

# GLOBE STAR

“Mentoring a Spirit of Gentleness”



## Assessment of the Quality of Life Assets

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

### Part 1: External Assets

#### Support

Identify family, friends and providers that supports the individual to improve their quality of life. Identify the ways the family members, friends and providers use their tools to communication to facilitate positive experiences. Identify the involvement of the family members, friends, and providers in the person's community as we build companionship and community. Identify other relationships with the person's life that facilitate positive engagement experiences. Identify the caring neighborhood one has to build companionship and community. Identify the caring climate in the home and in the community that nurtures the individual to feel safe, engaged, loved and loving.

Support Person	Role	Quality of Support

Identify Neighborhood Support	Elements to Build Companionship and Community

Identify the Caring Home Climate	Describe the support for the individual to feel safe, engaged, loved and loving

**Empowerment**

Identify how the community values the individual by teaching the individual to feel valued. Identify how the individual is given meaningful roles and responsibilities and uses the community as a resource. Identify how the individual reciprocates valuing to others. Identify the balance of self-determination as the individual seeks choices, risk and respect.

Identify the Community Valuing	Describe the teaching for the individual to reciprocate valuing.

Identify the Community Role, Responsibilities and Resources	Describe the engagement experience

Areas of Reciprocating	Identify how the individual reciprocates valuing to others
Physically  Verbally  Gesturally	

Areas of Self-Determination	Identify Balance of Self-Determination Areas
Choice  Risk  Respect	

**Barriers and Expectations**

Identify the barriers within areas of one's life from family, community and in the work or school environment. Identify the role models that the person has in their life. Identify the positive peer interactions and influence they have on the individual. Identify the appropriate expectations for growth with high expectations that has been facilitate with the individual.

What barriers exist in one's life?	How can you prevent this event from happening?	How will you react? What support does the person need?

What roles and responsibilities does one have in their life?	Identify the positive interactions with others.	Identify the expectations for personal growth.

**Constructive Use of Time**

Identify the meaningful activities one has in their home and in the community. Identify their need for a religious community. Identify the positive engagement with others at home and community.

Identify the meaningful activities in one's life	Identify the positive engagement with others during these meaningful activities?

**Part 2: Internal Assets**

**Commitment to Learn**

Identify their commitment to learning and reciprocate their valuing to others and with others. Identify their achievement expectation and motivation with others. Identify their engaged in learning with others. Identify their expression of valuing for activities. Identify the enjoyment of learning and bonding to the school or work community.

Area of learning	Identify areas of reciprocating to others, physically, verbally and gesturally about one's gifts	Identify their expressions to express one's sense of companionship and community

**Positive Values**

Identify their ability to reciprocate caring towards others and self, equality and social justice, integrity, honesty, responsibility and restraint as one improves their quality of life

Values	Identify areas of reciprocating valuing to others and self

**Social Competencies**

Identify one's ability to plan and to make good decisions. Identify one's interpersonal skills and competence. Identify that one is able to experience one's own cultural competence. Identify one's ability for resistance skills. Identify one's ability for peaceful conflict resolution.

Social Competencies	Identify areas of one's ability to reciprocate skills and competencies.

**Positive Identity**

Identify one's own personal gifts, self-esteem, sense of purpose and positive view of personal future.

Positive Identities	Identify areas of one's ability to reciprocate one's self-worth