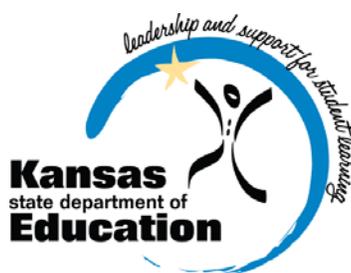


Measuring Social -Emotional Character Growth Tool Kit



Career,
Standards and
Assessment
Services

February 2017



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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



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Measuring Social -Emotional Character Growth Tool Kit



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Brad Neuenswander
Deputy Commissioner of Education

January 2017

Effective school counseling programs impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students in their pursuit of successful school experiences.

The state of Kansas believes that every individual student needs to have the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, or the workforce, without remediation. On a 20 city tour of Kansas in 2015, over 2,000 Kansans said that school counseling was vital to the success of each student.

Research has demonstrated that, in order to provide maximum program benefits that will positively affect all students, school counselors must implement comprehensive developmental guidance programs. Additionally, and in light of, the Kansas Multi-Tier System of Supports (MTSS), the role of the school counselor is more important than ever. As MTSS becomes embedded in the fabric of every school, the counselor's ability to assist any student who is struggling, academically or behaviorally, is crucial to ensure every student achieves to high standards.

The Kansas Comprehensive School Counseling Program provides administrators and counselors with guidelines for implementation and accountability as they deliver the best possible services to students, parents/guardians, and the community. Thank you for everything you do to ensure that the needs of every child in Kansas are met.

Sincerely,

A handwritten signature in black ink, appearing to read "Brad Neuenswander". The signature is fluid and cursive.

Mr. Brad Neuenswander
Deputy Commissioner of Education
Kansas State Department of Education

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Valley Center Intermediate

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KSDE SECD Fact Sheet	http://www.ksde.org/Portals/0/Learning%20Services%20Documents/SECD_KSDE_Fact_Sheet%20Aug%2016.pdf This document provides an overview of what SECD is, common outcome measures for SECD and a list of resources.	3
KSDE Data 101 – Use of Data	http://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/School_Coun_Resource/Kansas%20Comprehensive%20School%20Counseling%20Program%20Implementation%20Guide%20Rev092514.pdf?ver=2014-09-26-130432-263 Found on pages 8-9 of the “Kansas Comprehensive School Counseling Program”, this document is a primer for collecting and using data for social-emotional character development.	5
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<p>Curricular Examples</p>		
<p><i>Vendor:</i> Character Lab</p>	<p>https://characterlab.org/measures Character Lab is a 501(c)(3) nonprofit organization founded in 2013 by three individuals: Angela Duckworth, a MacArthur Fellow, and Christopher H. Browne, Distinguished Professor of Psychology at the University of Pennsylvania; Dave Levin, co-founder of the KIPP public charter schools; and Dominic Randolph, Head of Riverdale Country School. Character Lab is headquartered at New York City, at the campus of the University of Pennsylvania. Angela Duckworth Scientific Director, with Donald Kamentz as Executive Director.</p>	
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<p><i>Vendor:</i> (University of Kansas) College and Career Competencies (CCC) Research Collaboration</p>	<p>http://www.researchcollaboration.org/page/CCCFramework A part of the University of Kansas Center for Research on Learning, the Research Collaboration lab provides professional development and evaluation for diverse education projects. They work with state departments, schools, teachers, community service agencies, students, and families.</p>	
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<p>CCC Formative Questionnaires</p>	<p>The CCC Formative Questionnaires support schools implementing the CCC Framework, developed by Drs. Gaumer Erickson & Noonan. The questionnaires are designed to be completed by middle and high school students. Results are available in both summarized and individual student formats to support data-based decision making.</p>	45

<p><i>Vendor:</i> Randy Sprick's Safe and Civil Schools</p>	<p>http://www.safeandcivilschools.com/ http://www.safeandcivilschools.com/media/scs_overview.pdf</p> <p>“With practical programs and inspiring staff development services, Safe & Civil Schools can help K-12 educators:</p> <ul style="list-style-type: none"> • Develop better behavior management strategies in schools. • Learn effective classroom management procedures. • Implement schoolwide Positive Behavior Support and Response-to-Intervention for Behavior. • Design and implement a better school improvement plan.” 	
<p>Teacher’s Encyclopedia of Behavior Management</p>	<p>https://pacificnwpublish.com/products/Teacher%27s-Encyclopedia-of-Behavior-Management%2C-2nd-Edition%3A-100%252b-Problems%7B47%7D-500%252b-Plans.html</p>	48
<p>CHAMPS Classwide Positive Behavioral Interventions and Supports</p>	<p>CHAMPS is a series of materials designed to help the classroom teacher develop an effective classroom management plan that is proactive, positive, and instructional.</p>	50
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<p><i>Vendor:</i> Second Step Committee for Children</p>	<p>http://www.secondstep.org/</p> <p>“Second Step lessons have helped teachers instill social-emotional skills in their students for over 20 years.”</p>	
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SECD Fact Sheet

Kansas Social-Emotional Character Development (SECD)



What is Social-Emotional Character Development (SECD)?

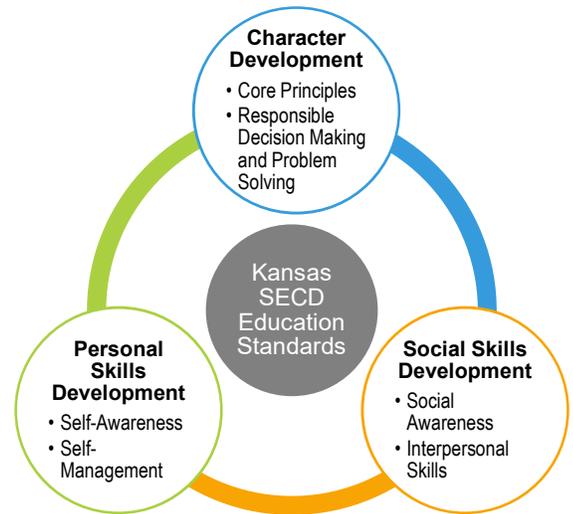
SECD is teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. It is learning with our heads, hearts and hands to be caring and civil, to make healthy decisions, to effectively problem solve, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals. In schools SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy, bullying and violence prevention, the embracing of diversity and other similar initiatives.

Kansas State Board of Education Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally

Why SECD?

- Aligns with school counseling standards
- Aligns with Kansas Education Systems Accreditation
- Aligns with the Rose Standards (K.S.A. 2013 Supp. 72-1127)
- Is one of the 5 State Board Outcomes
- Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement



Common Outcome Measures for Evaluating SEL and SEL Programs

The chart below is from Hanover Research and explains methods of collecting SECD data.

OUTCOME MEASURES	METHOD OF DATA COLLECTION
Absenteeism	School Records
Retention in Grade	School Records
Suspensions	School Records
Academic Performance	School Records (mathematics, reading, and other subject assessments)
SEL Skill Mastery	Self, Teacher, Parent, Peer, or Observer Rating, or Other Assessment Tool
Problem Behaviors	Self, Teacher, Parent, Peer, or Observer Rating, or Survey Data
School Climate Perceptions	School Climate Surveys
School Engagement	School Surveys or Tools, such as the Psychological Sense of School Membership Scale (PSSM)
Positive Youth Development	School Surveys
Drug Use	School Surveys
Mental Health	School Surveys
Depression or Depressive Symptoms	School Surveys or Tools, such as the Children’s Depression Inventory (CDI)
Anxiety	School Surveys or Tools, such as the Spence Children’s Anxiety Scale (SCAS)

Fact Sheet | Kansas Social-Emotional Character Development (SECD)

11 Principles of Character Education

1. The school community promotes core ethical and performance values as the foundation of good character.
2. The school defines “character” comprehensively to include thinking, feeling, and doing.
3. The school uses a comprehensive, intentional, and proactive approach to character development.
4. The school creates a caring community.
5. The school provides students with opportunities for moral action.
6. The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. The school fosters students’ self-motivation.
8. The school staff is an ethical learning community that share responsibility for character education and adheres to the same core values that guide the students.
9. The school fosters shared leadership and long-range support of the character education initiative.
10. The school engages families and community members as partners in the character-building effort.
11. The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

Resources

- Association for Supervision and Curriculum Development (ASCD) www.ascd.org/professional-development/pls/social-emotional-learning-and-character-education.aspx
- Collaborative for Academic, Social, and Emotional Learning (CASEL), www.casel.org
- Character Lab, characterlab.org
- Character.org, character.org
- Committee for Children, www.cfchildren.org/second-step/social-emotional-learning
- Edutopia, www.edutopia.org/social-emotional-learning?gclid=CP_9hMmk8sgCFVU2aQodY98IMg
- Growth Mind Sets, gedfoundation.org/fixe-d-vs-growth-mindsets
- Kansas Character Development Initiative, www.kssecd.org
- Kansas State Department of Education (KSDE) School Counseling Page, www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling
- Measuring SEL-University of Minnesota, www.extension.umn.edu/youth/research/sel/docs/issue-brief-measurement-resource.pdf
- Multi-Tier System of Supports (MTSS), www.ksdetasn.org/mtss
- Kansas Technical Assistance System Network (TASN), ksdetasn.org
- Topeka City of Character, <http://www.topekacharacter.org/kansas-school-of-character.html>
- Teaching the Whole Child-Center on Great Leaders and Teachers at American Institutes for Research (AIR), www.qtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

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Data 101 - Use of Data

The focus and direction of the comprehensive school counseling program is based on student needs as determined through a review of the school's data. Understanding and using data are essential to ensuring every student receives the benefits of the school counseling program.

Professional school counselors show that activities implemented as part of the school counseling program are developed after a careful analysis of **achievement, behavior, and attendance data**. The use of data helps professional school counselors:

- Monitor student progress;
- Identify students who are having difficulties or behavior problems;
- Identify barriers to learning;
- Understand factors affecting student behavior;
- Identify access or equity issues;
- Close achievement and/or opportunity gaps;
- Assess and evaluate the effectiveness of activities within the school counseling program;
- Improve, modify, or change services provided to students;
- Educate stakeholders about the power of a comprehensive school counseling program;
- Advocate for additional resources to increase program effectiveness.

A comprehensive school counseling program requires professional school counselors to be proficient in the collection, analysis and interpretation of student achievement and behavioral data. While the management section of the ASCA Model aids professional school counselors by providing tools for planning and data collection, the accountability section helps with data analysis and program results.

Data and School Counseling⁶

Regarding data, Kansas professional school counselors are encouraged to:

- Be proficient in collecting, interpreting and analyzing data;
- Become aware of all the sources of data available; and
- Be able to show how intentional counseling interventions affect their students.

Three Types of Collectable Data

There are essentially three types of data the school counselors may collect: *Process Data*, *Perception Data*, *Outcome Data*.

Process Data

- What the counselor did for whom
- Evidence that the event occurred; how the activity was conducted
- What the counselor DID, not what the student got.

Examples:

- *The counselor delivered 3 lessons on bullying to every class, K-4.*
- *The HS counselor met every student on caseload for enrollment. 5 students participated in motivation group facilitated by the counselor.*

Outcome Data

Answers:

- "So what?"
- "Have we reached our outcome?"
- ❖ Hard data
- ❖ Application data
- ❖ Demonstrates the program has/has not positively impacted the student's ability to utilize the knowledge, attitudes, skills to affect the behavior

Perception Data

- What do people think they know, believe, or can do?
- Measures competency achieved, knowledge gained, or attitudes/beliefs of students
- Measures what students are perceived to have gained in knowledge

Examples:

- *After a bullying lesson, 98% of students reported that they knew the signs of bullying, strategies to combat bullying, and school consequences for bullying.*
- *100% of motivation group felt that they would be able to do well for the upcoming quarter.*

⁶ Adapted from Dr. Sharon Sevier, Chair of the Board, American School Counselor Association, Rockwood R-VI School District, Lafayette High School, Missouri; Data and Advocacy: A Step by Step Approach. 2014.

Outcome data can be:**Immediate** (pre/post)

Example: “Before the bullying lessons there were 50 cases of bullying; after the lessons, there were only 10 cases.”

Intermediate (quarter/semester/year)

Example: “100% of the motivation group raised their quarter GPA.”

Long-range (showing impact over time, i.e. CORE data)

Example: “Students who had individual course advisement sessions with their counselor showed a 5% increase in graduation rate.”

Value of outcomes-based counseling:

- Demonstrates impact over time of the program
- Is connected to standards
- Decisions are based on data-driven needs of the students, site, district
- Focus is on learning from the data, not being evaluated by the data
- Great coaching opportunities; peer consultation; teamwork
- Great advocacy tool
- Bottom line ... it's good for the students

Start Gathering Social & Emotional Data Now—Here's How

Author: Chris Balow, Ph.D.

The importance of measuring and teaching [social and emotional learning \(SEL\)](#) competencies cannot be overstated. In fact, it is clearly emerging as one of the most effective ways to develop psychologically healthy and productive young people and adults.

Furthermore, the extent to which we ignore SEL, we increase the likelihood that students will further disengage from learning. SEL has been defined as the fostering of social and emotional competencies through explicit instruction and through student-centered learning approaches that help students engage in the learning process and develop analytical, communication and collaborative skills.

But how does one actually begin the process of measuring and gathering data related to SEL?

As Susanne Denham notes, “Assessment is an integral, indispensable part of implementing an SEL program and must include (1) clear goals and benchmarks (i.e., standards) for children’s SEL progress; (2) evidence-based curricula and instruction, along with support for teachers to implement such programming, so that such standards may be met; and (3) universal and targeted screening and progress monitoring (formative, interim, and summative).”

Below is a flowchart that illustrates how assessment fits into the overall SEL model (Denham, 2015):

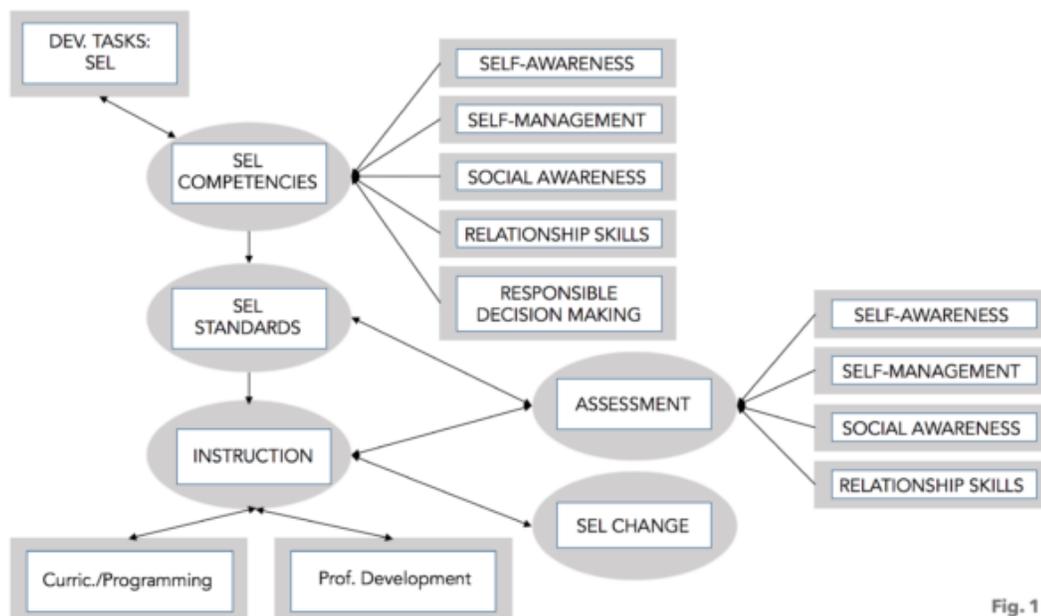


Fig. 1

But what types of assessment for SEL are best and available to educators?

What has become obvious from the literature is that a wide variety of mechanisms are being employed to measure SEL. Different from measuring mastery of academic standards in the classroom, the measurement of SEL involves much different approaches, thus presenting a unique challenge to educators.

Fortunately, there are some answers. All of the suggested steps revolve around the following techniques and principles (Denham, Hamre, et al., 2010):

- Informant Ratings
- Direct Assessment
- Direct Observations
- Structured or unstructured interviews

Applying informant ratings

This would involve using validated surveys and questionnaires completed by teachers and/or parents whereby they rate student's competencies based on their cumulative observations of the SEL core skills.

These types of informant ratings have become an effective tool for providing insight into the social emotional learning needs of the students and have proven effective for universal screening and progress monitoring of SEL.

Students can also self-evaluate their SEL competencies. A two-part teacher survey (where teachers complete information about their students) and student survey (where students complete information about themselves) can provide information on how students are progressing in the five core competencies of SEL.

Sample Student Survey

		Not at all like me	A little like me	Somewhat like me	A lot like me
1	I can wait in line patiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I sit still when I'm supposed to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can wait for my turn to talk in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can easily calm down when excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I calm down quickly when I get upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I can do even the hardest homework if I try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I can learn the things taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can figure out difficult homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: ChildTrends, *Measuring Elementary School Students' Social and Emotional Skills*

However, the limitations of self-ratings by students must consider biased response styles such as faking good or bad, and the fact that students with low SEL competencies may simply be unable to accurately self-evaluate.

For school programs occurring during the regular school year, it is advised to administer the surveys or questionnaires for universal screening at specific points during the academic year:

- First administration – start of the academic year (e.g., August or September)
- Second administration – end of first semester or mid-point of academic year
- Third administration – end of the academic year (e.g., April or May)

The first administration would serve as the baseline, with each subsequent administration measuring the changes in life skills as the child progresses throughout the school year. This approach can be helpful to gauge the impact of system-wide programs. For students with significant SEL deficits engaged in intervention programs, a more frequent progress monitoring regime may be employed.

Making good use of assessments

The other approaches recommended by Denham listed above can be useful (direct assessment, direct observations, and structured or unstructured interviews), but the overriding issue is feasibility. The time and resources required for these types of assessment approaches, which include training, establishing observer reliability, coding and scoring, makes these approaches only practical for research purposes and not implementation in schools.

Below is a table (Denham, S., 2015) of tools that meet specific criteria as exemplary for measuring SEL:

Assessment tool	When and by whom		Core SEL competencies addressed					Qualities of assessment tool			Utility			Types of assessment available			
	Grade	Informant	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible Decision Making	Adequacy of manual ^a	Psychometric qualities	Generalizability/diversity issues ^b	Cost ^c	Time required	Electronic administration	Screener	Formative	Interim	Summative
BERS-2	K-12	T, P	✓	✓	✓	✓	✓	✓	✓	\$198	10 min		✓	✓	✓	✓	
P-BERS	K	T, P		✓		✓		✓	✓	\$109	10 min		✓	?	?	?	
DECA	Preschool	T, P		✓		✓		✓	✓	\$200 ^e	10 min	✓		?	✓	✓	
DESSA	K-8	T, P	✓	✓	✓	✓	✓	✓	✓	\$116	10 min	✓	✓	✓	✓	✓	
SEARS	K-12	T, P, C, A	✓	✓	✓	✓	✓	✓	✓	\$15-\$305	15-20 min	Scoring only	✓	✓	✓	✓	
SSIS-RS	Preschool-high school	T, P, C, A	✓	✓	✓	✓	✓	✓	✓	\$261-\$342	10-25 min	Scoring only		✓	✓	✓	

Universal screening assessments allow for the implementation of a three-tiered model in which all children are universally screened, to targeted interventions for at-risk students, and to individualized work with persistent challenges. These assessments are delivered by the teacher

and/or through parent survey based on their summative observations. Student self-reporting via survey could also be employed.

Formative assessments and progress monitoring assessments are used for learning and minute-by-minute monitoring and integrated instruction. It involves the student and provides frequent feedback, as measured via direct observations in the moment. Summative assessments are then conducted at the end of specified periods to measure impact or change (with the same screening methods employed).

Considering other innovative approaches

To take it one step further, some districts can sponsor self-guided research and projects. These assigned projects allow students take ownership of their learning.

In the UK, educators launched a special project called "[What about us?](#)" to discover and improve the learning experience for students, in particular those with learning disabilities. They invited students to take a proactive role in the research: students were asked about their ideas and opinions on what's working and what's not. They were then given ownership of the research process and result findings.

By the end of the project, their efforts yielded some interesting findings. Some students worried about being bullied when they were outside of the classroom. Among other things, they discovered that students sought an environment that ensured they would be "safe and happy." When faced with the threat of bullying, students would feel stress and discomfort that would impact their ability to learn.

As the group suggests: "Involving young people in doing research should become a key strategy for enhancing social and emotional well-being for students with learning difficulties, disabilities and/or special educational needs."

Final thoughts

Measuring SEL has certain complexities and is quite different from measuring academic skills. Schools should evaluate the system depicted in Fig. 1 from the reference of SEL, and determine the specific needs and functions of their usage of SEL assessment.

The goal of SEL assessment is to clearly define student strengths and weaknesses, and assist in making data-based decisions that help improve children's SEL and fostering long-term positive outcomes.

Sources:

Handbook of Social and Emotional Learning: Research and Practice. Edited by Durlak, J., et al. The Guilford Press, New York. 2015.

Critical Skills for Building Healthy Schools in Handbook of Social and Emotional Learning: Research and Practice. Darling-Hammond, L. Edited by Durlak, J., et al. The Guilford Press, New York. 2015.

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Source:

<https://www.illuminateed.com/blog/2016/10/start-gathering-social-emotional-data-now-heres/>

Measuring SECD

Social-Emotional Character Development Standards

- A. Character Development
 - a. Core Principles
- B. Personal Development
 - a. Self-Awareness
 - b. Self-Management
- C. Social Development
 - a. Social Awareness
 - b. Interpersonal Skills

Measuring SECD Growth			
	Core Principles	Civic/Moral Growth	Success Skills
KANDIS	1. Expulsions 2. Suspensions 3. Violent Acts 4. Bullying Data	1. Expulsions 2. Suspensions 3. Violent Acts 4. Bullying Data	1. Expulsions 2. Suspensions 3. Violent Acts 4. Bullying Data
KIDS	1. Attendance	1. Attendance	1. Attendance
Surveys	1. Communities That Care 2. Youth Risk Behavior Survey	1. Communities That Care 2. Youth Risk Behavior Survey	1. Communities That Care 2. Youth Risk Behavior Survey
Curriculum	1. Criterion Referenced Testing	1. Criterion Referenced Testing	
Civic Engagement			
Individual Student Measures	1. Likert Scale 2. Universal Screeners	1. Likert Scale 2. Universal Screeners	
Commercial Products	1. Character Growth Card (Duckworth) 2. Power 2 Achieve (IEE)	1. Character Growth Card (Duckworth) 2. Power 2 Achieve (IEE)	

TYPES OF COLLECTABLE DATA

Hesston Middle School Perception Data

Hesston Middle School utilizes the Kansas Communities That Care Survey¹ to measure SECD locally. 2016 was a tragic year for the Hesston community as they were victimized by the largest mass shooting in the history of the state. The school implemented their crisis and recovery plan as a result and for school officials the most relevant question was "... do students feel safe at school."

