

Kansans Can Competency Sequence Pre-K through 12

These targets describe how students demonstrate progressive intra and interpersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades.



By the end of each grade cluster, each student:

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
Pre-K	<ul style="list-style-type: none"> • Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan. • Describes and chooses simple strategies for self-calming. • Plans and practices ignoring some distractions during a task, resulting in increased focus. 	<ul style="list-style-type: none"> • Demonstrates an understanding that making mistakes is normal. • Continues work on a challenging task by trying different ways to solve a problem. 	<ul style="list-style-type: none"> • Recognizes and identifies feeling words linked to various situations. • Communicates personal likes and dislikes. • Makes choices based on personal preferences. 	<ul style="list-style-type: none"> • Demonstrates how to ask for help. • Expresses basic feelings and preferences. • Demonstrates refusal skills and the ability to say, "No." 	<ul style="list-style-type: none"> • Understands conflict is normal and natural and that we are each unique. • Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy play with). • Identifies and labels his/her own basic feelings and emotions. 	<ul style="list-style-type: none"> • Interprets emotions in the facial expressions or behaviors of other people. • Identifies what kind of emotion(s) specific actions or responses might cause a person to feel. • Demonstrates helping behaviors when someone is hurt or sad.

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
K-2	<ul style="list-style-type: none"> • Demonstrates the ability to create a plan to accomplish a task or set of tasks. • Follows multi-step, teacher-created plans. • Identifies ways to get back on track when distracted. • Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions. • Predicts how various actions/decisions would affect outcomes. 	<ul style="list-style-type: none"> • Demonstrates approaching a challenging task with recognition that ability grows with effort. • Describes mistakes as normal and opportunities to learn. • Provides examples of growth mindset self-talk statements. • Describes some basic structures of the brain and understands that a brain can "grow" and change with practice. 	<ul style="list-style-type: none"> • Describes personal strengths and preferences. • Identifies words that describe basic personal emotions. • Demonstrates mindfulness for short periods. • Uses self-knowledge of preferences to inform decisions when opportunities arise. 	<ul style="list-style-type: none"> • Communicates a need or want to peers and adults in a respectful manner. • Asks for help from an adult for a challenging situation. • Demonstrates respectful refusal skills. • Makes assertive statements paired with body language and tone of voice that match the statement. 	<ul style="list-style-type: none"> • Identifies natural reasons for conflict and understands that conflict is normal. • Demonstrates the ability to listen to others' ideas and realizes other people may view situations differently. • Identifies the problem in a conflict situation and states feelings and behaviors related to the problem. • Uses words and other positive strategies to resolve social conflicts and nurture relationships. 	<ul style="list-style-type: none"> • Describes similarities and differences between themselves and others. • Demonstrates increased awareness of others' feelings and perspectives. • Defines feeling words that describe basic personal emotions in themselves and others. • Recognizes when someone needs help and offers help. • Interprets facial expressions and non-verbal cues of others. • Demonstrates basic listening strategies.

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3-5	<ul style="list-style-type: none"> • Describes self-regulation components (i.e., plan, monitor, take control and make changes, and reflect). • Explains self-regulation strengths and areas for improvement related to specific situations (e.g., assignments, technology, social interactions). • Demonstrates the ability to make increasingly detailed plans to accomplish tasks. • Identifies potential barriers to plan completion using if/then statements. • Monitors progress of efforts over time. • Reflects on success of effort. 	<ul style="list-style-type: none"> • Explains the difference between a fixed mindset and a growth mindset. • Identifies times when his/her efficacy was strong and times when it was lacking. • Provides examples of how effort relates to accomplishing a challenging task and incorporates concept to own life. • Describes ways to increase self-confidence/belief in ability for various challenging tasks. • Demonstrates verbal persuasion and growth mindset self-talk. • Explains how our brain changes as it is challenged with new information (basics of neuroplasticity) and applies this to growth versus fixed mindsets. 	<ul style="list-style-type: none"> • Demonstrates ability to reflect on experiences and identify personal strengths and preferences. • Describes personal feelings related to specific situations. • Describes own emotions with complex descriptions. 	<ul style="list-style-type: none"> • Describes assertive, passive, and aggressive behaviors. • Demonstrates verbal and non-verbal communication for assertiveness. • Defines assertiveness (the ability to express wants, needs, and thoughts while respecting what others want, need, and think) and provides examples. • Demonstrates assertive statements during collaborative learning. • Explains how assertiveness is important for current and future life. • Demonstrates the ability to express feelings in a respectful manner. 	<ul style="list-style-type: none"> • Demonstrates understanding of how he/she typically responds to various conflicts. • Demonstrates understanding of possible underlying feelings associated with anger. • Restates anger statements as “I” statements, expressing feelings clearly. • Identifies conflict management strategies applied to various situations. • Displays listening skills to respectfully listen to other people’s feelings and positions. 	<ul style="list-style-type: none"> • Demonstrates listening strategies. • Describes meanings of various feeling words and pairs feeling words with scenarios imagining another's perspective. • Describes the importance of understanding perspective. • Demonstrates methods to understand a peer’s perspective, such as asking questions.

