

*Working Well Together:
SECD Model Standards
and Kansas MTSS for
Behavior*

SECD and MTSS Team
KSDE Conference 2012



What does it take?

- On the back of your packet make two boxes labeled ***Needed for Success*** and ***Interferes with Success***
- In the ***Success*** box, write a *skill, attribute, or competency* **that a person needs for success.**
- In the ***Interferes*** box, write a *skill, attribute or competency* **that interferes** with learning.
- Be prepared to share



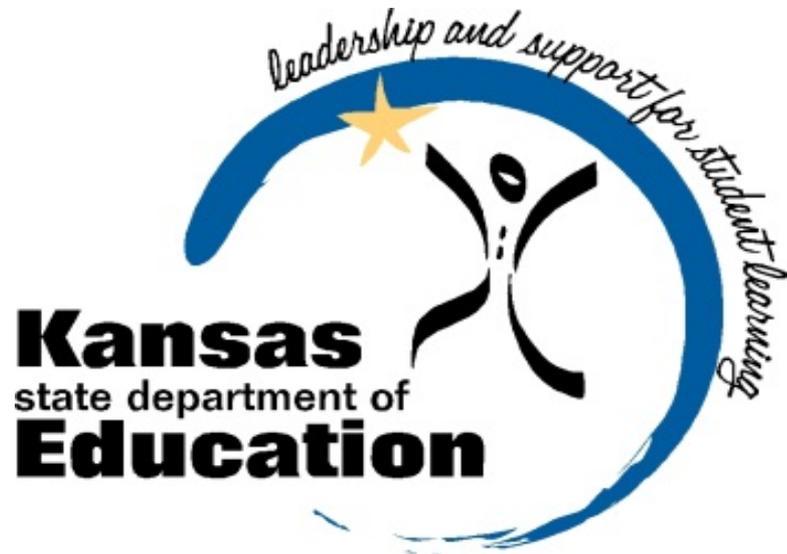
Habits of Mind

- **1. Persisting**
- **2. Managing impulsivity**
- **3. Listening with understanding and empathy**
- **4. Thinking flexibly**
- **5. Thinking about your thinking**
- **6. Striving for accuracy**
- **7. Questioning and problem solving**
- **8. Applying past knowledge to new situations**
- **9. Thinking and communicating with clarity and precision.**
- **10. Gather data through all senses.**
- **11. Creating, imagining, and innovating**
- **12. Responding with wonderment and awe**
- **13. Taking responsible risks**
- **14. Finding humor**
- **15. Thinking interdependently**
- **16. Remaining open to continuous learning**

• Bena O. Kallick & Arthur L. Costa

Mission of the Kansas State Board of Education

**“to prepare Kansas
students for lifelong
success through rigorous
academic instruction,
21st century career
training, and character
development according
to each student's gifts
and talents.”**





How did we get to this place?

- What are the conditions and initiatives that have come together?
 - Legislative mandate
 - Bullying
 - Safe and Supportive Schools
 - 21st Century Accreditation
 - Common Core Curriculum
 - Multi-Tier Systems of Support (MTSS)
 - College and Career/Kansas Career Pipeline



Kansas Anti-Bullying, Cyberbullying & Character Development Legislation (HB 2758)

The 2008 Legislature amended the anti-bullying statute and effective July 1, 2008, requires school districts to:

- 1) adopt and implement a plan to address *cyberbullying*, and
- 2) adopt policies prohibiting *bullying on school property, in school vehicles, or at school-sponsored activities*, and
- 3) *adopt and implement a plan* to address bullying, which must include *provisions for training and education of staff and students*.
- 4) upon request of a school district, the state board shall assist in the development of a *grade appropriate curriculum for character development programs*.