The data below indicated that students do feel safe and it also provides indicators for:

- School climate and culture
- Effectiveness of the recovery plan

I feel safe at school. (Yes)

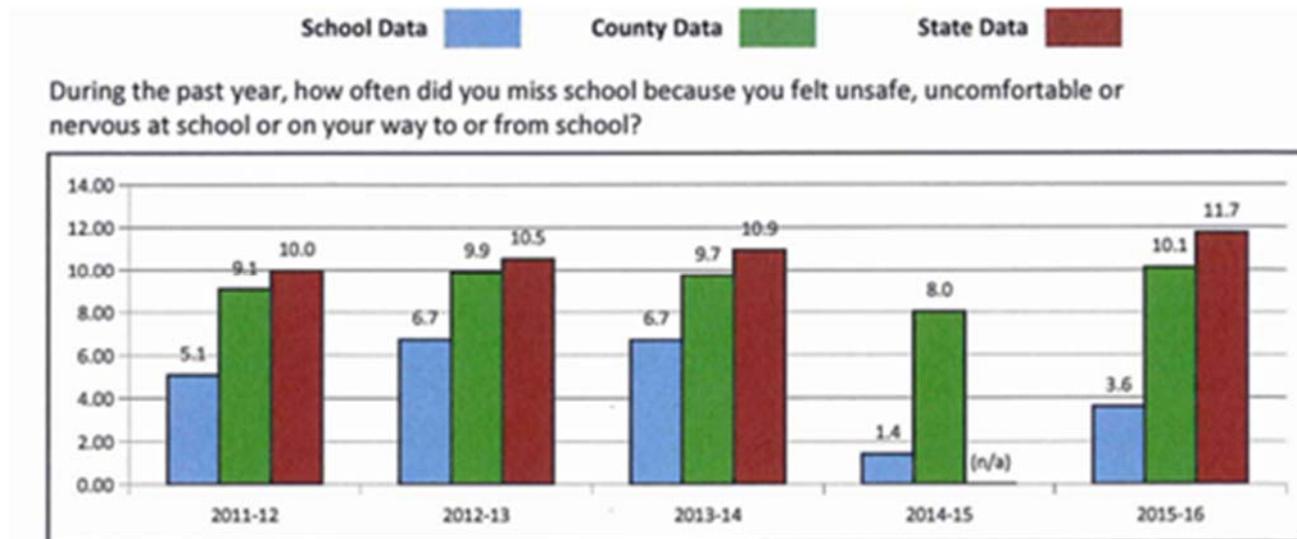
	6th	8th	10th	12th	Total
2011-12	94.9	93.8	96.2	95.6	95.0
2012-13	95.3	96.4	94.0	95.2	95.2
2013-14	98.7	100.0	96.4	100.0	98.7
2014-15	97.8	96.6	95.5	100.0	97.2
2015-16	100.0	98.5	97.8	96.4	98.2

September 2016

CTC Response for Hesston

¹ Communities That Care Survey: <https://www.greenbush.org/kctc/>

Hesston Middle Schools daily practiced 20 minute anti-bullying activities (promoting self-respect and self-advocacy) in September during their morning advisory “Reach for Success” period. They revisit this theme throughout the year to keep it in the forefront of students’ minds. The following graph is from the results of the “Kansas Communities That Care Survey” showing the trends of USD 460:



Contact info:

Jillian J. Toews
Hesston Middle School
Counselor
Jillian.Toews@usd460.org
620.327.7111 ext. 3107

Youth Behavior & Perception Data

Kansas Communities That Care (KCTC) Student Survey Depression and Suicide Scale

The Kansas Communities That Care (KCTC) Student Survey¹ is a valuable tool in measuring Social Emotional Character Development (SECD) locally by providing measures such as opportunities for positive school involvement, commitment to school, school safety, and bullying. The survey is administered annually, free of charge to all public and private schools in Kansas. The charts below represent a recent enhancement of the services provided, in this case, the addition of a scale to measure youth depression and suicide thoughts, plans and attempts.

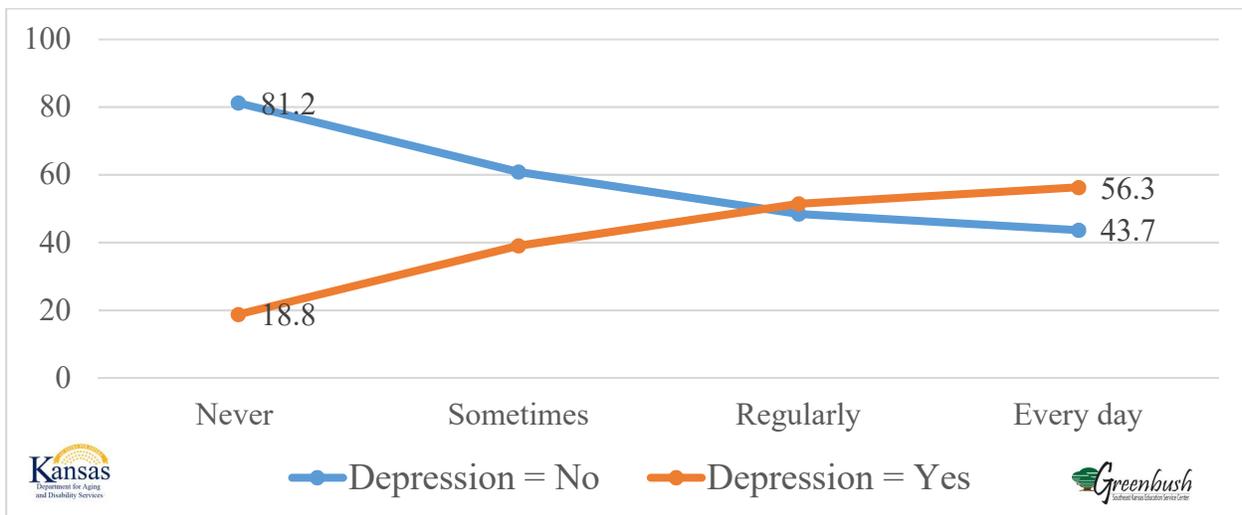
The Kansas Department for Aging and Disability Services (KDADS) recently added a new optional depression/suicide module to the KCTC survey. In 2016, over 17,500 students across the state participated. KDADS is using this data as part of an integrated approach to inform new Kansas Prevention Collaborative initiatives looking at co-occurring behavioral health risk and protective factors.

Being bullied at school is second only to the family conflict risk factor as the strongest correlate of youth depression as reported by the 17,578 youth who participated in the 2016 KCTC optional depression and suicide module. Students who did not report depression were more than four times more likely to report that they had not been bullied at school than students who did report depression.

Kansas Youth Bullying & Depression/Suicide (2016)



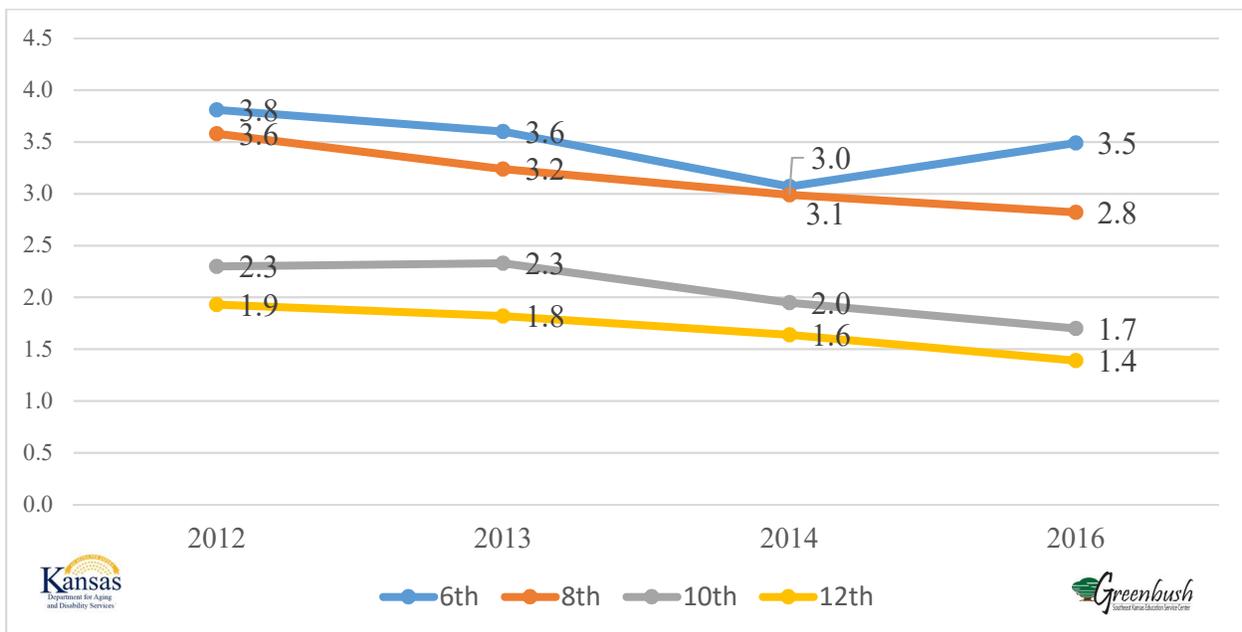
During this school year how often have you been bullied at school?



¹ Kansas Communities That Care (KCTC) Student Survey: <https://www.greenbush.org/kctc/>

The previous graph shows the frequency of bullying at school along a continuum from ‘never’ to ‘sometimes’, ‘regularly’ and ‘every day.’ The blue line represents students not reporting depressive episodes and shows an expected relationship between bullying among students – where the majority (81.2%) report that they have never been bullied at school in the past year and the percentage declines as bullying frequency increases. Reported bullying for students that did report depressive episodes shows an opposite trajectory, increasing from 18.8% for students who said they had never been bullied with the percentage increasing as bullying frequency increases. There is a 62 percentage point difference or ‘gap’ between those never bullied (81.2% for those not reporting depression) and those who do report depression (18.8%). Some research suggests that both victims and bullies are found to be at the highest risk for depression.

Percentage of Students Reporting Being Bullied at School Every Day by Grade



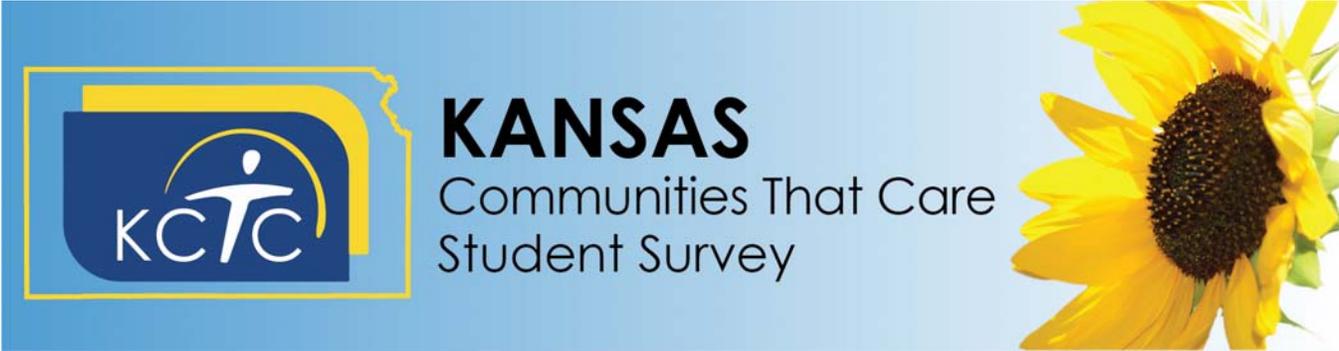
While the percentage of youth reporting being bullied every day has declined over the past five years, there was an uptick reported in 2016 by students in 6th grade. Being able to track trends in youth experiences related to bullying and perception of school safety is vital to understanding social emotional conditions that can impact behavioral health outcomes and academic success.

KCTC data has also shown that youth with reported depression are almost twice as likely to drink alcohol in the past 30 days as students who do not report depression. That level increases with the progression of suicide thoughts, plans, and attempts with the latter being almost three times more likely to report drinking alcohol.

Fortunately, protective factors such as family attachment and school commitment appear to play a strong role in buffering against risk. Youth who do not report depression report being close to their mother and father and report that they have teachers or neighbors who notice when they do a good job and tell them about it.

For more information about the KCTC Student Survey please contact:

Nancy White
KCTC Student Survey Coordinator
SEK Education Service Center, Greenbush
947 W. 47 Hwy.
Girard, KS 66743
620-724-6281



**2015-16 Depression/Suicide Supplementary Report
Sample School District**

Southeast Kansas Education Service Center - Greenbush
Grants and Evaluation Department
947 W. 47 Hwy.
Girard, KS 66743
(620) 724-6281
www.kctcdata.org

Funded by:



Prepared by:





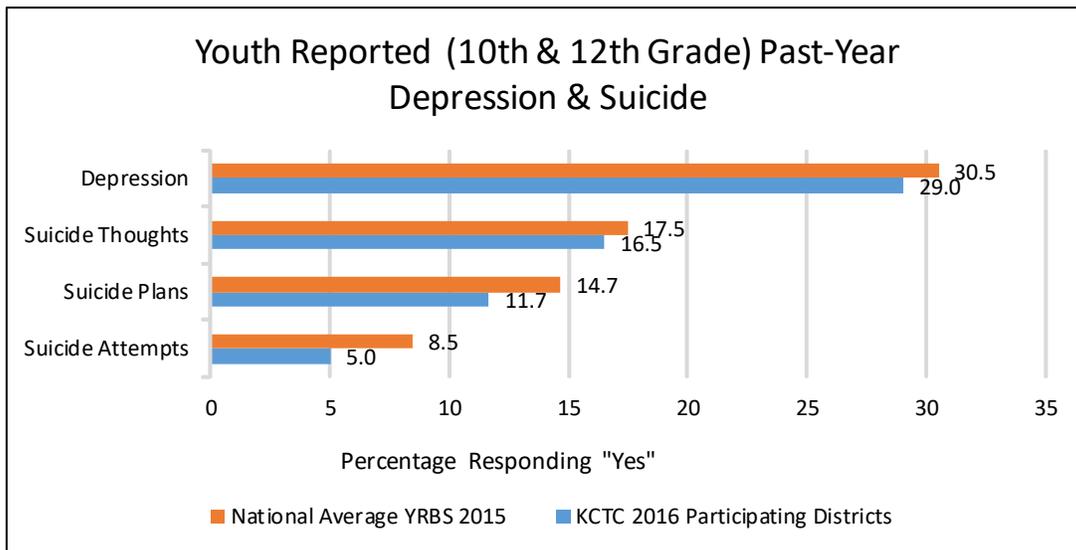
KCTC Four Question Depression/Suicide Report

Summary Data Report

Suicide is an escalating behavioral health problem. According to the 2014 Kansas Annual Summary of Vital Statistics, 454 Kansans committed suicide in 2014. While suicide remains the 10th leading cause of death in Kansas, it is the second leading cause of death for the 15-24 age-group.

Increasing awareness and understanding of the prevalence and risk and protective factors for youth depression and suicide is critical. To this end, in 2014-2015, five Kansas school districts participated in a pilot study to assess the prevalence of youth depression, suicidal ideation, and attempts with 936 middle school and 487 high school students participating. The depression/suicide module was made available as an optional module to all districts in the 2015-2016 school year. *Over one-third of districts participating in the 2016 Kansas Communities That Care (KCTC) survey also administered the optional depression/suicide module resulting in information from 17,578 students (10,327 middle school and 7,251 high school) from 82 districts.*

The figure below compares these Kansas data from 10th and 12th graders with national data from 10th and 12th graders reported by the 2015 Youth Risk Behavioral Surveillance System. The percentage of Kansas youth experiencing depression and suicide thoughts, plans, and attempts are just below the national average.



This information provides districts the opportunity, for the first time, to gather local baseline data on Kansas youth self-reported depression and suicide to assist with planning for prevention as well as the opportunity to continue to monitor behavioral issues free of charge.

What follows in this report is information reported by the students in your district. The first page provides a snapshot of the analysis of the four questions and is followed by a detailed report for each question. For each question, data are presented as a whole, by middle school and high school, by gender, and by grade.

A correlational analysis of data from all participating schools was conducted utilizing data derived from the depression and suicide prevalence measures and risk factor indicators from the Kansas Communities That Care (KCTC) Student Survey, with results and key findings highlighted in Appendix A.

*If you are interested in receiving information regarding available resources, tools, and best practices or evidence-based strategies available for addressing youth suicide prevention, or are interested in receiving training or technical assistance, please **contact Chrissy Mayer at DCCCA, Inc. at 785-841-4138.***

The four depression/suicide questions in the KCTC survey are as follows:

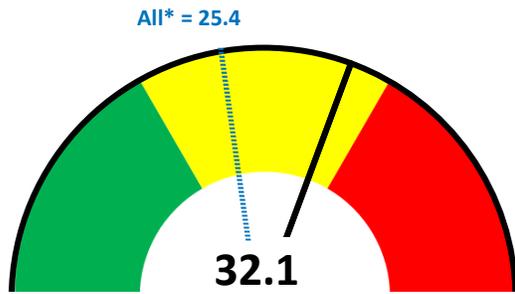
1. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
A. No B. Yes
2. Have you ever **seriously** thought about killing yourself? (If yes, please choose the most recent answer.)
A. No/Never B. Yes, in the past 30 days C. Yes, in the past year D. Yes, over one year ago
3. Have you ever made a **plan** about how you would kill yourself? (If yes, please choose the most recent answer.)
A. No/Never B. Yes, in the past 30 days C. Yes, in the past year D. Yes, over one year ago
4. Have you ever **tried** to kill yourself? (If yes, please choose the most recent answer.)
A. No/Never B. Yes, in the past 30 days C. Yes, in the past year D. Yes, over one year ago

Past year

The charts below represent the percent of students who responded "Yes" to each question. Past year represents the aggregation of answers "Yes, in the past 30 days" and "Yes, in the past year." The black line is the percentage of youth in your district. The blue dotted line is the average of all 82 participating Kansas districts (17,578 students). Think of the dial as a representation of risk, where green is low risk, yellow is caution, and red is high risk. This page provides a snapshot of the four questions for your district.

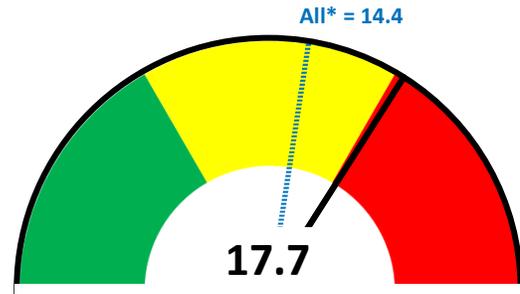
District Data  *All Participating Districts 

Depression



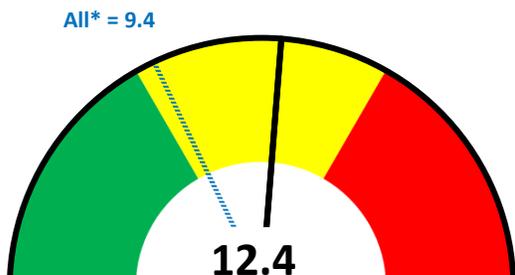
Maximum value in Kansas was 52.2%

Suicide Thoughts



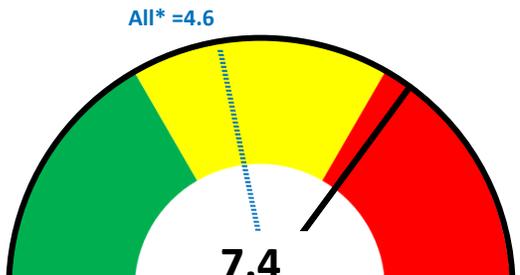
Maximum value in Kansas was 26.0%

Suicide Plans



Maximum value in Kansas was 23.5%

Suicide Attempts



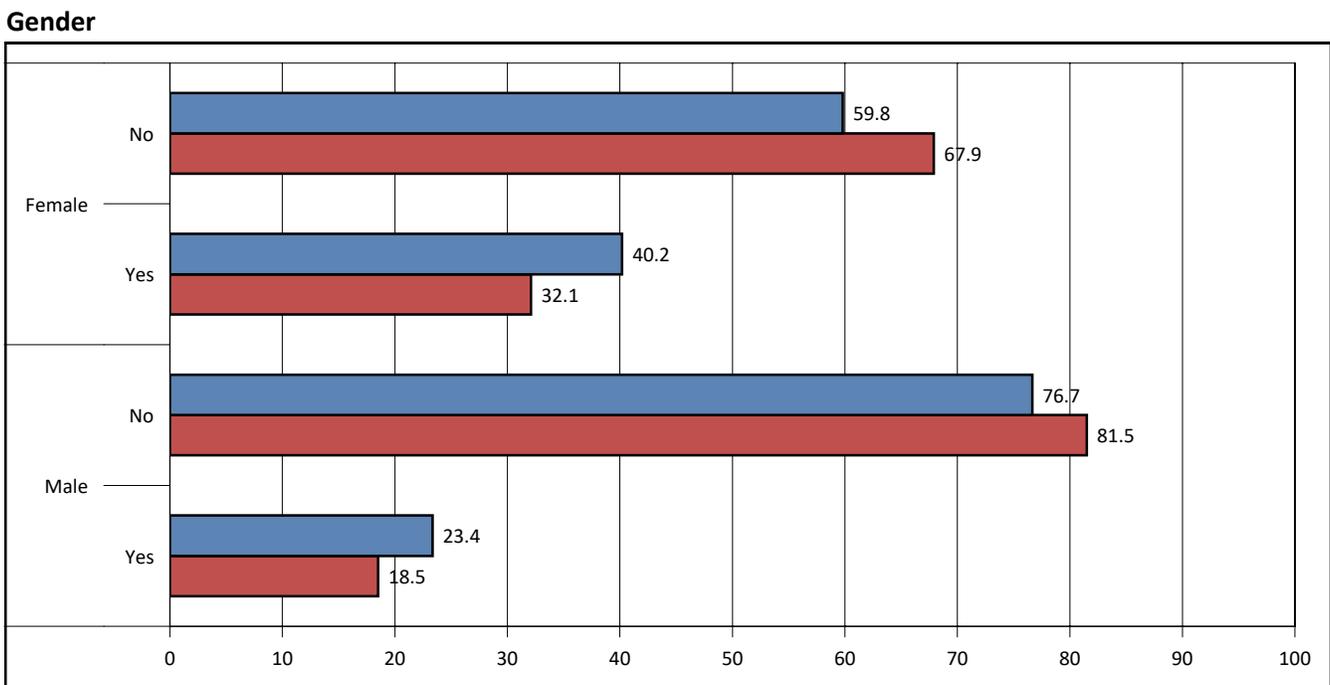
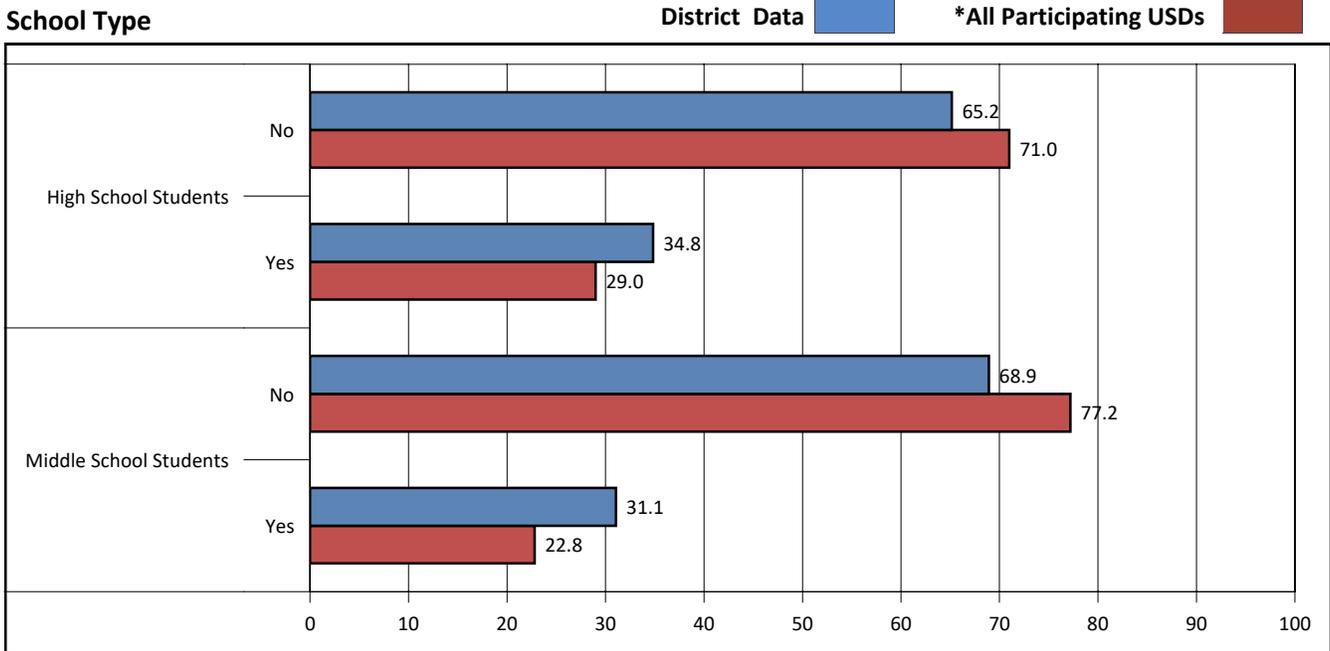
Maximum value in Kansas was 10.5%

The following charts show each response option for the four questions comparing your district to all participating districts.

