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# Social Skills in Secondary Schools

## Kansas MTSS

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[WWW.KANSASMTSS.ORG](http://WWW.KANSASMTSS.ORG)



# Objectives

- Gain a better understanding of Kansas Social, Emotional, Character Development Standards (SECD)
- Understand the connection between SECD and Kansas MTSS
- Connect both to the College and Career Competency Framework



# Integrated Kansas MTSS Model

Goal: Reduce Harm

5%  
Tertiary Tier 3

Goal: Reverse Harm

15%  
Secondary Tier 2

Goal: Prevent Harm

80%  
Primary Tier 1

PBIS Framework

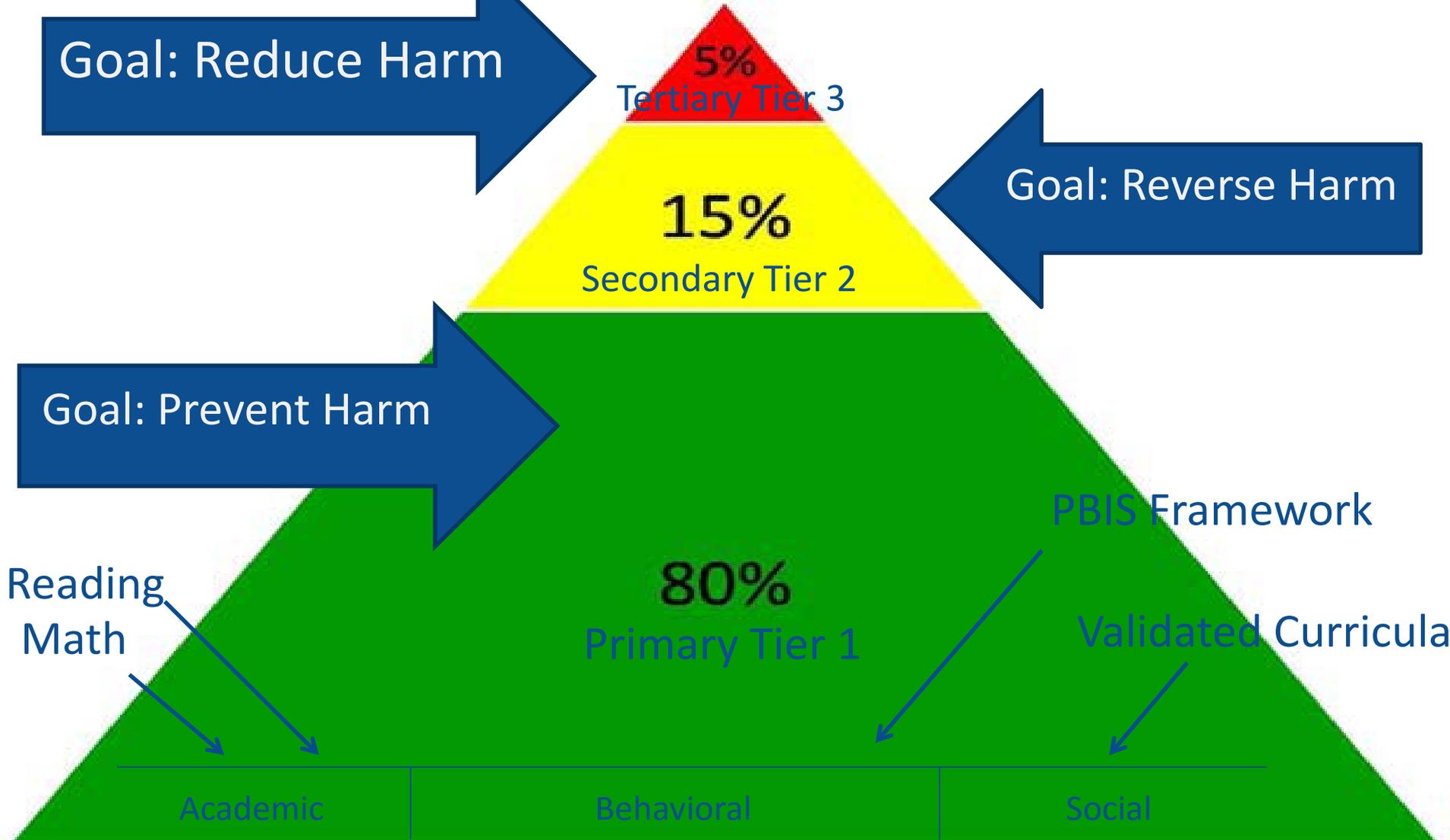
Reading  
Math

Validated Curricula

Academic

Behavioral

Social



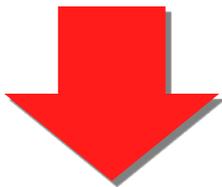
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# Research Links Social Emotional Learning to Higher Student Success