UNIFIED SCHOOL DISTRICT

Relevance

- Curriculum
- Instruction
- Student Engagement
- Technology

Results

- Achievement
- Growth
- Gap
- Other Measures

Relationships

- Staff
- Students
- Parents
- Community

Responsive Culture

- Leadership
- Early Childhood
- School Climate
- Nutrition & Wellness
- Innovation

Rigor

- College & Career Readiness
- Career & Technical Education
- Resources
- Data
- Professional Learning



Accreditation

Foundational Elements

- | | | |
|-----------------------|------------------------------------|-----------------------------|
| 1. Licensed educators | 4. Local Graduation Policies | 7. External Assistance Team |
| 2. KAR 91-31-34 | 5. School Improvement Plan | 8. Curricula |
| 3. State Law | 6. Secondary Programs and Services | 9. Programs and Services |

Performance Elements

- | | | | |
|--------------------------------------|-------------------------------|---------------|---------------|
| 1. Yes on Achievement, Growth or Gap | 2. % of students tested (95%) | 3. Graduation | 4. Attendance |
|--------------------------------------|-------------------------------|---------------|---------------|



Durlak Research

- Meta-Analysis of SEL programs involving 270,034 Kindergarten – High School Students
- SEL Participants demonstrated significantly **improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**

[Durlak JA](#), [Weissberg RP](#), [Dymnicki AB](#), [Taylor RD](#), [Schellinger KB](#)., The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions.

College and Career Ready Goal

Common Core component...

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

CORE BELIEFS

Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

Students learn best in a respectful, safe and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in a **whole school** Social, Emotional, and Character Development (SECD) programming.



What is the grounding and the review process for the SECD Standards?

Built on the research and practices of the:

- * Collaborative for Academic, Social, and Emotional Learning (CASEL),

- * Character Education Partnership (CEP),

- * Institute for Excellence and Ethics (IEE),

- * Illinois Social, Emotional Learning Standards,

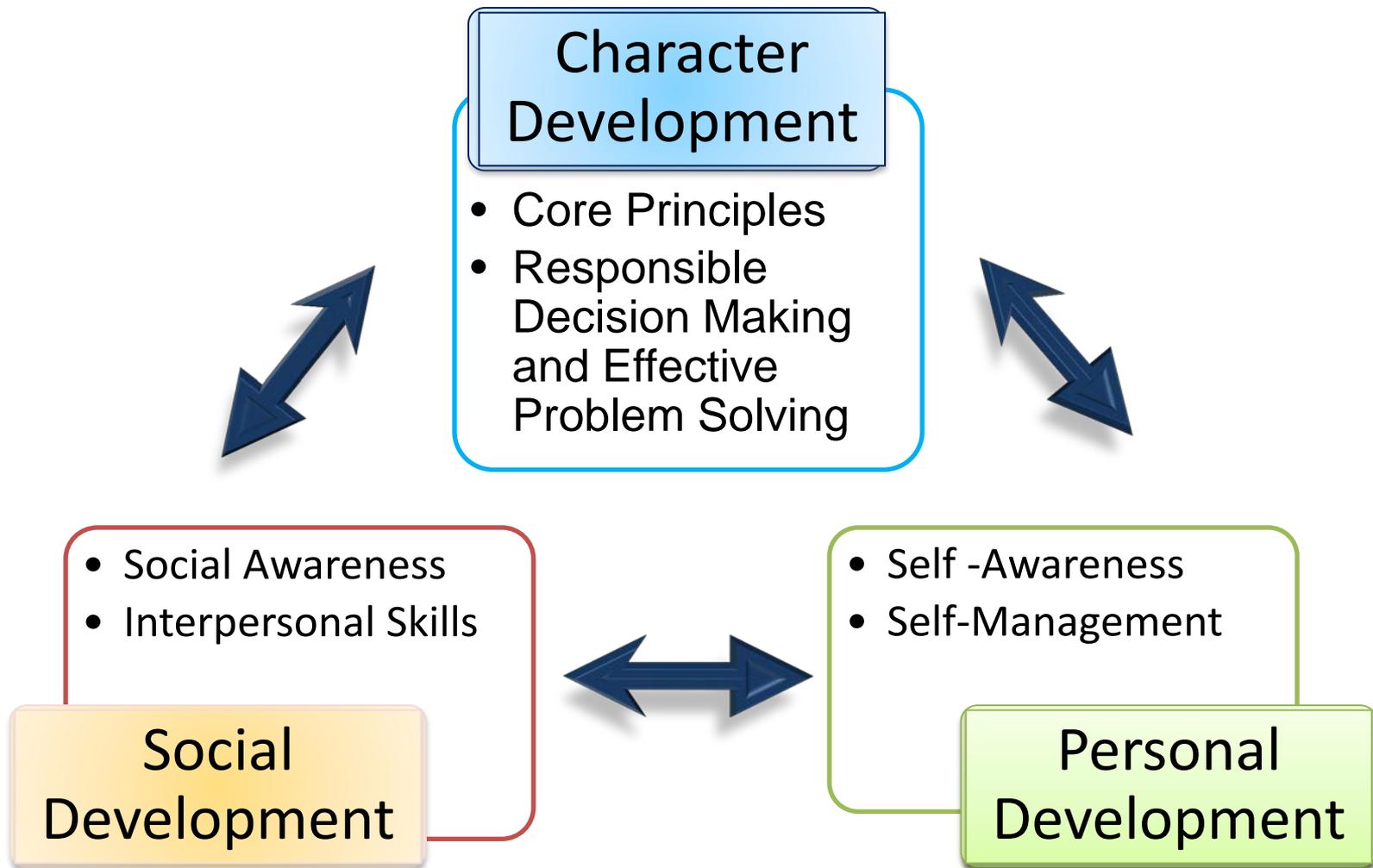
- * Social and Emotional Learning Standards and Benchmarks for the Anchorage School District, Alaska