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

Data is not reported for groups of less than 10 respondents

Possible Responses	MIDDLE SCHOOLS		HIGH SCHOOLS		ALL SCHOOLS	
	District	All*	District	All*	District	All*
No	68.9	77.2	65.2	71.0	67.9	74.6
Yes	31.1	22.8	34.8	29.0	32.1	25.4



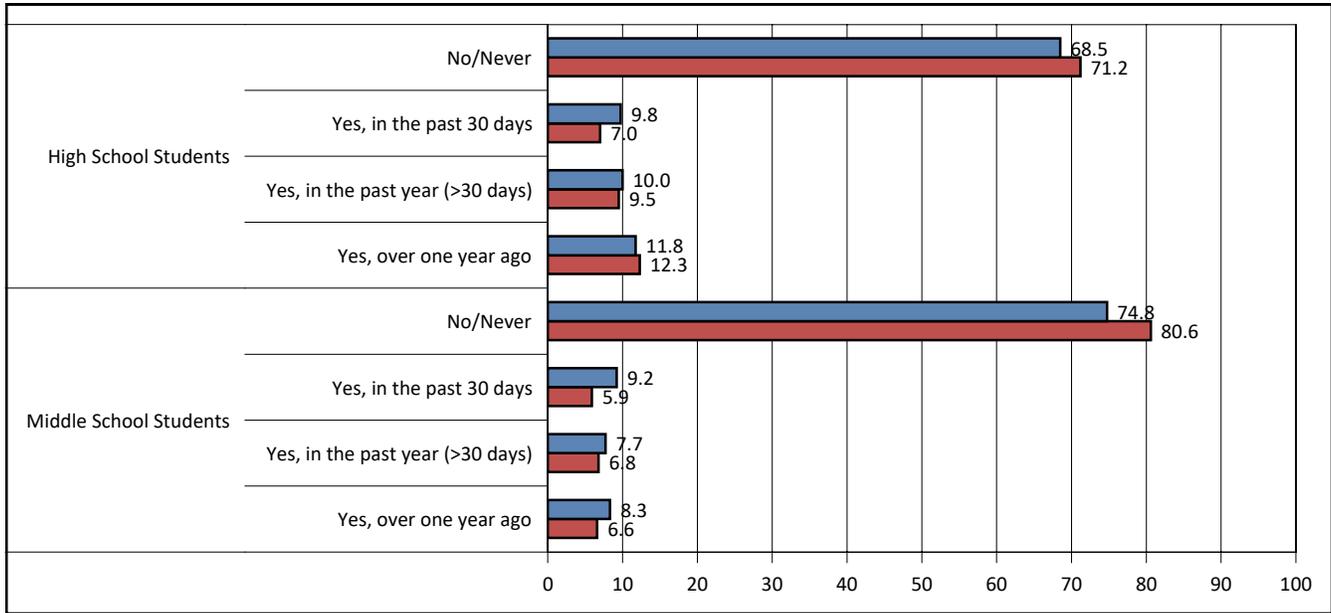
Have you ever seriously thought about killing yourself? (If yes, choose the most recent answer.)

Data is not reported for groups of less than 10 respondents

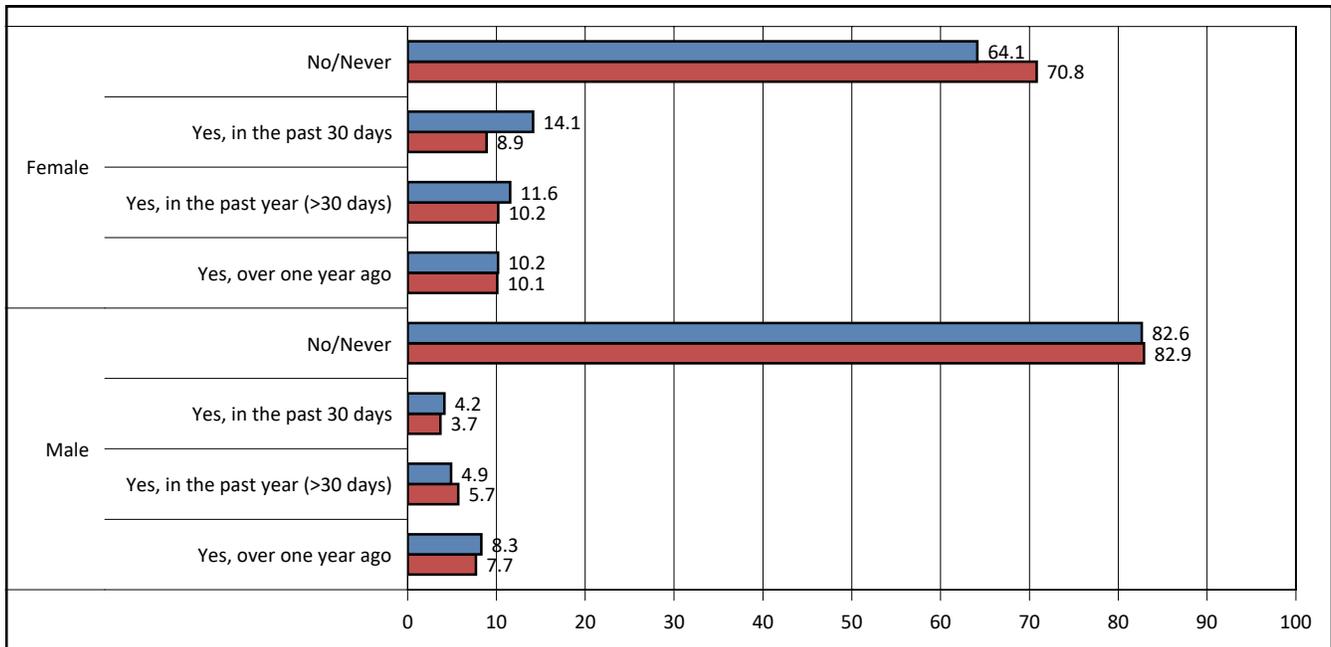
Possible Responses	MIDDLE SCHOOLS		HIGH SCHOOLS		ALL SCHOOLS	
	District	All*	District	All*	District	All*
No/Never	74.8	80.6	68.5	71.2	73.0	76.7
Yes, in the past 30 days	9.2	5.9	9.8	7.0	9.4	6.3
Yes, in the past year (>30 days)	7.7	6.8	10.0	9.5	8.4	8.0
Yes, over one year ago	8.3	6.6	11.8	12.3	9.3	9.0

School Type

District Data ■ *All Participating USDs ■



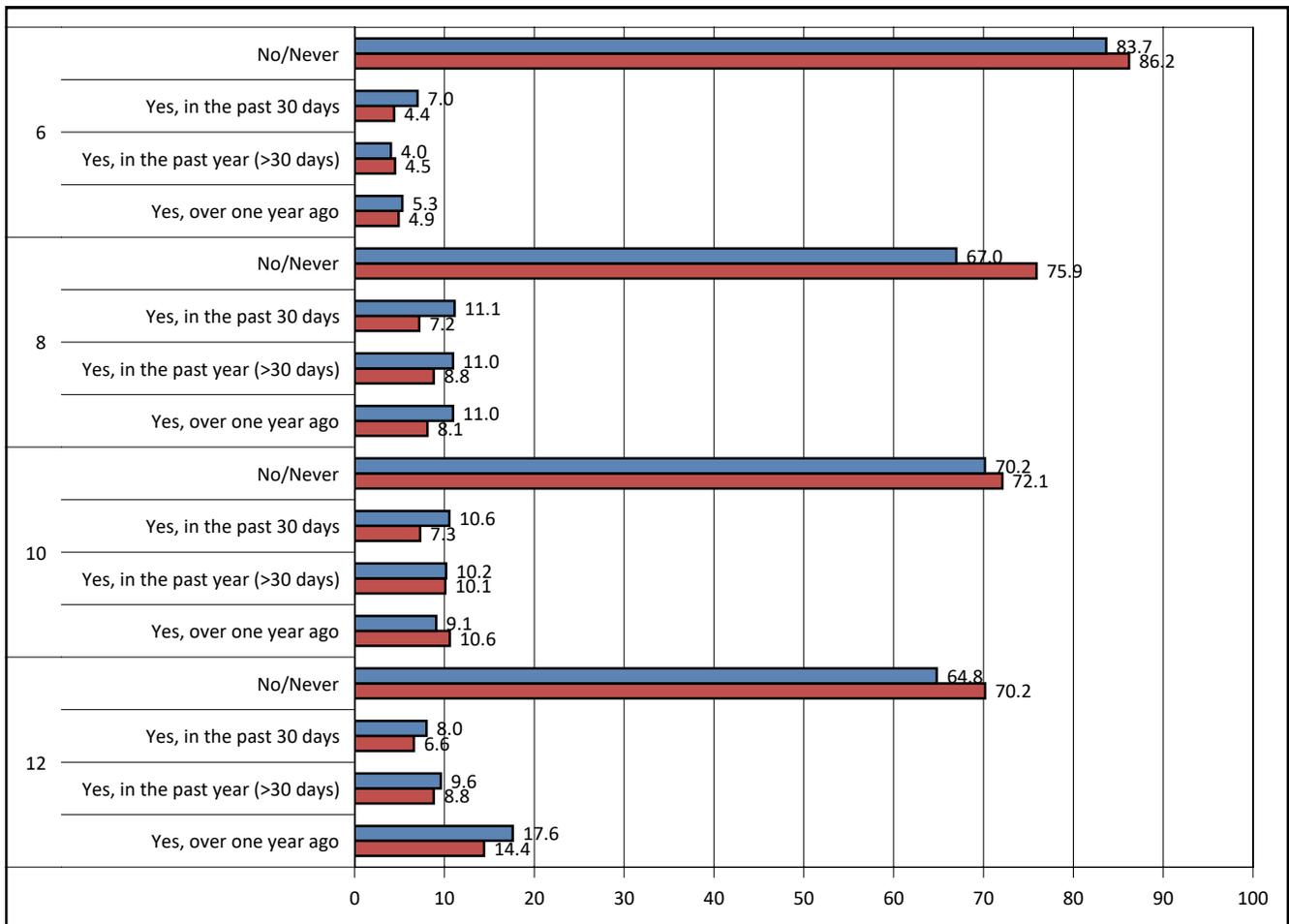
Gender



Grade

District Data

All Participating USDs



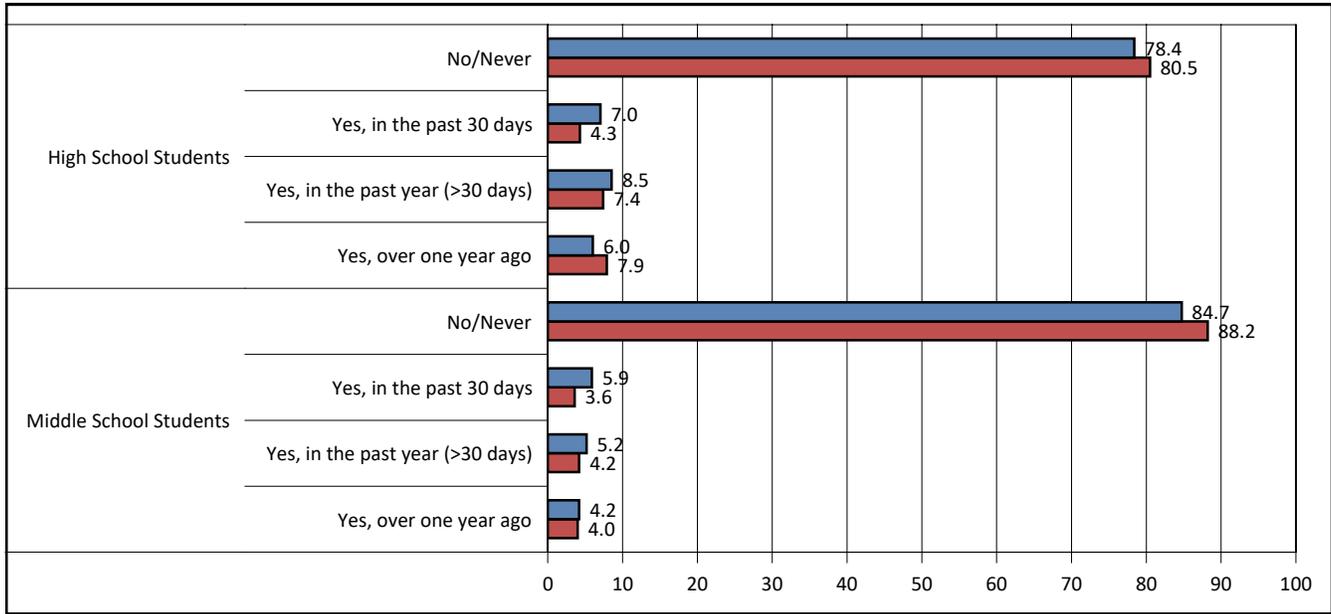
Have you ever made a plan about how you would kill yourself? (If yes, choose the most recent answer.)

Data is not reported for groups of less than 10 respondents

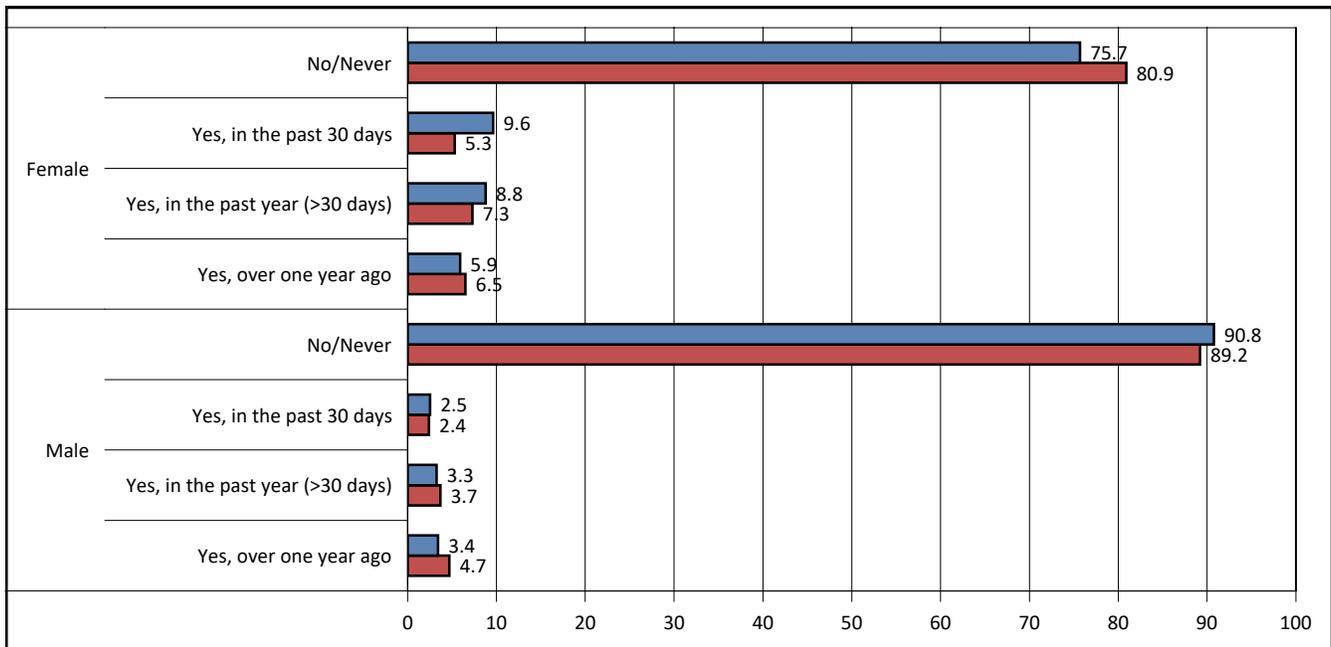
Possible Responses	MIDDLE SCHOOLS		HIGH SCHOOLS		ALL SCHOOLS	
	District	All*	District	All*	District	All*
No/Never	84.7	88.2	78.4	80.5	82.9	85.0
Yes, in the past 30 days	5.9	3.6	7.0	4.3	6.2	3.9
Yes, in the past year (>30 days)	5.2	4.2	8.5	7.4	6.1	5.5
Yes, over one year ago	4.2	4.0	6.0	7.9	4.7	5.6

School Type

District Data ■ *All Participating USDs ■



Gender

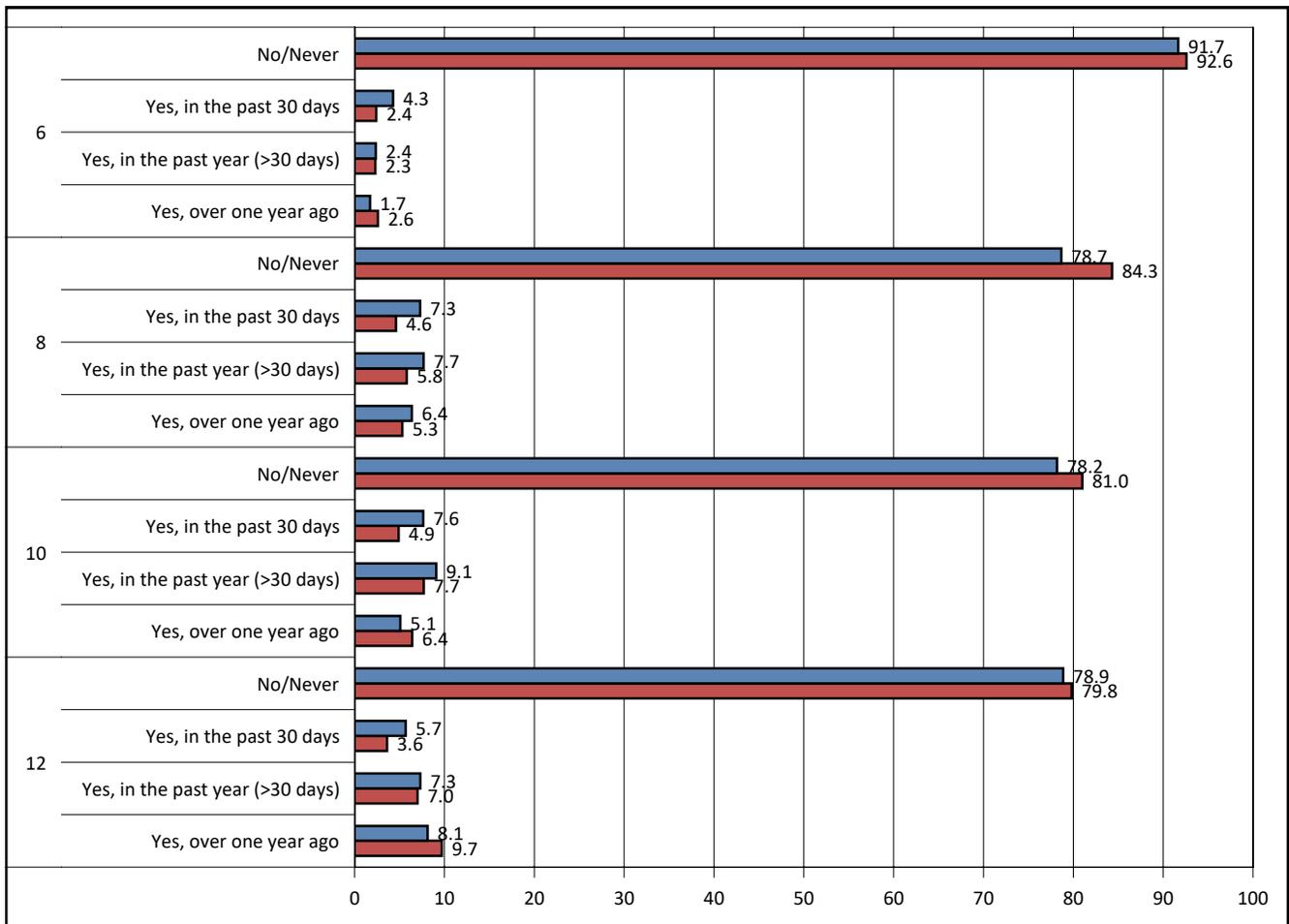


Grade

District Data



All Participating USDs



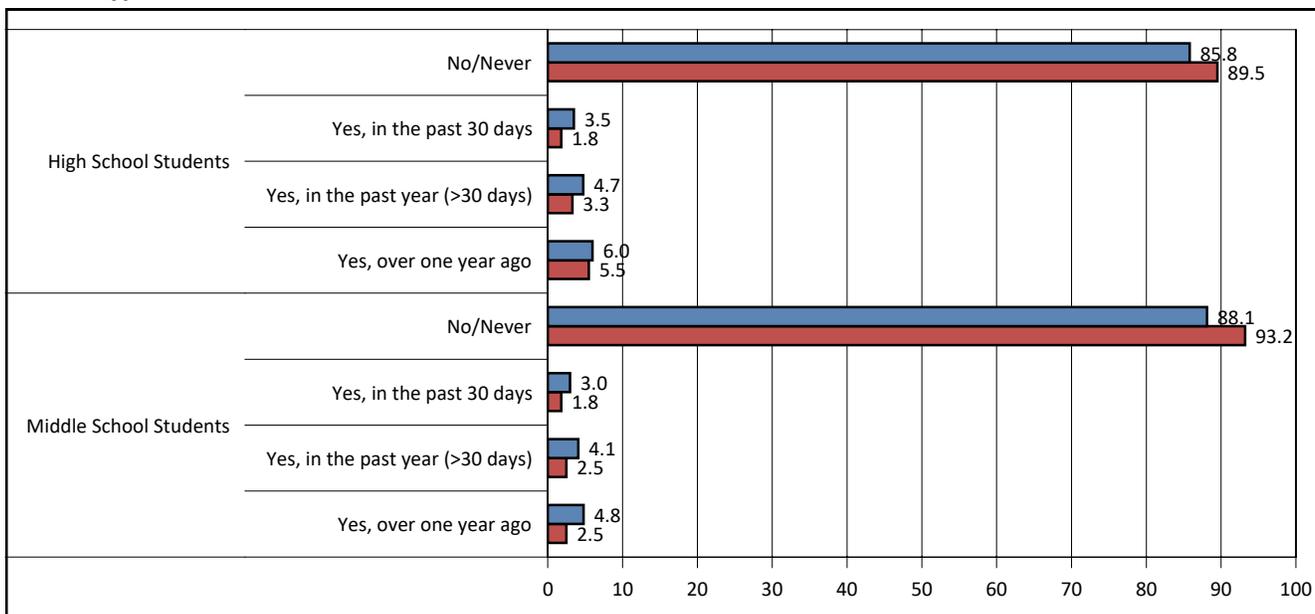
Have you ever tried to kill yourself? (If yes, choose the most recent answer.)