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6-8	<ul style="list-style-type: none"> • Applies self-regulation components to short-term personal and academic goals. • Creates a plan (detailed set of actions), then monitors progress and effort, makes changes as needed, and reflects in a variety of specific situations. • Reflects on strengths, challenges, effort, and outcomes related to self-regulation in specific situations. • States how self-regulation applies to current and future life. • Identifies connections between self-regulation and other competencies. 	<ul style="list-style-type: none"> • Describe self-efficacy. • Describes relevant brain anatomy, such as how neural connections grow and change. • Self-assesses level of efficacy, effort, and amount of learning over time applied to specific tasks/knowledge. • Describes how ability can grow with effort in various situations. • Describes sources of efficacy such as self-talk, previous victories and mastery experiences, emotional and physical signals, and vicarious experiences. • Utilizes mindful practices to self-calm and focus. 	<ul style="list-style-type: none"> • Demonstrates reflection on personal interests and abilities related to specific experiences. • Identifies possible career interests related to preferences and strengths. • Describes emotions and identifies possible underlying reasons for the emotions. • Identifies preferred mindful practices to self-calm, focus, and to help prepare for possible stressful situations. 	<ul style="list-style-type: none"> • Rephrases aggressive and passive statements into assertive statements (with prompts). • Determines personal boundaries and generates assertive statements to apply if boundaries are compromised. • Demonstrates the ability to respond to different points of view respectfully. 	<ul style="list-style-type: none"> • Describes the five conflict management styles and identifies appropriate situations for using each style. • Reflects on managing conflict in personal life. • Understands the impact of personal responses to conflict. • Demonstrates strategies to better understand anger in self and others. • Anticipates outcomes when difference conflict management styles are applied to various situations. • Applies appropriate conflict management approaches to situations based on desired outcomes when prompted. 	<ul style="list-style-type: none"> • Demonstrates listening and paraphrasing strategies. • Demonstrates questioning to increase understanding of the feelings and perspectives of others. • Identifies the value of diverse perspectives and describes points of view different from his/her own.

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9-12	<ul style="list-style-type: none"> • Defines the self-regulation concepts “proactive,” “self-directed,” “process,” and “attainment.” • Self-regulates in multiple settings (e.g., virtual, academic, and social) related to various situations (e.g., long-term projects, personal goals, career development). • Explains how self-regulation relates to self-efficacy and assertiveness. 	<ul style="list-style-type: none"> • Demonstrates an awareness of his/her level of efficacy for various challenging tasks. • Utilizes strategies from four sources of self-efficacy (mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback). 	<ul style="list-style-type: none"> • Demonstrates knowledge of personal strengths, areas for growth, preferences, and interests in multiple areas. • Demonstrates decision-making that incorporates self-awareness. • Applies knowledge of self to other competencies (e.g., when identifying boundaries for assertiveness, understanding conflict management style, etc.). 	<ul style="list-style-type: none"> • Demonstrates verbal and written assertive statements. • Predicts how increased assertiveness would affect outcomes of various situations. • Explains how assertiveness relates to conflict management and empathy. • Demonstrates assertiveness in various situations (e.g., teaming, social interactions, seeking support). 	<ul style="list-style-type: none"> • Demonstrates understanding the context of conflicts, including the perspectives of all involved. • Applies appropriate conflict management approaches to situations based on desired outcomes. • Demonstrates negotiation and mediation strategies in conflict situations. 	<ul style="list-style-type: none"> • Endeavors (in multiple environments) to understand others, including their feelings, behaviors, and situational context. • Communicates understanding of others back to them. • Describes how demonstrating empathy is important for current and future life, as well as how it contributes to society as a whole.