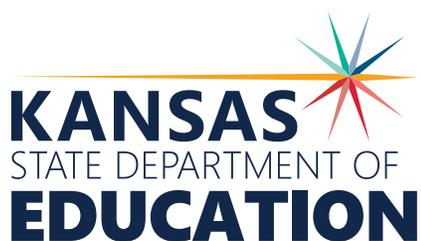


Measuring Social-Emotional Growth Locally



Kansas leads the world in the success of each student.



KANSAS STATE BOARD OF EDUCATION

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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.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

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

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

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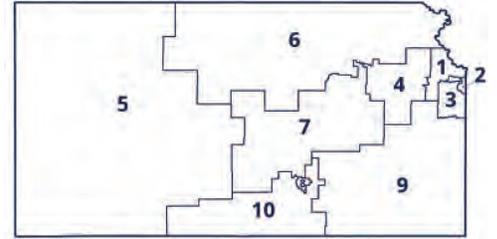


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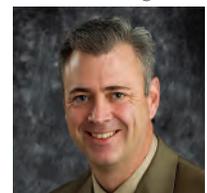
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MEASURING SOCIAL-EMOTIONAL GROWTH LOCALLY



Dr. Brad Neuenswander
Deputy Commissioner
Division of Learning Services

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, more than 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, written over a white background.

Dr. Brad Neuenswander
Deputy Commissioner, Division of Learning Services

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MEASURING SOCIAL-EMOTIONAL GROWTH LOCALLY

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MEASURING SOCIAL-EMOTIONAL GROWTH LOCALLY

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.¹

These skills may also be malleable and amenable to intervention² when the school culture has in place effective conditions for learning and development.

SECD + SEL = SEG

SECD are the Social Emotional Character Development standards for Kansas schools.

SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals, and make responsible decisions.

Together SECD and SEL delivered in a healthy climate result in **SEG, social-emotional growth.**

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Kansas School Redesign. The information in this toolkit can help guide Kansas schools as they seek ways to measure that growth.

1 Farrington et al., 2012; Gayl, 2017; Heckman, 2008; West et al., 2016

2 Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; What Works Clearinghouse, 2007

SEL is Strengths Based

SEL assessment requires a strengths-based approach: that is, assessment focuses on knowledge and use of skills and competencies that are actively taught and supported in the school setting.

These SEG measures and the goal of assessment is distinct from screening for risk for mental and behavioral health needs. A strengths-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. In parallel, the assessment of adult-driven SEL practices must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional, and academic development.

Assessment of social and emotional competencies helps paint a fuller picture of youth's capabilities and needs, while assessment of adult SE competencies and practices, as well as school climate and culture, paint a fuller picture of the support youth are given to gain and express these competencies. As widespread implementation of SEL practices gains traction, SEL data are increasingly available in multiple forms. Available data include: culture and climate of settings, effective implementation of SEL programs and practices, and growth in students' and adults' development of social and emotional competencies.¹

¹ *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*, November 2018, CASEL. Retrieved from: https://measuringsel.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf

Building Capacity to Measure Social-Emotional Growth

Regarding data, Kansas school communities are encouraged to:¹

- Become proficient in collecting, interpreting and analyzing data.
- Become aware of instruments and sources of data available.
- Ensure the selection of instruments with appropriate level of rigor.
- Understand the purpose of the instruments you choose.
- Obtain the data that is congruent with your purpose and level of readiness.
- Utilize multiple measures.
- Implement programs that are evidenced based.
- Be able to show how intentional interventions increase skill acquisition.

Schools should capitalize on their local experts, such as counselors, social workers, school psychologists and early childhood educators, who are uniquely trained in social-emotional development and the impact of community context in nurturing development. These professionals are positioned to help educational communities build capacity in adult SEL competencies, teaching and providing social-emotional development opportunities, and evaluating various instruments to ensure they are of appropriate rigor and used according to their purpose.

¹ 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.

Establishing Your “Readiness to Assess”

Before schools adopt an assessment strategy, it is important to consider where you are:

- In your social-emotional learning implementation journey
- In creating the conditions that foster learning and development²

For example, has the school adopted an evidence-based social-emotional learning curriculum, or do most staff not know that Kansas has social-emotional and character development standards? Are all staff involved in delivering lessons and using the language, or is it isolated and seen as simply *“the counselor’s job”*? Is the curriculum being delivered in a high-quality manner (fidelity), or are lessons skipped and completed only when there is extra time? Is the curriculum and are opportunities for skill practice being delivered to all students, or merely seen as something for *“at-risk”* students?

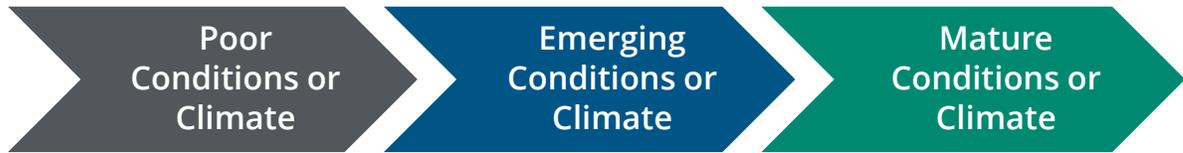
Where would you place your school on the Social Emotional Learning Implementation Continuum?



- Is the school engaged in proactively creating the conditions for fostering social-emotional learning?
- Is it examining practices and refining systems to promote relationships, well-being, equity, resilience, growth and supports where needed?
- Are adults on their own social-emotional competency journey?
- Or is the climate such that it lacks psychological safety for this type of skill development, or staff believe kids should already ‘know this stuff’?
- Is SEL being used as a tool for merely obtaining behavioral compliance and/or maintaining systems that continue to produce inequitable outcomes?

² *Are You Ready to Assess Social and Emotional Learning and Development?* 2019 second edition, American Institutes for Research. Retrieved from <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Stop-2019.pdf>

Where would you place your school on the School Climate or Conditions for Learning Continuum?



Experts, such as [American Institutes for Research³](#) (AIR), suggest that assessing where you are in terms of readiness will have implications for the assessment strategy that may best help your system move forward.

Therefore, we next outline a *"Data Dashboard"* assessment strategy for Kansas schools to consider. Examples of tools and validated assessments are for illustrative purposes, and do not represent endorsement by KSDE. Following the overview, the Data Dashboard strategy is then *"unpacked"* and illustrated in three stages, based on a school's level of readiness. What follows is offered as an aid, not a requirement, to assist schools on their journey in measuring social-emotional growth locally.

³ <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Stop-2019.pdf>

MEASURING SOCIAL-EMOTIONAL GROWTH LOCALLY

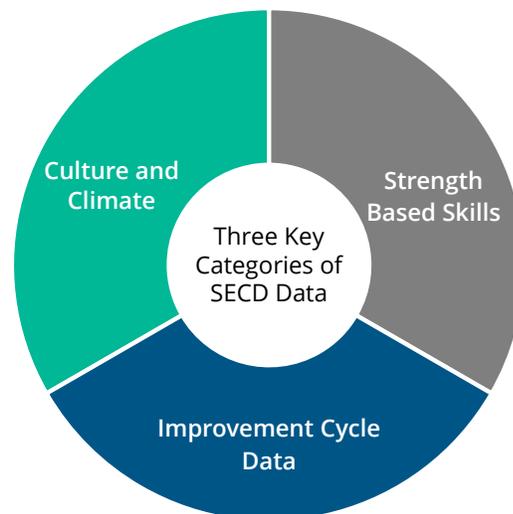
Data Dashboard Approach to Assessment and Social-Emotional Growth

Three Key Categories of SECD Data

Social-emotional growth (SEG) results from the interplay of:

1. Proactive teaching and learning of social-emotional skills and competencies.
2. A supportive culture and climate.
3. A clear improvement cycle used by schools.

We can teach skills, but if the culture allows little opportunity for practice throughout the day, and the climate is negative and deficit-focused, or we ignore addressing mental health concerns, those skills may be difficult for students to put into action. It is for this reason that the [Collaborative for Academic and Social Emotional Learning \(CASEL\)](#)¹ strongly recommends that schools look at several categories of data alongside each other to understand how they relate and how improvement occurs.²



1 <https://casel.org/>

2 Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know, November 2018, CASEL as retrieved from: https://measuringSEL.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf

Based on this expert guidance, three key categories of SECD Data are recommended when developing a robust approach to measuring SEG locally. Schools can create their own data dashboard based on these categories:

1. Skills and Competencies: Validated Strengths-Based Assessments

These often come with an evidence-based SEL curriculum, or packaged in certain assessment systems, to show attainment of knowledge, skills and behaviors that are being taught in accordance with Kansas SECD standards. These measures are usually either in the form of perception data or outcome data focused on knowledge or performance of skills/behavior.

Examples of validated measures assessing all three SECD Domains:

- Devereaux Student Strengths Assessment-Mini (DESSA Mini) often used with Second Step.
- Social Skills Improvement System-Social Emotional Learning Edition (SSIS-SEL).
- Holistic Student Assessment (HAS).
- SelWeb.

Other tools:

- [SECD Likert Scale](#).³
- SECD Formatives.
- [Kansas Competencies Framework Assessments](#).⁴
- Unit tests in your Social Emotional Learning Curriculum.

2. Culture and Climate: Validated School Climate Data

Data in this category is sometimes also referred to as assessing the “*Conditions for Learning and Development*.” Such conditions will include things such as: student, parent and educator perceptions of relationships and the climate and culture of the school; the social-emotional competencies of the adults in the school setting; the degree to which educators implement high quality social-emotional learning opportunities; the degree to which educators’ practice and create systems that promote equity, voice, engagement, and agency; and the rapidity and thoroughness to which student needs are responded.

Examples of validated climate measures:

- Kansas Communities That Care Survey (KCTC)
- Youth Risk Behavior Survey (YRBS)
- Family Engagement Survey (FES)

Other School Culture/Equity data examples:

- Attendance
- Office discipline referrals
- Course Grades
- Suspensions
- Expulsions
- Seclusion and restraint
- SEL fidelity data gathered via tools provided by SEL curriculum, or observed and tallied via peer observation or walkthroughs
- Adult SE Competency Personal Assessments, Integrated Learning Process tools

3 [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343)

4 <http://www.researchcollaborationsurveys.org/>

3. Clear Improvement Cycle Data

A responsive school has a consistent, systemwide process for reviewing Strengths-Based Skill Measures against Culture and Climate data while **universally screening for risk** to get students additional supports they may need. A clear improvement cycle results in adaptations at the individual level to foster growth for each student, including providing additional supports for students showing need. A clear improvement cycle also results in adjustments at the systems level to ensure a healthy culture and climate that fosters equity, learning and wellbeing.

Examples of validated universal risk screeners:

- Behavior Assessment System for Children-Behavioral and Emotional Screening System (BASC-BESS)
- Social, Academic, Emotional Behavior Risk Screener (SAEBRS)
- Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)
- Strength & Difficulties Questionnaire (SDQ)

Other types of screeners for specific purposes:

- Developmental screener example:
 - Ages & Stages Questionnaire-Social Emotional (ASQ-SE2)
- Mental health screener example:
 - Spence Children’s Anxiety Scale (SCAS)

Other improvement cycle considerations:

- Connecting Strength-Based Skills Measures to the Individual Plan of Study (IPS) process.
- Work-Based Learning (WBL) experiences leveraging students’ strengths while providing intervention based on need identified in universal screening.

While the highlighted boxes in this section name examples of each of the three types of measures and data, and the appendices contain samples of various instruments, schools can find numerous validated strength-based skills assessments and climate measures at the [Rand Assessment Finder](#)⁵ or the [AIR Tools Index](#)⁶. Universal risk screeners can be found at [PBIS](#)⁷. Additionally, some online assessment systems may embed many of these data into a ready-made dashboard for districts. Recognize that some measures may bridge more than one category.

5 <https://www.rand.org/education-and-labor/projects/assessments.html>

6 <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Act-2019-rev.pdf>

7 https://assets-global.website-files.com/5d3725188825e071f1670246/5d8393cfa70460bf54f37f21_Screener%20Tools%20Table.pdf

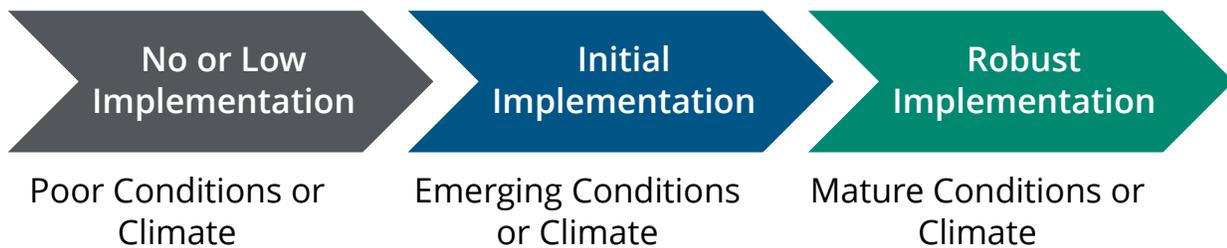
Using a “Data Dashboard” Based on School Readiness Level

Some districts may opt to purchase an online assessment system and utilize that system’s professional development and technical assistance.

Districts decide how they will measure SEG locally. What this looks like should relate to a district’s needs and readiness level. All students deserve high quality opportunities for social-emotional development, and an environment in which adults have robust social-emotional competencies for nurturing equity, wellbeing and growth. Ultimately, students also deserve a way to understand key social-emotional skills and their own strengths, just as in any other academic area.

That said, schools are in a developmental process to bring this level of rigor and knowledge to the area of social-emotional learning. It can be counterproductive to try to “do it all at once” if a system is not ready. Therefore, what follows are three “growth strategy templates” that can help guide district and building level discussions in their considerations for measuring growth locally.

These three “strategy illustrations” are offered as a convenience. Districts are not required to utilize this process. For those who find this approach useful, however, districts may choose, based on readiness level, which illustration best serves them at this time. As competencies are built, districts can move to the next “level” to measure social-emotional growth locally in a more rigorous fashion, and create a more sophisticated dashboard. How quickly a district moves through this continuum will depend on many factors. Start with a realistic assessment of readiness and challenge yourselves to make relentless forward progress.



LOWER READINESS

Schools at the low end of readiness may want to first consider looking at a few key pieces they already gather for “*data central*,” such as attendance, grades, discipline referrals, suspensions and graduation rate. Analyzing this information by subgroups to look at patterns as they relate to equity would be important. If the district already utilizes a student climate survey, such as the Kansas Communities That Care Survey, it can paint a more robust picture to analyze student feedback alongside the “*data central*” information. If not, the school may choose to implement this free, validated survey in the coming year, along with the Family Engagement Survey. In the meantime, alternatives such as the Kansas Integrated Learning Process climate tools, may be useful to start analyzing your culture and climate. A Data Dashboard for a lower readiness school might look like:

STRENGTH BASED SKILL ASSESSMENT	CULTURE AND CLIMATE MEASURES	IMPROVEMENT CYCLE DATA
<ul style="list-style-type: none"> ● None ● No social-emotional learning curriculum. <ul style="list-style-type: none"> ○ Most staff are unaware of Kansas SECD Standards. 	<ul style="list-style-type: none"> ● “Data Central” information. (Eg: Attendance, discipline, grades) ● Student Climate Survey or another Climate Assessment Tool. 	<ul style="list-style-type: none"> ● List of students receiving social, emotional or behavioral intervention. ● List of current interventions.

