
Social Skills in Secondary Schools

Kansas MTSS

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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

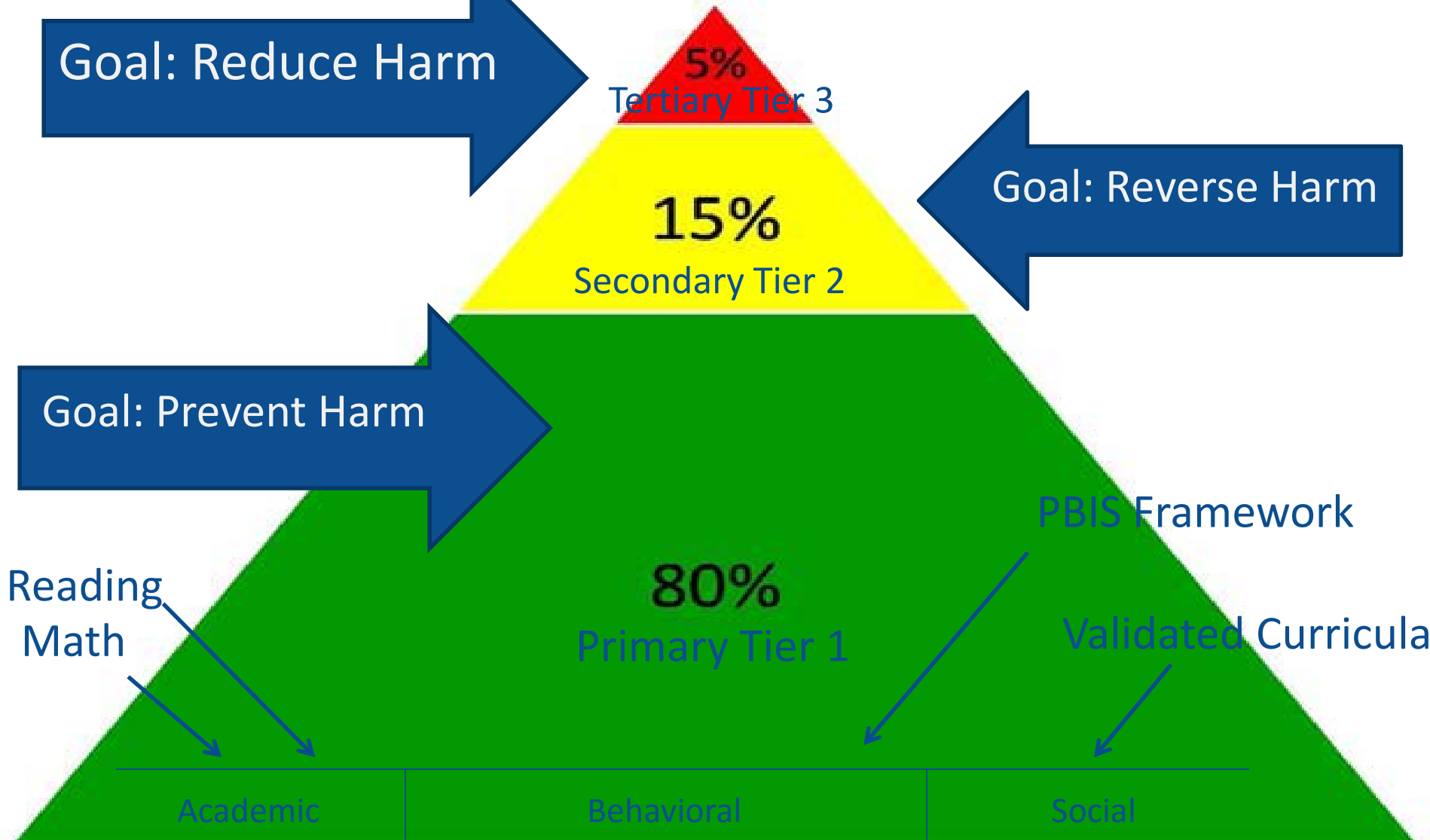
Reading
Math

Validated Curricula

Academic

Behavioral

Social