- 23 percentile point increase in SE skills
- 9 point gain in attitudes about self/others/school
- 9 point gain in pro-social behavior
- 11 point gain on standardized tests (math and reading)

## And Reduced Risks for Failure



- Problem behaviors down 9 points
- Emotional distress down 10 points

**Source:** Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (in press). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*.



# SECD Standard Domains

- Character Development
  - Core Principles
  - Responsible Decision Making and Problem Solving
- Personal Development
  - Self-Awareness
  - Self-Management
- Social Development
  - Social Awareness
  - Interpersonal Skills

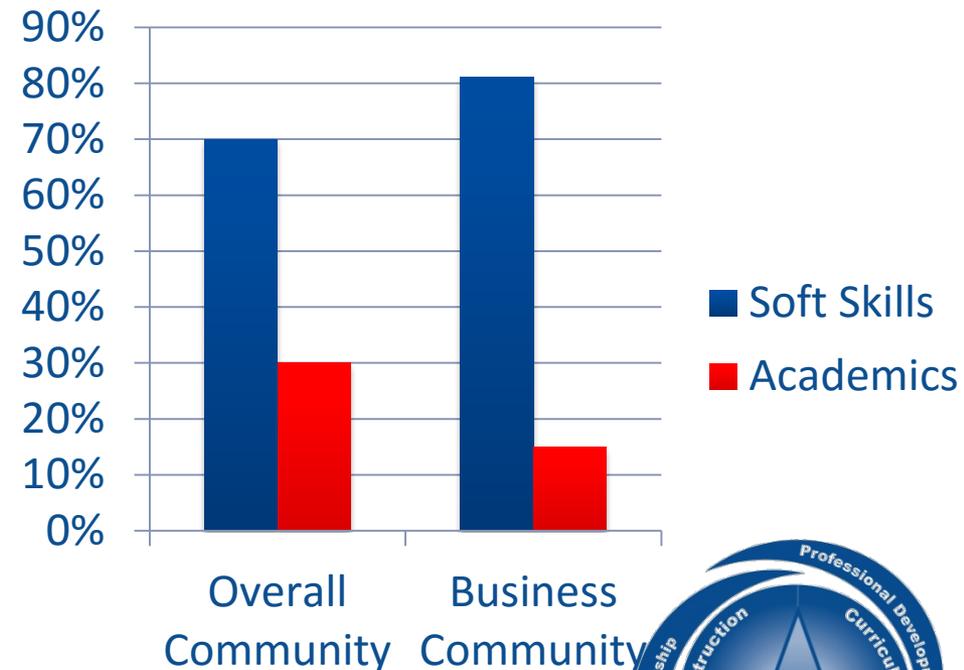


# What does an ideally- educated 24 year old Kansan look like?

Who was asked:

- 20 Focus Groups
- 1700 Kansans (teachers, students, parents, residents)
- 120 business leaders

24 year old Kansan Characteristics



# Kansas Post-Secondary Ready

“Kansas Post-Secondary Ready means:

- Academic Preparation
- Cognitive Preparation
- Technical Skills
- *Employability Skill*
- Civic Engagement”

