

Kansans Can Competencies

[www.cccframework.org]

- Pre-K through 12 SEL curriculum that focuses not only on explicit instruction, but also embedded practice with feedback
- Incorporates measures to show growth in SEL knowledge and performance [State Board of Education outcome]
- Schoolwide approach [Interdepartmental/interdisciplinary effort]
- Promotes skill-building that is foundation for personalized learning
- Addresses Kansas SECD Standards; Considered a Kansas MTSS Tier 1 SEL curriculum
- Professional development and coaching available online and face-to-face in Kansas
- **It is challenging/rigorous, but shows student impact/outcomes**



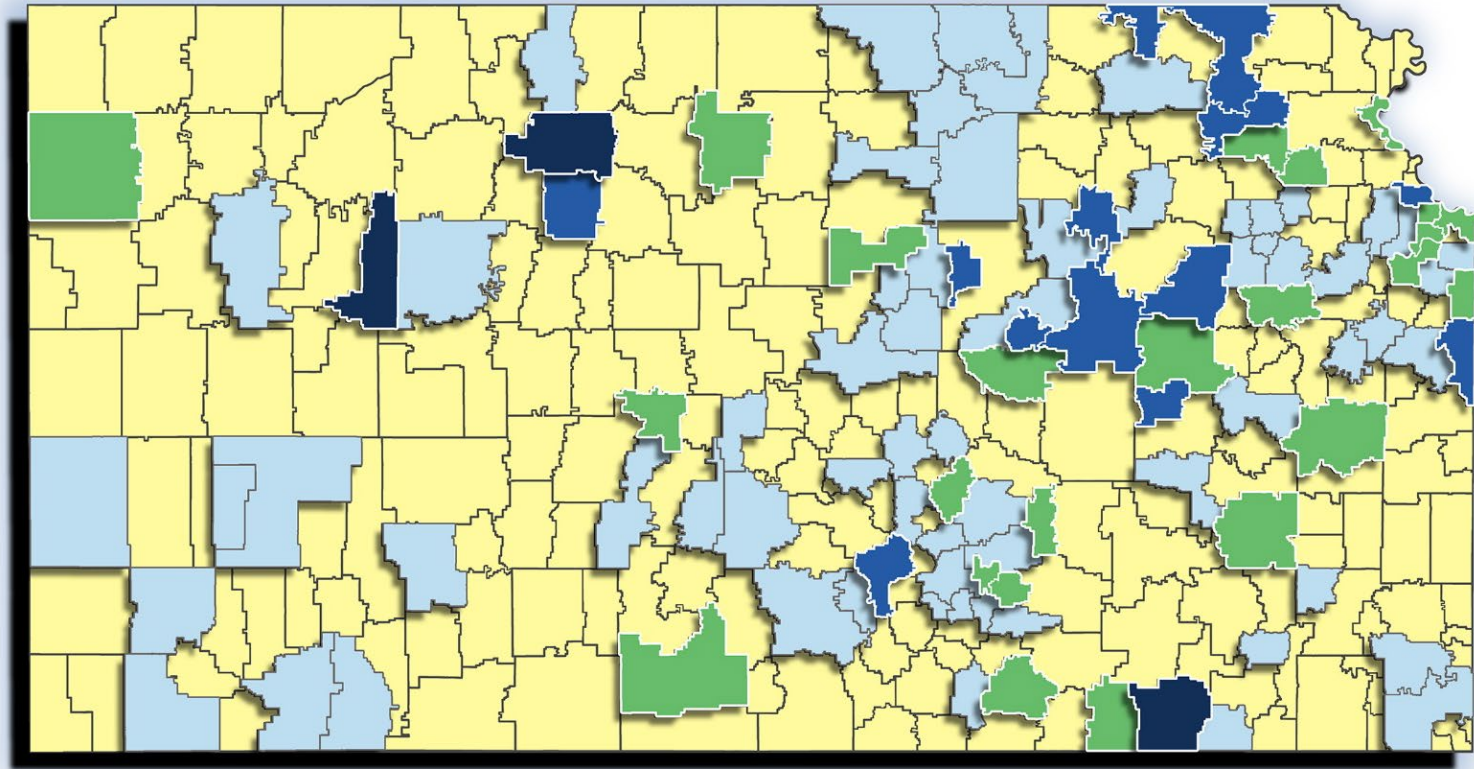
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Professional Learning Participants

(updated January 2019)



■ District-Wide Implementation Focus

■ School-Wide Implementation Focus

■ Team Implementation Focus

■ Individual Implementation Focus

Highest Need Competencies Identified by Over 7,300 Kansas Students

(updated June 2019)

Overall Rank by Highest Need	Males	Females	6 th Grade	9 th Grade	12 th Grade
Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation	Sustained Attention Self-Regulation
Initiative	Initiative	Assertiveness	Initiative	Initiative	Assertiveness
Assertiveness	Conflict Management	Initiative	Conflict Management	Assertiveness	Communication Networking
Self-Efficacy Goal Setting	Communication	Conflict Management	Assertiveness	Communication	Conflict Management
Conflict Management	Assertiveness	Self-Efficacy	Goal Setting	Conflict Management	Self-Efficacy Goal Setting

