time Management / Planning	Students will be able to manage and plan for all of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Students will be able to manage and plan for most of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Students will be able to manage and plan for some of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Student inconsistently manages and plans for some of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Student has not provided enough evidence to assess proficiency to manage and plan for their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.
Growth	Students will be able to identify their strength and weakness in academic and social areas. Students will be able to utilize weekly coping strategies based on their individual needs.	Students will be able to identify their strength and weakness in most academic and social areas. Students will be able to mostly utilize weekly coping strategies based on their individual needs.	Students will be able to identify their strength and weakness in some academic and social areas. Students will be able to utilize some weekly coping strategies based on their individual needs.	Students inconsistently identify their strength and weakness in some academic and social areas. Students inconsistently utilize some weekly coping strategies based on their individual needs.	Student has not provided enough evidence to assess proficiency in identifying their strengths, weaknesses and utilizing weekly coping strategies.
Student Comments & Self-Reflection					
Teacher Comments					

8 th Grade Weekly	5	4	3	2	1
Preparation-Materials and Assignments	Students will be able to: 1. organize all materials for their backpack; filled out planner, notebooks and Onenote. 2. get to class on time . 3. complete all tasks for their academic classes.	Students will be able to: 1. organize most materials for their backpack; filled out planner, notebooks and Onenote. 2. get to class on time . 3. complete most tasks for their academic classes.	Students will be able to: 1. organize some materials for their backpack; filled out planner, notebooks and Onenote. 2. get to class on time . 3. complete some tasks for their academic classes.	Students will be able to: 1. organize materials with teacher assistance for their backpack; filled out planner, notebooks and Onenote. 2. get to class on time . 3. complete some tasks for their academic classes.	Student has not provided enough evidence to assess ability. 1. to organize materials with teacher assistance for their backpack, filled out planner, notebooks and Onenote. 2. get to class on time . 3. complete tasks for their academic classes.
Skills Learned	Study skills weekly academic and social emotional learning objective mastered .	Student mastered either study skills weekly academic or social emotional learning objective.	Student is demonstrating and emerging of their understanding with their weekly academic and social emotional learning objective. (cannot apply skill independently)	Student has provided evidence of learning and attempt to apply but hasn't demonstrated mastery of either skill.	Student has not provided enough evidence to assess proficiency of either skill.
Assessment Preparation	Assessment preparation is successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies independently . - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is most of the time successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies independently . - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is some of the time successfully completed by selecting the best possible study method to support academic need by using one or multiple of the following strategies independently . - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Assessment preparation is complete but doesn't utilize the best possible study method to support academic need by using one or multiple of the following strategies independently . - Graphic organizers - Outlines - Notes - Flash cards - Digital resources	Student has not provided enough evidence to assess proficiency of assessment preparation skills by using one or multiple of the following strategies independently . - Graphic organizers - Outlines - Notes - Flash cards - Digital resources
Time Management / Planning	Students will be able to manage and plan for all of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner or digital method to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Students will be able to manage and plan for most of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner or digital method to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Students will be able to manage and plan for some of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner or digital method to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Student inconsistently manages and plans for some of their academic classes. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner or digital method to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.	Student has not provided enough evidence to assess proficiency of the following time management/planning skills. 1. effectively manages locker breaks within their schedule. 2. appropriately uses planner or digital method to manage long and short-term assignments. 3. effectively plans independent work time . 4. prioritizes time to effectively manage multiple responsibilities.
Growth	Students will be able to identify their strength and weakness in academic and social areas. Students will be able to utilize weekly coping strategies based on their individual needs.	Students will be able to identify their strength and weakness in most academic and social areas. Students will be able to mostly utilize weekly coping strategies based on their individual needs.	Students will be able to identify their strength and weakness in some academic and social areas. Students will be able to utilize some weekly coping strategies based on their individual needs.	Students inconsistently identify their strength and weakness in some academic and social areas. Students inconsistently to utilize some weekly coping strategies based on their individual needs.	Student has not provided enough evidence to assess proficiency in identifying their strengths, weaknesses and utilizing weekly coping strategies.
Student Comments & Self-Reflection					
Teacher Comments					