*Employability skills*

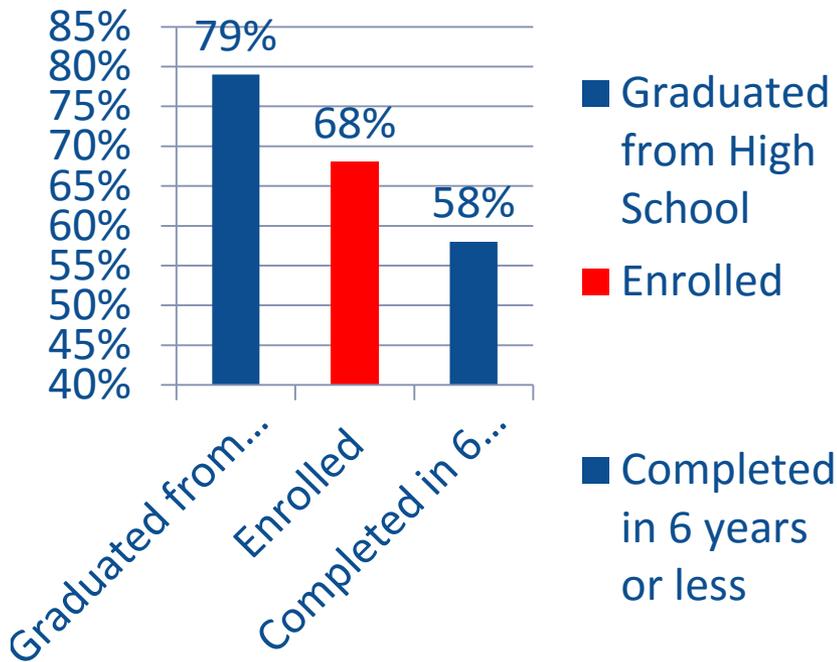
*Such as:*

- *Dependability*
- *Persistence*
- *Teamwork*

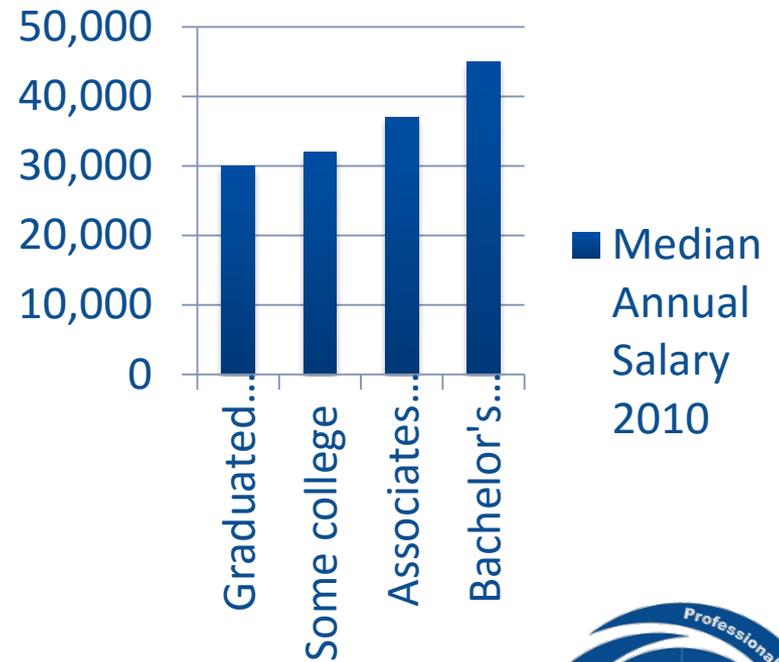
(Neuenschwander & Watson, 2015)

# College and Career Statistics

## Nationwide College Statistics 2010



## Median Salary and Education Completion



Aud, et. al. 2010, [http://nces.ed.gov/pubs2012/2012045\\_4.pdf](http://nces.ed.gov/pubs2012/2012045_4.pdf)



# So we want our students to be...

- Ready for the dynamics of College
- Ready for the dynamics of Careers
- And ... Successful in Each