The purpose for schools at this level of readiness is more about gathering and evaluating information to help establish an understanding of the “*baseline*” of your present system and the degree to which it is meeting social and emotional development needs. At this level of readiness, it is critical to communicate findings and engage stakeholders to begin a “*meaning making process*.” In this process, stakeholders together craft a vision for moving forward in being responsive to the need of the student body, and determining ways to build further readiness for meeting that need, such as adopting an evidence-based curriculum. Thus initially, the improvement cycle is characterized by the use of climate data and “*data central*” information to create a plan with milestones that would demonstrate progress. For example, CASEL offers a way to track progress toward schoolwide SEL [here](https://schoolguide.casel.org/track-progress/).⁸

8 <https://schoolguide.casel.org/track-progress/>

MIDRANGE READINESS

As schools move further along the readiness continuum, they may have adopted and trained staff in a social-emotional learning curriculum. They may be transitioning from a counselor-led curriculum only to initial systemic implementation of a social-emotional learning curriculum. These schools may choose to build on the steps outlined previously by adding to their dashboard data that reflects an evaluation of the level of implementation quality, and the degree to which adults are aware of and building their own social-emotional competencies. Without quality implementation by all staff, evidence-based curricula will not achieve the expected results. Without our own awareness and growth in practicing social-emotional competencies, we adults will not be able to help students grow in this area. Quality implementation and adult social-emotional competencies are foundations that allow the best conditions for learning and development to emerge. During initial implementation, bringing a focus to these areas, along with utilizing your curriculum’s pre- and post-tests, unit tests, and/or summatives, will demonstrate growth in your system. Analyzing these results alongside your “Data Central” and climate data will allow you to see if you are on-track to achieving better student outcomes, and to create a more sophisticated improvement cycle. A Data Dashboard that is moving along the Mid-range of Readiness might look like:

STRENGTH BASED SKILL ASSESSMENT	CULTURE AND CLIMATE MEASURES	IMPROVEMENT CYCLE DATA
<ul style="list-style-type: none"> ● Formative assessments and/or curriculum unit tests. 	<ul style="list-style-type: none"> ● Student and family survey. ● Data Central: grades, attendance, discipline and grades. ● Staff implementation and SE Scales. 	<ul style="list-style-type: none"> ● Select evidence-based instructional practices and supports. ● Number of students receiving intervention.

MATURE READINESS

Schools on the higher end of the readiness continuum are more robustly implementing the schoolwide social-emotional learning curriculum. They are clearly on track in creating the conditions for learning and development through quality implementation and adult social-emotional competencies. SEL opportunities are embedded throughout the day and across curricular subjects. Data-based decision-making is ready to become much more systematic and routine.

Validated, universal strength-based skill assessments are used to determine the strength of the core curriculum implementation and individual student growth. Schools have worked through the purpose, ethics, policies, training and parental support for utilizing validated, universal risk screeners, which are completed to ensure rapid supports for those who need it.

The system has a schedule for benchmarking using the strengths-based skills assessment and for accessing tiered supports via the risk screener. Supports capitalize on student strengths, attend to skill gaps and seek to create conditions for equity. Progress monitoring assures that every student experiences growth. A process for evaluating the skill and competency growth for all students, alongside analysis of key conditions for learning and development, including stakeholder feedback on climate (students, parents, staff), and “*data central*” outcomes for all subgroups, characterize a robust and maturing improvement cycle designed to produce SEG. A maturing Data Dashboard may begin to look like:

STRENGTH BASED SKILL ASSESSMENT	CULTURE AND CLIMATE MEASURES	IMPROVEMENT CYCLE DATA
<ul style="list-style-type: none"> ● Curriculum formative and unit rests inform instruction. ● Validated skills assessment quarterly. ● Full assessment for those not meeting benchmark to determine gaps. 	<ul style="list-style-type: none"> ● Student survey (KCTC). ● Data Central: Attendance, discipline, grades and subgroup analysis. ● Staff SE Growth <ul style="list-style-type: none"> ○ Implementation fidelity growth. 	<ul style="list-style-type: none"> ● Universal risk screener. ● Progress monitoring of interventions. ● Evidence-based supports and skill-focused intervention menu.

MEASURING SOCIAL-EMOTIONAL GROWTH LOCALLY

Additional Data Considerations

Data with Rigor

As schools select tools and assessments, a key consideration is their level of rigor.

Validated measures have research studies demonstrating their reliability and validity. Homemade surveys or assessments may not have this level of rigor. Additionally, schools should ensure consistency in definition, practices and collection for “Data Central” data, such as attendance, suspensions, graduation rates, office discipline referrals and the like.

Data Analysis

Reporting and Communicating Three Levels of Results.

Another consideration for data analysis and demonstrating growth is recognizing three basic levels of SECD data results that schools may collect:

- Process Data
- Perception Data
- Outcome Data

Each tool you choose will reflect at least one these levels of results. The type of report you produce from this data will also reflect your level of rigor in analysis and evaluation.

Process Data

What was done for whom?

- Evidence that the social-emotional learning lessons occurred.
- How the social-emotional learning lesson or activity was conducted.
- How many students were involved in core lessons (Tier 1)?
- How many students also received intervention?

Examples of process data:

- 33 staff members were trained in the ABC SEL curriculum.
- Three lessons on bullying were taught in every class, sixth through eighth grade.
- 98% of key elements on the lesson plan were addressed (good fidelity of implementation).
- 201 of 204 students participated in the core lesson(s) and three were absent.
- 15 students participated in small-group assertive skills intervention as well.
- Five students participated in Cognitive Behavioral Intervention for Trauma in Schools (CBITS).

This level of data is most commonly emphasized by schools on the lower end of the Readiness Continuum. Because your improvement cycle may consist of a plan with milestones for growing the readiness of your system, it may make sense to count things that track progress toward those milestones, such as the number or percentage of staff who are trained or number of students participating. Merely reporting process data may be the least rigorous approach to SECD measurement.

Schools higher on the Readiness Continuum may use process data less often, or in a more rigorous manner, such as to track quality implementation or equitable access, and then compare it against perception data and outcomes to arrive at some conclusions about what is working and where improvements can be made.

Perception Data

What do people think they know, believe or can do?

How do they feel their environment supports or impedes them?

- Measures perception of climate and culture.
- Measures what students or adults are perceived to have gained in knowledge, skills, attitudes or beliefs.

Examples of perception data:

- 89% of students reported seeing bullying at school on the Kansas Communities That Care Survey.
- 78% of students said that adults do “*nothing*” or “*I’m not certain*” in response to bullying.
- After training, 92% of teachers said they felt confident delivering the curriculum.
- After the bullying lessons, 69% of students believed they could implement one strategy to combat bullying (student perception, belief).
- After the bullying lessons, 95% of students said bullying is unacceptable (attitude).
- After assertive skills lessons, 89% of teachers felt that students were implementing strategies to be upstanders and reduce bullying (teacher perception of student skills).
- After teaching conflict resolution lessons, 78% of teachers said they were more likely to address conflict and potential bullying situations (teacher perception of adult skills).

This level of data is commonly used across the Readiness Continuum. It can be important in establishing needs, strengths and social validity for your efforts. It may reveal disconnects that are important to address for progress to occur.

Outcome Data

What is the impact on development, learning and well-being? Are we seeing growth in knowledge and performance/behaviors?

- Demonstrates a change in knowledge and/or skill in action.
- Demonstrates whether the program has/has not impacted the student's ability to utilize new knowledge, attitudes, behaviors, skills.
- Demonstrates whether or not change has occurred in climate and culture.

Examples of Outcome data:

Immediate Examples (*pre/post*):

- Before the bullying lessons, 56% of students could correctly report the signs of bullying, and after the bullying lessons, 98% of students correctly reported the signs of bullying (demonstrated knowledge increase).
- After the bullying lessons, 95% of students effectively demonstrated one strategy to address bullying (skill performance).
- 75% of students receiving additional supports and intervention for aggressive behavior demonstrated conflict management skills.

Intermediate Examples (*quarter/semester/year*):

- Before the bullying lessons, 50 cases of bullying were reported for the quarter; after the lessons, there were only 10 cases for the quarter.
- 82% of staff showed growth on the Adult SE Competency Self-Assessment from first to second semester.
- 98% of students receiving additional supports and intervention for aggressive behavior garnered no additional office discipline referrals this quarter.

Long-range Examples (*showing impact over time*):

- *“On the Kansas Communities That Care survey, 20% fewer sixth- and eighth-grade students reported witnessing bullying this year over last year. This correlated with 95% of middle school students demonstrating competency in problem-solving skills taught in the SEL curriculum, and a 20% decrease in bullying reports. The middle school also showed an increase from 93.5% to 94.5% in the school attendance rate, and a half letter grade increase in average GPA for these grade levels during that period. Attendance and GPA did not increase for the 10th and 12th grade levels, who also did not report lower levels of bullying on the CTC and who did not have access to core SEL lessons at the high school.”*

This level of data is more commonly used toward the mature end of the Readiness Continuum, and may reflect a higher level of rigor, if it is collected with rigor using valid and reliable instruments, and analyzed in a rigorous manner.

Measuring Employability Skills

Lastly, it is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. Assessment and reflection are a critical process that:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/ extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Please find the complete guide to measuring employability and work-based learning at: [Measuring Employability Skills](#).¹

¹ https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

MEASURING SOCIAL-EMOTIONAL
GROWTH LOCALLY

Appendices

APPENDIX A: Resources

The following resources align with the State Board Goal of *“Measuring Social Emotional Growth Locally.”* These resources provide guidance on best practices and information for measuring social emotional learning and development and the conditions that foster this development.

Choosing and Using SEL Competency

Assessments: What Districts and Schools

Need to Know (CASEL).¹ The Collaborative for Academic and Social Emotional Learning (CASEL) is the preeminent authority for social emotional learning.

The Rand Assessment Finder² is a web-based tool that allows you explore and compare the different assessments that are available, what they are designed to measure, and the resources they take to implement.

The **Assessment Work Group Collaborator Network**³ is a place for staying up to date on the latest in SEL Assessment, and to read stories about how other districts and states are using assessment in practice.

The Measuring SEL **Assessment Guide**⁴ provides several resources for practitioners to select and use measures of student SEL, including guidance on how to select an assessment and use student SEL data, a catalog of SEL assessments equipped with filters and bookmarking, and real-world accounts of how practitioners are using SEL assessments.

Are You Ready to Assess? Brief (AIR).⁵ The American Institutes for Research outlines in this brief how to get ready to assess social emotional learning, includes a decision tree tool for districts, and a Tools Index listing of selected validated assessments for social emotional learning.

- **AIR Tools Index**⁶ provides a brief overview of tools for assessing conditions for learning and development and social emotional competencies.

Measuring Employability Skills:⁷ For the first time KSDE has developed a document that helps schools learn how to assess and measure student employability and work-based learning skills.

NOTE:

Due to the COVID 19 pandemic, schools may also be interested in this guidance document issued by CASEL in collaboration with more than 40 partners:

Reunite, Renew and Thrive: Social and Emotional Learning Roadmap for Reopening School⁸, July 2020, CASEL.

Another resource, **Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers**⁹ from AIR, April 2020, may be helpful at this time. Additional resources for addressing stress, trauma and suicidality are listed after the universal risk screening resources in Appendix D.

1 <https://measuringcel.casel.org/access-assessment-guide/>

2 <https://www.rand.org/education-and-labor/projects/assessments.html>

3 <https://measuringcel.casel.org/our-initiative/>

4 <https://measuringcel.casel.org/access-assessment-guide/>

5 <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Stop-2019.pdf>

6 <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Act-2019-rev.pdf>

7 https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

8 <https://casel.org/reopening-with-sel/>

9 <https://www.air.org/resource/building-positive-conditions-learning-home-strategies-and-resources-families-and-caregivers>

APPENDIX B: Strength-Based Skills and Competencies Assessments

The following resources align with the category of data that represent strength-based skills and competency assessments. Some instruments have been tested and demonstrated to be valid and reliable. Others may be informal or in the process of being validated. This table lists an overview of samples that are provided in the following pages.

Skills and Competencies Assessments

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Committee for Children: ¹⁰	Developers of Second Step, an evidence-based SEL Curriculum covering many or most Kansas SECD Standards.	Validated
<ul style="list-style-type: none"> • Second Step for Preschool/ DECA Programs ¹¹ 	Includes a standardized assessment of children's skills for initiative, self-regulation, and relationships - building blocks for social-emotional skill development, school readiness, and resilience.	Validated
<ul style="list-style-type: none"> • Second Step Kindergarten Summative Assessment¹² 	This is Second Steps' kindergarten summative assessment measuring SEL.	
<ul style="list-style-type: none"> • Second Step Grade 1 Summative Assessment¹³ 	This is Second Steps' Grade 1 summative assessment measuring SEL.	
<ul style="list-style-type: none"> • Second Step Grade 2 Summative Assessment¹⁴ 	This is Second Steps' Grade 2 summative assessment measuring SEL.	
<ul style="list-style-type: none"> • Second Step Grade 3 Summative Assessment¹⁵ 	This is Second Steps' Grade 3 summative assessment measuring SEL.	
<ul style="list-style-type: none"> • Second Step Grade 4 Summative Assessment ¹⁶ 	This is Second Steps' Grade 4 summative assessment measuring SEL.	
<ul style="list-style-type: none"> • Second Step Grade 5 Summative Assessment¹⁷ 		
<ul style="list-style-type: none"> • Panorama for Second Step: Understanding and Developing Students' Social Emotional Skills¹⁸ 	This fact sheet helps educators understand how CFC and Panorama have partnered to measure student SEL.	Validated

¹⁰ See page 31.

¹¹ See page 32.

¹² See page 43.

¹³ See page 50.

¹⁴ See page 57.

¹⁵ See page 60.

¹⁶ See page 63.

¹⁷ See page 68.

¹⁸ See page 73.

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
<ul style="list-style-type: none"> Aperture for Second Step Using the DESSA Mini and DESSA¹⁹ 	Aperture is an online system which has customized the DESSA and DESSA Mini for Second Step to score skills quickly, progress monitor, and show growth.	Validated
Kansans Can Competency Framework ^{20, 21}	The Competency Framework provides a free assessment suite of over 20 direct assessments for students, including a needs assessment, formative questionnaires, knowledge and situational judgement assessments, and performance-based reflections addressing numerous intrapersonal and interpersonal competencies. Performance-based observations, completed by educators or families, are also available. These assessments measure knowledge and skill development at the individual student level, with composite results across classrooms, grades, and schools.	In progress
<ul style="list-style-type: none"> Employability Skills: Measuring and Reflecting Student Learning²² Kansas SECD Likert Scale²³ 	<p>A KSDE guide for measuring the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences.</p> <p>An example of how to measure individual student SECD skills.</p>	
Resiliency School Self-Assessment ²⁴	Developed by Robertson, Romero, & Warner, Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach.	
Panorama: Social-Emotional Learning Survey ²⁵	Panorama is an online dashboard that includes strengths- based skills assessments. This is the user guide for the Panorama SEL survey.	
Aperture ²⁶ <ul style="list-style-type: none"> DESSA and DESSA Mini 	Aperture is an online dashboard that includes strength-based skills assessments that can be used to inform instruction and intervention, progress monitor, and measure growth.	Validated

19 <https://info.apertureed.com/dessa-sse>

20 <https://www.ksdetasn.org/competency#:~:text=The%20Kansans%20Can%20Competency%20Framework,are%20socially%20and%20emotionally%20engaged.>

21 <https://www.ksdetasn.org/competency#:~:text=The%20Kansans%20Can%20Competency%20Framework,are%20socially%20and%20emotionally%20engaged.>

22 https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

23 [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343)

24 See page 80.

25 See page 82.

26 <https://apertureed.com/>

secondSTEP

Social-Emotional Skills for Early Learning



Using the *Second Step: Social-Emotional Skills for Early Learning* and Devereux Early Childhood Assessment (DECA-P2) Preschool Programs Together

The *Second Step* and DECA Preschool programs are both used nationwide to help strengthen the social-emotional skills of young children. Together they provide an excellent means to assess, build, and strengthen children's social skills, protective factors, and resilience. The attached alignment chart shows how the concepts taught in the *Second Step* Weekly Themes link to assessment (DECA-P2), protective factors, and strategies for the classroom.