Source: Competency Student Needs Assessment
(available free at CCCFramework.org)

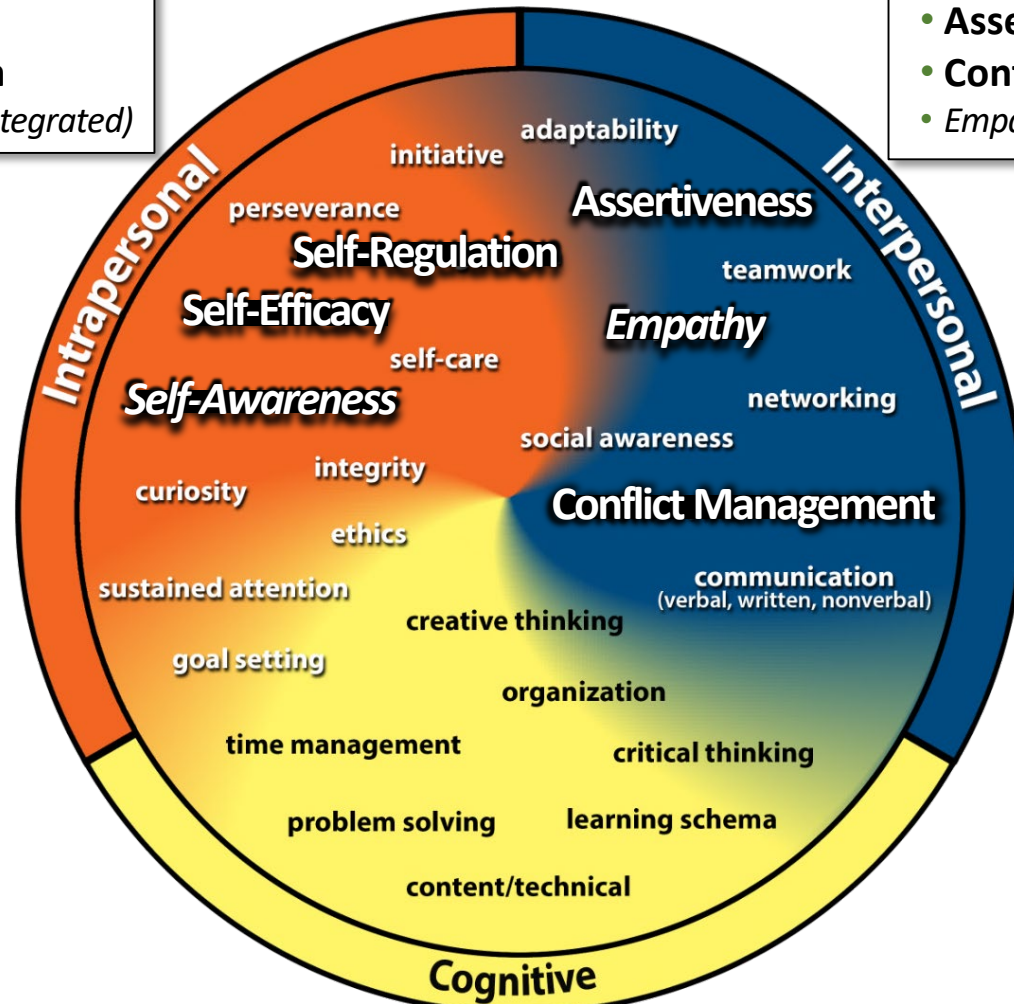
Foundational Competencies

Intrapersonal

- Self-Efficacy
- Self-Regulation
- Self-Awareness (integrated)

Interpersonal

- Assertiveness
- Conflict Management
- Empathy (integrated)



Assertiveness

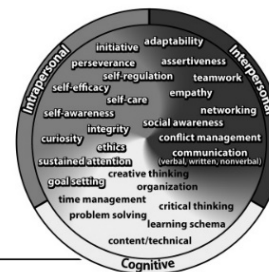


Even when it's difficult,
express my wants,
needs, and thoughts



Even when it's difficult,
respect what others
want, need, and think

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Research on assertiveness

When adolescents lack assertiveness:

- Higher chance of becoming withdrawn and isolated, experiencing depression and anxiety
- More likely to be bullied OR bully, responding to both situations with anxiety and anger
- More likely to respond with aggression to difficult situations (especially males)

When adults lack assertiveness:

- It can lead to high unemployment or underemployment

When students learn assertiveness:

- Promotes the ability to manage conflicts with more productive solutions
- Reduces adolescent anxiety, and helps them avoid drug use and unhealthy sexual behavior
- Reduces the likelihood of sexual coercion or assault

Providing **instruction & practice** to teach assertiveness prepares students to:

- advocate for themselves
- resist peer pressure
- manage conflicts
- seek future educational and career opportunities

