






Dimension	FOUNDATIONAL	DEVELOPING	COMPETENT	ADVANCED
Score	1	2	3	4
CONTINUUM OF ENGAGEMENT	Disrupting/Avoiding	Withdrawing	Participating/Investing	Driving
	DISENGAGEMENT		ENGAGEMENT	
<p>EVALUATION CRITERIA</p>	<p><i>Minimal or inaccurate understanding of the behavioral health skill. Rarely demonstrates the behavior; may actively resist, avoid, or withdraw from healthy practices. Lacks self-reflection and may show patterns of disengagement or oppositional behavior.</i></p>	<p><i>Some awareness of the behavioral health skill, but practice is inconsistent or surface-level. May hesitate to engage, withdraw socially, or show limited motivation. Occasional reflection on well-being, but insight and positive change are limited.</i></p>	<p><i>Clear understanding of the behavioral health skill. Regularly participates and puts skills into practice. Reflects on personal well-being, demonstrates growth, and invests effort in making healthy choices. Actively engaged in supporting self and others.</i></p>	<p><i>Advanced understanding and application of the behavioral health skill. Proactively leads, inspires, and supports others in building a healthy environment. Reflects deeply on well-being, adapts strategies, and drives positive change for self and community.</i></p>
<p>SELF-INSIGHT</p>	<p>Struggles to notice or describe their actions, motives, or values; avoids self-reflection or misreads how actions connect to personal identity; little sense of learning from experience.</p>	<p>Sometimes recognizes the gap between actions and values but is vague or needs prompting; limited detail about what was realized or how self-insight could lead to growth.</p>	<p>Clearly describes a moment when actions didn't fit their values; explains what was realized, how self-understanding changed, and gives examples of learning from experience.</p>	<p>Offers deep, thoughtful insight into motives, identity, and growth; connects actions, values, and learning; reflects on how increased self-insight guides future choices and helps others.</p>
<p>EMOTIONAL RESILIENCE</p>	<p>Has difficulty describing how they manage or recover from difficult emotions or stressful situations; may focus on the problem without naming feelings or using any coping strategies.</p>	<p>Sometimes describes handling tough moments or feelings but gives only general or inconsistent details; may mention strategies or supports but lacks depth or clarity.</p>	<p>Clearly explains how they responded to and managed a challenging emotion or situation; names specific coping strategies, supports, or resources used to recover or move forward.</p>	<p>Shares rich, specific examples of managing adversity and emotions; explains how resilience developed over time; reflects on using and adapting strategies to recover, grow, and help others facing challenges.</p>

**Note on Engagement Levels:** This rubric's four-point scale adapts Amy Berry's Engagement Continuum (Disrupting, Avoiding, Withdrawing, Participating, Investing, Driving). For clarity and reporting, these are combined into four levels reflecting disengagement and engagement.



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 RELATIONAL AWARENESS	<p>Rarely notices or describes changes in relationships or their own role; may focus on disconnection, conflict, or confusion; shows little empathy or reflection on impact or learning.</p>	<p>Sometimes recognizes changes or shifts in relationships and can mention feelings or outcomes, but responses lack detail or personal insight and often require prompting.</p>	<p>Clearly describes a relationship change, their role in it, and how it felt; explains what was learned about themselves or others, and how they adapted or grew from the experience.</p>	<p>Offers nuanced, thoughtful insight into relationship dynamics and shifts; reflects on personal and others' perspectives; discusses how relational awareness shapes trust, belonging, and future relationships.</p>
 CONFLICT RESOLUTION	<p>Avoids or minimizes discussion of conflict or making amends; focuses only on the problem or harm; does not mention repair or solutions; little reflection on role or outcomes.</p>	<p>Sometimes discusses trying to resolve conflict or repair relationships, but with limited details; needs prompting to explain own actions, impact, or learning from the experience.</p>	<p>Describes actions taken to resolve conflict, repair harm, or make things right; explains steps clearly, what was learned, and reflects on personal growth in conflict situations.</p>	<p>Explains conflict resolution deeply; describes leading or modeling repair for others, using restorative practices, and promoting positive change in relationships and the community.</p>

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<p>EFFECTIVE HELP-SEEKING</p>	<p>Reluctant or unable to talk about asking for help; may express distrust, shame, or discomfort using supports; rarely explains benefit or value of seeking help.</p>	<p>Sometimes describes seeking help, but inconsistently or with uncertainty; benefits of support may be unclear or responses lack detail; may need prompting to discuss using resources.</p>	<p>Clearly explains when and how they sought help or support; describes how seeking help made a positive difference for themselves or others; reflects on value of support systems.</p>	<p>Regularly seeks help confidently; explains how support benefits self and community; encourages others to seek help and describes effective strategies for using resources in spoken reflection.</p>
<p>REFLECTIVE GROWTH</p>	<p>Struggles to notice or describe personal change; may feel stuck or unable to reflect on growth, learning, or how experiences have shaped their identity or choices.</p>	<p>Sometimes mentions changes in themselves or growth, but descriptions are vague, general, or require prompting to connect change to specific actions or learning.</p>	<p>Clearly explains a meaningful way they have changed; describes how growth happened, what contributed to it, and what was learned or how perspective shifted through reflection.</p>	<p>Gives rich, detailed reflection on their growth over time; connects changes to actions, learning, and experience; explains how reflective growth informs ongoing improvement and helps others believe in their own growth.</p>

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