What Is the *Second Step* Program?

The *Second Step* early learning program teaches skills to build self-regulation and social-emotional competence, both important for kindergarten readiness and school and life success. Children learn and practice vital skills for listening and paying attention, having empathy, managing emotions, building friendships, and solving problems with others. The *Second Step* program is designed to reduce behavior problems, improve classroom climate by building feelings of inclusiveness and respect, and increase children's sense of confidence and responsibility. The program includes Weekly Themes with daily short learning activities, visual aids, puppets, songs, and online training.



What Is the DECA Preschool Program?

Based on resilience theory, the DECA Preschool Program is a five-step system for assessing children's skills, planning for instruction, and evaluating progress. Central to the DECA Program is the Devereux Early Childhood Assessment for Preschoolers, Second Edition (DECA-P2), a standardized measure of initiative, self-regulation, and attachment/relationships—three within-child protective factors that serve as building blocks for social-emotional skill development, school readiness, and resilience. The accompanying

Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals (2012), and *Classroom Strategies Guide* (1999) contain strategies to aid teachers in strengthening children's protective factors. An additional resource, *Promoting Resilience For Now and Forever: A Guide for Families*, offers families clear explanations of the protective factors and strategies to build social skills at home.

Using the Programs Together

The benefit for educators in using the *Second Step* and DECA Preschool programs together is the ability to focus on the *Second Step* goals of increasing school readiness and building social-emotional skills while emphasizing the DECA philosophy of protective-factor strengthening and resilience building.

Educators can use information from the DECA Program to help identify which children are strong in the three main DECA protective factors: initiative, self-regulation, and attachment/relationships. Then they can use *Second Step* Weekly Themes to help build strengths in these protective factors and other social-emotional skill areas. In addition, educators can use the social-emotional skill-building strategies offered in the DECA classroom and parent guides to support *Second Step* skills and concepts, and the *Second Step* focus on social-emotional skills to further enhance DECA strategies.

Note: To accommodate DECA Preschool Program users who are using the 1999 Classroom Strategies Guide, as well as those using the new *Promoting Resilience in Preschoolers*, both teacher resources have been included in this alignment chart.

Second Step Unit I: Skills for Learning

The goal of this unit is to build skills that help children learn. Children learn to listen, focus attention, use self-talk, and be assertive.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 1—Welcoming</p> <p>Children learn to welcome someone new to class. They play the first Brain Builder game, which helps develop their attention, memory, and inhibitory control.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative</p> <p>Children build trust when they interact with caring, responsive, and helpful people in the world. They need a secure base to help them feel attached, establish trust, and feel safe enough to explore and learn new things.</p>	<p>DECA’s <i>Classroom Strategies to Promote Children’s Social and Emotional Development</i> (CSG) gives suggestions for helping children build a trusting relationship with a caring adult. (CSG, p. 93)</p> <p>Families need to be welcomed in addition to new children. “Create opportunities for families to meet and form relationships with one another” is a strategy with many tips for welcoming the whole family. (<i>Promoting Resilience in Preschoolers</i> (PRP), p. 194–195)</p>
<p>Week 2—Listening</p> <p>Children learn the Listening Rules. Following these rules helps everyone learn.</p>	<p>Self-Regulation</p> <p>Children are more likely to follow the rules when they help set them. When there are just a few rules, it’s easier for children to remember what they are supposed to do. They feel competent and in control of their actions.</p>	<p>A strategy for establishing rules is outlined with tips for the teacher to involve the children in the rule-making process. (CSG, p. 93)</p> <p>“Rule Reminders” provides suggestions for making rules together with the children, using songs to reinforce the rules, and more. (PRP, p. 226)</p>
<p>Week 3—Focusing Attention</p> <p>Children learn that they need their eyes, ears, and brain to focus their attention. They learn how to make and use an “attent-o-scope” by cupping their hands around their eyes to help them focus.</p>	<p>Attachment/Relationships and Self-Regulation</p> <p>Children can gain a sense of community and belonging by participating in small groups. It is easier for them to develop trusting relationships with teachers, pay attention, share ideas, and listen to and respect each other in small groups.</p>	<p>Suggestions are given to help children develop the skills to participate in small groups. (CSG, p. 79)</p> <p>The “Focused Small Groups” strategy shows how to create these groups and covers the benefits of promoting interests and learning for all children. (PRP, p. 216)</p>

Second Step Unit I: Skills for Learning (continued)

The goal of this unit is to build skills that help children learn. Children learn to listen, focus attention, use self-talk, and be assertive.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 4—Self-Talk</p> <p>Children learn that self-talk means talking to themselves in a quiet voice or inside their heads. They use self-talk to help them focus on what they need to do.</p>	<p>Attachment/Relationships and Self-Regulation</p> <p>Most children can learn to monitor their time and avoid frustration if they know change is coming. They can finish what they are doing, put away materials, and prepare for the next event. Some children worry and feel insecure when they don't remember what happens next.</p>	<p>Suggestions are given to help children develop the skills to handle transitions. (CSG, p. 72)</p> <p>The “Self-Talk” strategy includes how-tos and some specific songs for teaching self-talk to children. (PRP, p. 227)</p>
<p>Week 5—Following Directions</p> <p>Children learn how to repeat directions to help themselves remember them.</p>	<p>Self-Regulation and Initiative</p> <p>Small-group activities help children develop many skills. They learn to follow directions, share, take turns, try different strategies, cooperate with others, solve problems, make decisions, and trust adults and peers.</p>	<p>Ideas are given for how to support children as they learn to follow directions in a group setting. (CSG, p. 79)</p>
<p>Week 6—Asking for What You Need or Want</p> <p>Children learn to ask for what they need or want by facing the person whose help they want and using a strong, respectful voice.</p>	<p>Self-Regulation and Initiative</p> <p>When children do things for themselves, they feel powerful and competent. These feelings build self-esteem and help children develop the self-confidence to take on challenges and build new skills and knowledge.</p>	<p>Strategies are offered for supporting the development of children's independence and competence. (CSG, p. 94)</p> <p>“Support children's growing independence by recognizing each child's strengths, efforts, and accomplishments” is a detailed strategy in the teacher's guide. (PRP, p. 140)</p>

Second Step Unit 2: Empathy

The goals of this unit are to help children identify and understand feelings and be kind to others. Children learn to identify and understand their own and others’ feelings, begin to see things from perspectives other than their own, and show care and concern for others.

<p>Second Step Weekly Theme overview</p>	<p>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</p>	<p>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</p>
<p>Week 7—Identifying Feelings Children learn to tell how other people are feeling by looking for clues on their faces and bodies. They learn the feelings happy and sad.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative Learning to recognize and name feelings helps children develop trust, gain self-control, learn to problem solve, and grow in confidence as they play with others.</p>	<p>Suggestions are offered to educators and parents for providing materials that allow children to explore and express their feelings. (CSG, p. 59)</p> <p>FLIP IT® is a strategy that begins with “Identifying Feelings” and helps children learn to problem-solve when faced with challenges. (PRP, p. 215)</p>
<p>Week 8—More Feelings Children learn to tell how someone is feeling by focusing on what is happening. They learn the feelings surprised and scared.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative Young children tend to view events and experiences from their own perspectives, so they find it difficult to see other points of view. Adults can help them learn to understand their own feelings and express them in acceptable ways. With maturity and experience, children become more aware of other people’s feelings and better able to interact positively with others.</p>	<p>Ideas are offered to help children understand their own and others’ feelings. (CSG, p. 94)</p> <p>Materials and games that encourage expression of feelings are listed, along with how to implement and/or use them. (PRP, p.120)</p>
<p>Week 9—Identifying Anger Children learn to tell when others are angry by looking for clues on their faces or bodies. They learn that everyone feels angry sometimes, but it is not okay to be mean or hurt others when angry.</p>	<p>Attachment/Relationships and Self-Regulation Children need to learn the words used to name feelings so they can understand and express their emotions and communicate needs and desires.</p>	<p>Ideas are offered to help children name feelings and develop the language skills they need express their emotions. (CSG, p. 84)</p> <p>Anger can be displayed externally, while other times it may be an internalizing behavior. Ideas for helping children work through both externalizing and internalizing behaviors, such as aggression and biting, or crying and hiding, are included in the teacher’s guide. (PRP, p. 261–285)</p>

Second Step Unit 2: Empathy (continued)

The goals of this unit are to help children identify and understand feelings and be kind to others. Children learn to identify and understand their own and others' feelings, begin to see things from perspectives other than their own, and show care and concern for others.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 10—Same or Different Feelings</p> <p>Children learn that people can have the same or different feelings about the same thing.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative:</p> <p>Children's self-concept comes from defining who they are and what makes them similar to and different from other people. An accurate self-concept leads a child to build skills, competence, and self-esteem.</p>	<p>Items are recommended for the learning environment that support children's development of a sense of self, helping them define what makes them similar to and different from other people. (CSG, p. 58)</p> <p>"Perspective-Taking" is a detailed strategy that helps children try to see things from others' points of view. (PRP, p. 221)</p>
<p>Week 11—Accidents</p> <p>Children learn what an accident is and what to say and do when something happens by accident.</p>	<p>Self-Regulation and Initiative:</p> <p>It is important for children to understand the difference between an intentional and unintentional incident that may lead to the same negative result, such as a child getting hurt. Children gain independence, self-control, and confidence when they learn to recognize problems on their own and begin the problem-solving process. Children can learn to analyze a situation and respond appropriately to the intention of the behavior.</p>	<p>Strategies are offered to teach children problem-solving skills and encourage them to use their skills to resolve conflicts. (CSG, p. 84)</p> <p>Activities that help children learn about social skills and emotions (emotion games, feelings posters, conflict resolution steps) are provided. (PRP, p. 165–167)</p>
<p>Week 12—Caring and Helping</p> <p>Children learn how to say something kind and do helpful things for others to show they care about their feelings.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative:</p> <p>Children build trust when they experience caring, responsive, and helpful people in the world. As children learn about ways to be helpful, they begin to develop more control over how they help care for themselves and others.</p>	<p>Suggestions for building trusting, caring relationships are offered. (CSG, p. 79)</p> <p>"Modeling" is an important strategy teachers can use to show how we care for others and help others when needed. (PRP, p. 221)</p>

Second Step Unit 3: Emotion Management

The goal of this unit is to help children recognize how they are feeling and calm down strong feelings. Children learn to understand strong feelings, recognize how they are feeling, and calm down.

<p>Second Step Weekly Theme overview</p>	<p>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</p>	<p>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</p>
<p>Week 13—We Feel Feelings in Our Bodies</p> <p>Children learn to focus attention on their bodies to recognize how they are feeling. They learn that talking to a grown-up helps when they feel worried.</p>	<p>Attachment/Relationships and Self-Regulation</p> <p>As children learn about their feelings and the expression of those feelings within their own bodies, they begin to develop self-regulation skills. Self-regulation skills are essential as children adapt and adjust their expressions, emotions, and energy levels in accordance with the ever-changing world in which they learn and play.</p>	<p>Games are suggested that help children cooperate and self-regulate, in turn helping children recognize and express emotions at the same time. (CSG, p. 83)</p> <p>“Maintaining realistic expectations for each child’s behavior based on his development” is one way teachers can help children recognize feelings and when to seek help from adults. More ideas based on observing children closely are offered in the teacher’s guide. (PRP, p. 141–142)</p>
<p>Week 14—Strong Feelings</p> <p>Children learn to put their hands on their tummies and say “Stop” to start calming down strong feelings. They learn that when they’re trying to do something difficult, they might feel frustrated.</p>	<p>Self-Regulation: Every child is an individual with unique skills, interests, and needs. Children vary in their ability to use self-control, and thus the positive guidance approach a teacher would take in helping them deal with their feelings would be different with each child and in each situation.</p>	<p>Positive guidance strategies are offered to fit the child and the situation. (CSG, p. 95)</p> <p>“Social Stories” is one strategy outlined in the teacher’s guide. This helps children see themselves in a simple story, successfully working through a problem or strong emotion. (PRP, p. 228)</p>
<p>Week 15—Naming Feelings</p> <p>Children learn that naming their feelings helps them calm down. They learn that talking to a grown-up helps when they have strong feelings.</p>	<p>Attachment/Relationships and Self-Regulation: When a caring adult takes the time to get on a child’s level and really listen to what the child’s words and body language are saying, the child will come to experience a stronger sense of trust, knowing that the adult cares about his or her feelings.</p>	<p>Suggestions are offered for identifying and empathizing with a child’s point of view. (CSG, p. 113)</p> <p>“Exposing children to new feelings words, and using books and songs to further these concepts” are some of the tips for naming feelings offered in the teacher’s guide. (PRP, p. 168–169)</p>

Second Step Unit 3: Emotion Management (continued)

The goal of this unit is to help children recognize how they are feeling and calm down strong feelings. Children learn to understand strong feelings, recognize how they are feeling, and calm down.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 16—Managing Disappointment</p> <p>Children learn how to belly breathe to calm down. They learn that when they don't get what they want, they might feel disappointed.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative: Children can learn to calm themselves by using relaxation techniques. When they are more in control of how they express their feelings, they are better able to connect with peers and adults.</p>	<p>Relaxation techniques are provided for the group as a whole and for individual children. (CSG, p. 81)</p> <p>When a teacher “displays respect, warmth, and interest in all children,” children learn they are cared for and listened to. More ideas on listening warmly and closely to children are offered in the teacher’s guide. (PRP, p. 139)</p>
<p>Week 17—Managing Anger</p> <p>Children learn how to relax their bodies and calm down when angry. They learn that it is okay to feel angry, but it is not okay to do something hurtful when angry.</p>	<p>Self-Regulation: Children who display aggression often have come to use this strategy when they feel nothing else can help them meet their need. Learning a more appropriate way to express anger and frustration will help children feel more in control and feel better about themselves.</p>	<p>The CSG offers a six-step process to identify and work through aggression, including useful information to help prevent aggression and help other children deal with it when it does occur. (CSG, p. 142–146)</p> <p>“Self-Soothing” provides tips and suggestions for activities and materials to help children manage anger and other strong emotions. (PRP, p. 227)</p>
<p>Week 18—Managing Waiting</p> <p>When they have to wait, children will be able to apply calming-down strategies down and identify and apply coping skills.</p>	<p>Self-Regulation and Initiative: Transition times are often challenging for children who lack strong protective factors. As children learn to delay gratification and cooperate with others while maintaining a respectful and safe learning environment, their protective factors and social interactions are strengthened as well.</p>	<p>Suggestions are offered for involving children in transition and waiting times to keep them actively engaged while they are also learning to delay gratification. (CSG, p. 71)</p> <p>“Managing Energy Level and Behavior in Positive Ways” is a strategy with 15 specific ideas for teachers. (PRP, D9)</p>