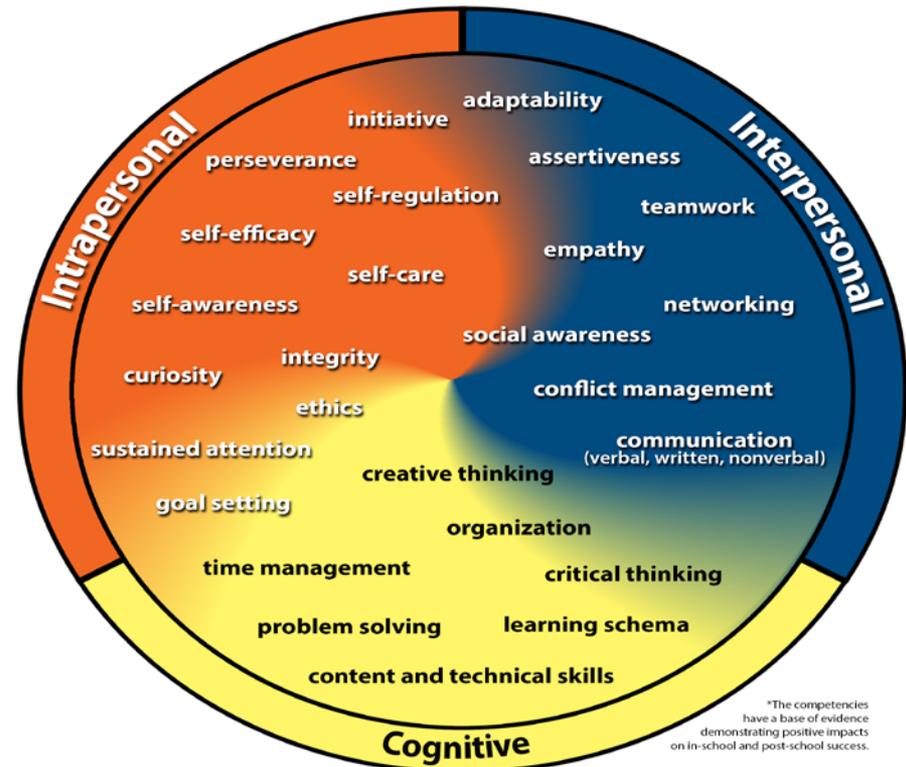


# College and Career Competencies

- Which 3 competencies had the greatest impact on where you are now?

With a shoulder partner

College and Career Competency Wheel



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

For more information, visit:  
<http://ResearchCollaboration.org/page/CCCFramework>



Activity retrieved with permission from Gaumer Erickson & Noonan (2015), presentation for Missouri PSS (Post-Secondary Success).

# What are competencies

The result of developing:

- Skills,
- Fluency,
- Generalization

More specifically:

- SKILLS: What you are able to demonstrate
- AND
- FLUENCY: Knowing how and when to apply the skills
- AND
- GENERALIZATION: Ability to do the skill with agility, when needed

# Measuring Competencies

- Student Questionnaire
- Parent Questionnaire
- In Kansas MTSS



# Student Questionnaire

## Goal Setting Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

|  | Not very like me <span style="font-size: 2em;">→</span> Very like me |                          |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 1  | 2                        | 3                        | 4                        | 5                        |
| 1. I set short-term goals for myself such as finishing all my homework this week or finding transportation to the football game. | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I set long-term goals for myself such as earning a college degree or entering a career.                                       | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I set goals to achieve what I think is important.   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I imagine what life will be like when I reach my goal.  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. My goals help keep me organized and focused.  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Learning these competencies

- What will be some end results from learning these competencies?

With a shoulder partner

# Social Skills Curricula

- Kansas SECD Standards
  - <http://www.ksde.org/Default.aspx?tabid=482>
- What Works Clearing House
  - <http://ies.ed.gov/ncee/wwc/>
- CASEL
  - <http://www.casel.org>

# Lesson Development Activity

| <u>Kansas MTSS Tier 1 Process</u>        | <u>Standards</u>                                | <u>Curriculum</u>  | <u>Instruction and Assessment</u>   | <u>Schedule</u>                          | <u>Professional Development</u>                        |
|--|---|--|---|--|--|
| <i>Social Emotional Learning Example</i> | <i>SECD Standards</i>                           | <i>College and Career Competency Framework - Resources</i> | <i>Instructional Resources: Questionnaire, Teacher's Guide, and Padlets</i> | <i>Scope and Sequence of when taught</i> | <i>Who is teaching lessons - when are they trained</i> |
| Character Development                    | Core Principles                                 |  |   |  |  |
|  | Responsible Decision Making and Problem Solving |  |   |  |  |
| Personal Development                     | Self-Awareness                                  |  |   |  |  |
|  | Self-Management                                 |  |   |  |  |
| Social Development                       | Social Awareness                                |  |   |  |  |
|  | Interpersonal Skills                            |  |   |  |  |

# Helpful Websites

- College and Career Competencies Framework
  - <http://www.researchcollaboration.org/page/CCCFrameworkrk>
- SECD Standards for Kansas
  - <http://www.character.org/wp-content/uploads/Kansas-Social-Emotional-Character-Dev-Standards.pdf>



# Any Questions

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