Data is not reported for groups of less than 10 respondents

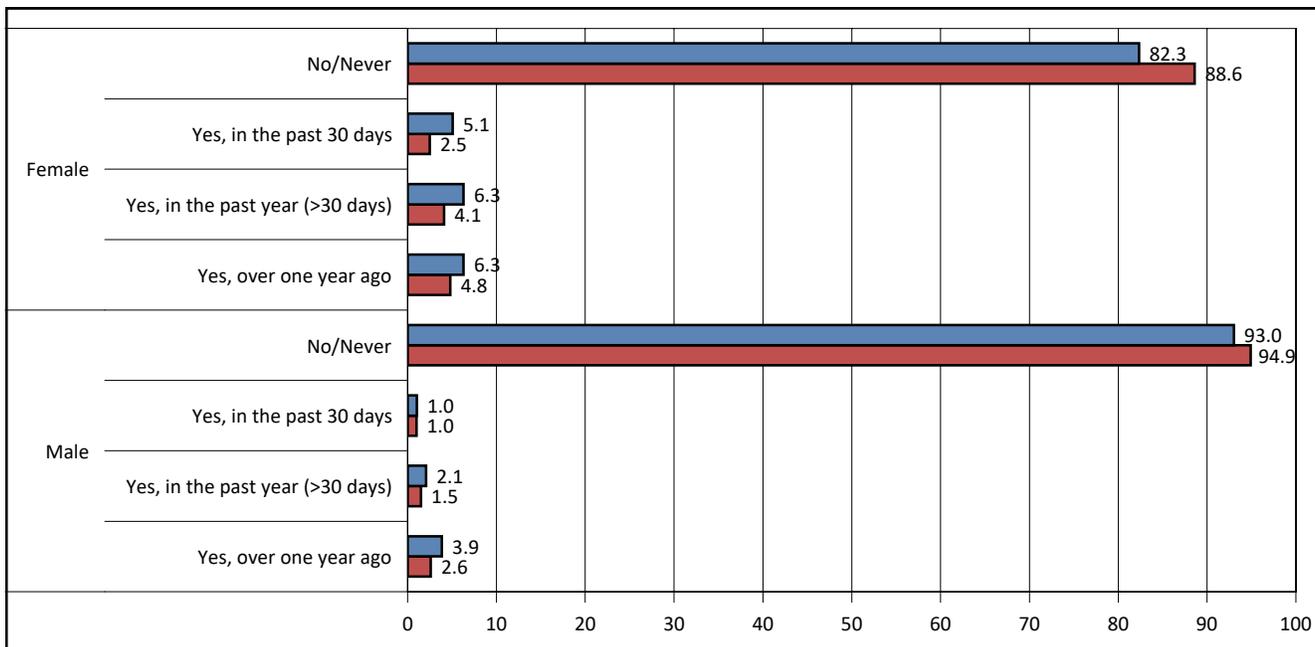
Possible Responses	MIDDLE SCHOOLS		HIGH SCHOOLS		ALL SCHOOLS	
	District	All*	District	All*	District	All*
No/Never	88.1	93.2	85.8	89.5	87.5	91.7
Yes, in the past 30 days	3.0	1.8	3.5	1.8	3.1	1.8
Yes, in the past year (>30 days)	4.1	2.5	4.7	3.3	4.3	2.8
Yes, over one year ago	4.8	2.5	6.0	5.5	5.1	3.7

School Type

District Data ■ *All Participating USDs ■



Gender

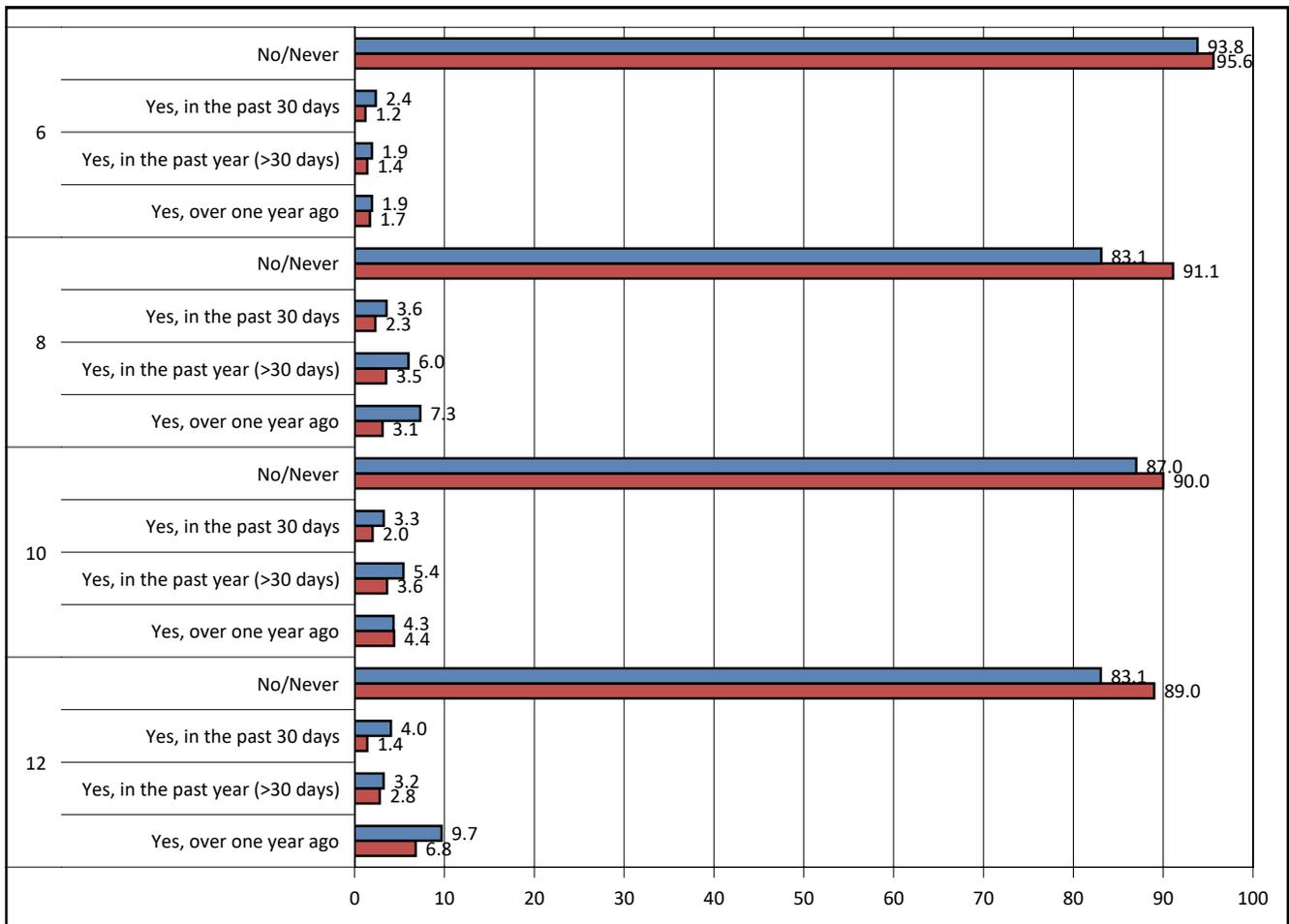


Grade

District Data



All Participating USDs



Appendix A

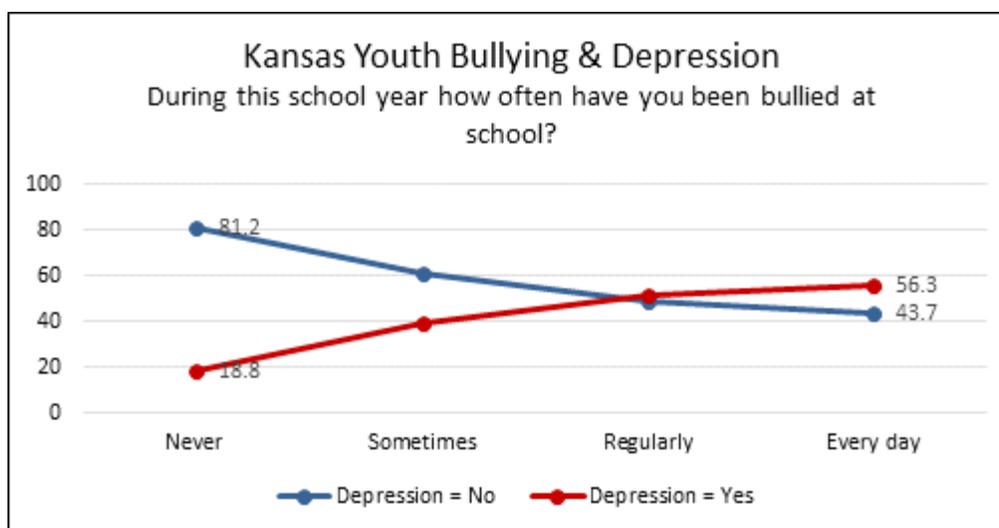
A correlational analysis of data from all participating schools was conducted utilizing data derived from the depression and suicide prevalence measures and risk factor indicators from the Kansas Communities That Care (KCTC) student survey, with results and key findings highlighted below:

Risk Factors Associated with Depression and Suicide Ideation Across KCTC Domains

SCHOOL DOMAIN

- * Lack of Commitment to School – In the current study, low commitment to school was negatively related to depression and suicide thoughts, plans and attempts – this data indicated that students who reported low commitment to school also reported depression and suicide thoughts, plans and attempts more often than students who did not report low commitment to school.

Being Bullied – Students who reported being bullied in school also reported more depression and suicide thoughts, plans and attempts than students who did not report being bullied. Second to family conflict, the strongest correlate of youth depression as reported by the youth who participated in the 2016 KCTC survey is being bullied at school. The figure below shows the frequency of reported bullying at school along a continuum from “never” to “sometimes”, “regularly” and “every day”. Of those students who reported being bullied at school every day, 56.3% reported episodes of depression compared to only 18.8% who had never been bullied. There is a 62 percentage point difference or “gap” between those never bullied (81% for those not reporting depression) and those who do report depression (18.8%). Some research suggests



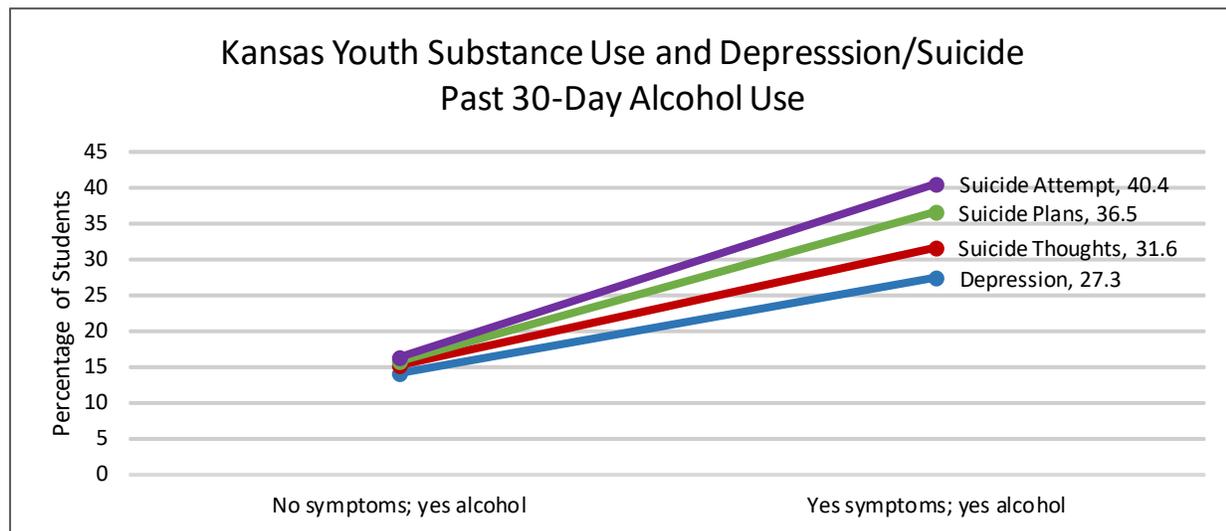
COMMUNITY DOMAIN

- * Community Disorganization – Students who reported high levels of community disorganization (levels of crime, fights, abandoned buildings, etc.) reported more depression and suicide thoughts, plans and attempts.

INDIVIDUAL-PEER DOMAIN

- * Favorable Attitudes Toward Antisocial Behavior – Youth who reported it was not wrong to engage in antisocial behavior (stealing, fighting, etc.) also reported depression and suicide thoughts, plans and attempts with greater frequency.
- * Early Initiation of Drug Use was also associated with reported depression and suicide thoughts, plans and attempts.

The 2016 KCTC data showed a strong link between depression and suicidal symptoms and substance use. The figure below shows the percentage of youth that reported drinking alcohol and compares those without reported depression, suicidal thoughts, plans or attempts with those student that do report these conditions. Use of alcohol is much higher for students with depression and suicidal symptoms. Alcohol use also increases with severity from depression through suicide thoughts, plans and attempts.



FAMILY DOMAIN

- * Family Conflict – The current study also finds a strong association between elevated levels of the risk factor of family conflict and the prevalence of depression and suicide thoughts, plans and attempts. More significantly, family conflict was one of the strongest correlates among all risk factors, and proved to be particularly true for middle school students.
- * Family History of Antisocial Behavior – Youth who have a family history of antisocial behavior or involvement also reported depression and suicide thoughts, plans and attempts more than youth who did not report experiencing this risk factor.

Protective Factors Associated with Depression and Suicide Ideation Across KCTC Domains

SCHOOL - COMMUNITY - FAMILY DOMAINS

- * The most significant protective factors associated with low reported depression and suicide typically center around providing youth with opportunities for positive involvement, providing skill building to support success, and recognition for positive contributions or engagement.

INDIVIDUAL-PEER DOMAIN

- * Healthy Beliefs and Clear Standards – Young people who have a belief in what is "right" or "wrong" were less likely to report episodes of depression and suicide thoughts, plans and attempts.
- * Social Skills – Social competence and engagement in positive interpersonal relations with their peers are protective factors that reduce the likelihood of alcohol and drug use among children and youth. Young people who report higher levels of this protective factor are also less likely to report depression and suicide thoughts, plans and attempts.

It should be noted that the risk factors discussed in the preceding sections – also conceptualized in a growing body of behavioral health research known as Adverse Childhood Experiences – are not restricted to suicide but are associated with multiple adverse health, wellness, social, and emotional outcomes.

If you have questions about the data or your report, please don't hesitate to contact us:

Lisa Chaney

Director of Research and Evaluation

lisa.chaney@greenbush.org

620-724-6281

Nancy White

KCTC Student Survey Coordinator

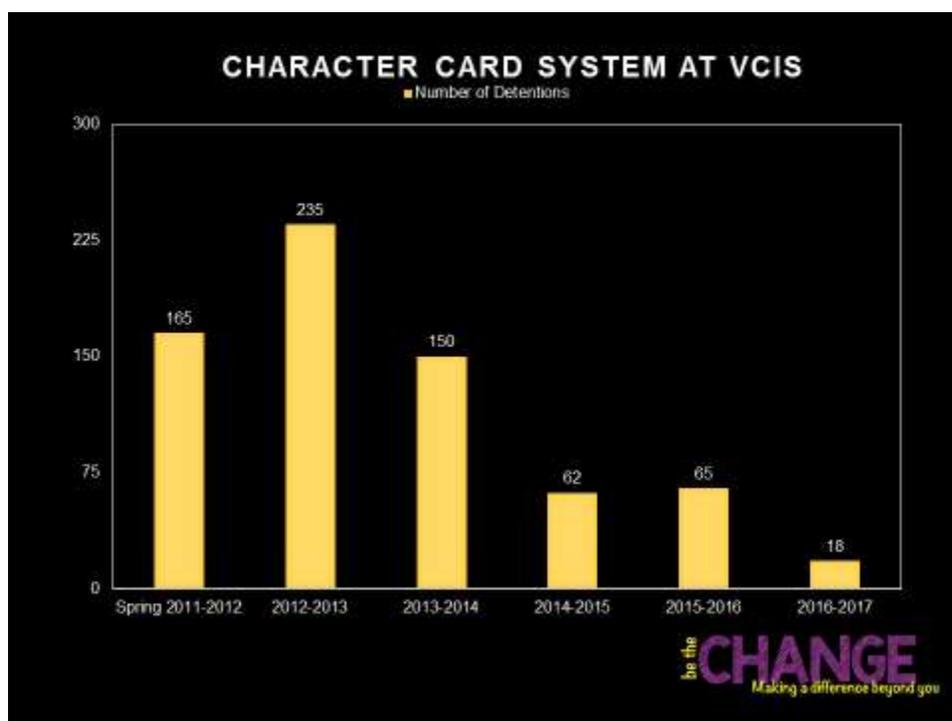
nancy.white@greenbush.org

620-724-6281

Valley Center Intermediate School Incident Data

Valley Center Intermediate School¹ utilizes incident data to measure the efficacy of their SECD curriculum. They refer to their detention discipline referrals as “character cards” and track those over several years. 2013-2014 was the first year of the SECD implementation.

- Spring 2011 – 2012: 165 detentions in just the spring so if we doubled that we’re looking at 330 detentions
- 2012-2013: 235 detentions
- 2013-2014: my first year: 150 detentions as we implemented a new behavior card system
- 2014-2015: 62 detentions
- 2015-2016: 65 detentions but 24 of them were given to 5 students
- 2016-2017: 18 through the 1st semester



Valley Center Intermediate School

Primary Contact Person: Nicole Burdette, nicole.burdette@usd262.net, 316-755-7050

Principal: Greg Lehr, greg.lehr@usd262.net, 316-755-7050

737 N. Meridian, Valley Center, KS 67147

¹ Valley Center Intermediate was named a Kansas School of Character and a National School of Character in 2016.

CURRICULAR EXAMPLES



Adults and students can use the Character Growth Card to discuss differences and similarities between self-scores and teacher-scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After that conversation, students and adults can set goals together. It's important to note that this tool should not be used to diagnose or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

<div style="text-align: right;"> Q1 Q2 Q3 Q4 </div>			SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
STUDENT NAME	GRADE	SCHOOL							
1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always									
CURIOSITY Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning									
GRATITUDE Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you									
GRIT Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting									
OPTIMISM Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at									
SELF CONTROL (interpersonal) Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check									
SELF CONTROL (school work) Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions									
SOCIAL INTELLIGENCE Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations									
ZEST Actively participated Showed enthusiasm Approached new situations with excitement and energy									

KS CCC College & Career Competency FRAMEWORK

Research has identified teachable, transferable skills that **positively impact** behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012).

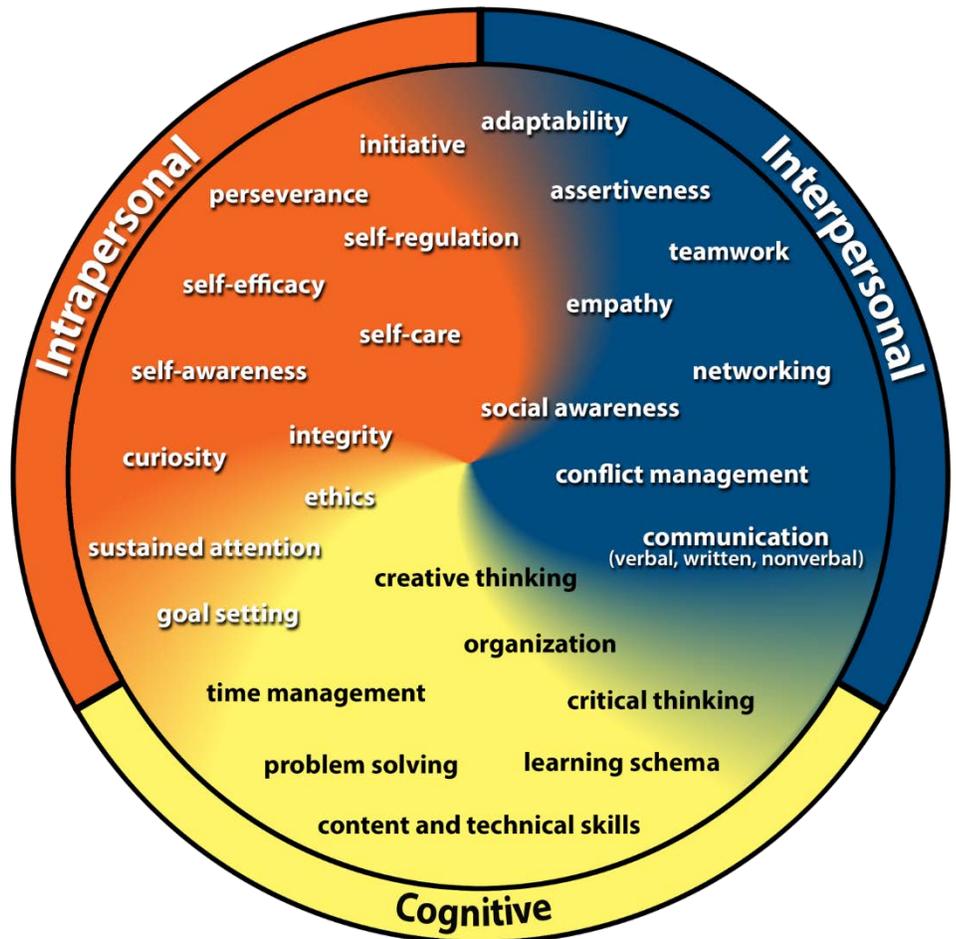
Organized into **three domains** (intrapersonal, interpersonal, and cognitive), the **Competency Wheel** categorizes competencies that **all students need** in order to be college and career ready.

For more information on supporting educators to systematically build college and career competencies school-wide, email:

Dr. Pattie Noonan
pnoonan@ku.edu

or

Dr. Amy Gaumer Erickson
agaumer@ku.edu



The *College and Career Competency (CCC) Framework*, developed by **Drs. Amy Gaumer Erickson** and **Pattie Noonan**, supports educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content. In this way, educators support students to become career-equipped, lifelong learners who are socially and emotionally engaged. The *CCC Framework* includes a multi-year professional development process, fidelity tools, and student questionnaires.

Ongoing training and coaching are offered both face-to-face and virtually. Face-to-face training spans multiple years in which interdisciplinary middle and high school teams focus on embedding identified competencies in core instruction and providing reinforcement school-wide. Virtual training academies support individual educators in implementing competency instruction with support and guidance through an online community. The trainer/coach series prepares educators to become highly competent trainers and coaches in the *College and Career Competency Framework*.

FREE RESOURCES are available online at: CCCFramework.org



The *College and Career Competency Framework* provides a structured, embedded process for developing career-equipped, lifelong learners who are socially and emotionally engaged. Through a school-wide focus on specific competencies and their respective essential components, enacted through implementation elements (i.e., effective collaboration, multi-tier instruction and interventions, and data-based decision making), students will be ready to take on the real-world challenges that await them.

KEY POINTS

Competencies are teachable

Competencies are more than just knowing how to do something. Each competency involves the ability to perform the skill set effectively as well as knowing when and how to use the set of skills across situations and environments. By teaching competencies, we help students develop their abilities while also teaching them to know when and how to use these skills, making the skills transferable.

All students need competency instruction

Through a school-wide, collaborative, data-driven system of support, the *College and Career Competency Framework* promotes the instruction of evidence-based competencies embedded within content-area curriculum and reinforced school-wide, supporting positive in-school and post-school outcomes for all students.

Competency instruction is systematic, not a curricular add-on

Competencies cannot be absorbed through the normal school structure without purposeful instruction. Teachers provide initial instruction and numerous opportunities to practice competency components with feedback along with course content. Competencies are then reinforced in the classroom as well as school-wide. To reach all students and adequately support development, competency instruction occurs primarily within core content areas, and then it's reinforced school-wide through discipline systems, electives, and extracurricular opportunities.

School staff collaborate to provide competency instruction

To address these complex skills, the *College and Career Competency (CCC) Wheel* provides a common vernacular as well as a clear focus. The terminology used in the *CCC Wheel* is important and transferrable across professions. Educators, counselors, community members, and employers can understand and support competency instruction for all students.

Data informs competency instruction

Educators who purposefully provide competency instruction regularly ask themselves questions related to impact, such as:

1. Are students developing the competency and, if so, how do we know?
2. As students develop the competency, what else is improving?
3. What instructional adjustments could we make to help students develop the competency?
4. How will we continue guided practice and reinforcement of the competency?

Participating schools answer these questions through multiple data sources, including the *College and Career Competency Framework (CCC) Needs Assessment* and *Formative Questionnaires*. These assessments were designed for middle and high school students, and are available for free online at <http://ResearchCollaborationSurveys.org>.