Second Step Unit 4: Friendship Skills and Problem Solving

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

<p>Second Step Weekly Theme overview</p>	<p>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</p>	<p>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</p>
<p>Week 19—Fair Ways to Play Children learn three Fair Ways to Play: play together, trade, and take turns.</p>	<p>Attachment/Relationships and Initiative: Children have fun and gain a sense of belonging when they play and work together. They can enjoy doing things they couldn't do alone or work together to achieve a common goal.</p>	<p>Activities and experiences that encourage cooperation are listed. (CSG, p. 82)</p> <p>Ideas for “getting along with others” are offered in the tips section of the teacher’s guide. (PRP, D6)</p>
<p>Week 20—Having Fun with Friends Children learn to choose to have fun with their friends using the Fair Ways to Play instead of insisting on getting their own way.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative: Children learn to cooperate when using materials that are more fun when used by two or more people. During group play, children learn to make friends, handle frustration, and listen to and respect each other.</p>	<p>Providing materials that promote cooperation and group play will create more opportunities to observe children and help them learn the skills needed to play together fairly. (CSG, p. 59)</p> <p>“Strengthening Peer (Child-Child) Connections” is one way to help children learn to have fun together. Fifteen specific tips are offered in the teacher’s guide. (PRP, D12)</p>
<p>Week 21—Inviting to Play Children learn how to invite others to play. Knowing how to invite others helps everyone feel included.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative: Children are learning an important and difficult task—to balance their own needs with those of the group. They need lots of practice to learn how to negotiate, cooperate, and get along with others.</p>	<p>Strategies are offered to help children with the skills and behaviors used to play and learn with others. (CSG, p. 92)</p> <p>Ideas for “Providing opportunities that promote cooperation and problem solving” are provided in the teacher’s guide. (PRP, p. 159)</p>

Second Step Unit 4: Friendship Skills and Problem Solving (continued)

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 22—Joining In with Play</p> <p>Children learn how to join others in play which helps them make friends.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative:</p> <p>Initiating activities allows children to learn patience, handle frustrations, and sometimes even cope with rejection. Children gain a sense of self as separate from others by playing alone at times and inviting others to play at other times. Children use thinking and social skills to plan and carry out ideas.</p>	<p>Tips are offered to help encourage children to initiate their own activities, alone or with others. (CSG, p. 81)</p> <p>Fifteen specific tips for taking initiative and beginning play or joining in with others are offered in the teacher’s strategy guide. (PRP, D2)</p>
<p>Week 23—Saying the Problem</p> <p>Children learn to calm down before trying to solve a problem. Then they learn how to use words to describe the problem.</p>	<p>Attachment/Relationships, Self-Regulation, and Initiative:</p> <p>Teachers should dedicate sufficient time to teaching children problem-solving skills they can use now and in the future. Children gain confidence when they learn to solve problems on their own.</p>	<p>A problem-solving process is outlined on page 85 of the CSG. The steps are in line with the basic steps identified in the <i>Second Step</i> program. (CSG, p. 85)</p> <p>A five-step process beginning with “help all involved calm down” and ending with individual follow-up, as needed, is included in the teacher’s guide. (PRP, p. 218)</p>

Second Step Unit 4: Friendship Skills and Problem Solving (continued)

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

<p>Second Step Weekly Theme overview</p>	<p>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</p>	<p>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</p>
<p>Week 24—Thinking of Solutions Children learn to think of lots of safe ideas for solving problems.</p>	<p>Attachment/Relationships and Initiative The teacher and the children should be equal partners in the problem-solving process. During problem-solving time, the teacher listens to the child’s perspective first, and then offers his or her own ideas about what the child has suggested. This strategy helps children learn to use logic and reasoning to discuss and address social-emotional concerns. The one-on-one time with the teacher supports attachment.</p>	<p>Problem-solving time is outlined in the CSG, along with a role-play of how this might work with an individual child. (CSG, p. 112)</p>
<p>Week 25—Speaking Up Assertively Children learn to speak up when someone is treating them in a mean or unsafe way or when they are trying to solve problems.</p>	<p>Attachment/Relationships and Self-Regulation: When children begin using inappropriate language, gestures, or touch, they usually do not know their meanings. Until someone tells them so, they do not know that society considers certain words or actions unacceptable. This information is best provided by a trusted adult in a caring, firm tone. Children need to learn more appropriate ways to communicate needs or express feelings. Children who are targets of these behaviors need to know how to speak up for themselves as well.</p>	<p>In the CSG, teachers can find useful suggestions for dealing with name-calling and other inappropriate behaviors in the classroom. (CSG, p. 150–154)</p> <p>The teacher’s guide offers many tips for building language skills, specifically for feelings, rules, and problem solving. (PRP, p. 168–169)</p>

Second Step Unit 5: Transitioning to Kindergarten

The goals for this unit are to review the skills children have learned in the *Second Step* program and help children understand that these skills will help them in kindergarten. Children think back to what they’ve learned in the program and think ahead to how these skills will help them become better learners, handle new situations, and get along better with others in kindergarten.

Second Step Weekly Theme overview	DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme	Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme
<p>Week 26—Learning in Kindergarten</p> <p>Children review the Listening Rules and Skills for Learning. They think ahead to how these skills will help them be better learners in kindergarten.</p>	<p>Self-Regulation and Initiative</p> <p>When children can wait their turn to participate and volunteer to share information at appropriate times, they help contribute to a respectful tone in the classroom community.</p>	<p>Ideas are given for how to support children in learning to cooperate with others in a group setting. (CSG, p. 79)</p> <p>Rules and guidelines connected to respect and listening help set the stage for school success. Ideas for how to establish and reinforce rules are detailed. (PRP, p. 147)</p>
<p>Week 27—Riding the Kindergarten Bus</p> <p>Children review skills for identifying and calming down strong feelings in the context of thinking ahead to riding the bus to kindergarten.</p>	<p>Attachment/Relationships and Self-Regulation</p> <p>Children can learn to calm themselves down. When they are more in control of their expression of feelings, they are better able to connect with peers and adults.</p>	<p>Relaxation techniques are provided for the group as a whole and for individual children. (CSG, p. 81)</p> <p>Planning for smooth transitions throughout the year and helping children learn to transition and cope with change will help them be successful in new kindergarten endeavors. Ideas are offered in the teacher’s guide for planning smooth transitions. (PRP, p. 95)</p>
<p>Week 28—Making New Friends in Kindergarten</p> <p>Children review friendship skills and problem solving and think about how these skills will help them make new friends in kindergarten.</p>	<p>Attachment/Relationships and Initiative</p> <p>Children have fun and gain a sense of belonging when they play and work together. They can enjoy doing things they couldn’t do alone or work together to achieve a common goal.</p>	<p>Activities and experiences that encourage cooperation are listed. (CSG, p. 82)</p> <p>Dramatic play, role playing, and other creative ways to explore making and keeping friends are included in the teacher’s guide. (PRP, p. 163)</p>

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Kindergarten
Student Version

Summative Knowledge Assessment

1. Circle the boxes that show a Listening Rule.



A. Ears listening

B. Voice quiet

C. Nose smelling

2. Circle the boxes that show a Skill for Learning you use when playing a Brain Builder game.



A. Listen

B. Focus attention

C. Use self-talk

3. Circle the box that shows someone feeling angry.



A

B

C

Summative Knowledge Assessment

4. Circle the boxes that list ways to show caring.

<p>Ask Amelia, "Do you want to play with me?"</p>	<p>Leave Amelia alone.</p>	<p>Share a toy with Amelia.</p>
--	---------------------------------------	--

A

B

C

5. Circle the boxes that say what you should do to begin to calm down.

<p>Reach to the sky</p>	<p>Stop</p>	<p>Name your feeling</p>
--	--------------------	---

A

B

C

6. Circle the boxes that show what else you can do to calm down.

		
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A. Hit something

B. Belly breathe

C. Yell

Kindergarten
Student Version

Summative Knowledge Assessment

7. Circle the boxes that say one of the Problem-Solving Steps.



A

B

C

8. Circle the boxes that show the Fair Ways to Play.



A. Hide the toy

B. Share the toy

C. Take turns with the toy

Kindergarten
Teacher Version

Summative Knowledge Assessment

Now that you have finished your *Second Step* lessons, we are going to see how much you remember. I'm going to read all the words on your paper out loud, and you're going to circle the boxes with the best answers.

Unit 1: Skills for Learning

1. Find question number one. This one is about the Listening Rules. The Listening Rules help you remember how to listen. Put your finger on the box with the letter A. This box says "Ears listening." If "Ears listening" is one of the Listening Rules, circle the box.

Continue in the same manner with each of the other boxes.



A. Ears listening

B. Voice quiet

C. Nose smelling

2. Find question number two. This one is about the Skills for Learning you use when you play a Brain Builder game. Put your finger on the box with the letter A. This box says "Listen." If "Listen" is a Skill for Learning that you use to play the games, circle the box.

Continue in the same manner with each of the other boxes.



A. Listen

B. Focus attention

C. Use self-talk

Summative Knowledge Assessment

**Kindergarten
Teacher Version**

Unit 2: Empathy

3. Find question number three. This one is about telling how someone is feeling.

Circle the box that shows someone feeling angry.



A

B

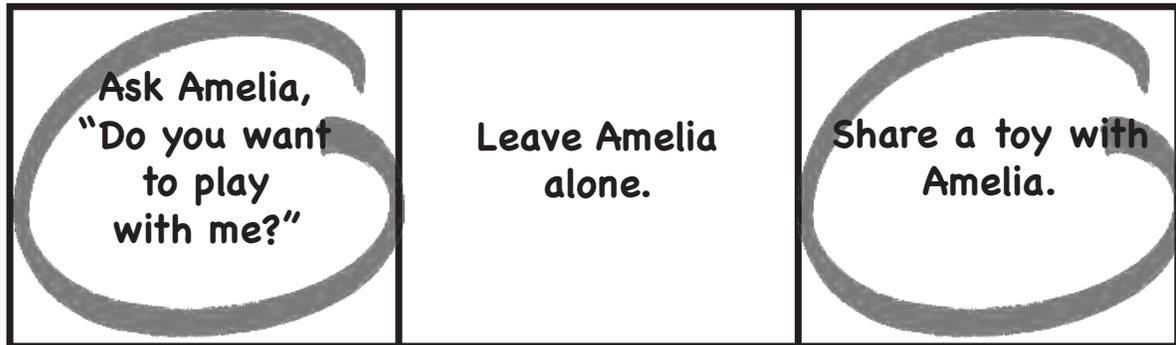
C

4. Find question number four. This one is about caring.

Here is the story. Mario's classmate, Amelia, is sitting alone at recess. She is looking down at the ground, with her chin in her hands. Mario thinks Amelia must feel sad about something. He asks her, "What's the matter?" Amelia tells him that she feels sad that her friend Emma is gone from school today and Amelia has no one to play with. What can Mario do to show Amelia that he cares about how she is feeling?

Put your finger on the box with the letter A. In this box it says, "Ask Amelia, 'Do you want to play with me?'" If this is a way that Mario could show he cares about how Amelia is feeling, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A

B

C

Kindergarten
Teacher Version

Summative Knowledge Assessment

Unit 3: Emotion Management

5. Find question number five. This one is about calming down.

Pretend that someone just called you a name, and you are feeling angry.

Put your finger on the box with the letter A. In this box it says, "Reach to the sky." If this is something you should do to begin to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Reach to the sky

B. Say "Stop"

C. Name your feeling

6. Find question number six. This one is also about calming down.

Pretend you are doing a puzzle and are having trouble getting the puzzle pieces to fit. You are feeling frustrated. You put your hand on your tummy, you say "Stop," then you name your feeling: You are frustrated. Now what else can you do to calm down?

Put your finger on the box with the letter A. This box says, "Hit something." If this something you can do to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Hit something

B. Belly breathe

C. Yell

Summative Knowledge Assessment

**Kindergarten
Teacher Version**

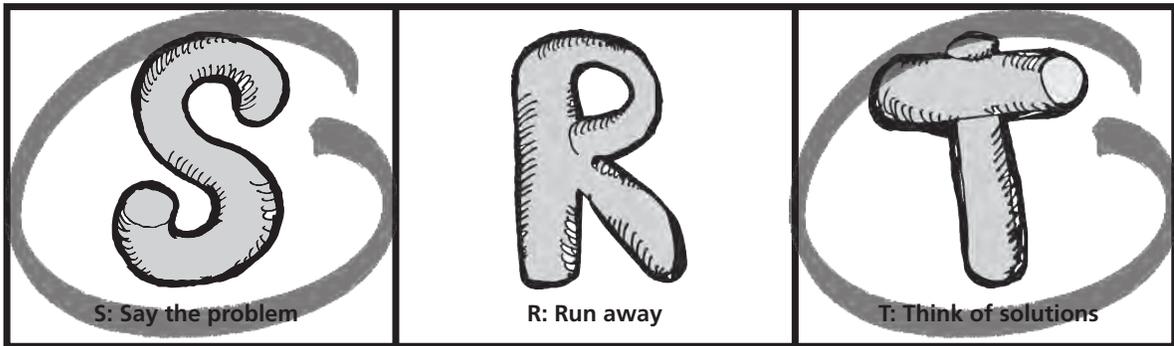
Unit 4: Problem Solving

7. Find question number seven. This one is about the Problem-Solving Steps.

Pretend you and a friend can't decide who gets to be the first one to start a game. You have a problem. What are the first two Problem-Solving Steps you should take?

Put your finger on the box with the letter A. This box says: "S: Say the problem." If this is one of the Problem-Solving Steps, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Say the problem

B. Run away

C. Think of solutions

8. Find question number eight. This one is about the Fair Ways to Play.

Pretend you and a friend both want to play with the same toy. What are fair ways you could play with that toy?