(Bandura, 1973; Brenner, Head, Helms, Williams, & Williams, 2003; Buell & Snyder, 1981; Grove, Hussey, & Jetter, 2011; Hall, 2006; Hecht, Corman, & Miller-Rassulo, 1993; Huey, 1983; Huey & Rank, 1984; Lane, Wehby, & Cooley, 2006; Lee, Hallberg, & Hassard, 1979; Paglia & Room, 1999; Polansky, Buki, Horan, Ceperich, & Burows, 1999; Rowe, Jouriles, & McDonald, 2015; Schmid, Leonard, Ritchie, & Gwadz, 2015; Thompson, Bundy, & Wolfe, 1996; Tschann, Flores, de Groat, Deardorff, & Wibbelsman, 2010; Wolfe, Crooks, Chiodo, Hughes, & Ellis, 2012)

Top 10 Student Outcomes

Identified by teachers who taught **assertiveness**

1. Improved communication
2. Increased ability to express themselves
3. Increased self-reflection/self-awareness
4. Increased confidence in their own abilities
5. Increased ability to seek assistance and supports
6. Improved interactions among students
7. Improved conflict management skills
8. Improved ability to resist peer pressure
9. Improved behavior
10. Reduced incidents of bullying

Course-Specific Outcomes

Identified by teachers who taught **assertiveness**

- **Science:** Asking for help more often; less frustrated; sharing opinions and feelings about tough topics; speaking up more instead of following cliques; increased confidence reporting experimental results; seeing the teacher outside class time when struggling with content
- **Language Arts:** Improved attitudes, behavior, and conversations; better able to think through issues; improved discussions
- **Math:** Asking more questions and seeking help in class
- **Counseling:** Increased positive interactions, self-awareness, self-confidence, and empowerment; feeling in control of their actions; advocating for themselves more
- **Social Studies:** Increased engaged in course content; more confident and comfortable participating in class discussions; listening to others and debating respectfully; increased empathy and ability to articulate what is needed/wanted; creatively evaluating the statements of political figures
- **Physical Education:** Improved confidence and communication
- **Special Education:** Decreased behavior issues; respectfully asking for help without offending anyone; interacting more; effectively working in groups; understanding perspectives of others

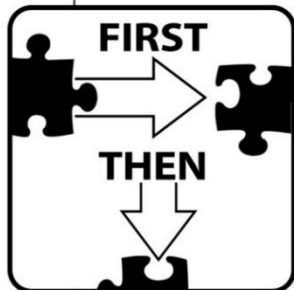
Conflict Management



**Know your usual
response** to conflict



**Know the reasons
for the conflict**



Take steps to
manage the conflict

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Research on conflict management

Conflict management:

- Brings attention to issues
- Encourages self-reflection
- Makes relationships stronger
- Improves students' abilities to work through obstacles while under stress
- Is most successfully taught when integrated with subjects that already deal with conflict (e.g., literature, history, science)

Students who develop conflict management skills:

- Report greater satisfaction with life
- Have better physical and mental wellness
- Have improved school attendance and engagement in school
- Have higher employment rates
- Are better able to effectively overcome stressors

(Davidson & Demaray, 2007; Johnson & Johnson, 2004; Malecki & Demaray, 2002; Opengart, 2007; Rosenfeld, Richman, & Bowen, 2000; Sabo, Miller, Melnick, Farrell, & Barnes, 2005; Schwab, 2013; Ubinger, Handel, & Massura, 2013)

Top 10 Student Outcomes

Identified by teachers who taught **conflict management**

1. Increased understanding of their natural response to conflict and the various methods for addressing conflict
2. Increased ability to compromise or collaborate with their peers and negotiate solutions
3. Improved behavior
4. Improved communication
5. Healthier, improved, and/or more meaningful relationships
6. Increased self-reflection/self-awareness
7. Increased empathy and assertiveness
8. Improved decision making and leadership
9. Improved ability to work through hardships under stress
10. Improved retention of subject matter and better grades/academic achievement

Course-Specific Outcomes

Identified by teachers who taught **conflict management**

- **Family & Consumer Sciences:** Students understand how to and are able to resolve conflicts before they're out of control; they are more sensitive to others' feelings and confident in their relationships
- **Language Arts:** Students communicate in more positive ways; use "I" statements more frequently; readily indicate issues in their own lives impacted by conflict management and love talking about it in texts and in their lives
- **Counseling:** Students connect with peers & adults better; better understand their emotions and how to manage them; more students reaching out to help address problems; taking responsibility & having fewer behavior problems in class; grades & attendance improving
- **Social Studies:** Students are more reflective in their own experience and life with personal decisions; students are better able to resolve differences calmly and rationally in order to come to a conclusion
- **Physical Education:** Students are better at understanding conflicts and finding easy ways to resolve them; students use more movement
- **Special Education:** Students work together better to solve problems; students see when conflict management needs to happen and can evaluate behavior after the conflict is over and discuss how situations could/should have been handled
- **Math:** Students work better in groups; overall communication has improved

Activity: Hear from a Teacher

In groups of 3-5, review the teacher reflection video(s) specific to assertiveness and conflict management by going to <http://cccframework.org>, and clicking on **Learn More from Educators Doing the Work**.
[Direct link <http://www.cccframework.org/videos.html>]

Discuss:

How did the teacher embed competency instruction and practice? What student impact(s) did the teacher observe?