KS CCC College & Career Competency FRAMEWORK

Competency-Specific Resources

Teacher Guide
College and Career Competency: *Self-Efficacy*

Definition:
Self-efficacy refers to perceptions an individual has about his/her capabilities to perform at an expected level and achieve goals or milestones. It is known to influence academic motivation, learning, and achievement (Pajares, 1996; Schunk & Pajares, 2002).

Teacher Guides

- Academic self-efficacy, which is related to academic standards, is a student's confidence in his/her ability to successfully execute an academic task. Low academic self-efficacy can lead a student to give up early on a difficult task. Conversely, high academic self-efficacy can lead a student to willingly take on and persevere with difficult tasks (Benson, Betts, Martinez, & Kiv, 2011; Schunk, 1995; Schunk & Pajares, 2002).
- Research shows that self-efficacy can predict academic achievement, use of appropriate social skills, rigorous course selection, challenging career choices, and exceptional athletic performance across age levels (Benson & Pajares, 2006; Schunk, 1991).
- Success in performing tasks increases self-efficacy, and failure lowers it; however, once strong self-efficacy is established, failure does not provide a setback (Schunk, 1991).
- A teacher's initial self-efficacy, for example, when starting a new assignment, will be driven by the learned goals combined with increased self-efficacy and validation of the students' development of observing others perform their emotional tasks. Students will interpret their own capabilities.
- Similar to self-efficacy, ways of perceiving performance (e.g., 200 minutes can lead to



Videos

Self-Regulation 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	1	2	3	4	5	Very like me
1	<input type="checkbox"/>						
2	<input type="checkbox"/>						
3	<input type="checkbox"/>						
4	<input type="checkbox"/>						
5	<input type="checkbox"/>						
6	<input type="checkbox"/>						
7	<input type="checkbox"/>						
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13	<input type="checkbox"/>						
14	<input type="checkbox"/>						
15	<input type="checkbox"/>						
16	<input type="checkbox"/>						
17	<input type="checkbox"/>						
18	<input type="checkbox"/>						
19	<input type="checkbox"/>						
20	<input type="checkbox"/>						
21	<input type="checkbox"/>						

Questionnaires

Conflict Management

- Know your usual response to a conflict!**
- Know the reasons for a conflict!**
- Apply a strategy for resolving conflict!**

FIRST THEN

Posters

Padlets



Needs Assessment

The College and Career Competency Framework (CCC) Needs Assessment supports schools implementing the *CCC Framework*, developed by Drs. Gaumer Erickson and Noonan. See <http://CCCFramework.org> for more information on the *CCC Framework*. The Needs Assessment is designed to be completed by middle and high school students. Results support students to reflect on their strengths and areas for improvement, as well as help schools prioritize college and career competencies for instruction, guided practice, and reinforcement.

KEY POINTS

- The CCC Needs Assessment is **free** and available to all educators.
- Educators can access and launch the Needs Assessment online after creating an account.
- Students do not need an account to complete the Needs Assessment, only a unique student ID and the link/code generated by the online site.
- The CCC Needs Assessment has 18 items and should take students approximately 5-8 minutes to complete.
- Students receive results immediately upon completion of the assessment, at which point they can print their summary or take a screenshot.
- By clicking on *My Portfolio*, educators have access to summarized results as well as a table of individual student results.

What the CCC Needs Assessment Measures

Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012). These competencies are important whether students plan to enter directly into the job market or continue on to post-secondary education. The College and Career Competency Needs Assessment was developed in 2015 by Research Collaboration (www.ResearchCollaboration.org). An extensive review of relevant research resulted in the identification of competencies that are important for success in college and careers; it was determined that 18 intrapersonal and interpersonal competencies are critical for developing career-equipped, lifelong learners who are socially and emotionally engaged.

The CCC Needs Assessment is designed to measure students' overall level of self-identified proficiency in a set of intrapersonal and interpersonal competencies that are important for college and careers. These competencies comprise the intrapersonal and interpersonal domains of the *College and Career Competency Wheel* (Gaumer Erickson, Noonan, & Soukup, 2016).



How the CCC Needs Assessment Is Accessed

Teachers can launch the Needs Assessment and view both individual and aggregate student results by visiting ResearchCollaborationsurveys.org, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the Needs Assessment, teachers can see results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel. The homepage includes a brief walk-through video to assist with login and launching the Needs Assessment.



How the CCC Needs Assessment Is Completed

Teachers make the Needs Assessment available to students by providing the URL and code. Students then enter the survey code and a student number assigned by the teacher. Students complete the assessment by reading definitions of the competencies and then self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (Not very like me) to 5 (Very like me). The results are automatically displayed for students, enabling them to immediately reflect on results.

The following are example items defining three of the competencies:

- *Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.* (Assertiveness)
- *Trying to understand others, and then showing your understanding.* (Empathy)
- *Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.* (Self-Efficacy)

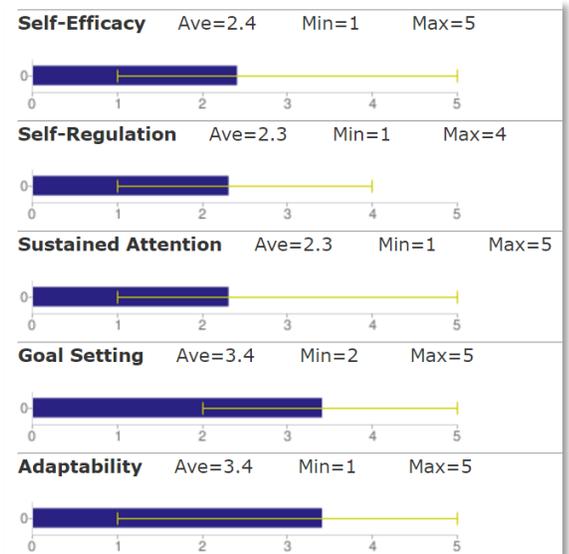
Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, or having a scribe fill in the response option.

How to Use the Results

The CCC Needs Assessment results can be used by both teachers and students. Students can use the results to reflect on relative strengths and areas for improvement across the intrapersonal and interpersonal competencies that are important for post-school outcomes.

Teachers and administrators can use the Needs Assessment results to prioritize their efforts, focusing on those competencies on which their students need the most improvement. Educators can provide targeted instruction with guided practice and independent practice to help their students develop the competencies. The CCC Needs Assessment can then be re-administered periodically to determine whether new needs have arisen. This allows educators to engage in a process of data-driven decision making in order to build a common language and shared vision for their students' success both in school and beyond school.

Numerous resources for teaching college and career competencies are available at <http://CCCFramework.org>.





Formative Questionnaires

The College and Career Competency Framework (CCC) Formative Questionnaires are formative assessments, meaning that the purpose of administering them is both to help students understand their strengths and areas for improvement related to the competency and to provide educators with data to inform instruction and supports. The CCC Formative Questionnaires support schools implementing the *CCC Framework*, developed by Drs. Gaumer Erickson and Noonan. See <http://CCCFramework.org> for more information on the *CCC Framework*. The questionnaires are designed to be completed by middle and high school students. Results are available in both summarized and individual student formats to support data-based decision making.

KEY POINTS

- The CCC Formative Questionnaires are **free** and available to all educators.
- Educators can access and launch the student questionnaires online after creating an account.
- Students do not need an account to complete the questionnaires, only a unique student ID and the questionnaire-specific link and code generated by the online site.
- Each questionnaire contains 13-22 items and should take students approximately 5-8 minutes to complete.
- Students receive results immediately upon completion of the questionnaire, at which point they can print their scores or take a screenshot.
- By clicking on *My Portfolio*, educators have access to summarized results as well as a table of individual student results.

As of January 1, 2017, CCC Formative Questionnaires are available for the following interpersonal and intrapersonal competencies, identified on the *College and Career Competency Wheel* (Gaumer Erickson, Noonan, & Soukup, 2016):

Formative Questionnaire	Sample Items
Assertiveness	<ul style="list-style-type: none"> • When an argument is over, I often wish I would have said what was really on my mind. • I'm usually able to tell people how I'm feeling. • I have a hard time controlling my emotions when I disagree with someone.
Conflict Management	<ul style="list-style-type: none"> • The ways I try to resolve conflicts usually work for me. • Instead of jumping to conclusions, I try to figure out why there's a disagreement. • During a disagreement I try to find a compromise.
Empathy	<ul style="list-style-type: none"> • I try to see things from other people's points of view. • I consider people's circumstances when I'm talking with them.

FREE RESOURCES are available online at: CCCFramework.org



Formative Questionnaire	Sample Items
Goal Setting	<ul style="list-style-type: none"> When I want to learn something, I make small goals to track my progress. When I set goals, I think about barriers that might get in my way. I set goals that are challenging but achievable.
Networking	<ul style="list-style-type: none"> When I meet people, I ask questions to get to know them better. I'll help a classmate if they're struggling with an assignment.
Self-Efficacy	<ul style="list-style-type: none"> When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged. I am confident that I will achieve the goals that I set for myself.
Self-Regulation	<ul style="list-style-type: none"> I can usually estimate how much time my homework will take to complete. I track my progress for reaching my goal. I have trouble remembering all of the things I need to accomplish.

Accessing the CCC Formative Questionnaires

Teachers can launch questionnaires and view both individual and aggregate student results by visiting www.ResearchCollaborationsurveys.org, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel. The homepage includes a brief walk-through video to assist with login and launching of questionnaires.

Completing the CCC Formative Questionnaires

Teachers make the questionnaire available to students by providing the URL to the questionnaire and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the two essential components of self-efficacy:

- I believe hard work pays off.* (Ability Can Grow)
- I can figure out anything if I try hard enough.* (Belief in Own Ability)

The Flesch-Kincaid readability score is provided in the technical specifications for each questionnaire. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, or having a scribe fill in the response option.





Using Results from the CCC Formative Questionnaires

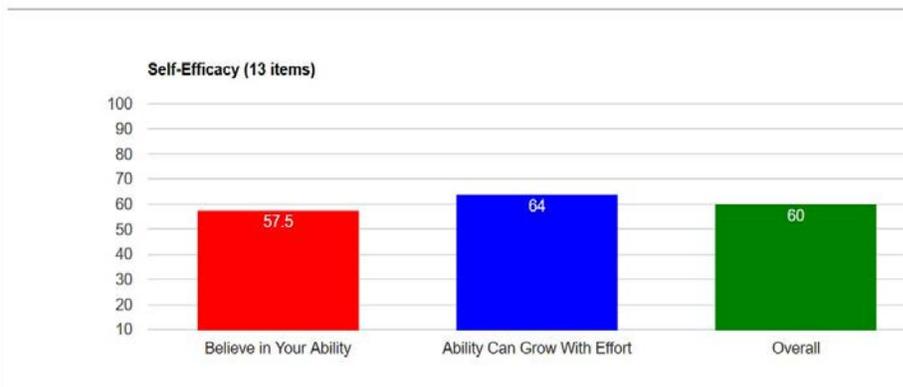
CCC Formative Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by each essential component support reflection on relative strengths and areas for improvement.

Students can use the questionnaire results to build self-awareness and identify areas on which to focus their efforts. For example, self-efficacy results help students reflect on how their perceptions and beliefs about ability contribute to their academic success. As students better understand that they can positively impact outcomes with effort, they build confidence in their ability to take on more challenging tasks.

Teachers can enhance their instructional practices by determining which perceptions are impacting their students' motivation to succeed. For example, if the self-efficacy

student results indicate that students view ability as fixed, teachers can counter that belief by teaching students about growth mindset and incorporating instructional practices that help students see their progress over time. After combining this targeted instruction with guided practice and independent practice, teachers can re-administer the Self-Efficacy Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making to guide classroom strategies that continuously reinforce student self-efficacy by providing opportunities for students to demonstrate both the positive impact that effort has on ability and their personal ability to make progress on challenging tasks. Numerous resources for teaching college and career competencies are available at <http://CCCFramework.org>.

Self-Efficacy (13 items)



The screenshot shows the 'Research Collaboration' website. The main content area is titled 'HOME' and contains the following text:

College and Career Competency Student Questionnaires

Welcome to the online portal for administering student questionnaires on a variety of college and career competencies. This portal was developed for teachers, counselors, administrators, and other staff who are helping students better understand how to develop and enhance a variety of competencies which, research has shown, can increase a student's achievement in college and in their future careers.

By creating a login, you will be directed to the My Portfolio page, where you will be able to name and launch questionnaires to groups of students so that they can better understand their development of these skills. Additionally, as the questionnaire administrator, you will receive summarized results by domain in real time so that you can customize instruction for college and career competencies.

After completing a survey, students will see their own results, helping them to reflect on how proficient they are at various components of a competency.

How to Administer the Questionnaires to Students

In My Portfolio, after you select a questionnaire and assign it a unique name you will be given a unique web link and short

Create a login and begin launching questionnaires today!

FREE RESOURCES are available online at: CCCFramework.org

Teacher's Encyclopedia of Behavior Management

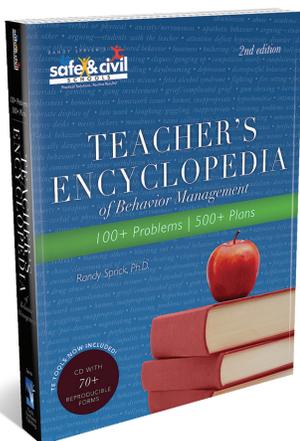


Classroom Component of Comprehensive Schoolwide System

FACT SHEET

Outcomes

- Create and maintain productive, respectful learning environments.
- Address student misbehavior in the classroom, before it escalates.
- School counselors and administrators can focus their efforts on more severe problem behavior.
- Respond effectively and efficiently to behavior, discipline, and motivation problems.
- Develop a repertoire of evidence-based strategies such as teaching a replacement behavior, using reinforcement, responding to consistently inappropriate behavior, using goal contracts, precorrecting, and so on.



- Learn to collect data to ensure that the function of the behavior is identified and that results of intervention can be evaluated objectively.
- Save time with ready-to-use reproducible forms for implementing the plans.
- Implement model plans as presented or use them as prompts or guides for creating a customized intervention for maximum flexibility.

Problems will occur even in the most organized and well-run classroom. The *Teacher's Encyclopedia of Behavior Management* is the essential resource for those situations. This book provides model plans for addressing classroom problems when they first occur, avoiding the need for referral to administrators or behavioral specialists. It covers a vast array of common classroom problems, both individual and classwide.

A series of questions guides teachers to select a suitable plan based on problem severity (mild or infrequent vs. severe or long-standing) and/or underlying function (e.g. escape, desire for adult attention or status with peers, etc.).

This training familiarizes teachers with the range of problems covered in the *Teacher's Encyclopedia* and teaches a straightforward process for addressing any problems that arise in their classrooms.

1. Identify the problem.
2. Find the appropriate plan.
3. Design an intervention plan.
4. Prepare for and implement the plan.
 - Collect data to ensure you have enough information about the situation.
 - Identify a focus for the intervention and labels for referring to the appropriate and inappropriate behaviors.
 - Determine when and how to include parents/guardians.
 - Construct a preliminary plan.
 - Conduct an initial meeting about the situation.
 - Give the student regular, ongoing feedback.
 - Evaluate the situation and the plan.

Teachers can then draw on a variety of evidence-based strategies to resolve issues before they disrupt learning and result in removing students from the classroom.

Audience

Grades K–12

- Classroom teachers
- School psychologists, counselors, administrators, instructional coaches, and any others who support the learning environment

Prerequisites

Recommended:

- *CHAMPS: A Proactive and Positive Approach to Classroom Management*
- *Discipline in the Secondary Classroom*

Training Schedule

- Flexible, tailored to your needs
- Recommended: One day

Workshop Format

A highly interactive mix of presentation, discussion, and active planning.

Options for Ongoing Support:

- On-site coaching and mentoring
 - Including modeling, observation, feedback, and customized after-school workshops
- Supplemental training: Interventions (individual positive behavioral interventions and supports)

Our trainers

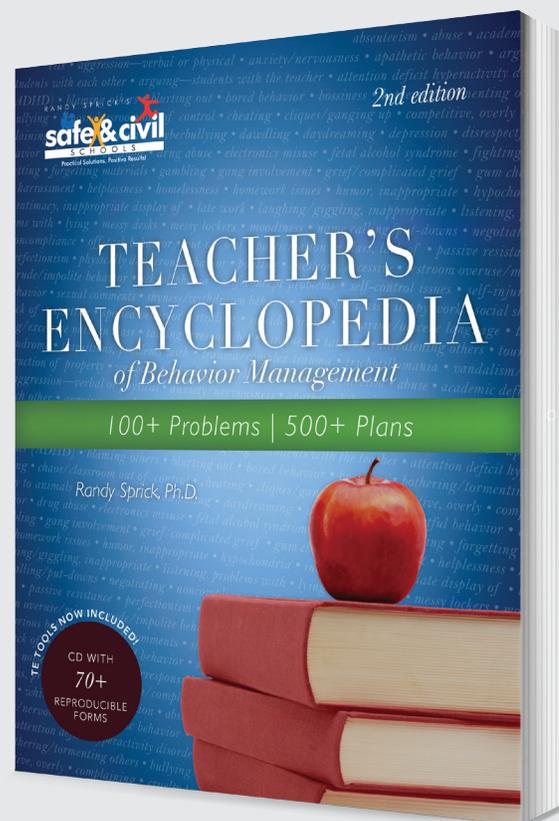
All *Safe & Civil Schools* trainers are highly experienced educators who are carefully selected and extensively trained.

Materials

Teacher's Encyclopedia of Behavior Management: 100+ Problems/500+ Plans (2nd ed.)

Some of the 100 problems addressed include:

- Absenteeism
- Aggression—Verbal or Physical
- Anxiety/Nervousness
- Blurting Out/Not Raising Hand
- Bullying Behavior
- Chaos/Classroom Out of Control
- Cheating
- Dawdling
- Humor, Inappropriate
- Noncompliance
- Talking/Excessive Noise in Class
- Transitions, Problems With
- Work Completion—Daily Work



For more information or to schedule a training session,
call Safe & Civil Schools at 1-800-323-8819 or go to safeandcivilschools.com.

CLASSWIDE

Positive Behavioral Interventions and Supports

Fact Sheet

CHAMPS is a series of materials designed to help the classroom teacher develop (or fine-tune) an effective classroom management plan that is proactive, positive, and instructional. During the past 30 years, researchers have identified consistent and reliable findings concerning how effective teachers manage student behavior and enhance student motivation. The strategies and techniques presented in CHAMPS are derived from the research literature and are based on the following principles:

- Classroom organization has a huge impact on student behavior; thus, teachers should carefully structure their classrooms in ways that prompt responsible student behavior.
- Teachers should explicitly teach students how to behave responsibly (i.e., be successful) in every classroom situation.
- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on correcting misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

The acronym *CHAMPS* represents the categories of expectations that teachers need to clarify for students about every major classroom activity and transition. These categories are:

- | | |
|----------------------|---|
| Conversation | Can students talk to each other? |
| Help | How do students get their questions answered? How do they get your attention? |
| Activity | What is the task or objective? What is the end product? |
| Movement | Can students move about? |
| Participation | What does the expected student behavior look and sound like? How do students show they are fully participating? |
| Success | If students follow the CHAMPS expectations, they will be successful. |

CHAMPS is an approach, not a program.

CHAMPS is a way of thinking about behavior management, not a canned program with step-by-step instruction on what to do. That's because no set of simple steps can help manage and motivate all, or even most, students. The CHAMPS approach guides teachers in making research- and data-based decisions on classroom management. However, the final decisions about managing the behavior of their students are left up to the teachers.

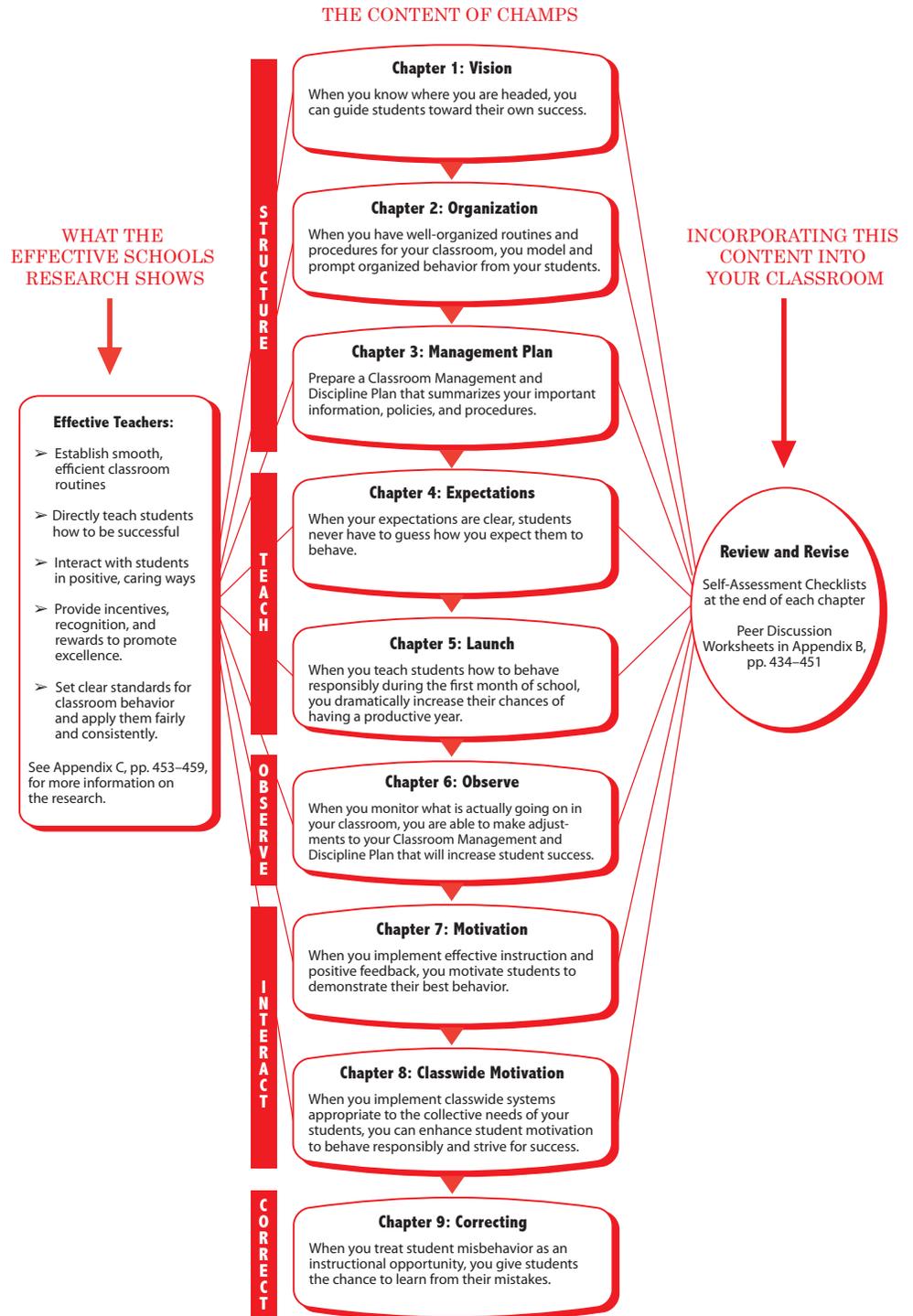


CHAMPS is comprehensive, informative, and user friendly.

There are five sections in *CHAMPS*. The first discusses how to structure the classroom for success, including the development of a Classroom Management and Discipline Plan, including information on classroom rules and consequences for rule violations. The second section is about teaching your expectations to students. The third section covers information on observing: scanning the classroom and collecting data to use in making decisions about your management plan. The last two sections discuss motivating and interacting positively with students as well as correcting misbehavior fluently.

In summary

Based on the most recent recommendations set forth by researchers and the U.S. Department of Education, *CHAMPS* is an evidence-based approach to classroom behavior management. *CHAMPS* is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. *Safe & Civil Schools* has many examples of district-based studies where *CHAMPS* has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. For information on efficacy data, contact *Safe & Civil Schools* or go to safeandcivilschools.com.