Put your finger on the box with the letter A. This box says: "Hide the toy." If this is one of the Fair Ways to Play, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Hide the toy

B. Share the toy

C. Take turns with the toy

Grade 1
Student Version

Summative Knowledge Assessment

1. Circle the boxes that show a part of your body you use when you are listening and focusing your attention.



A. Ears

B. Feet

C. Brain

2. Circle the boxes that show a Skill for Learning you use during Think, Turn, Tell.



A. Listen

B. Focus attention

C. Belly breathe

3. Circle the box that shows someone feeling disgusted.



A

B

C

Summative Knowledge Assessment

Grade 1
Student Version

4. Circle the boxes that list a way to show caring.

<p>Ask Kisha, "Do you want to walk with me to the program?"</p>	<p>Leave Kisha alone.</p>	<p>Tell Kisha, "I know how you feel. I was scared my first day too."</p>
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A

B

C

5. Circle the boxes that list what you should do to begin to calm down.

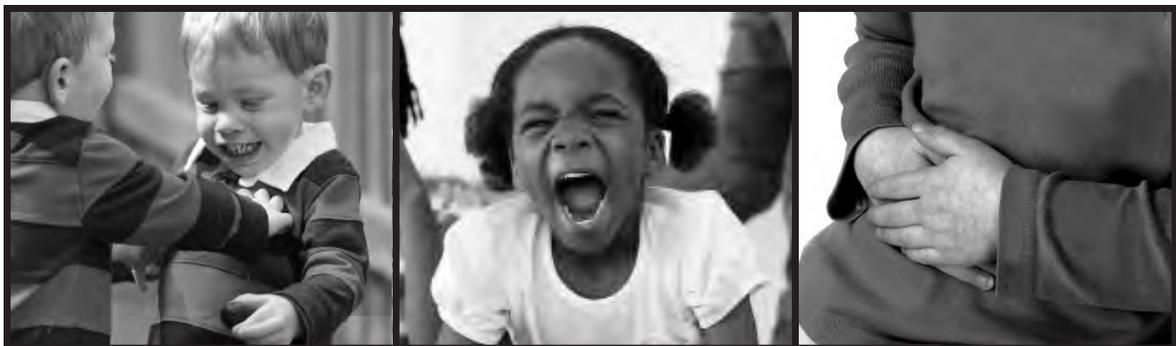
<p>Put your hand on your tummy</p>	<p>Stop</p>	<p>Name your feeling</p>
---	--------------------	---------------------------------

A

B

C

6. Circle the boxes that show what else you can do to calm down.



A. Push someone

B. Yell

C. Belly breathe

Grade 1
Student Version

Summative Knowledge Assessment

7. Circle the boxes that list one of the Problem-Solving Steps.

 <p>S: Say the problem</p>	 <p>D: Decide who's causing the problem</p>	 <p>T: Think of solutions</p>
--	---	---

A

B

C

8. Circle the boxes that show the Fair Ways to Play.

		
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A. Take turns with the blocks

B. Share the blocks

C. Hide the blocks

Grade 1
Teacher Version

Summative Knowledge Assessment

Now that you have finished your *Second Step* lessons, we are going to see how much you remember. I'm going to read all the words on your paper out loud, and you're going to circle the boxes with the best answers.

Unit 1: Skills for Learning

1. Find question number one. This one is about listening and focusing your attention. Listening and focusing your attention are important skills that help you learn. Which parts of your body do you use when you are listening and focusing your attention?

Put your finger on the box with the letter A. This box says: "Ears." If this is a part of your body you use when you are listening and focusing your attention, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Ears

B. Feet

C. Brain

2. Find question number two. This one is about the Skills for Learning you use when you practice Think, Turn, Tell. Put your finger on the box with the letter A. This box says "Listen." If "Listen" is one of the Skills for Learning you use when you practice Think, Turn, Tell, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Listen

B. Focus attention

C. Belly breathe

Summative Knowledge Assessment

Unit 2: Empathy

3. Find question number three. This one is about telling how someone is feeling.

Circle the box that shows someone feeling disgusted.



A

B

C

4. Find question number four. This one is about caring.

Here is the story. Kisha’s mom is starting a new job today. Kisha will have to go to an after-school program. Kisha has never gone to an after-school program before. She is feeling worried. Her classmate, Maurice, goes to the same after-school program that Kisha will go to. He sees Kisha standing alone on the way to the after-school program. He asks Kisha, “What’s the matter?” Kisha tells Maurice that she is a little scared and that she misses her mom. Maurice knows how she feels. He was a little scared his first day of the after-school program too. What can Maurice do to show Kisha he cares?

Put your finger on the box with the letter A. This box says: “Ask Kisha, ‘Do you want to walk with me to the program?’” If this is a way Maurice could show he cares about how Kisha is feeling, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A

B

C

Grade 1
Teacher Version

Summative Knowledge Assessment

Unit 3: Emotion Management

5. Find question number five. This one is about calming down.

Pretend you are learning how to cut stars out of paper. You keep trying and trying, but can't quite get your star to look right. You feel like throwing the scissors across the room. You are feeling frustrated. What should you do to begin to calm down?

Put your finger on the box with the letter A. In this box it says: "Put your hand on your tummy." If this is something you should do to begin to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Put your hand on your tummy

B. Say "Stop"

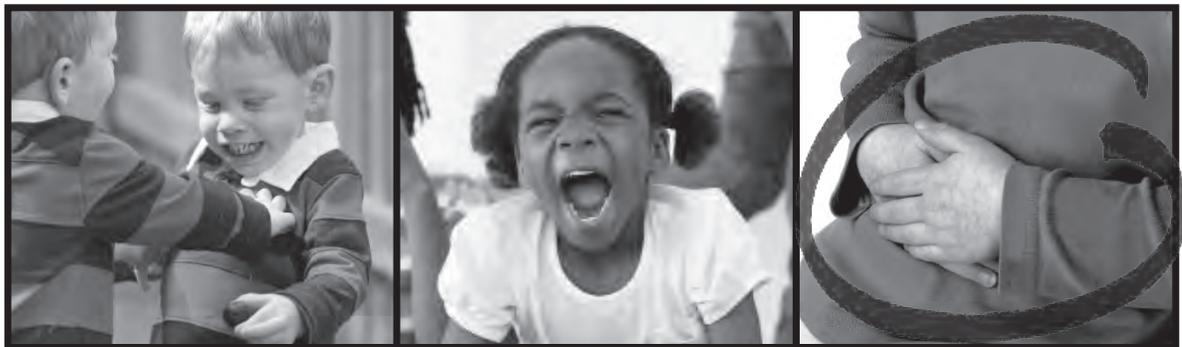
C. Name your feeling

6. Find question number six. This one is also about calming down.

Pretend you are waiting in line to climb the bars at recess. It is almost your turn when someone cuts right in front of you. You are so angry! You need to calm down. You put your hand on your tummy, you say "Stop," then you name your feeling: You are angry. Now what else can you do to calm down?

Put your finger on the box with the letter A. This box says: "Push someone." If this is something you can do to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Push someone

B. Yell

C. Belly breathe

Summative Knowledge Assessment

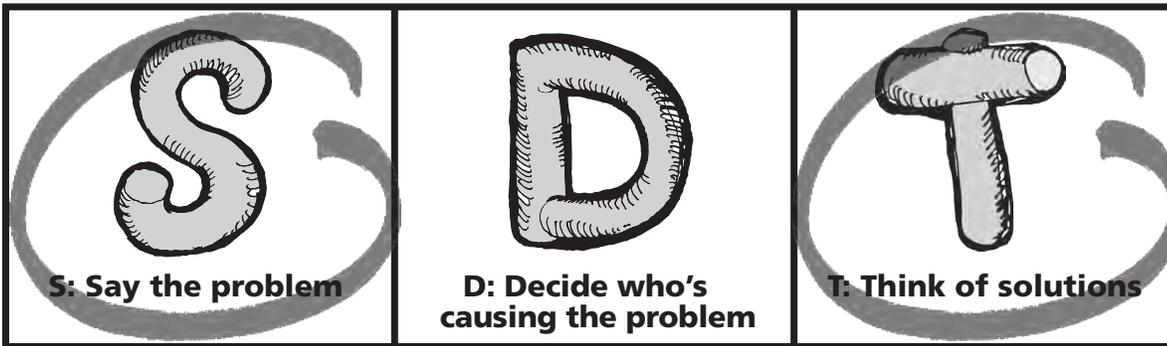
Unit 4: Problem Solving

7. Find question number seven. This one is about the Problem-Solving Steps.

Pretend you and a classmate both want to read the same book, but there is only one copy. You have a problem. Think about the Problem-Solving Steps you should take. Say them to yourself inside your head.

Now put your finger on the box with the letter A. This box says, "S: Say the problem." If this is one of the Problem-Solving Steps, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A: Say the problem

B: Decide who's causing the problem

C: Think of solutions

8. Find question number eight. This one is about the Fair Ways to Play.

Pretend you and a friend both want to play with the same blocks. What are fair ways you could play with the blocks?

Put your finger on the box with the letter A. This box says, "Take turns with the blocks." If this is one of the Fair Ways to Play, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Take turns with the blocks

B. Share the blocks

C. Hide the blocks

Directions

1. Look at the photo.
2. Listen to your teacher read the questions.
3. Check the best answer or answers.
 1. Check off all the ways that tell how Estela and Kareem are focusing their attention and listening.
 - a. Looking at the speaker
 - b. Ignoring distractions
 - c. Interrupting
 - d. Being still
 2. Check off the skill for learning that Estela is using to help her remember directions.
 - a. Focus attention
 - b. Listen
 - c. Use self-talk
 - d. Be assertive
 3. Check off all the clues that help you tell that Kareem and Estela have different feelings about how to work on math.
 - a. Their faces
 - b. Their fingerprints
 - c. The situation
 - d. Their bodies
 4. Check off how you think Estela is feeling.
 - a. Scared
 - b. Frustrated
 - c. Happy
 - d. Surprised
 5. Check off all the Calming-Down Steps you learned in your *Second Step* lessons.
 - a. Say "Stop"
 - b. Name your feeling
 - c. Break your pencil
 - d. Calm down

Summative Knowledge Assessment**Student Version****Grade 2**

6. Check off the answer that tells how to belly breathe.
- a. Breathe a few times. Check your belly.
 - b. Put your hands on your belly. Breathe in and out slowly.
 - c. Breathe in and out as fast as you can.
 - d. Rub your belly with your hands. Take a breath.
7. Check off all the Problem-Solving Steps Estela and Kareem can use to solve their problem.
- a. T: Think of solutions
 - b. D: Decide who is to blame
 - c. E: Explore consequences
 - d. S: Say the problem
 - e. P: Pick the best solution
8. Check off each answer that says what “respectful” means.
- a. Treating others how you think they’d like to be treated
 - b. Being polite
 - c. Being bossy
 - d. Being kind
9. Check off each answer that says what it means to explore the consequences of a solution.
- a. Think of the positive things that could happen.
 - b. Think about how other people might feel.
 - c. Think of the quickest one to do.
 - d. Think of the negative things that could happen.
10. Check off the answer with the best solution to Estela and Kareem’s problem.
- a. Copy the answer from another group.
 - b. Don’t do the problem.
 - c. Ask the teacher for help in a calm, firm voice.
 - d. Count to 10.

Lesson 22: Reviewing Second Step Skills

Grade 2
Unit 4

Lesson Concept

Using *Second Step* skills can help you be a better learner and get along with others.

Key Words

Specific, examples, review

Objectives

- Students will be able to:
- Recall *Second Step* skills learned
- Identify *Second Step* skills in a story
- Relate personal examples of skill use

Materials

- Lesson Card 21
- Summative Knowledge Assessment handout, one for each student
- All posters
- All Skills for Learning Cards (as needed)
- Following Through Card 22

Why This Lesson Matters

This lesson reviews the *Second Step* skills students have learned during the year. Students given the opportunity to reflect on their individual growth and learning are more likely to retain and apply the information and skills learned. The more students review and practice, the stronger their skills become.

When teachers provide repeated practice of social-emotional skills in a variety of real-life situations, students are more likely to retain and continue to develop the skills that they've learned in the formal program. This lesson sets the stage for ongoing skill practice through follow-up activities and informally prompting students to use the skills as appropriate situations arise.

Teaching Notes

Read this lesson's Summative Knowledge Assessment section and student handout before you teach the lesson.

Go online to [SecondStep.org](#) for lesson resources and videos.

Second Step

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Warm-Up

Review

Today is your last *Second Step* lesson. This year you learned and practiced skills to help you be better learners and get along with others. Show Lesson Card 21. Last week you used what you've learned to solve a playground problem. What skills did you use? (Skills for Learning: Calming-down skills, Problem-solving skills.) How did these skills help you solve the problem? Think of specific examples. Give think-time. (Various answers.) Learning and practicing these skills all year has helped you get better at using them.

The Brain Builders you've played this year have also helped improve your skills. You've built the parts of your brain that help you focus your attention, listen, and remember. Show two thumbs up if your skills have improved. Comment on the number of thumbs up. You've become better learners!

Summative Knowledge Assessment

Today you'll review all the skills you've learned and practiced this year. First, you'll look at photos and listen to a story about two second-grade students who are using their *Second Step* skills. Then you'll answer questions to show what you know about the skills the students are using. Distribute the Summative Knowledge Assessment handout, one per student. Read the directions out loud.



1. Here are Estela and Kareem. Their teacher, Ms. Nelson, is explaining a new way of doing math. Look at Number 1 on your handout. Check off all the ways that tell how Estela and Kareem are focusing their attention and listening: a. Looking at the speaker; b. Ignoring distractions; c. Interrupting; d. Being still. (a, b, d)

2. While Ms. Nelson gives the students directions for a partner assignment, Estela repeats the directions quietly to herself. Look at Number 2 on your handout. Check off the skill for learning that Estela is using to help herself remember directions: a. Focus attention; b. Listen; c. Use self-talk; d. Be assertive. (c)



3. Look at the photo. Kareem is Estela's new math partner. Kareem likes to take his time and write down each problem. Estela likes to do

math problems differently. She likes to do them fast in her head. Estela thinks Kareem's way of doing math takes too long. She wants to finish quickly so they can go out to recess! Look at Number 3 on your handout. Check off all the clues that help you tell that Kareem and Estela have different feelings about how to do math: a. Their faces; b. Their fingerprints; c. The situation; d. Their bodies. (a, c, d)

4. Look at the photo. Look at Number 4 on your handout. Check off how you think Estela is feeling: a. scared; b. frustrated; c. happy; d. surprised. (b)



5. Estela's strong feelings are making it hard for her to do her work. She needs to calm down. Estela decides to use the Calming-Down Steps she learned in her *Second Step* lessons. Look at Number 5 on your handout. Check off all the Calming-Down Steps you learned in your *Second Step* lessons: a. Say "Stop"; b. Name your feeling; c. Break your pencil; d. Calm down. (a, b, d)



6. Look at the photo. Estela decides to do some belly breathing. Look at Number 6 on your handout. Check off the one that tells how to belly breathe: a. Breathe a few times. Check your belly; b. Put your hands on your belly, as you can; d. Rub your belly with your hands. Take a breath. (b)

7. Look at the photo. After belly breathing, Estela calms down. She realizes it's okay that she and Kareem like to do math differently. But now they have a problem! They're stuck on the last question. Neither of them knows how to do it. If they don't finish soon, they'll miss recess. Look at Number 7 on your handout. Check off all the Problem-Solving Steps Estela and Kareem can use to solve their problem: a. T. Think of solutions; b. D. Decide who is to blame; c. E. Explore consequences; d. S. Say the problem; e. P. Pick the best solution. (a, c, d, e)

8. Estela and Kareem need to think of safe and respectful solutions to their problem. Safe means no one's body or feelings get hurt. Look at Number 8 on your handout. Check off each answer that says what "respectful" means: a. Treating others how you think they'd like to be treated; b. Being polite; c. Being bossy; d. Being kind. (a, b, d)

9. Estela and Kareem think of many solutions. Then they explore consequences for each solution. Look at Number 9 on your handout. Check off each answer that says what it means to explore the consequences of a solution: a. Think of the positive things that could happen; b. Think about how other people might feel; c. Think of the quickest one to do; d. Think of the negative things that could happen. (a, b, d)

10. Estela and Kareem decide that they want to learn how to do the math problem they're stuck on. Look at Number 10 on your handout. Check off the answer with the best solution to Estela and Kareem's problem: a. Copy the answer from another group; b. Don't do the problem; c. Ask the teacher for help in a calm, firm voice; d. Count to ten. (c)

Skill Practice

You just showed what you know about the *Second Step* skills used in that story. Now it's your turn to think about when you can use these skills to help you in school. Explain the steps below to students. Instead of having them raise their hands, have students use an action related to each poster to show they want to speak. See action suggestions below.