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

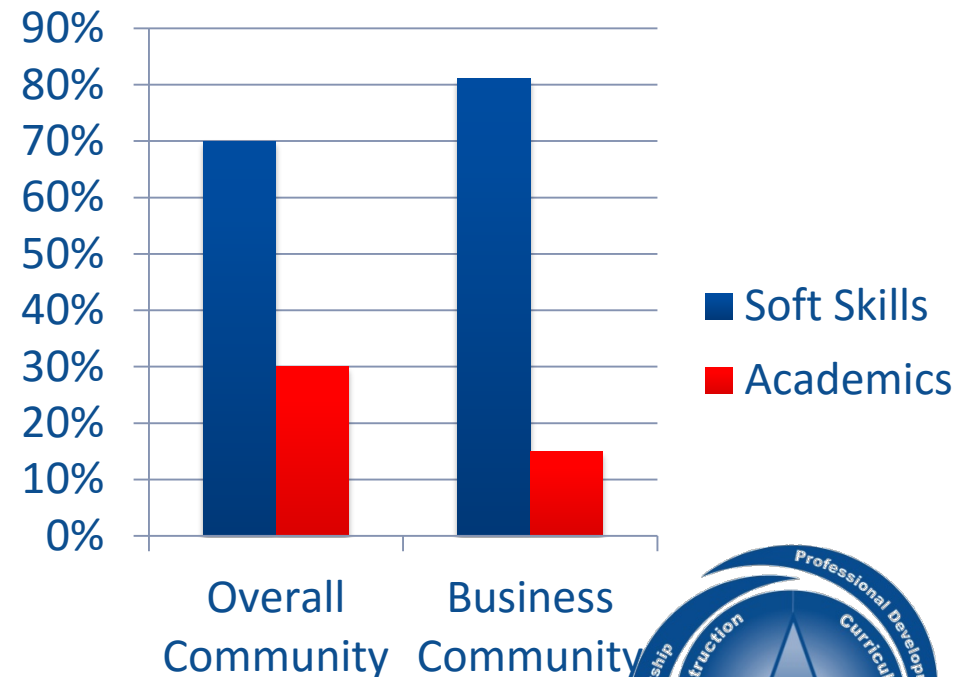


What does an ideally- educated 24 year old Kansan look like?

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

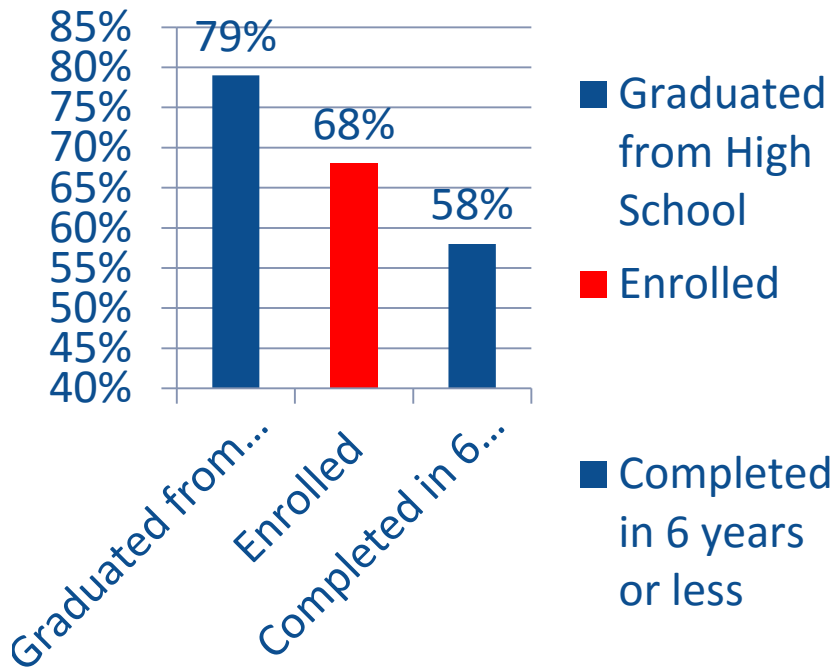
Such as:

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

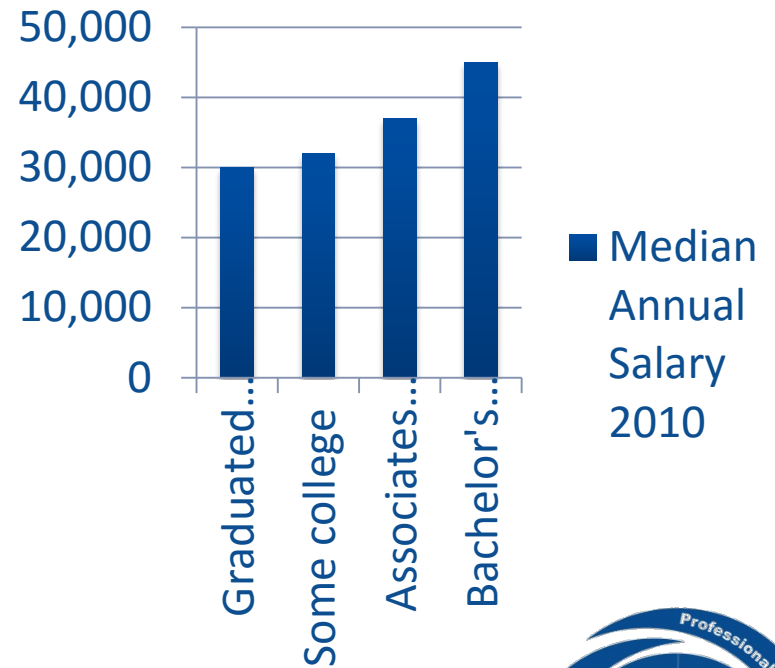
(Neuenschwander & Watson, 2015)

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



So we want our students to be...

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

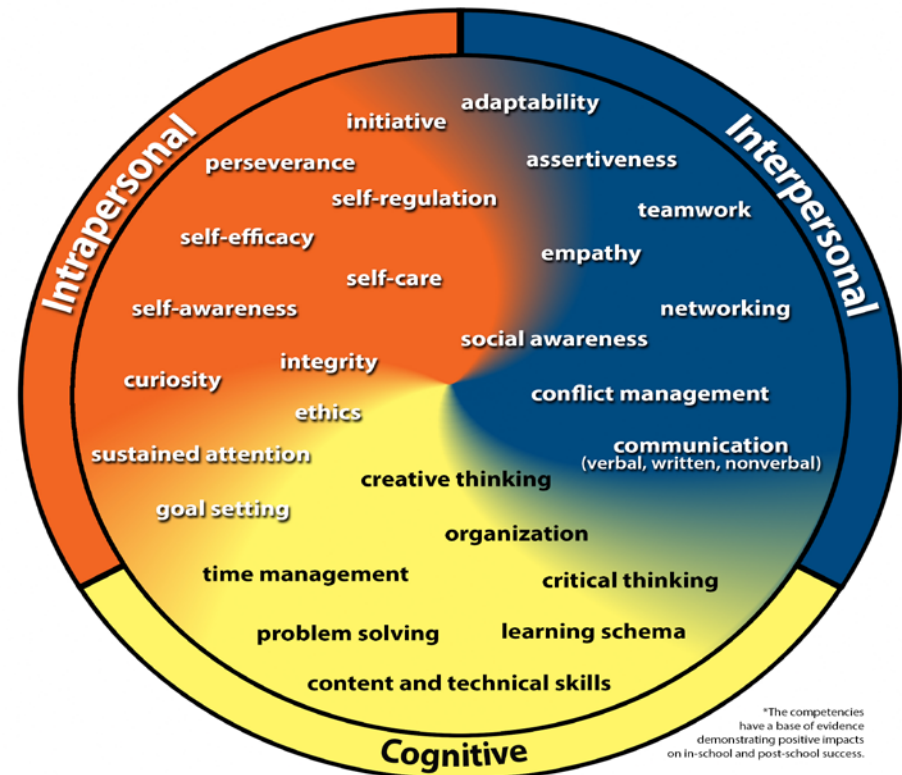


College and Career Competencies

- 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 → 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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