CLASSWIDE

Positive Behavioral Interventions and Supports

Fact Sheet

Discipline in the Secondary Classroom (DSC) is an additional component of the *Safe & Civil Schools* PBIS classroom model. Designed to help the secondary classroom teacher manage student behavior and increase student motivation, *DSC* is a corollary to *CHAMPS*. Like *CHAMPS*, *DSC* describes a proactive, positive, and instructional approach to classroom management.

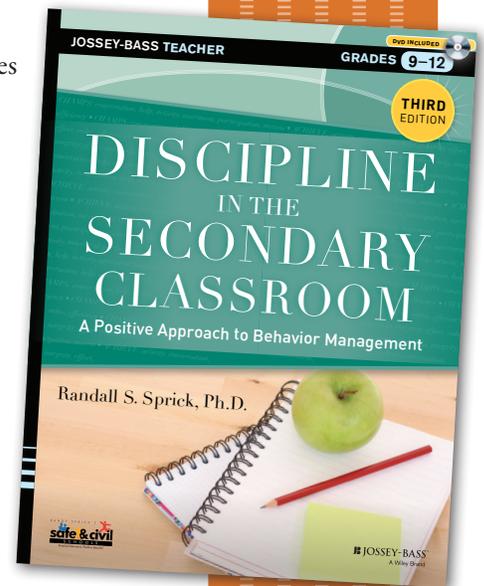
Teacher effectiveness literature conducted over the past 40 years has identified that teachers who are highly successful in the classroom rely on behavior management plans that:

- Include high expectations for student success.
- Build positive relationships with students.
- Create consistent, predictable classroom routines.
- Teach students how to behave successfully.
- Provide frequent positive feedback.
- Correct misbehavior in a calm, consistent, logical manner.

Discipline in the Secondary Classroom presents practical, evidence-based strategies that help teachers incorporate these features into their classroom management procedures. At the same time, it allows teachers the flexibility to bring their own vision and values into the mix. That's because *DSC* is a way of thinking about behavior management, not a canned program with step-by-step instruction on what to do. The approach espoused in *DSC* guides teachers in making research- and data-based decisions on classroom management. However, the final decisions about managing the behavior of their students are left up to the teachers.

DSC is comprehensive, practical, and user-friendly.

There are nine chapters in *DSC*. The first chapter presents five tasks that introduce the basic principles of behavior and motivation. The second illustrates the development of a grading system that helps teach students that success is an achievable goal. The third shows how to manipulate physical variables such as the



classroom setting, schedules, and beginning and ending routines. Chapter 4 guides teachers in developing a set of classroom rules to address the most likely misbehaviors and then helps them determine a system of appropriate consequences. Chapter 5 offers tasks to help teachers clarify and teach their classroom expectations. Chapter 6 pulls everything up to this point together into concise procedures that teachers can easily communicate to students. Chapter 7 helps teachers implement their management plan throughout the year, collecting data to monitor the plan's effectiveness and modifying it as necessary. Chapter 8 presents strategies teachers can adopt to increase student motivation and desire to succeed. The final chapter, Chapter 9, includes information about how to deal with more difficult chronic behaviors that will occasionally emerge, even with the best of behavior management procedures in place.

In Summary

Based on the most recent recommendations set forth by researchers and the U.S. Department of Education, *DSC* presents an evidence-based approach to classroom behavior management. *DSC* is not a curriculum or program, but instead a collection of recommendations that are based on more than 40 years of research in the fields of education and psychology. *Safe & Civil Schools* has many examples of district-based studies where these PBIS strategies have been implemented with dramatic results. Improvements include reductions in tardiness, classroom disruptions, office referrals, and in- and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. For information on efficacy data, contact *Safe & Civil Schools* or go to safeandcivilschools.com.



SCHOOLWIDE

Positive Behavioral Interventions and Supports



Fact Sheet

FOUNDATIONS is a comprehensive approach to the management of student behavior that incorporates best practices gleaned from over 30 years of research on positive behavioral interventions and supports (PBIS). In a nutshell, the *Foundations* process guides school staffs through the process of designing a proactive and positive schoolwide discipline plan that addresses:

- Discipline policies and procedures
- School climate and culture
- School safety
- Student-staff interactions
- Student motivation
- Academic engagement

Foundations is an approach to behavior management, not a program. Materials and training acquaint educators with a *Foundations* process that leads school staffs in developing discipline policies that incorporate effective evidence-based practices and, at the same time, reflect their own visions and beliefs.

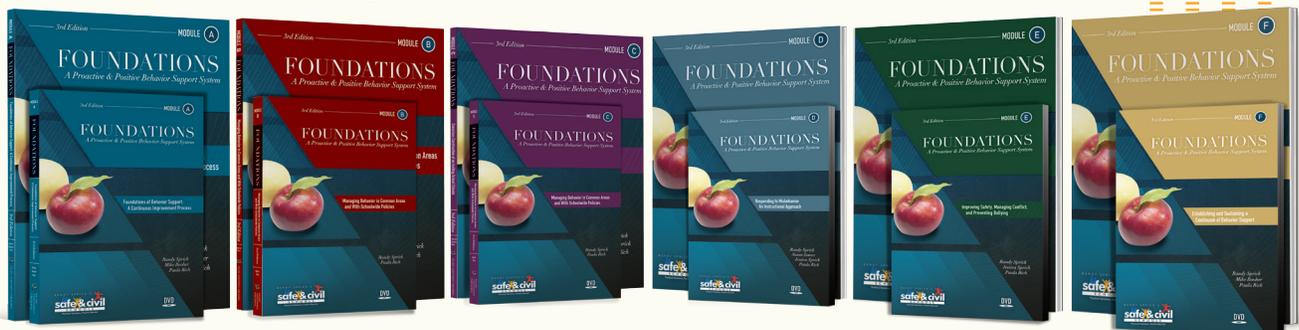
In the *Foundations* process:

- Decisions are driven by data.
- A representative, site-based team guides the direction of all discipline policies.
- Progress is ongoing in nature and built around the Improvement Cycle.

Decisions are driven by data.

Foundations materials and training guide staff in the use of multiple data sources, such as survey data, common area observation data, and incident report data. Staff work collegially to collect and analyze these various data sources and use this information to determine where to focus their improvement efforts.

The six Foundations modules guide the school leadership team through collecting and analyzing data, identifying problems areas, and implementing strategies for improvement. Each module includes DVDs of inservice presentations and eight guides for team leadership. Reproducible forms, PowerPoint presentations, and real-life samples from schools are also provided.



Representative, site-based team guides direction of all discipline policies.

All efforts to develop a successful discipline plan should be directed by a site-based leadership team and should involve the entire staff. To be most effective:

- The leadership team should consist of 6 to 9 members, including school administrators and representatives of the entire staff.
- The principal must be actively engaged with the team and with the PBS processes.
- Representation on the team must mirror the population of the staff as closely as possible.
- Once the groupings and representation are formed, actual team members can be identified by asking each group to select someone to represent them. That person should be well respected and influential.
- When the team discusses an issue that affects constituents not on the team, the team member representing that constituency should seek input from his or her constituents, perhaps even inviting them to the meeting.

Sample Staff Representation on the Team

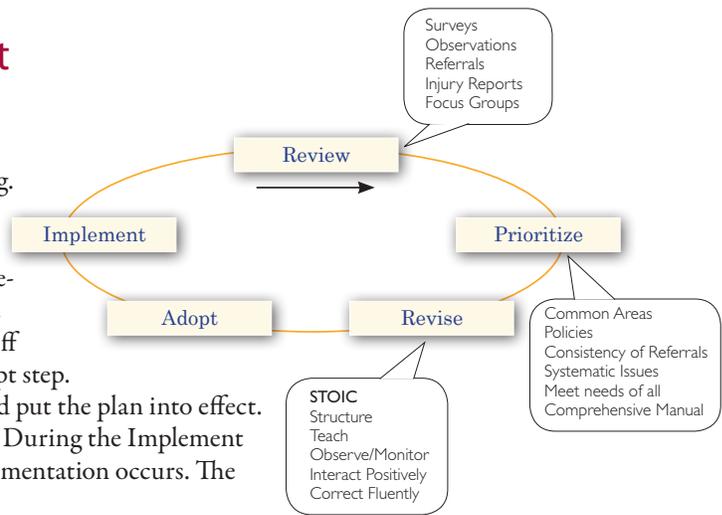
Team Members	Who each member represents
Principal	Administrative team
9th grade teacher	9th grade teachers and clerical staff
10th grade teacher	10th grade teachers and counseling staff
11th grade teacher	11th grade staff, parent advisory groups, and PTA
12th grade teacher	12th grade staff, student council, and all other student groups
Special education teacher	SPED staff, psychologist, social worker, and mental health liaison
Custodian	Custodial staff and food service staff
Campus security officer	Campus security, nursing, and school volunteers

The team’s primary objective is to involve the entire staff in the continual implementation of the Improvement Cycle.

Progress is ongoing in nature and built around the Improvement Cycle.

The *Foundations* Improvement Cycle is ongoing and never-ending.

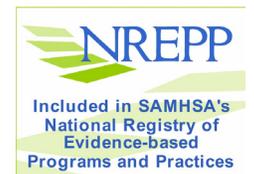
During Review, the team collects and analyzes pertinent data. During the Prioritize step, the team determines what the improvement focus will be and develops a plan. The Revise step involves a review of the plan with STOIC principles in mind. The entire staff reviews the plan and decides whether to implement it in the Adopt step. If they decide to implement, they move to the Implement step and put the plan into effect. If they decide not to implement, the plan goes back into revision. During the Implement step, the entire staff implements the plan, collecting data as implementation occurs. The Review step begins again with this new data.



Outcomes of a Foundations Implementation

Districts and schools that have implemented *Foundations* have reported:

- Reductions in discipline referrals, suspensions, and expulsions
- Increases in staff coordination, consistency, and collegiality
- Improvements in school climate and safety
- Increases in positive interactions between staff and students
- Improvements in staff skill in effective supervision and Positive Behavior Support
- Application of data-based decision making regarding behavior and discipline practices



INDIVIDUAL

Positive Behavioral Interventions and Supports

Fact Sheet

INTERVENTIONS is a proactive, positive, and instructional approach to managing and motivating students, especially those who engage in challenging behaviors. We know from the literature on schoolwide behavior support, classroom management, and individual student discipline that students are most likely to thrive with educators who:

- Maintain and communicate high expectations for student success
- Build positive relationships with students
- Teach students how to behave successfully
- Create consistent, predictable classroom routines
- Provide consistent monitoring and supervision
- Give frequent positive feedback
- Correct misbehavior in a calm, consistent, and logical manner

The *Interventions* approach translates these broad ideas about behavior management into specific actions educators can take to improve the behavior of individual students, both in the classroom and in schoolwide settings.

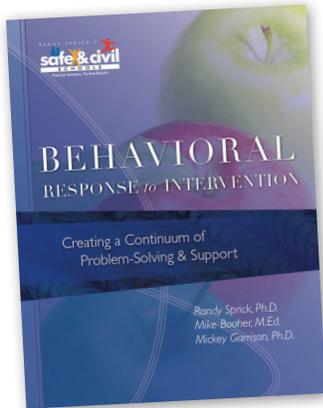
Two components comprise the *Interventions* approach:

- *Interventions: Evidence-Based Behavioral Strategies for Individual Students*
- *Behavioral Response to Intervention: Creating a Continuum of Problem Solving & Support*

Interventions provides educators with everything necessary to design and implement customized individual interventions in the classroom. Its 19 interventions are divided into three sections:

- **Pre-Intervention** focuses on the art and skill of ensuring that most students behave responsibly on most days, i.e., employ effective classroom management strategies.
- **Early-Stage Interventions** guide classroom teachers in implementing six basic interventions—simple but effective tools that teachers can use without assistance.
- **Highly-Structured Interventions** describe more powerful tools that are more time-intensive to plan and more time-consuming to implement. These 12 interventions often require the aid of a collaborative team of interventionists



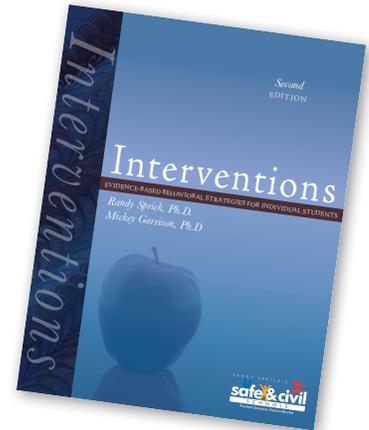


Behavioral Response to Intervention provides administrators, psychologists, counselors, and behavior specialists with information on how to organize the resources within a school to ensure that no student falls through the cracks and that students and teachers receive the support they need, including when and how to implement the strategies set forth in *Interventions*.

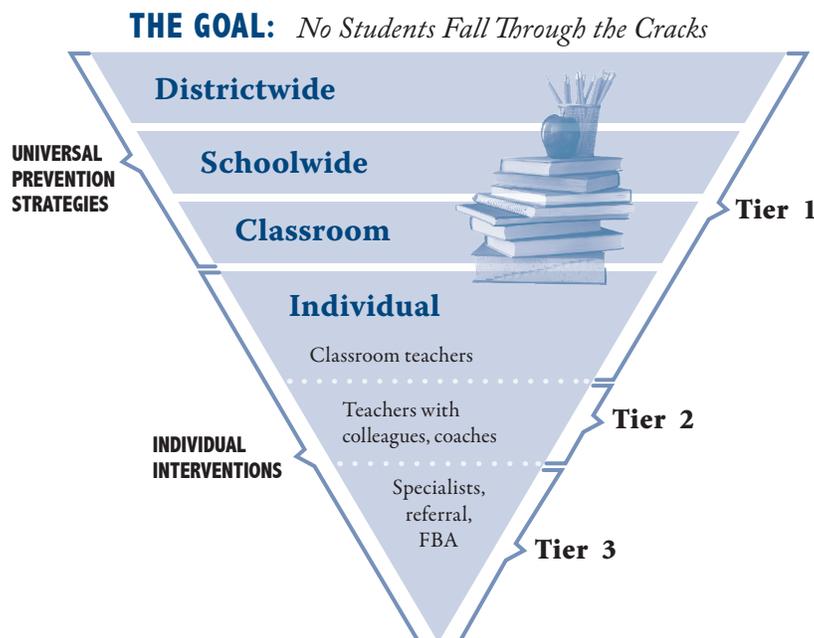
The book suggests a blueprint for how services can be organized and delivered schoolwide. The primary purpose of this service delivery structure should be to meet all students' behavioral needs. Secondarily, the structure should ensure that intervention design and implementation occurs in the most time-, personnel-, and cost-effective manner possible—while still meeting the needs of the students. Each of the book's 12 chapters describes in detail one portion

of the service delivery structure, from the universal prevention strategies of Tier 1 (affecting the largest number of students) through the intensive, targeted Tier 3 (affecting the fewest students, but those with the most challenging behaviors).

These two components work together to supply best practices for dealing with students and their most challenging behaviors. If *Behavioral Response to Intervention* sets the background information administrators and school leaders need to organize a system for individualized intervention, *Interventions* is the how-to manual, with step-by-step instructions for teachers, school psychologists, administrators, and anyone working directly with students and their families.



B-RTI Service Delivery



Purpose of This Guide

This guide is written specifically for people who want to evaluate a school or district's implementation of the *Second Step* program, but are not trained in program evaluation and are not working with a professional evaluator.

This isn't a general guide to evaluating school-based programs—it's written specifically with the *Second Step* program in mind.

Why Evaluate?

People evaluate their use of the *Second Step* program for a variety of reasons. In general the goal is to show that the resources put into the program are paying off, so one of the most common audiences for evaluations is funders. Another important audience is parents and community members.

Many people choose to evaluate the program to see how it's working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help schools see how implementation might be affecting outcomes and how it might be improved to ensure students are benefitting fully from the program. Evaluation is also useful for tracking progress toward desired program goals and outcomes over time.

Evaluating Implementation

What Am I Evaluating?

One of the keys to successful, effective evaluation is to be sure you know just what you're evaluating. Every school and district purchases the same *Second Step* program, but what students actually receive can vary widely. You can make your *Second Step* evaluation more powerful and useful by looking at how the program is being implemented in your school or district. Remember, you're evaluating the intervention your students actually get, which, depending on implementation, might be more or less like the exact program you purchased.

What Information Should I Gather?

What would a school need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how the *Second Step* program is being taught in your setting or settings. In particular:

- How many students are receiving *Second Step* lessons?
 - All students?
 - Only certain grades?
 - Only certain classrooms?
- How many of the lessons are being taught?
- How closely are lessons being taught to how they are written?
- What else is being done outside formal lessons to reinforce *Second Step* skills, both in the classroom and throughout the school?

How Do I Gather It?

There are two tools available on Secondstep.org that can help you assess program implementation:

- The Lesson Observation Form is designed for observing *Second Step* lessons and allows the observer to rate various aspects of the lesson on how well they were carried out.
- The Teacher Follow-up Survey is completed by teachers and assesses implementation concerns, reactions to the lessons, student interest, and use of homework and Family Letters.

Surveys should be filled out by the relevant staff. For example, in some schools the program is taught by classroom teachers, while in others counselors teach most of the lessons. However, teacher input will always be required to find out how much and what parts of the *Second Step* program students are actually getting, since teachers are responsible for skill reinforcement outside the lessons, even when the lessons are taught by counselors.

What's Implementation Fidelity?

Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many lessons. Implementation evaluation can also look at the "fidelity" of implementation. Fidelity basically means the extent to which the program is taught as written.

A full implementation ideally means students are receiving all the lessons in order and all the content in each lesson. For a variety of reasons, staff sometimes only teach parts of lessons and skip others, teach lessons out of order, or change some of the content. These are all examples of low fidelity. Obviously it's possible to change lessons in ways that don't harm or might even improve outcomes, but it's also possible to change lessons in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible, and it can be useful in an evaluation to know the fidelity with which the program was taught.

Types of Evaluation Design

It might be helpful to think about your *Second Step* evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what is called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

Experimental Design

One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you're evaluating. In any given classroom, school, or district, the *Second Step* program is only one of many factors affecting students' attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to the *Second Step* program.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like the *Second Step* curriculum requires assigning entire schools to either implement the program or not (the ones that don't implement serve

as non-intervention controls). In addition, for statistical reasons, a large number of schools must be involved in the evaluation. Scientifically valid experimental design evaluations of the *Second Step* program commonly involve thirty to sixty or more schools in one study. A study this large is typically not feasible for a school district to carry out, and since experimental design requires randomizing entire schools, this approach cannot be done by an individual school.

Quasi-Experimental Design

Quasi-experimental designs are a way to try to assess program effects when random assignment isn't possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving *Second Step* lessons. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or schools) to those getting *Second Step* lessons is by using demographics, such as age, race or ethnicity, gender, income, etc.

The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you're comparing are alike to begin with than with random assignment, and differences between the two groups that don't have to do with the *Second Step* program may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.

Non-Experimental Design

A non-experimental design means gathering data on children who receive the *Second Step* program only, without any control or comparison children involved. This approach is often the most feasible for many schools and districts. Just keep in mind that it can't tell you whether any outcomes you find were actually caused by the *Second Step* program. This method gives you relational findings that tell you how related your outcomes are to the *Second Step* program, but not what is causing that relationship. For example, it may be that the *Second Step* program is causing the changes you find, or it could be that schools using the *Second Step* program are also doing other things that benefit children and cause the changes you're finding.

The clear advantage of not including control or comparison groups in your evaluation is that it's simpler and relatively inexpensive.

The primary approach used in non-experimental *Second Step* evaluation is to collect data before and after the program is implemented. This information is often called pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it's difficult to know how much of the change (positive or negative) from fall to spring was caused by the *Second Step* program, there are ways to make this evaluation approach stronger and more informative. Keep in mind that student behavior typically changes from the beginning to the end of the school year, regardless of what programs you're implementing. The simple pre/post evaluation approach can be tricky, because students often start the school year out on their best behavior, but by the end of the year their behavior can look worse than they did at the beginning—even if you implement the *Second Step* program and it's working. It may be that students are having more conflicts and problems by the end of the year, but without *Second Step* lessons those increases would have been much larger.

One way to tease out these types of effects that strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer. More importantly, tracking data across multiple years allows you to see the cumulative effect of students receiving a larger dose of the program. The *Second Step* program isn't intended as a one-year intervention. It's carefully designed so each year's lessons build on those that came before. Collecting data on outcomes across multiple years allows you to capture that growth.

A final way to strengthen a non-experimental approach to evaluation is to look at implementation. In some schools and districts, implementation will vary—some students will get more lessons than others, some staff will implement the lessons more fully than others, and some staff will reinforce skills more than others. If you're collecting data from staff on implementation, you may

be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more lessons or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

Evaluation Surveys

It's important to choose carefully developed and tested tools for your *Second Step* program evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times.

The following are survey measures we recommend you use. Information can be found on Secondstep.org.

Social, Emotional, and Bullying Behavior Survey (SEBBS) by PRIDE Surveys

The SEBBS is a student survey that was developed by Committee for Children in partnership with PRIDE Surveys. The SEBBS was specifically designed to measure effects of the *Second Step* middle school program.

Strengths and Difficulties Questionnaire (SDQ)

The SDQ is a brief behavioral screening questionnaire for use with 3- to 16-year-olds. It asks about 25 attributes, some positive and some negative, on five different scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.

Using School Data for Evaluation

Schools collect data as part of their everyday operations, and this data is often used as part of a *Second Step* program evaluation. Probably the most commonly used school data is on disciplinary referrals. Many schools look at their disciplinary referrals over time as a way to see whether implementing the *Second Step* program has resulted in fewer problem behaviors. One of the advantages of this approach is that schools can often compare the number of referrals for the year before they implemented the *Second Step* program to the number once the *Second Step* program is in place.

In addition, it's possible to track referrals over time to see whether the program results in fewer students having behavioral problems once it's been in place for multiple years. Just be sure to check the Types of

Evaluation Design section for information on how different evaluation designs affect the strength of the connection between the *Second Step* program and any outcomes you find.

Although it's possible to look at other types of school data for evaluation purposes, disciplinary referrals are the most common and safest source of information on *Second Step* outcomes. Things like attendance, grades, and test scores can be affected by the program, but its effect on those outcomes is less direct and can be harder to see.

Using Evaluation Findings

Positive Outcomes

Congratulations! Your evaluation has shown that your *Second Step* implementation has improved outcomes for your students. This is the time to ensure that your school or district continues to teach the program and supports what students are learning in *Second Step* lessons throughout the school day and the school environment. Remember that the ongoing support for the program by building leaders has been shown to be the number one factor that drives continued successful implementation over time.

Share the good news with school staff, district staff, parents, and the community so your efforts continue to be applauded and supported.

Poor Outcomes

With No Implementation Evaluation

If your evaluation suggests students are not benefitting sufficiently from the *Second Step* program, a natural place to look for reasons is implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you haven't examined *Second Step* implementation as part of your evaluation, doing so may provide you with ideas for how to strengthen the program and improve the effect on students.

With Implementation Evaluation

If your evaluation included information on implementation, then poor outcomes indicate the importance of looking closely at how the program is being implemented to see where there is room for improvement

that may increase program effects.

Keep in mind that high quality *Second Step* implementation goes beyond teaching the lessons. Just like with academics, what students learn in the *Second Step* program has to be reinforced and practiced in order to be mastered. Look for ways staff can cue students to use *Second Step* skills throughout the school day and school environment, and find ways to reinforce students' skill use.

If it appears that *Second Step* implementation in your setting has been done well, it can be harder to know where to turn if you're not finding sufficiently positive outcomes from your evaluation. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of schools, and that quasi- or non-experimental evaluations can make it hard to separate *Second Step* effects from other factors in your setting. Also recall that positive program outcomes may be lost in a one-year pre/post evaluation, because behaviors typically worsen from fall to spring. A lack of findings may result from changes in student behavior across the school year despite positive program effects.

If your one-year evaluation produces disappointing results, remember that the program is designed to have a cumulative effect across multiple years, and that teaching it, like anything else, takes time to master. A one-year evaluation does not necessarily capture program effects well, and it may be that data collected across more than one year will tell a different and more positive story.