1. Refer to the poster and review.
2. Ask students: When can you use _____ (name of skill) to help you in school?
3. Give think-time.
4. Have students use actions to show they want to speak.
5. Call on a few students at random to tell the class their ideas.
6. Do steps 1–5 again with the next poster.

Posters and Action Suggestions

- Skills for Learning Poster: Stand at attention
- Empathy Poster: Make a heart with thumbs and d pointer fingers
- How to Calm Down Poster: Show the hand-brain
- Problem-Solving Steps Poster: Stand and step in place

Wrap-Up

In this year's *Second Step* lessons, you've learned a lot that will help you learn and get along better with others! Give yourself a big round of applause. Model clapping while making a circle in the air with your hands.

Following Through: Skills and concepts are reinforced best when regularly practiced and reinforced. See Following Through Card 22.

Grade 3

Student Version

Summative Knowledge Assessment

1. Look at the photo.
2. Listen to your teacher read the questions.
3. Check the best answer or answers.
 1. Check off how you think Yosef is feeling. You can check off more than one feeling.
 - a. Sad
 - b. Lonely
 - c. Surprised
 - d. Left out
 2. Check off the word that best completes this sentence: Cheng is feeling _____ for Yosef.
 - a. Anger
 - b. Respect
 - c. Jealousy
 - d. Empathy
 3. Check off all the skills for learning Cheng can use to make conversation with Yosef.
 - a. Be assertive
 - b. Use self-talk
 - c. Listen
 - d. Focus attention
 4. Check off all the ways you can tell Cheng is being assertive.
 - a. Head up, shoulders back
 - b. Speaking calmly and firmly
 - c. Looking at his shoes
 - d. Pointing at Yosef
 5. Check off the first two Calming-Down Steps you learned in your *Second Step* lessons.
 - a. Say the problem
 - b. Name your feeling
 - c. Be assertive
 - d. Stop—use your signal

Summative Knowledge Assessment

Student Version

Grade 3

6. Check off an example of positive self-talk that Omar could use to help himself calm down. You can check more than one example.
- a. I'm never going to be able to do this.
 - b. I hate math.
 - c. It's going to be fine.
 - d. I'm good at math.
7. Check off the answer that tells how to belly breathe.
- a. Put your hands on your belly. Breathe in and out slowly.
 - b. Push out your belly. Breathe on the person next to you.
 - c. Breathe in and out as fast as you can.
 - d. Squeeze your belly with your hands. Take a breath.
8. Check off the best way to say Omar and Naomi's problem.
- a. Omar always thinks it's his turn to take the basketball when it's really Naomi's turn.
 - b. Naomi never gets to do what she wants, and Omar always does.
 - c. Omar and Naomi both want to take the same basketball out to recess.
 - d. Naomi is always telling people what to do, even when it's not her turn.
9. Check off all the other Problem-Solving Steps Omar and Naomi can use to solve their problem.
- a. E: Explore consequences
 - b. D: Decide who is to blame
 - c. T: Think of solutions
 - d. P: Pick the best solution
10. Check off the two words that best complete this sentence: Solutions to a problem should be _____ and _____ .
- a. Safe
 - b. Right
 - c. Easy
 - d. Respectful

Lesson 22: Reviewing Second Step Skills

Grade 3
Unit 4

Lesson Concept

Using Second Step skills can help you be a better learner and get along with others.

Key Words

Specific: examples, review

Objectives

- Students will be able to:
- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 3 DVD
- Summative Knowledge Assessment handout
- Lesson Card 21
- All posters
- All Skills for Learning Cards (as needed)
- Following Through Card 22

Why This Lesson Matters

This lesson reviews the skills students have learned during the year. When students are given the opportunity to reflect on their individual growth and learning, they are more likely to retain and apply the skills and concepts they have learned. The more students review and practice, the stronger their skills become.

When teachers provide repeated practice of social-emotional skills in a variety of real-life situations, students are more likely to retain and continue to develop the skills that they've learned in the formal program. This lesson sets the stage for ongoing skill practice through follow-up activities and informally prompting students to use the skills as appropriate situations arise.

Teaching Notes

Read this lesson's Summative Knowledge Assessment section and student handout before you teach the lesson.

Go online to [SecondStep.org](#) for lesson resources and videos.

Second Step

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Warm-Up

Review

Today is your last Second Step lesson. This year you learned and practiced skills for learning and getting along with others. Show Lesson Card 21. Last week you used what you've learned to resist negative peer pressure. What skills did you use? (Various answers.) How did these skills help you solve the problem? Think of specific examples. Give think-time. (Various answers.) Learning and practicing these skills all year has helped you get better at using them.

The Brain Builders you've played this year have also helped improve your skills. You've built the parts of your brain that help you focus your attention, listen, and remember. Put two thumbs up if your skills have improved. Comment on the number of thumbs up. You've become better learners!

Summative Knowledge Assessment

Today you'll review all the skills you've learned and practiced this year. First, you'll look at photos and listen to stories about third-grade students who are using their Second Step skills. Then you'll answer questions to show what you know about the skills the students are using. Distribute the Summative Knowledge Assessment handout, one per student. Read the directions out loud.



1. Here are Cheng and Yosef. Cheng was having fun playing soccer at recess until he noticed a new classmate, Yosef, standing alone. Cheng looks at Yosef's face and on your handout. Check off how you think Yosef's feeling. You can check off more than one feeling: a. Sad; b. Lonely; c. Surprised; d. Left out. (a, b, d)

2. Cheng understands Yosef's feelings because he felt the same when he was a new student last year. Look at Number 2 on your handout. Check off the word that best completes this sentence: Cheng is feeling _____ for Yosef. a. Anger; b. Respect; c. Jealousy; d. Empathy. (d)



3. Cheng decides to help Yosef feel better by making conversation with him and asking him to join the soccer game. Check off all the skills for learning Cheng can use to make conversation with Yosef: a. Be assertive; b. Use self-talk; c. Listen; d. Focus attention. (a, c, d)



4. Look at the photo. Before Cheng goes to talk to Yosef, he says to his friends (assertive tone): "I want Yosef to join our soccer game." Look at Number 4 on your handout. Check off all the ways you can tell Cheng is being assertive: a. Head up, shoulders back; b. speaking calmly and firmly; c. Looking at his shoes; d. Pointing at Yosef. (a, b)

Cheng asks Yosef if he wants to join the soccer game, and he agrees. They have fun playing soccer together.



5. Naomi is having strong feelings. They're making it hard for her to get her work done. She needs to calm down. Naomi decides to use the Calming-Down Steps she learned in her Second Step lessons. Look at Number 5 on your handout. Check off the first two Calming-Down Steps you learned in your Second Step lessons: a. Say the problem; b. Name your feeling; c. Be assertive; d. Stop—use your signal. (b, d)

6. Omar is about to take a math test, but he's feeling really anxious, and it's making it hard for him to think. He needs to use some positive self-talk to help himself calm down. Look at Number 6 on your handout. Check off an example of positive self-talk that Omar could use to help himself calm down. You can check more than one example: a. I'm never going to be able to do this; b. I hate math; c. It's going to be fine; d. I'm good at math. (c, d)

7. The person behind Omar in the lunch line accused him of cutting. He felt so angry! He didn't cut, and he wanted to yell back. Instead, he said to himself, "Stop. I'm angry. I need to calm down." He took some belly breaths to calm down. Look at Number 7 on your handout. Check off the answer that tells how to belly breathe: a. Put your hands on your belly. Breathe in and out slowly; b. Push out your belly. Breathe on the person next to you; c. Breathe in and out as fast as you can; d. Squeeze your belly with your hands. Take a breath. (a)

8. It's time for recess. Omar thinks it's his turn to take the basketball to the playground; however, Naomi thinks it's her turn. Look at Number 8 on your handout. Check off the best way to say Omar and Naomi's problem: a. Omar always thinks it's his turn to take the basketball when it's really Naomi's turn; b. Naomi never gets to do what she wants, and Omar always does; c. Omar and Naomi both want to take the same basketball out to

recess; d. Naomi is always telling people what to do, even when it's not her turn. (c)

9. Saying the problem was the first step Omar and Naomi took to solve their problem. Look at Number 9 on your handout. Check off all the other Problem-Solving Steps Omar and Naomi can use to solve their problem: a. E: Explore consequences; b. D: Decide who is to blame; c. T: Think of solutions; d. P: Pick the best solution. (a, c, d)

10. Omar and Naomi are ready to think of solutions to their problem. Look at Number 10 on your handout. Check off the two words that best complete this sentence: Solutions to a problem should be _____ and _____. a. Safe; b. Right; c. Easy; d. Respectful. (a, d) Omar and Naomi decide the best solution is to take the basketball out to recess and shoot hoops together!

Skill Practice

You just showed what you know about Second Step skills. Now it's your turn to think about when you can use these skills to help you in school. Explain the steps below to students. Instead of having students raise their hands, have them use an action related to each poster to show they want to speak. See suggestions below.

1. Refer to the poster and review.
2. Ask students: When can you use _____ (name of skill) to help you in school?
3. Give think-time.
4. Have students use actions to show they want to speak.
5. Call on a few students at random to tell their ideas.
6. Do steps 1–5 again with each poster.

Poster action suggestions

- Skills for Learning Poster: stand at attention
- Empathy Poster: make a heart with thumbs and pointer fingers
- How to Calm Down Poster: show the hand-brain
- Problem-Solving Steps Poster: stand and step up in place

Wrap-Up

In this year's Second Step lessons, you've learned a lot that will help you learn and get along better with others! Give yourself a big round of applause. Model clapping while making a circle in the air with your hands.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 22.

Grade 4

Student Version

Summative Knowledge Assessment

-
1. When you have empathy for people, you (select all that apply):
- a. Notice how they are feeling
 - b. Listen with attention to what they are saying
 - c. Tell them how they should feel
 - d. Try to understand their point of view
2. Select the best example of being assertive when someone cuts in front of you in line:
- a. Hey, get out of the way!
 - b. Oh...I don't know, but I think I was in front of you, maybe.
 - c. Who do you think you are—the king of the world?
 - d. It is not okay to cut in front of me. The end of the line is back there.
3. There is a new boy in your class. You've decided to start a conversation with him so you can get to know him better. What are some things you can do to keep a conversation going? (Select all that apply.)
- a. Listen to him with attention when he is talking
 - b. Face him when you are talking with him
 - c. Use friendly, respectful, sincere words and tone of voice
 - d. Ask more questions to keep the conversation going
4. Jill was very excited that her older sister was coming home for a visit. Then she found out that her sister had a change of plans and couldn't make it home. Jill is very disappointed. What is a compassionate thing you could do for Jill?
- a. Ignore her and hope she will feel better soon
 - b. Tell her you are sorry her sister is not coming for a visit and invite her over to your house to watch a movie instead
 - c. Look at her very sadly
 - d. Wish that she felt better
5. You experience strong emotions only in your brain.
- a. True
 - b. False
6. Select the first two things you should do to begin to calm down:
- a. Stop—use your signal
 - b. Run
 - c. Name your feeling
 - d. Lie down

Summative Knowledge Assessment

Student Version

Grade 4

7. You are playing a game at recess. You notice that someone on the other team is cheating. You are so angry! What can you do to calm down?
- a. Call the kid a cheater, and make sure everyone hears you
 - b. Belly breathe
 - c. Count to 10
 - d. Tell yourself: “Chill. Maybe he doesn’t know the rules.”
8. Anxiety is the uneasy feeling you get when you are worried about something that might or might not happen. When you feel anxious it is good to (select all that apply):
- a. Yell
 - b. Clench your teeth
 - c. Use self-talk to tell yourself that it will be okay
 - d. Talk to a grown-up
9. Which one of the following is not one of the *Second Step* Problem-Solving Steps?
- a. D: Decide who is to blame
 - b. T: Think of solutions
 - c. P: Pick the best solution
 - d. E: Explore consequences
10. It’s recess, and you and your friend want to play tetherball. But Jessie and Alex are already playing there... again! They’ve played tetherball at recess for the last two days. You have a problem. How can you say the problem in a way that doesn’t blame anyone?
- a. Jessie and Alex are hogging the tetherball, and they need to let us play now.
 - b. It’s our turn, so we are going to play tetherball. We don’t care what Jessie and Alex think.
 - c. We all want to play tetherball at the same time, and there is just one tetherball.
 - d. Jessie and Alex always get to do what they want—it’s not fair.
11. Sometimes solutions to problems are complicated and require a plan. Select all of the following that are good to remember when making a plan:
- a. The order makes sense
 - b. There is enough time to do it
 - c. Make sure it’s a little complicated
 - d. It’s realistic, and you’re able to do it
12. Your friend wants you to take some money from your big sister’s money-box when she is not home to ask. It is best to say to your friend:
- a. No, I don’t want to do that.
 - b. I need to think about it.
 - c. If you want to do it, that’s fine with me.
 - d. Do you think I will get in trouble?

Directions for the Teacher

Explain to your students that for some questions, there is more than one correct answer. For those questions, they must choose all the possibilities that are correct.

Depending on the reading level of your students, you may need to read the questions and possible responses out loud to your students before they answer each question.

Unit 1: Learning and Empathy

(multiple response)

1. When you have empathy for people, you (select all that apply):

- a. Notice how they are feeling
- b. Listen with attention to what they are saying
- c. Tell them how they should feel
- d. Try to understand their point of view

Answers: a, b, d

(multiple choice)

2. Select the best example of being assertive when someone cuts in front of you in line:

- a. Hey, get out of the way!
- b. Oh...I don't know, but I think I was in front of you, maybe.
- c. Who do you think you are—the king of the world?
- d. It is not okay to cut in front of me. The end of the line is back there.

Answer: d

(multiple response)

3. There is a new boy in your class. You've decided to start a conversation with him so you can get to know him better. What are some things you can do to keep a conversation going? (Select all that apply.)

- a. Listen to him with attention when he is talking
- b. Face him when you are talking with him
- c. Use friendly, respectful, sincere words and tone of voice
- d. Ask more questions to keep the conversation going

Answers: a, b, c, d

(multiple choice)

4. Jill was very excited that her older sister was coming home for a visit. Then she found out that her sister had a change of plans and couldn't make it home. Jill is very disappointed. What is a compassionate thing you could do for Jill?

- a. Ignore her and hope she will feel better soon
- b. Tell her you are sorry her sister is not coming for a visit and invite her over to your house to watch a movie instead
- c. Look at her very sadly
- d. Wish that she felt better

Answer: b

Unit 2: Emotion Management

(true/false)

5. You experience strong emotions only in your brain.

- a. True
- b. False

Answer: b. False; you experience strong emotions in your brain and body.

(multiple response)

6. Select the first two things you should do to begin to calm down:

- a. Stop—use your signal
- b. Run
- c. Name your feeling
- d. Lie down

Answers: a, c

(multiple response)

7. You are playing a game at recess. You notice that someone on the other team is cheating. You are so angry! What can you do to calm down?