Development and Review and Approval process of SECD Model Standards

- SECD Writing Committee
 - Teachers, Counselors, Psychologists, Administrators, Parents, Community Members, Curriculum and Staff Developers from over 35 districts and educational agencies
- **Feedback from Conference Attendees**
 - **98% Agreed or Strongly Agreed**
 - **“The SECD Standards will be useful to me in my position.”**
 - **“The SECD Standards will support positive change in the climate and culture (Conditions for Learning) of Kansas Schools”**
- Approved by the Kansas State Board of Education, April 2012

The Social, Emotional, and
Character Development Model
Standards are available on-line at...

<http://www.ksde.org/Default.aspx?tabid=1799>



Kansas Social, Emotional, and Character Education Standards



Social, Emotional and Character Development are
“NOT one more thing ON the
plate...they ARE the plate!



So...let's look at bit more
deeply at the three strands...



Character Development

Definition:

Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision making.

Rationale:

Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Social, Emotional, Character Development Standards

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Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance values as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
2. Develop, implement, promote, and model core ethical and performance values.
3. Create a caring community.

K-2 / 3-5 / 6-8 / 9-12

Knowing

Doing

Responsible Decision Making and Effective Problem Solving.

1. Develop, implement, and model responsible decision making skills.
2. Develop, implement, and model effective problem solving skills.

K-2 / 3-5 / 6-8 / 9-12

Knowing

Doing

Personal Development

Definition:

Developing skills to help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale:

Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.

Social, Emotional, Character Development Standards

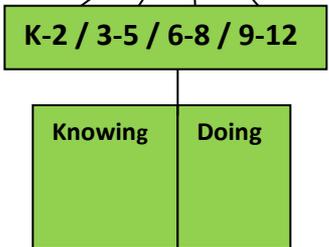
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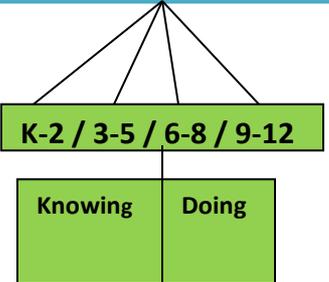
Self Awareness - Understanding and expressing personal thoughts and emotions in constructive ways.