Purpose of This Guide

This guide is written specifically for people who want to evaluate an early learning center's implementation of the *Second Step* program, but are not trained in program evaluation and are not working with a professional evaluator.

This isn't a general guide to evaluating early learning programs—it's written specifically with the *Second Step* program in mind.

Why Evaluate?

People evaluate their use of the *Second Step* program for a variety of reasons. In general the goal is to show that the resources put into the program are paying off, so one of the most common audiences for evaluations is funders. Another important audience is parents and community members.

Many people choose to evaluate the program to see how it's working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help early learning centers see how implementation might be affecting outcomes and how it might be improved to ensure students are benefitting fully from the program. Evaluation is also useful for tracking progress toward desired program goals and outcomes over time.

Evaluating Implementation

What Am I Evaluating?

One of the keys to successful, effective evaluation is to be sure you know just what you're evaluating. Every early learning center purchases the same *Second Step* program, but what students actually receive can vary widely. You can make your *Second Step* evaluation more powerful and useful by looking at how the program is being implemented in your center. Remember, you're evaluating the intervention your students actually get, which, depending on implementation, might be more or less like the exact program you purchased.

What Information Should I Gather?

What would an early learning center need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how the *Second Step* program is being taught in your setting or settings. In particular:

- How many children are receiving the *Second Step* program
- How many of the Weekly Theme activities are being taught
- To what extent the program is being taught as written
- What else is being done outside of the Weekly Theme activities to reinforce *Second Step* skills, both in the classroom and throughout the early learning center

How Do I Gather It?

Collecting data on what children are receiving typically involves having staff complete a simple survey that covers the questions listed above. There are two surveys for this purpose available on SecondStep.org and listed below. Surveys should be filled out by the relevant staff.

- The Implementation Survey for the *Second Step* early learning program collects information about program implementation as experienced by those teaching and reinforcing program skills. It should be completed by staff who teach Weekly Theme activities and/or reinforce program content. You can use this survey to assess the implementation process during the year and as a record of implementation experiences at the end of the year.
- The early learning Weekly Theme Completion Checklist is a one-page survey that covers the Weekly Themes in each unit. The survey allows you to gather data on how many of the themes were taught, how much and what kind of changes were made, and how much reinforcement was done for each theme.

What's Implementation Fidelity?

Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many Weekly Themes. Implementation evaluation can also look at the "fidelity" of implementation. Fidelity basically means the extent to which the program is taught as written.

A full implementation ideally means students are receiving all the Weekly Themes in order and all the content in each Weekly Theme. For a variety of reasons, staff sometimes only teach parts of Weekly Themes and skip others, teach them out of order, or change some of the content. These are all examples of low fidelity. Obviously it's possible to change the Weekly Themes in

ways that don't harm or might even improve outcomes, but it's also possible to change them in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible, and it can be useful in an evaluation to know the fidelity with which the program was taught.

Types of Evaluation Design

It might be helpful to think about your *Second Step* evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what is called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

Experimental Design

One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you're evaluating. In any given early learning center, the *Second Step* program is only one of many factors affecting students' attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to the *Second Step* program.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like the *Second Step* curriculum requires assigning entire centers to either implement the program or not (the ones that don't implement serve as non-intervention controls). In addition, for statistical reasons, a large number of centers must be involved in the evaluation. Scientifically valid experimental design evaluations of the *Second Step* program commonly involve thirty to sixty or more centers in one study. A study this large is typically not feasible for an early learning center to carry out, and since experimental

design requires randomizing entire centers, this approach can't be done by an individual center.

Quasi-Experimental Design

Quasi-experimental designs are a way to try to assess program effects when random assignment isn't possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving *Second Step* Weekly Themes. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or centers) to those getting *Second Step* Weekly Themes is by using demographics, such as age, race or ethnicity, gender, income, etc.

The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you're comparing are alike to begin with than with random assignment, and differences between the two groups that don't have to do with the *Second Step* program may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.

Non-Experimental Design

A non-experimental design means gathering data on children who receive the *Second Step* program only, without any control or comparison children involved. This approach is often the most feasible for many early learning centers. Just keep in mind that it can't tell you whether any outcomes you find were actually caused by the *Second Step* program. This method gives you relational findings that tell you how related your outcomes are to the *Second Step* program, but not what is causing that relationship. For example, it may be that the *Second Step* program is causing the changes you find, or it could be that early learning centers using the *Second Step* program are also doing other things that benefit children and cause the changes you're finding.

The clear advantage of not including control or comparison groups in your evaluation is that it's simpler and relatively inexpensive.

The primary approach used in non-experimental *Second Step* evaluation is to collect data before and after the program is implemented. This information is often called pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it's difficult to know how much of the change (positive or negative) from fall to spring was caused by the *Second Step* program, there are ways to make this evaluation approach stronger and more informative. Keep in mind that student behavior typically changes from the beginning to the end of the school year, regardless of what programs you're implementing. The simple pre/post evaluation approach can be tricky, because students often start the school year out on their best behavior, but by the end of the year their behavior can look worse than they did at the beginning—even if you implement the *Second Step* program and it's working. It may be that students are having more conflicts and problems by the end of the year, but without *Second Step* Weekly Themes those increases would have been much larger.

One way to tease out these types of effects that strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer.

A final way to strengthen a non-experimental approach to evaluation is to look at implementation. In some early learning centers, implementation will vary—some students will get more Weekly Themes than others, some staff will implement the Weekly Themes more fully than others, and some staff will reinforce skills more than others. If you're collecting data from staff on implementation, you may be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more Weekly Themes or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

Evaluation Surveys

It's important to choose carefully developed and tested tools for your *Second Step* program evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times.

This is the outcome survey we recommend. Information about it can be found on Secondstep.org.

Devereux Early Childhood Assessment (DECA) for Preschoolers, Second Edition

The DECA-P2 is designed to measure three social-emotional skills important to a child's well-being: initiative, self-regulation, and attachment/relationships. Scoring the survey will give you a total protective factors (TPF) score for each child, as well as specific scores for each of the three protective factors. The DECA-P2 also produces a behavioral concerns screener score.

Using Data for Evaluation

As part of their normal operations, early learning centers may collect data on children that can contribute to evaluation of the *Second Step* program. Any information gathered and tracked over time could be considered for this purpose. For example, many early learning centers record information based on observations of students that could be used to examine program effects. Data on behavior problems could be tracked over time as a way to see whether implementing the *Second Step* program has resulted in fewer problem behaviors. Just be sure to check the evaluation design section of this paper for information on how different evaluation designs affect the strength of the connection between the *Second Step* program and any outcomes you find.

One of the advantages of this approach is that early learning centers can often compare the number of referrals or other data for the year before they implemented the *Second Step* program to the number once the program has been implemented. In addition, it's possible to track referrals or other data over time to see whether the program results in fewer children having behavioral problems once the program is in place for multiple years.

Using Evaluation Findings

Positive Outcomes

Congratulations! Your evaluation has shown that your implementation of the *Second Step* program has improved outcomes for your children. This is the time to ensure that your early learning center or regional or school district program continues to teach the program to children and supports what children are learning in it throughout the day and the early learning environment. Remember that ongoing support for the program by center directors has been shown to be the number one factor that drives continued successful implementation over time.

Share the good news with your center staff, the regional or school district staff, funders, parents, and the community so your efforts continue to be applauded and supported.

Poor Outcomes

With No Implementation Evaluation

If your evaluation suggests that children are not benefitting from the program, a natural place to look for reasons and positive actions that can be taken is program implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you have not examined program implementation as part of your evaluation, doing so may provide you with ideas for how to strengthen the program and improve its impact on children. The Evaluating Implementation section discusses tools you can use to examine implementation of the program in your early learning center, regional, or school district early learning program.

With Implementation Evaluation

If your evaluation included information on implementation, then poor outcomes indicate the importance of looking closely at how the program is being implemented to see where there is room for improvement that may increase program effects.

Keep in mind that high quality program implementation goes beyond teaching the Weekly Themes. Just like with numeracy and literacy, what children learn in the *Second Step* program has to be reinforced and practiced in order to be mastered. Look for ways staff can cue children to use the skills taught

in the program throughout the day and across the early learning environment, and find ways to reinforce children's skill use.

If it appears that program implementation in your setting has been done well, it can be harder to know where to turn if your evaluation is not finding positive outcomes. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of early learning centers and that quasi- or non-experimental evaluations can make it hard to separate out the effects of the *Second Step* program from other factors in your setting.

Purpose of This Guide

This guide is written specifically for people who want to evaluate a school or district's implementation of the *Second Step* program, but are not trained in program evaluation and are not working with a professional evaluator.

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Many people choose to evaluate the program to see how it's working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help schools see how implementation might be affecting outcomes and how it might be improved to ensure students are benefitting fully from the program. Evaluation is also useful for tracking progress toward desired program goals and outcomes over time.

Evaluating Implementation

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One of the keys to successful, effective evaluation is to be sure you know just what you're evaluating. Every school and district purchases the same *Second Step* program, but what students actually receive can vary widely. You can make your *Second Step* evaluation more powerful and useful by looking at how the program is being implemented in your school or district. Remember, you're evaluating the intervention your students actually get, which, depending on implementation, might be more or less like the exact program you purchased.

What Information Should I Gather?

What would a school need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how the *Second Step* program is being taught in your setting or settings. In particular:

- How many students are receiving *Second Step* lessons? All students? Only certain grades? Only certain classrooms?
- How many of the lessons are being taught?
- How closely are lessons being taught to how they are written?
- Are students doing Daily Practice Activities?
- What else is being done outside formal lessons to reinforce *Second Step* skills, both in the classroom and throughout the school?

How Do I Gather It?

Collecting data on what students are receiving typically involves having staff complete a simple survey that asks the questions listed above. Some surveys for this purpose are available on SecondStep.org:

- The Implementation Preparedness Survey assesses implementation readiness, whether for support purposes or for checking back later on possible implementation problem sources
- The Lesson-Completion Checklists for teachers and counselors are short surveys for assessing implementation of the entire program post-implementation and cover dose, fidelity, and reinforcement
- The Implementation Survey briefly covers the full range of implementation readiness and actual implementation

Surveys should be filled out by the relevant staff. For example, in some schools the program is taught by classroom teachers, while in others counselors teach most of the lessons. However, teacher input will always be required to find out how much and what parts of the *Second Step* program students are actually getting, since teachers are responsible for skill reinforcement outside the lessons, even when the lessons are taught by counselors.

What's Implementation Fidelity?

Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many lessons. Implementation evaluation

can also look at the “fidelity” of implementation. Fidelity basically means the extent to which the program is taught as written.

A full implementation ideally means students are receiving all the lessons in order and all the content in each lesson. For a variety of reasons, staff sometimes only teach parts of lessons and skip others, teach lessons out of order, or change some of the content. These are all examples of low fidelity. Obviously it’s possible to change lessons in ways that don’t harm or might even improve outcomes, but it’s also possible to change lessons in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible, and it can be useful in an evaluation to know the fidelity with which the program was taught.

Types of Evaluation Design

It might be helpful to think about your *Second Step* evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what is called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

Experimental Design

One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you’re evaluating. In any given classroom, school, or district, the *Second Step* program is only one of many factors affecting students’ attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to the *Second Step* program.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like the *Second Step* curriculum requires assigning entire schools to either implement the program or not (the ones that don’t implement serve as non-intervention controls). In addition, for statistical reasons, a large number of schools must be involved in the evaluation. Scientifically valid experimental design evaluations of the *Second Step* program commonly involve thirty to sixty or more schools in one study. A study this large is typically not feasible for a school district to carry out, and since experimental design requires randomizing entire schools, this approach cannot be done by an individual school.

Quasi-Experimental Design

Quasi-experimental designs are a way to try to assess program effects when random assignment isn’t possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving *Second Step* lessons. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or schools) to those getting *Second Step* lessons is by using demographics, such as age, race or ethnicity, gender, income, etc.

The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you’re comparing are alike to begin with than with random assignment, and differences between the two groups that don’t have to do with the *Second Step* program may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.

Non-Experimental Design

A non-experimental design means gathering data on children who receive the *Second Step* program only, without any control or comparison children involved. This approach is often the most feasible for many schools and districts. Just keep in mind that it can’t tell you whether any outcomes you find were actually caused by the *Second Step* program. This method gives you relational findings that tell you how related your outcomes are to the *Second Step* program, but not what is causing that relationship. For example, it may be that the

Second Step program is causing the changes you find, or it could be that schools using the *Second Step* program are also doing other things that benefit children and cause the changes you're finding.

The clear advantage of not including control or comparison groups in your evaluation is that it's simpler and relatively inexpensive.

The primary approach used in non-experimental *Second Step* evaluation is to collect data before and after the program is implemented. This information is often called pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it's difficult to know how much of the change (positive or negative) from fall to spring was caused by the *Second Step* program, there are ways to make this evaluation approach stronger and more informative. Keep in mind that student behavior typically changes from the beginning to the end of the school year, regardless of what programs you're implementing. The simple pre/post evaluation approach can be tricky, because students often start the school year out on their best behavior, but by the end of the year their behavior can look worse than they did at the beginning—even if you implement the *Second Step* program and it's working. It may be that students are having more conflicts and problems by the end of the year, but without *Second Step* lessons those increases would have been much larger.

One way to tease out these types of effects that strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer. More importantly, tracking data across multiple years allows you to see the cumulative effect of students receiving a larger dose of the program. The *Second Step* program isn't intended as a one-year intervention. It's carefully designed so each year's lessons build on those that came before. Collecting data on outcomes across multiple years allows you to capture that growth.

A final way to strengthen a non-experimental approach to evaluation is to look at implementation. In some

schools and districts, implementation will vary—some students will get more lessons than others, some staff will implement the lessons more fully than others, and some staff will reinforce skills more than others. If you're collecting data from staff on implementation, you may be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more lessons or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

Evaluation Surveys

It's important to choose carefully developed and tested tools for your *Second Step* program evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times.

The following are survey measures we recommend you use. They can be found on Secondstep.org.

Devereux Student Strengths Assessment: *Second Step* Edition (DESSA-SSE)

The DESSA-SSE is a behavior rating scale for Kindergarten through Grade 5 students that assesses their skills related to social-emotional competence, resilience, and academic success. It's designed to be completed by parents, teachers, and after-school staff. The DESSA-SSE can be used to measure individual child outcomes, too.

Strengths and Difficulties Questionnaire (SDQ)

The SDQ is a brief behavioral screening questionnaire for use with 3- to 16-year-olds. It asks about 25 attributes, some positive and some negative, on five different scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.

Using School Data for Evaluation

Schools collect data as part of their everyday operations, and this data is often used as part of a *Second Step* program evaluation. Probably the most commonly used school data is on disciplinary referrals. Many schools look at their disciplinary referrals over time as a way to see whether implementing the *Second Step* program has resulted in fewer problem behaviors. One of the advantages of this approach is that schools can often

compare the number of referrals for the year before they implemented the *Second Step* program to the number once the *Second Step* program is in place.

In addition, it's possible to track referrals over time to see whether the program results in fewer students having behavioral problems once it's been in place for multiple years. Just be sure to check the Types of Evaluation Design section for information on how different evaluation designs affect the strength of the connection between the *Second Step* program and any outcomes you find.

Although it's possible to look at other types of school data for evaluation purposes, disciplinary referrals are the most common and safest source of information on *Second Step* outcomes. Things like attendance, grades, and test scores can be affected by the program, but its effect on those outcomes is less direct and can be harder to see.

Using Evaluation Findings

Positive Outcomes

Congratulations! Your evaluation has shown that your *Second Step* implementation has improved outcomes for your students. This is the time to ensure that your school or district continues to teach the program and supports what students are learning in *Second Step* lessons throughout the school day and the school environment. Remember that the ongoing support for the program by building leaders has been shown to be the number one factor that drives continued successful implementation over time.

Share the good news with school staff, district staff, parents, and the community so your efforts continue to be applauded and supported.

Poor Outcomes

With No Implementation Evaluation

If your evaluation suggests students are not benefitting sufficiently from the *Second Step* program, a natural place to look for reasons is implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you haven't examined *Second Step* implementation as part of your evaluation, doing so may provide you with ideas for how to strengthen the program and improve the effect on students.

With Implementation Evaluation

If your evaluation included information on implementation, then poor outcomes indicate the importance of looking closely at how the program is being implemented to see where there is room for improvement that may increase program effects.

Keep in mind that high quality *Second Step* implementation goes beyond teaching the lessons. Just like with academics, what students learn in the *Second Step* program has to be reinforced and practiced in order to be mastered. Look for ways staff can cue students to use *Second Step* skills throughout the school day and school environment, and find ways to reinforce students' skill use.

If it appears that *Second Step* implementation in your setting has been done well, it can be harder to know where to turn if you're not finding sufficiently positive outcomes from your evaluation. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of schools, and that quasi- or non-experimental evaluations can make it hard to separate *Second Step* effects from other factors in your setting. Also recall that positive program outcomes may be lost in a one-year pre/post evaluation, because behaviors typically worsen from fall to spring. A lack of findings may result from changes in student behavior across the school year despite positive program effects.

If your one-year evaluation produces disappointing results, remember that the program is designed to have a cumulative effect across multiple years, and that teaching it, like anything else, takes time to master. A one-year evaluation does not necessarily capture program effects well, and it may be that data collected across more than one year will tell a different and more positive story.

SECD And The 5 R's

	Character Development	Social Skill Development	Personal Skill Development
Results	Measures for: <ul style="list-style-type: none"> • Core SECD principles <ul style="list-style-type: none"> ○ Ethical principles ○ Performance principles • Responsive culture • Responsible decision making skills • Problem solving • Demonstration of a caring community • Civic engagement 	Measures for: <ul style="list-style-type: none"> • Social Awareness <ul style="list-style-type: none"> ○ Awareness of thoughts, feelings, and perspectives of others ○ Demonstrating awareness of cultural issues and a respect for human dignity and differences • Interpersonal skills <ul style="list-style-type: none"> ○ Demonstration of communication and social skills ○ Development of positive relationships ○ Demonstration of ability to prevent, manage and resolve interpersonal conflict 	Measures for: <ul style="list-style-type: none"> • Understanding and expressing personal thought and emotions in constructive ways (self-awareness) • Understanding and practicing strategies for managing thoughts and behaviors (self-management)
Relationships	Strategies such as: <ul style="list-style-type: none"> • Recognizing a caring community • Demonstration and practice of a caring community 	Strategies that develop: <ul style="list-style-type: none"> • Understanding of emotions of others • Recognition of how their behavior impacts others • Analyze factors that impact how they are perceived by others in 	Strategies that develop: <ul style="list-style-type: none"> • Analysis of thoughts and emotions • Identify and assess personal qualities and external supports

	<ul style="list-style-type: none"> • Demonstrate awareness between caring and hurtful relationships • Demonstrate mutual respect and self-control skills • Building a safe and supportive climate and culture 	<p>various settings (i.e. job interview, family gatherings, school activities)</p> <ul style="list-style-type: none"> • Demonstration of empathy for others • Define and recognize examples of stereotyping, discrimination and prejudice • An increased acceptance of others 	<ul style="list-style-type: none"> • Understand and practice strategies for managing thoughts and behaviors • Reflect on perspectives and emotional responses • Set, monitor, adapt, and evaluate goals to achieve success in school and life\ • Analyze cause/effect relationships
<p>Responsive Culture</p>	<p>Strategies such as:</p> <ul style="list-style-type: none"> • Recognizing a caring community • Demonstration and practice of a caring community • Demonstrate awareness between caring and hurtful relationships • Demonstrate mutual respect and self-control skills • Building a safe and supportive climate and culture <ul style="list-style-type: none"> ○ Bullying ○ Youth Suicide 	<p>Strategies such as:</p> <ul style="list-style-type: none"> • Demonstrating the awareness of the thoughts, feelings and perspective of others <ul style="list-style-type: none"> ○ Empathy ○ Conflict management • Demonstration of an awareness of cultural issues and a respect for human dignity and differences <ul style="list-style-type: none"> ○ Service learning ○ Advocacy for rights of others • Demonstration of communication and social skills to interact effectively <ul style="list-style-type: none"> ○ Leadership skills ○ Advocacy • Demonstrate an ability to prevent, manage and resolve interpersonal conflict <ul style="list-style-type: none"> ○ Anger management ○ Conflict resolution 	<p>Strategies such as:</p> <ul style="list-style-type: none"> • Identify and describe positive and negative emotions • Recognize reactions to emotions • Recognize common stressors and the degree of emotion experienced • Analyze complex emotions • Evaluate degree of personal emotions from common experiences • Identify multiple techniques to manage stress and emotions • Apply effective listening skills • Describe and analyze personal responsibilities • Identify and design plans for achieving short term and long term goals
<p>Relevance</p>	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision 	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision 	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision

	<ul style="list-style-type: none"> • Board Outcomes • Jason Flatt Act • Bullying Statute • Individual Plan of Study • KESA Alignment • SB 367 	<ul style="list-style-type: none"> • Board Outcomes • Jason Flatt Act • Bullying Statute • Individual Plan of Study • KESA Alignment • SB 367 	<ul style="list-style-type: none"> • Board Outcomes • Kindergarten Readiness • Jason Flatt Act • Bullying Statute • Individual Plans of Study • KESA Alignment • SB 367
Rigor	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision • Board Outcomes • Jason Flatt Act • Bullying Statute • Individual Plan of Study • KESA Alignment • SB 367 	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision • Board Outcomes • Jason Flatt Act • Bullying Statute • Individual Plan of Study • KESA Alignment • SB 367 	<p>Strategies that include:</p> <ul style="list-style-type: none"> • New Vision • Board Outcomes • Jason Flatt Act • Bullying Statute • Individual Plan of Study • KESA Alignment • SB 367



SOCIAL, EMOTIONAL & CHARACTER DEVELOPMENT (SECD)

• FOR TEACHERS • FOR STUDENTS • FOR PARENTS

This guide is designed for teachers and other school professionals who agree with Theodore Roosevelt that, "To educate someone in mind and not in morals is to educate a menace to society," and with Martin Luther King, Jr., that, "Intelligence plus character - that is the goal of true education." By doing some small things very often, educators can encourage students' social, emotional, and character development (SECD). This will then create a civil, caring, and respectful school environment in which learning will flourish for even our most disadvantaged students.

What is Social, Emotional & Character Development (SECD)?

SECD is about teaching, practicing, modeling and encouraging essential personal life habits that are almost universally understood as making people good human beings. It is about learning with our heads, our hearts, and our hands to be caring and civil, to make healthy decisions, to effectively problem solve, to be respectful and responsible, to be good citizens and to be empathic and ethical individuals. In school environments, SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy, bullying and violence prevention, the embracing of diversity and other similar initiatives.

"Now is the time to put our pledge to 'leave no child behind' into its full context. We must prepare our children for the tests of life, not a life of tests."

—Maurice J. Elias, Ph.D.

Where Does SECD Come From?

SECD is a blend of two important traditions in education: Social and Emotional Learning (SEL) and Character and Moral education (CE). SEL, defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) involves the processes through which children and adults develop fundamental emotional and social competencies:

- to recognize and manage emotions,
- to develop caring and concern for others,
- to establish positive relationships,
- to make responsible decisions,
- to handle challenging situations.

These skills allow individuals to calm themselves when angry, initiate friendships, resolve relationship conflicts respectfully, as well as make ethical and safe choices. To best develop these capacities in school, students need to experience safe, nurturing, and well-managed environments where they feel valued and respected; they need meaningful interactions with socially and emotionally competent others; and they need positive and specific guidance. Thus, SEL takes place within the context of safe, supportive school, family, and community environments that provide opportunities and recognition for successfully applying these competencies.

CE leaders Thomas Lickona and Matt Davidson, define character as having two essential parts: performance character and moral character. At the heart of performance character is a "mastery orientation." It consists of those qualities—such as diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and self-discipline—needed to realize one's potential for excellence in any performance environment—academics, extracurricular activities, the workplace, and throughout life. At the heart of moral character is a "relational orientation." It consists of those qualities—such as integrity, justice, caring, respect, and cooperation—needed for successful interpersonal relationships and ethical conduct.