- a. Call the kid a cheater, and make sure everyone hears you
- b. Belly breathe
- c. Count to 10
- d. Tell yourself: “Chill. Maybe he doesn’t know the rules.”

Answers: b, c, d

(multiple response)

8. Anxiety is the uneasy feeling you get when you are worried about something that might or might not happen. When you feel anxious it is good to (select all that apply):

- a. Yell
- b. Clench your teeth
- c. Use self-talk to tell yourself that it will be okay
- d. Talk to a grown-up

Answers: c, d

Unit 3: Problem Solving

(multiple choice)

9. Which one of the following is not one of the *Second Step* Problem-Solving Steps?

- a. D: Decide who is to blame
- b. T: Think of solutions
- c. P: Pick the best solution
- d. E: Explore consequences

Answer: a

(multiple choice)

10. It's recess, and you and your friend want to play tetherball. But Jessie and Alex are already playing there... again! They've played tetherball at recess for the last two days. You have a problem. How can you say the problem in a way that doesn't blame anyone?

- a. Jessie and Alex are hogging the tetherball, and they need to let us play now.
- b. It's our turn, so we are going to play tetherball. We don't care what Jessie and Alex think.
- c. We all want to play tetherball at the same time, and there is just one tetherball.
- d. Jessie and Alex always get to do what they want—it's not fair.

Answer: c

(multiple response)

11. Sometimes solutions to problems are complicated and require a plan. Select all of the following that are good to remember when making a plan:

- a. The order makes sense
- b. There is enough time to do it
- c. Make sure it's a little complicated
- d. It's realistic, and you're able to do it

Answers: a, b, d

(multiple choice)

12. Your friend wants you to take some money from your big sister's money-box when she is not home to ask. It is best to say to your friend:

- a. No, I don't want to do that.
- b. I need to think about it.
- c. If you want do it, that's fine with me.
- d. Do you think I will get in trouble?

Answer: a

Grade 5

Student Version

Summative Knowledge Assessment

-
1. You are talking to a classmate in the hallway before school. She just had an argument with her best friend. You are listening to her with attention as she tells you how sad she is feeling. You understand how she feels. You've felt sad after having an argument with a friend too. You are:
 - a. Feeling happy that you are not her
 - b. Having empathy for her
 - c. Thinking she will not have many friends
 - d. Wondering why she is so sad

 2. You were having trouble paying attention when your teacher explained what do for a social studies project. Now everyone is getting started, and you don't know what you're supposed to do! The best thing to do is to:
 - a. Just do the project the way you want
 - b. Assertively ask your teacher how to do it
 - c. Read a book instead
 - d. Wait quietly at your desk and hope someone comes to help you

 3. Some kids at the after-school program are starting to play a board game. It looks like it could be fun. Which of the following is the best way for you to join in?
 - a. Aggressively say that you know all about how to play the game
 - b. Wait a long time for them to ask you if you want to play
 - c. Ask a question about the game, then politely ask if you can play too
 - d. Wait until they start playing, then ask them to stop what they are doing and let you play

 4. Garrett's older brother gave him his old bike. Garrett is very excited. He rides the bike to the park to meet you. Unfortunately, on the way to the park something hits his wheel and bends the spokes. He is very disappointed. What is a compassionate thing you could do for Garrett?
 - a. Tell him "It's just a bike—no big deal"
 - b. Tell him you are sorry about the wheel and you can ask an adult to help fix it
 - c. It's best not to say anything
 - d. Wish Garrett had gone a different way to the park

 5. You experience strong emotions only in your body.
 - a. True
 - b. False

 6. You are taking a test. You still have two more questions to go, but you only have a little more time. You are starting to feel anxious. What should you do to calm down? (Select all that apply.)
 - a. Stop—use your signal
 - b. Cry
 - c. Name your feeling
 - d. Calm down—use a Calming-Down Strategy

Summative Knowledge Assessment**Student Version****Grade 5**

7. You are learning how to make folded paper birds in art class. Everyone seems to be able do it but you! Every time you try, you get it wrong. You feel like ripping the whole thing up and throwing it on the floor! You are really frustrated. What can you do to calm down? (Select all that apply.)
- a. Take a break, and try again later
 - b. Bang the table to show how frustrated you feel
 - c. Use self-talk to tell yourself that you can do it, you just need to take your time
 - d. Do deep, centered breathing
8. You and a partner have just finished building a rocket for a science project. You are carrying your completed rocket up to the front of the class when you trip over someone's foot. You drop the rocket and it cracks. You turn around and see a classmate with his foot in the aisle. You are so angry! You feel like breaking his rocket. You want to punch him. Instead, you decide to calm down. What positive self- talk can you use to calm down?
- a. "I know he was trying to trip me on purpose."
 - b. "He probably didn't stick his foot out on purpose. I can always fix my rocket."
 - c. "I should have stepped on his foot."
 - d. "I'm going push his foot back into his face!"
9. When you solve problems, first calm down, then (select all that apply):
- a. P: Pick the best solution
 - b. D: Decide who's to blame
 - c. T: Think of solutions
 - d. E: Explore consequences
 - e. S: Say the problem
10. Bella hears some of her friends talking about another friend of hers, Karin. Bella is sure that what they are saying is untrue and hurtful to Karin. Bella knows this is a problem. What are some possible solutions that are safe and respectful? (Select all that apply.)
- a. Walk away and refuse to listen
 - b. Confront the gossipers and tell them to stop
 - c. Just stand there and listen quietly
 - d. Assertively state the truth
11. Rashid borrowed his friend's favorite book. Now his friend wants it back, but Rashid can't find it! He decides he needs to tell his friend what happened and replace the book. However, this solution is not simple. It requires a plan. Select all of the following that Rashid should remember when making his plan:
- a. The order makes sense
 - b. It should take a long time
 - c. It's not too complicated
 - d. It's realistic, and you're able to do it
12. You have to show your completed homework to your teacher before you go out to recess. Your friend didn't finish hers and wants to copy yours. What should you do?
- a. Let her copy it, so she can join you at recess
 - b. Tell her you didn't finish your homework either
 - c. Tell her no, you don't want to let her do that, but you can play with her next recess after she gets her homework done
 - d. Tell on her

Directions for the Teacher

Explain to your students that for some questions, there is more than one correct answer. For those questions, they must choose all the possibilities that are correct.

Depending on the reading level of your students, you may need to read the questions and possible responses out loud to your students before they answer each question.

Unit 1: Learning and Empathy

(multiple choice)

1. You are talking to a classmate in the hallway before school. She just had an argument with her best friend. You are listening to her with attention as she tells you how sad she is feeling. You understand how she feels. You've felt sad after having an argument with a friend too. You are:

- a. Feeling happy that you are not her
- b. Having empathy for her
- c. Thinking she will not have many friends
- d. Wondering why she is so sad

Answer: b

(multiple choice)

2. You were having trouble paying attention when your teacher explained what do for a social studies project. Now everyone is getting started, and you don't know what you're supposed to do! The best thing to do is to:

- a. Just do the project the way you want
- b. Assertively ask your teacher how to do it
- c. Read a book instead
- d. Wait quietly at your desk and hope someone comes to help you

Answer: b

(multiple choice)

3. Some kids at the after-school program are starting to play a board game. It looks like it could be fun. Which of the following is the best way for you to join in?

- a. Aggressively say that you know all about how to play the game
- b. Wait a long time for them to ask you if you want to play
- c. Ask a question about the game, then politely ask if you can play too
- d. Wait until they start playing, then ask them to stop what they are doing and let you play

Answer: c

(multiple choice)

4. Garrett's older brother gave him his old bike. Garrett is very excited. He rides the bike to the park to meet you. Unfortunately, on the way to the park something hits his wheel and bends the spokes. He is very disappointed. What is a compassionate thing you could do for Garrett?

- a. Tell him "It's just a bike—no big deal"
- b. Tell him you are sorry about the wheel and you can ask an adult to help fix it
- c. It's best not to say anything
- d. Wish Garrett had gone a different way to the park

Answer: b

Summative Knowledge Assessment

Teacher Version

Grade 5

Unit 2: Emotion Management

(true/false)

5. You experience strong emotions only in your body.

- a. True
 b. False

Answer: b. False; you experience strong emotions in your brain and your body.

(multiple response)

6. You are taking a test. You still have two more questions to go, but you only have a little more time. You are starting to feel anxious. What should you do to calm down? (Select all that apply.)

- a. Stop—use your signal
 b. Cry
 c. Name your feeling
 d. Calm down—use a Calming-Down Strategy

Answers: a, c, d

(multiple response)

7. You are learning how to make folded paper birds in art class. Everyone seems to be able do it but you! Every time you try, you get it wrong. You feel like ripping the whole thing up and throwing it on the floor! You are really frustrated. What can you do to calm down? (Select all that apply.)

- a. Take a break, and try again later
 b. Bang the table to show how frustrated you feel
 c. Use self-talk to tell yourself that you can do it, you just need to take your time
 d. Do deep, centered breathing

Answers: a, c, d

(multiple choice)

8. You and a partner have just finished building a rocket for a science project. You are carrying your completed rocket up to the front of the class when you trip over someone's foot. You drop the rocket and it cracks. You turn around and see a classmate with his foot in the aisle. You are so angry! You feel like breaking his rocket. You want to punch him. Instead, you decide to calm down. What positive self-talk can you use to calm down?

- a. "I know he was trying to trip me on purpose."
 b. "He probably didn't stick his foot out on purpose. I can always fix my rocket."
 c. "I should have stepped on his foot."
 d. "I'm going push his foot back into his face!"

Answer: b

Unit 3: Problem Solving

(Multiple response)

9. When you solve problems, first calm down, then (select all that apply):

- a. P: Pick the best solution
- b. D: Decide who's to blame
- c. T: Think of solutions
- d. E: Explore consequences
- e. S: Say the problem

Answers: a, c, d, e

(multiple response)

10. Bella hears some of her friends talking about another friend of hers, Karin. Bella is sure that what they are saying is untrue and hurtful to Karin. Bella knows this is a problem. What are some possible solutions that are safe and respectful? (Select all that apply.)

- a. Walk away and refuse to listen
- b. Confront the gossipers and tell them to stop
- c. Just stand there and listen quietly
- d. Assertively state the truth

Answers: a, b, d

(multiple response)

11. Rashid borrowed his friend's favorite book. Now his friend wants it back, but Rashid can't find it! He decides he needs to tell his friend what happened and replace the book. However, this solution is not simple. It requires a plan. Select all of the following that Rashid should remember when making his plan:

- a. The order makes sense
- b. It should take a long time
- c. It's not too complicated
- d. It's realistic, and you're able to do it

Answers: a, c, d

(multiple choice)

12. You have to show your completed homework to your teacher before you go out to recess. Your friend didn't finish hers and wants to copy yours. What should you do?

- a. Let her copy it, so she can join you at recess
- b. Tell her you didn't finish your homework either
- c. Tell her no, you don't want to let her do that, but you can play with her next recess after she gets her homework done
- d. Tell on her

Answer: c



Understanding and Developing Students' Social-Emotional Learning Skills

with SEL Assessments Aligned to the *Second Step* Program





Measure Students' SEL Competencies and Supports

[Panorama for Social-Emotional Learning](#) helps educators understand the mindsets, attitudes, and skills that enable students to succeed in school and in life. Panorama’s social-emotional learning measures were developed in partnership with researchers at the Harvard Graduate School of Education and the University of California Santa Barbara and have shown a high degree of [validity and reliability](#), including correlations with student’s academic, attendance, and behavioral data.

Researchers at Committee for Children (CfC) recommend Panorama as an assessment tool aligned with the *Second Step* program for pre-kindergarten through middle school, including the Middle School Program (2017 edition). For SEL assessment aligned with the *Second Step* program, Panorama and CfC recommend utilizing the following set of survey scales, which measure the social-emotional skills and aspects of positive school climate fostered by the *Second Step* program.

Recommended Panorama SEL Survey Scales

Student Perception of SEL Grades 3-5	Student Perception of SEL Grades 6-8	Teacher Perception of Students Grades PreK-8
Social Awareness	All scales for students in grades 3-5, plus:	Social Awareness
Emotion Regulation	Growth Mindset	Emotion Regulation
Sense of Belonging	Self-Efficacy	Self-Efficacy
School Safety	Teacher-Student Relationships	

Evaluate the Implementation of *Second Step*

A number of research studies have shown that the *Second Step* program helps elementary students improve prosocial behaviors and helps middle school students decrease bullying and physical aggression. Research has also shown that dose—how much of the *Second Step* program students receive—impacts student outcomes.

Through SEL assessment and analytics, Panorama offers seamless evaluation of the implementation of the *Second Step* program in your schools, including measurement of motivation, preparedness, and training.



Panorama's student-level SEL reporting highlights multiple aspects of each student's strengths and areas for growth across SEL skills and competencies.



Take Action with SEL Data

Thousands of educators use Panorama's research-backed measures of students' and teachers' perceptions of SEL and interactive dashboards to identify strengths and opportunities for growth in their schools, in classrooms, and for individual students.

Next, educators can explore resources and classroom strategies using Panorama's Playbook. Each resource targets the development of students' SEL skills, and are created by successful classroom teachers and trusted partners, including the *Second Step* program.



Panorama's Playbook features classroom strategies and resources, including those from Second Step, to help educators to promote SEL skills for students.

Contact Us

To learn more and download Panorama's SEL survey, visit www.panoramaed.com/social-emotional-learning.

To bring Panorama to your school or district, reach out to contact@panoramaed.com for more information.

References

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step.® *Journal of School Psychology, 53*, 463–477.

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health, 53*(2), 180–186.



About Panorama Education

Panorama believes data can play a powerful role in improving students' social-emotional learning. Panorama supports schools and districts from beginning to end—from administering surveys and conducting data analysis, to providing hands-on coaching and support. Over 5 millions students go to school in a district using Panorama and the organization makes all of its research-backed survey instruments open-source and free for educators to use.

www.panoramaed.com



About Second Step

With a reach that spans 70 countries, more than 25,000 schools, and millions of children, CfC is the leading provider of research-based, social-emotional learning materials. They help children succeed in school and in life. Ultimately, CfC aims to create a world in which the whole child is not only nurtured, but celebrated.

www.cfchildren.org/second-step

Kansans Can Competency FRAMEWORK

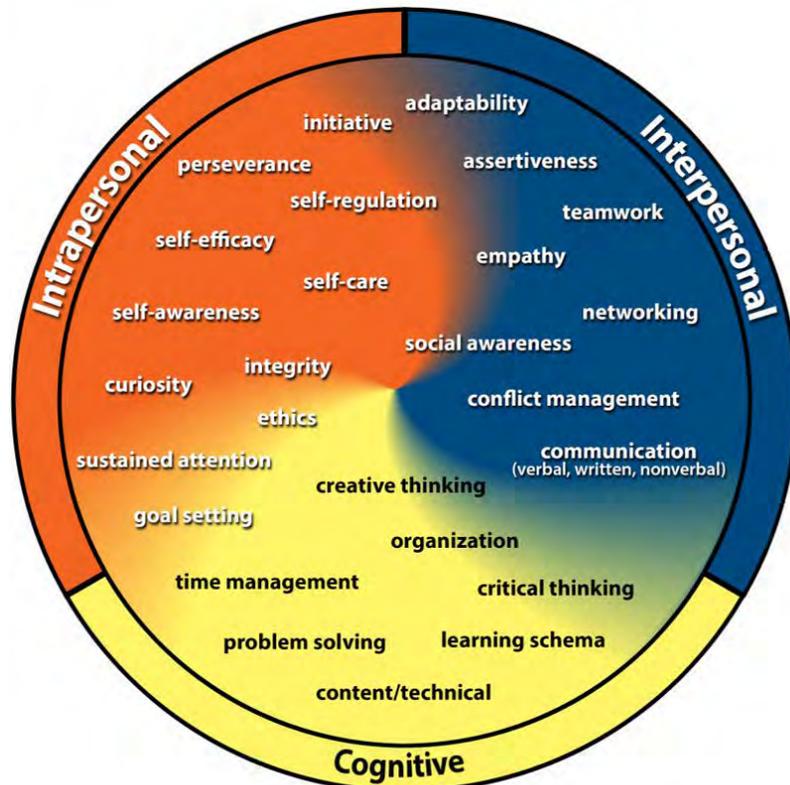


Research has identified teachable, transferable skills that **positively impact** behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012).