- A. Understand and analyze thoughts and emotions
- B. Identify and assess personal qualities and external supports



Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

- A. Understand and practice strategies for managing thoughts, and behaviors.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.



Social Development

Definition:

Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.

Rationale:

Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

Social, Emotional, Character Development Standards

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Social Awareness

- A. Be aware of the thoughts, feelings, and perspectives of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2 / 3-5 / 6-8 / 9-12

Knowing Doing

Interpersonal Skills

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2 / 3-5 / 6-8 / 9-12

Knowing Doing



Aligning MTSS for Behavior and the SECD Standards

MTSS Behavior Tier 1: Assessment

- Universal Screening
- Diagnostic for Tier 1
- Progress Monitoring for Tier 1
- Outcomes Assessment

Tier 1 Universal Screening

- Office Discipline Referrals (ODRs)
- Screener (to identify students with internalizing behaviors of concern)
 - SRSS
- School climate survey
 - CEEA
 - Communities that Care

Diagnostic for Tier 1

- Analyze ODR data regarding 5 important components:
 - Which students?
 - What behaviors?
 - Where did ODRs occur?
 - When did ODRs occur?
 - Who made the referrals?
- Based on data analysis, develop a *Precision Problem Statement*, then a *Solution Table*

Tier 1 Progress Monitoring

- Decrease in Office Discipline Referrals (ODRs)
- Improvement in Screener results
- Improvement in school climate survey

Tier 1 Outcomes Assessment

- School climate survey
 - Are you seeing improved school climate?
 - Does the survey reflect students' mastery of SECD competencies?
- Trends in Office Discipline Referrals (ODRs)
- Trends in Screener results

Tier 1 Curriculum & Instruction

- There are two types of behavioral curriculum & instruction in MTSS for students in Tier 1.

The purpose of the first type of behavioral curriculum is teaching positive school behavior

- This curriculum is a locally developed combination of:
 - building-wide expectations
 - behavior expectations matrix: rules that describe what the building-wide expectations look like in each setting in the building (e.g., cafeteria, commons, hallway, classroom)
 - recognition system
 - continuum of consequences
 - lesson plans for teaching the behavior matrix in the locations where the behavior occurs

The purpose of the second type of behavioral curriculum is to teach social and emotional learning skills and character development concepts

- This curriculum is usually a published program, taught in the classroom setting. Some examples are:
 - Steps to Respect
 - Second Step
 - Power2Achieve
 - Character Counts!
 - Lion’s Quest
 - Anti-bullying programs, such as Olweus and Bully Proofing
- Buildings need to consider the alignment of the published programs they are using with the Kansas SECD standards.

Buildings need to plan ways to integrate their teaching of behavior

- How can the buildings help staff perceive this behavioral curriculum and instruction as interconnected?
 - lesson plans for teaching the behavior matrix
 - character development programs
 - counselor lessons
 - Ruby Payne framework for understanding poverty
 - other character development or behavior initiatives

Tier 2 and Tier 3 Assessment

- Screening
 - ODRs, Screener, Suspensions/Expulsions, ISS/OSS, grades, attendance, other data
- Diagnostic
 - Functional Behavior Assessment (FBA)
- Progress Monitoring
 - Goals and point sheets, ODRs, other data

Tier 2 and Tier 3 Curriculum and Instruction

- Tier 2 is selected from protocol interventions
 - Mentoring
 - Social skills group
 - Check in, Check out
- Tier 3 is an individualized program based on FBA
 - Individual counseling
 - Self-management program
 - Wrap-around services



Think back to our first activity...

“How will these standards support the development of successful people?”

“If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals.”

Zins, Weissberg, Wang, Walberg, “Building Academic Success on Social and Emotional Learning; What does the research say”, (2004) New York: Teachers College Press

Contract Information

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