SECD combines these ideas and clarifies what needs to be done to prepare our students for success in school and life.

Why Do We Need SECD Now?

- **It's our history.** SECD is not something new—it is a renewal. From the inception of schools in this and other countries, educators from Horace Mann and John Dewey to Martin Luther King and James Comer, to Nel Noddings and Larry Cuban, the call is out for education to address essential life habits and competencies.
- **It's supported by research.** Month by month, the evidence grows that SECD and the climate of our schools strongly influence academic and personal success in school and life. Keep track of the findings at www.casel.org.
- **It's the law.** Most states have education standards or guidelines requiring the teaching of social-emotional skills such as listening, empathy, relationship building, impulse control, bullying prevention and problem solving as well as character virtues such as truth, justice, fairness, integrity, citizenship, respect and responsibility.
- **People want it.** All people want safe, caring and successful schools. Polls show that educators, parents, and the public at large believe that teaching character and building life skills are an important aspect of educating students. Providing learning environments free of intimidation and harassment serves all students. One recent poll revealed that almost 80 percent of Americans rated the overall state of morality in this county as fair to poor, and getting worse.
- **Students need it.** Too many of today's students are disconnected, disappointed, disillusioned, and discouraged. Bullying and cyber-bullying are commonplace in many schools. Teenage suicide is of great concern and school dropout rates are much too high.
- **Employers value it.** Surveys show that employers want graduates who not only possess the basic competency skills for the job, but also possess the skills of team-

continued on next page...

work, clear communication, self-discipline, healthy decision making, honesty, responsibility, accountability, courtesy, and punctuality.

- **It's not inherited.** There are no character SECD genes! Individuals are not born with character. It is a set of learned behaviors, feelings, and attitudes. It has to be taught, learned, modeled and practiced. It is comprised of the habits we learn, the experiences we have, and the choices we make. Look at it this way: If exercising builds strong muscles, then developing the skills and practicing the virtues of good behavior guides SECD.
- **It takes a village.** Individuals and groups in our culture must be willing to fight the media and the entertainment industry for the hearts and minds of our young people. Parents, educators, community stakeholders, faith-based groups, and youth service providers have to model and tell the stories of good character, heroes, and role-models. Teaching the positive aspects of our culture will help combat denigrating images, words, behaviors, and themes in music, television programs, video games, and films, as well as counteract the negative behaviors of celebrities and other public figures so emulated by the young.

Programs to Build SECD

Social-Emotional Learning: Programs that focus on helping students develop social skills and emotional literacy, manage their emotions, and make sound decisions.

Character Education and Ethical Decision Making: Programs that focus on developing students' core values and their application to everyday life decisions. Such skills are embedded in classroom and sports programs in most schools.

Service Learning: Instructional plans designed to connect service in the community with academic coursework and skill development in the classroom via reflection.

Peer Mediation: Classroom and school programs that train students to guide fellow students in resolving conflicts peacefully.

Bullying and Harassment Prevention: Commercial and other programs (including cyber-bullying) that address matters relating to bullies, their victims, bystanders, hazing, ways to nurture students' social skills, develop conflict resolution skills, and foster respect and responsibility.

Anger Management: Classroom and school-wide programs that help students examine the range of emotions that are part of one's character and behavior, and offer strategies that will help them understand and manage their anger.

Drug/Alcohol Prevention: School-wide and classroom programs, such as DARE (Drug Abuse Resistance program) and JUST SAY NO, designed to teach students the dangers of drug, alcohol, and tobacco use and abuse, by enhancing their refusal skills, decision-making skills, and skills for critical analysis of media messages.

Violence Prevention: Programs that focus on ways for students to avoid violence, develop skills for managing conflicts, learn positive social skills, and practice the importance of acceptance, respect, and empathy.

Ethical Decision Making: Helps students develop skills and habits of applying standards of behavior by asking questions about decisions that they or others make, are about to make, or have made. Such skills are embedded in classroom and sports programs in most schools.

Harassment Prevention: Programs that protect students from harassment such as hazing, bullying, cyber-bullying, verbal abuse due to race, creed, gender, and sexual orientation; may include school wide codes of conduct.

Positive Behavior Supports: School-wide programs that identify a set of positive and undesirable behaviors, and institute systematic procedures for monitoring and reinforcing/discouraging these behaviors.

"Character is how one acts when no one or everyone is watching." — Ed DeRoche

What Every Teacher & Student Should Know About Problem Solving

Universal Problem Solving (UPS!) is an approach to problem solving/decision making/conflict resolution strategy that can be applied to students' individual academic or interpersonal conflicts/problems, classroom issues/problems, group problem solving, and problematic family situations. It is presented in an outline form but can be made into a worksheet. Note that addressing feelings is an early step, deciding on a goal comes before generating solutions, envisioning outcomes is used instead of asking about consequences to self and others, and long and short term planning and scanning usually involves role playing and anticipating obstacles that might occur, to prepare for them.

Universal Problem Solving (UPS!)

1. Identify your feelings. Connect words to feeling states.
2. Calm Yourself. Use relaxation/self-control strategies.
3. Identify the problem. How is it a problem for you?
4. Set a goal. 3R's: Reachable, Rational, and Realistic.
5. Think of many possible solutions. Brainstorm choices for solving the problem.
6. Envision the pros and cons. What are the potential good and bad consequences of each choice?
7. Choose your best solution.
8. Plan it and Scan it. How will you carry it out? How will you avoid the "cons"? What obstacles can you anticipate and how will you respond to them?
9. Do it and Review it. Try your solution. How did it work out?

Class Projects and Service Learning

Reading about, memorizing, or discussing virtues/traits have little influence on character unless they are practiced. Curriculum-based class projects and service learning connect character with citizenship. There are 5 keys for classroom projects and service learning, all of which require teacher guidance and monitoring as well as linkage to the curriculum:

- 1) Projects need to be student-oriented, with students selecting the problems, setting the objectives, asking questions, and seeking the information they need.
- 2) Students work on consensus building regarding the problems and solutions with a special emphasis on respecting one another's opinions and ideas.
- 3) Teamwork is essential and requires that all students be responsible for their tasks, all students participate as members of a group, and all students commit to working together with no "put-downs" or "put-offs."
- 4) Action plans are proposed by the students; they utilize the talents of each member of the team.
- 5) Students decide how best to evaluate their projects and engage in reflection activities, including a reflective report that identifies next steps.

Building SECD through Literature & Social Studies

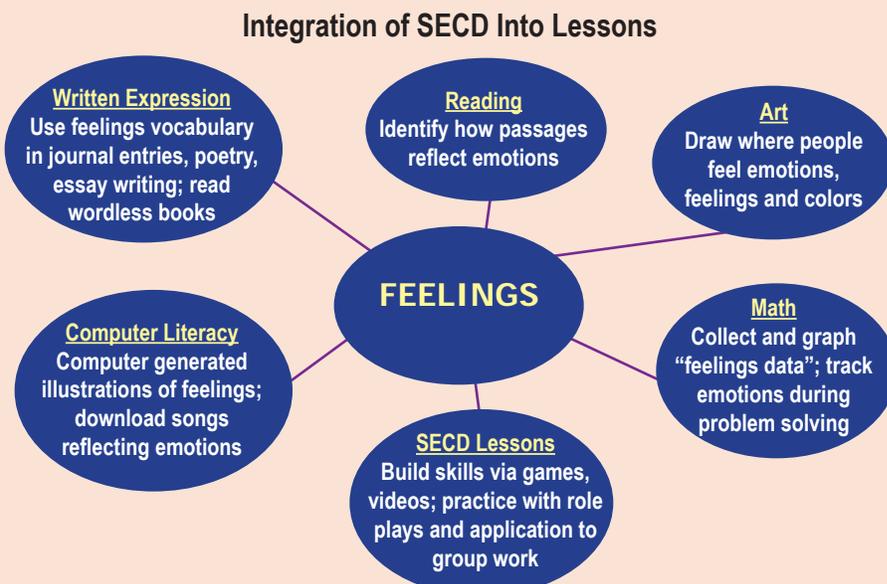
Literature, like history and current events, is based on people showing their character through their actions. This is especially clear in how they try to solve problems and make difficult decisions. You can help your students become better problem solvers and decision makers and understand the importance of good character by periodically using a consistent format to analyze literature as part of your existing curriculum. (The same approach can easily be adapted to history and current events.) There are important lessons to be learned from reading about individuals in both fictional and non-fictional literature. Literature sows the seeds of virtue and plants the roots for good character. Students learn that character development is a life-long journey and they can see how the journey is addressed from different cultural and historic contexts. Biographies, autobiographies, discoveries, inventions, historical works, media, and the accomplishments of everyday people are powerful ways of helping children think more carefully about what they read.

A Format to Build Critical Thinking and Problem Solving Skills

1. Think of an event in the section of the book assigned. When and where did it happen? Put the event into words as a problem.
2. Who were the people that were involved in the problem? What were their different feelings and points of view about the problem? Why did they feel as they did? Try to put their goals into words.
3. For each person or group of people, what are some different decisions or solutions to the problem that he, she, or they thought might help in reaching their goals?
4. For each of these ideas or options, what might happen next? Envision and write down short and long term consequences.
5. What were the final decisions? How were they made? By whom? Why? Do you agree or disagree? Why?
6. How was the solution carried out? What was the plan? What obstacles were met? How well was the problem solved? What did you read that supports your point of view?
7. Notice what happened and re-think it. What does it say about the character of the people involved? What would you have chosen to do? Why?
8. What questions do you have, based on what you read? What questions would you like to be able to ask one or more of the characters? The author? Why are these questions important to you? How are you like or unlike the characters?

Integration of SECD Into Lessons

To improve the first step of problem solving as in UPS! on the preceding page, we need to help students learn more about their feelings. Here is a way to take an attribute, like feelings, and build it solidly within students by integrating it across the curriculum:



Adapted with permission from work with Lynn Moore, M.A.

The same approach can be utilized with any emotion, character element, or essential attribute/ life habit that you want to emphasize. Some examples of these include:

- Respect
- Civility
- Perseverance
- Self-Discipline
- Mindfulness
- Courage
- Honesty
- Caring
- Empathy
- Leadership
- Responsibility

An example of how to integrate SECD into different subject areas within your classroom lessons:

The Attribute of Responsibility:

Math: Check work; ask for help if you don't understand or know what to do

Language Arts: Use synonyms; examples in stories

Pedagogy: Keep track of assignments and tests; leave time for preparation; model/teach how to be a good group member

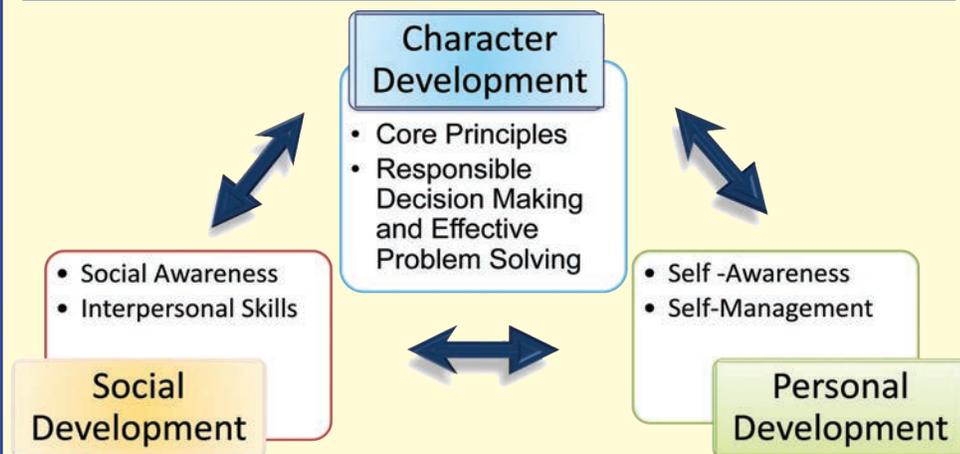
Science: Show care for the environment; the conservation of resources, e.g., water

Art: Photograph examples of responsibility in action; create responsibility collages or mosaics

Health: Emphasize proper care of body, nutrition, sleep patterns, and hygiene

SECD Lessons: Teach the skills needed to be a responsible individual

Kansas Social, Emotional & Character Education Standards



For more in depth information, please refer to: Kansas SECD Standards and College and Career Standards at <http://www.ksde.org/Default.aspx?tabid=5454>

Decision Worksheet

This worksheet fosters students' self-monitoring and self-improvement. It can be useful in classrooms, informal settings, and at home:

- Briefly describe the situation (Who, What, Where, and When) _____
- How did you feel? _____
- If there was another person involved, how do you think he/she felt? _____
- What were some of the trigger expressions you noticed? _____
- What did you say and do? _____
- What happened in the end? _____
- Did you notice physical signs of stress/strong feelings in yourself? Yes No (Circle one)
If so, where in your body were the signs? How calm and under control were you before you did or said something? (Circle one)

Under control	Mostly calm	So-so	Tense and upset	Out of control
1	2	3	4	5
- How satisfied were you with the way you communicated and acted? (Circle one number for each part)

	Not at all satisfied	Only a little satisfied	So-so	Pretty satisfied	Very satisfied
My body posture	1	2	3	4	5
My eye contact	1	2	3	4	5
My spoken words	1	2	3	4	5
My tone of voice	1	2	3	4	5
My character	1	2	3	4	5
- What did you like about what you did? _____
- What didn't you like about what you did? _____
- What are some things you could have done and might try if it happens again? Make a self-improvement plan. Find a "buddy" who can help you stick to your plan. _____

Eight Ways to Build SECD in Students

#1. Have conversations about character by:

- relating personal and family stories;
- sharing and listening to students' experiences;
- discussing real-life and fictional dilemmas;
- using teachable moments to underscore moral issues.

#2. Be a model by demonstrating through your actions:

- calming yourself down when upset;
- modeling a problem solving process to help make decisions.

#3. React to real-life situations by:

- responding positively/negatively to some students' behaviors;
- correcting/praising students when necessary/appropriate;
- offering students choices and noting their consequences.

#4. Read to students or encourage them to read and use literature by:

- using biographies and autobiographies to highlight character virtues and use of positive SECD skills;
- examining famous individuals and events in history;
- examining with students the advantages and disadvantages of the Internet, the virtues and vices of special web sites.

#5. Encourage writing as a means of expression by:

- having students use many emotion words in their writing;
- encouraging students to think about choices/consequences;
- developing students' ethical reasoning and thinking skills;
- identifying students' goals and aspirations and journal how these connect to their everyday behaviors.

#6. Advocate for participation and service in school and in the community by:

- providing many opportunities for contribution to the everyday classroom routine;
- encouraging students to become involved in school cultural, athletic, and co-curricular activities;
- recognizing when students volunteer and help others;
- becoming involved in physical activities such as sports or exercise programs or other co-curricular activities.

#7. Use effective teaching strategies that promote SECD by:

- using classroom management techniques that promote a positive classroom climate and a community of caring/sharing;
- using cooperative learning structures;
- helping students make connections between thinking and acting, planning and doing, life skills and life styles, the content of different academic subject areas;
- attending to the critical thinking skills of students including time management, goal setting, questioning, brainstorming, problem solving and ethical decision-making;
- engaging in problem-based learning each marking period.

#8. Intervene in situations when students require guidance and support by:

- using consistent problem solving/conflict resolution strategy;
- providing emotional support;
- following up with students and helping them to self-monitor "trigger situations" that seem to set them off.

A Good Idea: At one of your first class meetings of the school year you should engage students in establishing classroom rules and consequences. Rules should be concise, stated positively, and require a commitment by each student. Consequences should be specific. Post these rules visibly, refer to them daily, and review them periodically during the year, making changes as needed. Consider having students sign a Class Constitution.

Class Meetings—Empowering Your Students

Class Meetings are a powerful way to infuse the meaning of rights and responsibilities into the classroom setting, democratize the classroom, build important social participation skills, and create a community of learners who are caring and civil. Regarding your authority as the teacher, the premise is the more you give away the more you get in return. The purpose of class meetings include:

- establishing a climate of shared ownership of class business (e.g., setting rules);
- fostering cooperative learning, teamwork, problem-solving, and decision-making;
- creating a climate of respect and responsibility for one another;
- helping students enhance and celebrate their achievement and performance.

Check-In Meetings are used to collect feedback and assess situations at the beginning and/or end of the day and address questions such as:

- What are our plans/agenda for today?
- What's working/what's not?
- Who has good news to share with us today?
- What did we accomplish today?
- What did we feel good/bad about?

Planning Meetings are utilized to address class business such as:

- establishing classroom rules and organizing time;
- identifying attendance and preparation needed for class;
- introducing a lesson or unit;
- preparing for group membership, project work, and assignments;
- assigning/assessing classroom tasks.

Decision-Making Meetings are helpful when resolving issues such as:

- What are we learning & who needs help?
- What choices have we made, and what were the consequences of those choices?
- What do we have to do because of the choices we made?
- Based on our planning meeting, what decisions do we have to make today/this week?
- What should happen when someone breaks one of our class rules?

For elementary level classrooms, hold **Morning Meetings** to help students transition into the school day, and at the beginning of the school year, have discussions

in each class that provide students with answers for these questions:

- In this class, what should I do when I don't understand what is being taught?
- In this class, what should I do when I am very angry?
- In this class, what should I do when I am upset by things happening outside of class and can't concentrate on my work?
- In this class, what should I do when I want to let someone know they did a good job or were helpful to me?
- In this class, what are respectful ways to disagree with one another?

Tips for Teachers:

- > Consider using class meetings at the beginning and end of each day.
- > Have students share their concerns, problems and issues, and discuss solutions and ideas. Review the classroom and school's core values and how to put them into practice every day in and out of school.
- > At the end of each day, share what was learned, and give them a few minutes to write in their journals reflecting on what happened that affected them emotionally that day.
- > Celebrate small and large successes at class meetings.
- > Find ways to give every student chances to speak and show what they have heard, to enhance their conversational skills and improve relationships.

6 I's for SECD Success

Here is a process for introducing SECD to the school community.

1. **Introduce**—raise awareness of the approach and its potential to be helpful in matters staff is concerned about now.
2. **Inform**—deepen staff's understanding of what SECD is about, through readings, discussions, videos, etc.
3. **Impress**—show the connection of SECD to: school and district goals & mandates; Association of Supervision and Curriculum Development's (ASCD) Whole Child initiative; state-level mandates and codes; and the work of national organizations like CASEL and Character Education Partnership (CEP).
4. **Instill**—why and how will this help your students and school, short-term and long-term.
5. **Invite**—begin to work: get people directly involved, give them a role, a project, a way to experience SECD.
6. **Invest**—deepen commitment: after initial involvement, plan how to get everyone doing a little more by doing their work with more thoughtful reflection and sharing, committee membership, planning, etc.

"The best time to teach our students SECD is when their parents are in kindergarten."

—Ed Dunkelblau, Ph.D.

The SECD "Pay-Off"

If you are going to spend time incorporating Social Emotional Character Development into the educational process, then you need to know what the research shows:

Success in the Classroom

- less classroom disruptions
- improved test scores
- more positive behaviors
- greater teamwork & caring
- greater civility
- improved nonviolent decision making
- more engagement in learning

Success in the School

- improved school climate
- stronger student connection to school
- reduction in bullying
- increase in school attendance
- fewer suspensions
- fewer at-risk behaviors
- fewer disciplinary referrals

Success in Life

- more empathy and tolerance
- better relationship skills
- healthier life choices
- improved on-the-job skills
- better future parents
- motivation to learn
- increased student leadership skills

These positive research results need to be shared with school administrators, parents, and the community-at-large.

"Most people say that it is the intellect which makes a great scientist. They are wrong: it is character." —Albert Einstein

Creating the SECD Classroom

Examine each set of areas below and note which of these best practices you currently use regularly. Then, identify one additional practice in each area that you will work on adding over a 2-3 week period. Once you have added a new area, mark and add another.

In establishing a comfortable learning environment, I...

- greet students individually when they enter the classroom and use students' names often during lessons.
- establish shared agreements/rules/expectations with students.
- enforce ground rules/agreements consistently with the help of students.
- model SECD behaviors of respect, caring, self-control, and fair decision making.
- use energetic, enthusiastic, receptive body language and words to convey interest and respect.
- use a respectful "Get Quiet" signal to bring attention during group work.
- focus on all students' positive qualities and recognize their efforts.
- pay attention to student reactions, need for clarification, and need for change in activity, and address the needs promptly, even if they must be addressed fully later.
- ask open-ended questions to discover what the students already know.
- use "What do you think?" rather than "Why?" questions to stimulate divergent thinking.
- invite students to participate in a non-threatening way by offering a question to the group first and then encouraging volunteers to respond.
- use "wait time" of 7–10 seconds before calling on students to give everyone a chance to think of an authentic response.
- allow students time to set academic and social goals before they begin group work.
- take time at the conclusion of group work to discuss and debrief the activity so students can identify successful experiences and partner skills as well as set goals for improving group work in the future.

In preparing my students to practice and apply new skills and information, I...

- state the purpose of the guided practice and the skill to be demonstrated.
- assure students it is okay to make mistakes during the practice phase.
- model guided practice before asking students to practice and apply new skills and knowledge.
- prompt students to think of times when they may put the new skill or information to use.
- emphasize positive role play examples and very clearly label examples of negative modeling.
- give timely, supportive, and clear feedback immediately after guided practice.
- use questions to help students reflect on their learning, and imagine ways they will apply the new learning to their own lives.
- assign homework that is essential to the practice and application of the new skills and information, and follow up with students consistently.

In managing discipline respectfully, I...

- encourage students to discuss solutions rather than blame others.
- consistently enforce the ground rules/agreements, including supports for positive behavior.
- often discuss the rules with students and work with them to make changes when things are not working well.
- handle problems quickly and discreetly, treating students with respect and fairness.
- share my reactions to inappropriate behaviors and explain why the behaviors are unacceptable.
- talk outside of class with students who continue to disregard the group rules.

Adapted from Lions Clubs International Foundation, *Lions-Quest K-12 Workshop Guidebook*. Oak Brook, IL: pp. 31-32. and Devaney, E., O'Brien, M. U., Resnik, H., Keister, S., & Weissberg, R. P. (2006). *Sustainable schoolwide social and emotional learning: Implementation guide and toolkit*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

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Parent Involvement

- Send home lists of books/articles to read, quotes to ponder, web sites to visit, and community services.
- Have each student design a pledge card as a commitment to practice good character (respect, responsibility, honesty, and so on) in their classroom, at school, and in their homes. Have it signed by the student and parents as pledge to model the same in their home.
- Advise parents to have daily conversations with their children, monitor television/Internet use; to ensure that their children carry out home/school responsibilities. You might do this in a weekly or monthly Character Tip Sheet.
- Have two "character nights" per year. Invite students and their families to hear a speaker—potluck dinner might help attendance.
- Send home a discussion sheet with ideas/questions that families may use to extend classroom lessons.
- Create monthly newsletter detailing families classroom activities related to character.

A Good Idea: Encourage parents to have meaningful conversations with their children during the dinner hour. As Character Education expert, Kevin Ryan says: "Make a big deal of the family meal." Suggest that parents find quotes or pop culture examples about values to use as discussion points.

Web Resources

CASEL—www.case1.org
 CENTER FOR SOCIAL-EMOTIONAL EDUCATION—
www.csee.net
 Developing Safe and Civil Schools (DSACS)—
www.teachSECD.com
 Institute for Emotionally Intelligent Learning—www.teacheq.com
 Responsive Classroom—www.responsiveclassroom.org
 Kansas SECD Standards and College and Career Standards—
www.ksde.org/Default.aspx?tabid=5454
 Kansas SECD Standards—
www.ksde.org/Default.aspx?tabid=3511#SECD
 Kansas Safe Schools Resource Center—
www.ksde.org/Default.aspx?tabid=3878
 School Counseling Resources—
www.ksde.org/Default.aspx?tabid=1799
 The Institute for Excellence and Ethics—
<http://excellenceandethics.org/>

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