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

For more information on supporting educators to systematically build intra- and interpersonal competencies, email:

Dr. Pattie Noonan
pnoonan@ku.edu
 or
 Dr. Amy Gaumer Erickson
agaumer@ku.edu



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The *Kansans Can Competency Framework* is grounded in research, aligned to the *Kansas SECD Standards* and *Employability Skills Framework*, meets the CASEL criteria for selecting a quality social-emotional learning program, and supports school redesign efforts through foundational skill development for student success.

The *Competency Framework*, developed by **Drs. Amy Gaumer Erickson** and **Pattie Noonan** at the University of Kansas, 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 Competency Wheel includes 26 specific competencies categorized in three domains. Professional development, including on-site and virtual districtwide training and coaching, is provided on four foundational competencies: **Assertiveness**, **Conflict Management**, **Self-Efficacy**, and **Self-Regulation**. Learn more about professional development options at KSDEtasn.org/competency.

FREE RESOURCES are available online at: CCCFramework.org

Kansans Can Competency FRAMEWORK

CCCframework.org provides research-based instructional resources, including lessons and student workbooks, research guides, videos, and assessments. Through the *Kansans Can Competency Framework* professional development, educators are empowered to systematically teach social-emotional skills and academic learning standards simultaneously, thereby improving academic achievement, engagement, and outcomes.

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

Competencies are teachable

Educators can provide direct instruction to build students' knowledge, facilitate guided practice to develop students' fluency, and create opportunities for independent practice with ongoing feedback to promote students' proficiency and generalization. These progressively deepening abilities are outlined in the Competency Sequence, <https://ksdetasn.org/competency/prek-12-kansas-competency-sequence>. By teaching social-emotional competencies, we help students develop their abilities while also teaching them to know when and how to use these skills, making the learning transferable and applicable to academic, employment, and social environments.

All students need competency instruction

Through a schoolwide, collaborative, data-driven system of support, the *Competency Framework* promotes the instruction of evidence-based social-emotional skills embedded within content-area curricula and reinforced schoolwide, supporting positive in-school and post-school outcomes for all students.

Competency instruction is systematic and collaborative

Competencies cannot be absorbed through the normal school structure without purposeful instruction. Teachers provide initial instruction (lessons and student workbooks available at CCCframework.org) and then facilitate numerous opportunities for students to practice competency components, within course content. Competencies are reinforced schoolwide through discipline systems, electives, extracurricular opportunities, community involvement, and family engagement. This systematic implementation is supported through professional development and coaching from eight Recognized Trainers in Kansas. A menu of support is available at <https://ksdetasn.org/competency/menu-of-supports>.

Data informs competency instruction

Educators who purposefully provide competency instruction regularly ask themselves questions related to their 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 further 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 a student needs assessment, formative questionnaires, knowledge and situational judgement tests, performance-based observations, and performance-based reflections. Learn more and access the assessments at <http://ResearchCollaborationSurveys.org>.

FREE RESOURCES are available online at: CCCFramework.org

Kansans Can Competency FRAMEWORK

Competency Framework assessments are formative measures designed to guide students’ reflection and educators’ instruction. These assessments guide decision making regarding direct instruction to build students’ knowledge, guided practice to develop students’ fluency, and independent practice with ongoing feedback to promote students’ proficiency and generalization. **All assessments are free** for educational professionals to administer if utilizing the results for skill development and program improvement.

Educators can launch the assessments and view student results by creating an account on ResearchCollaborationsurveys.org and following the instructions (provided in a how-to video on the website). This website is free and available to all educators. To promote individual reflection, students receive their summarized, color-coded results immediately after completing the assessment. Educators can view results for individual students, view aggregate results, and download a raw data file in MS Excel. In addition to the brief how-to video for accessing and launching the assessments, technical guides are available for each assessment with reliability and validity data, including internal consistency, content validity, substantive validity, fairness, structural validity, generalizability, and consequential validity. The student assessments are written at a sixth-grade reading level. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in the response option. The performance-based observations are appropriate from pre-kindergarten through 12th grade.

Competency Framework Needs Assessment

The Competency Framework Needs Assessment is designed to measure students’ overall level of self-identified proficiency in a set of 18 intrapersonal and interpersonal competencies that are important for in-school and post-school success. These competencies comprise the intrapersonal and interpersonal domains of the *Competency Wheel*. Students use the results to reflect on relative strengths and areas for improvement. Educators analyze the Needs Assessment results to prioritize their efforts, focusing on those competencies for which their students need the most improvement.

Skill/Competency	What is it?	Not very like me → Very like me				
		1	2	3	4	5
Curiosity	Seeking information to fill knowledge gaps, and welcoming new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	Taking action without having to be told.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	Continuing to work on challenging tasks and goals over time, even when it's tough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Awareness	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Care	Understanding things that impact health and taking action to stay physically and mentally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Efficacy	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained Attention	Managing distractions in order to focus on the information you need to complete a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting	Focusing on your own improvement by identifying goals that are important to you and based on data or input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability	Changing your thoughts or behaviors to respond to new information or changing circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness	Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Management	Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	Trying to understand others, and then showing your understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking	Getting to know people and making connections, using the connections you make when you need help, and supporting others when they need help from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Awareness	Trying to understand social rules for various situations, and then using that knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge & Situational Judgement Tests

These curriculum-based measures assess students’ knowledge of competency-specific constructs and judgement of the most effective course of action when applying these constructs. These tests include multiple choice, true/false, and short answer items. The knowledge and situational judgement tests are directly aligned with lessons provided in *Teaching Assertiveness, Conflict Management, Self-Efficacy & Self-Regulation in Middle and High School Classrooms* (lessons with accompanying student workbooks available for purchase at <https://nge.selz.com/>). These assessments can be used as pre/posttests to measure gains in knowledge when administered before and after teaching each intrapersonal or interpersonal competency.

FREE RESOURCES are available online at: CCCFramework.org

Kansans Can Competency FRAMEWORK

Formative Questionnaires

These self-report measures ask students to rate competency-specific behaviors on a 5-point Likert type scale from *not like me* to *very like me*. Using automatically generated results, each student reflects on his or her performance of skills that comprise the competency components. The component results are displayed as percentages, promoting interpretation similar to traditional grading methods. Color-coded responses for each item further focus attention on specific behaviors that can be improved. Formative questionnaires are available for the intrapersonal competencies of **Self-Efficacy**, **Self-Regulation**, and **Goal Setting** and for the interpersonal competencies of **Assertiveness**, **Conflict Management**, **Empathy**, and **Networking**.

Performance-Based Observations

These assessments, derived from the Competency Sequence (<https://ksdetasn.org/competency/prek-12-kansas-competency-sequence>), are designed to be embedded within authentic situations such as academic courses and extracurricular activities. Based on observations across time or in specific situations, the educator rates each student's competency-specific demonstrable behaviors on a scale (*Beginning*: Not yet able to demonstrate; *Emerging*: Able to demonstrate when prompted; *Proficient*: Demonstrates independently in most observed situations; or *Advanced*: Demonstrates independently and consistently across diverse situations, teaches/prompts others). If the educator has not had the opportunity to observe the behavior performed by an individual student, *N/A* can be selected. Performance-based indicators are provided in grade-band clusters from pre-kindergarten through 12th grade in **Self-Regulation**, **Self-Efficacy**, **Self-Awareness**, **Assertiveness**, **Conflict Management**, and **Empathy**.

Performance-Based Reflections

These assessments, directly aligned with the performance-based observations, promote students' reflection on their demonstration of competency-specific behaviors within authentic situations. Using a rubric, students self-assess their behavior related to a specific task or project (see example Self-Regulation rubric). This assessment can be completed frequently to promote reflection on the link between competency development and classroom performance.

Component	Limited Self-Regulation	Moderate Self-Regulation	Substantial/Thoughtful Self-Regulation
Planning	I didn't do much planning. I may have thought about it a little.	I thought about what I needed to do to accomplish this. I may have written down a little.	I planned this out with the details I needed to accomplish it. I thought about my past self-regulation efforts to make a plan that would work well for me.
Monitoring	I didn't do much to track my progress. I may have thought about it a little.	Occasionally, I thought about my progress in accomplishing the task and the effort I put into it. Other people may have reminded me to monitor my progress.	I monitored along the way, making sure I was on track to accomplish it and thinking through the effort I put into it.
Adjusting	I didn't really adjust my plan even when I should have.	I thought through some of the things that were getting in my way when I got off track.	I adjusted as needed to stay on track or modified my plan to accomplish this. I thought about what was getting in my way when I got off track and made changes to address the issue.
Reflecting	I didn't reflect throughout the process. I may have reflected a little at the end.	Occasionally, I reflected on my effort and my progress. I may have reflected on my learning.	I reflected throughout the process on my effort, my progress, and my learning.

FREE RESOURCES are available online at: CCCFramework.org

Building Resilience: School Self-Assessment	
Resilient Students	N=Not Implemented P=Partially Implemented F=Fully Implemented
<p>_____ Clearly communicated and consistent routines and expectations both in individual classrooms and school-wide</p> <p>_____ School staff have received professional development on the prevalence and impact of ACEs & trauma</p> <p>_____ Staff are intentional in building and maintaining relationships with <i>all</i> students</p> <p>_____ Students understand “Brain in the Hand” or an equivalent means to communicate their emotions and state of arousal</p> <p>_____ Educators view behavior as a form of communication & implement strategies to foster students’ sense of safety, belonging, & feeling valued</p> <p>_____ Students have routines and spaces for regulation in every class (movement, peace corners, mindful minutes, etc.)</p> <p>_____ Class meetings, circles, or check-ins occur <i>at least</i> once a week in each class</p> <p>_____ Students have meaningful opportunities to contribute to the school community (class jobs, leadership opportunities, etc.)</p> <p>_____ Social-emotional learning is taught by the classroom teacher and integrated into instruction and classroom management</p> <p>_____ Behavioral issues are responded to with Restorative Practices</p> <p>_____ If students are removed from class due to a behavioral issue they engage in a “Ready to Learn” process</p>	
Tier 1	
<p>_____ Students see their cultures and identities positively represented and engaged within curriculum, instruction, & school environment</p> <p>_____ School clubs and extracurriculars affirm students in their cultures and identities</p> <p>_____ Teachers have a “Growth Mindset” and encourage learning and effort</p>	
Resilient Educators	
<p>_____ Staff circles occur at least once a month</p> <p>_____ Schoolwide practices foster self-care, community, collective problem-solving, sense of purpose, & social-emotional well-being among staff</p> <p>_____ Educators have identified in-the-moment strategies to self-regulate and are supported by building-wide practices such as Tap-in/Tap-out</p> <p>_____ Teachers have time and support during PLC’s, or common planning, to develop social-emotional and/or behavioral interventions</p>	
Resilient Families & Communities	
<p>_____ Families receive regular strengths-based communication about their student(s)</p> <p>_____ Partnerships with community organizations address students’ and families’ fundamental needs (ex: “Food to go” programs, etc.)</p> <p>_____ Families are informed of the supports and services available to them in a language that they understand</p> <p>_____ School addresses barriers to family engagement: childcare, transportation, trust, welcoming environment, language/translation, etc.</p>	

Tier 2	<ul style="list-style-type: none"> ___ Tier 2 students participate in a mentoring program or Check-in/Check-out ___ Social-emotional small groups (typically 4-6 weeks) help students build relationships, regulation skills, communication, & problem-solving ___ Families are engaged through a variety of means including home visits, restorative circles, etc. ___ Electives are offered that embed social-emotional learning within content (ex: a CTE course includes a lesson on nonviolent communication) ___ School leaders identify groups of students who need additional, focused support ___ Community organizations provide students with culturally responsive opportunities for support and/or enrichment
Tier 3	<ul style="list-style-type: none"> ___ Tier 3 intervention plans are strength-based, relationship-oriented, and provide support to both the student and teacher(s) ___ Tier 3 students receive tailored supports that may include an alternative schedule, regulation breaks, one-on-one counseling, etc. ___ Behavior scripts, escalation maps, and/or safety plans disseminated to staff to support students with severe behavioral escalations ___ Wraparound services are provided to students and families in partnership with community organizations and mental health professionals ___ Regular communication with families seeks to: foster trust; connect them with resources; and provide support
<p>Foundational Structures:</p> <ul style="list-style-type: none"> ___ Data reflects academics, behavior, attendance, and culture/climate ___ Leadership team prioritizes and implements schoolwide practices that foster educator and student resilience ___ A screening and referral process is used to identify students who need additional social-emotional and/or behavioral support ___ A Tier 1 Team uses data to develop and implement schoolwide social-emotional & behavioral supports ___ A Tier 3 team develops and implements interventions for Tier 3 students 	

Developed by Robertson, Romero, & Warner, *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach*



USER GUIDE
PANORAMA SOCIAL-EMOTIONAL
LEARNING SURVEY





ABOUT THIS SURVEY

WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-cognitive skills,” “soft skills,” “21st century skills,” “character strengths,” and “whole child development.”

Social-emotional learning is an important part of a well-rounded education. A 2017 meta-analysis* from CASEL (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and 13 percent gains in academics.

HOW CAN SCHOOLS MEASURE SOCIAL-EMOTIONAL LEARNING?

By asking students and teachers to reflect on SEL through surveys, schools and districts can gather actionable data to better understand how to support students socially and emotionally. Panorama's Social-Emotional Learning Survey helps educators measure and improve SEL in three areas:

1. Student competencies

The social, emotional, and motivational skills that help students excel in school, career, and life.

Example topics: Growth Mindset, Self-Efficacy, Social Awareness

2. Student supports and environment

The environment in which students learn, which influences their academic success and social-emotional development.

Example topics: Teacher-Student Relationships, Sense of Belonging, School Safety

3. Teacher skills and perspectives

Teachers' readiness, preparation, and capacity to support every student socially and emotionally.

Example topics: Professional Learning About SEL, Resources for Student Support, School Climate

Within each of these areas, Panorama offers survey measures that cover an array of SEL topics (e.g., Growth Mindset, Self-Management, Sense of Belonging). Schools and districts can select the topics that align with their strategic priorities, measurement goals, or SEL framework. We encourage schools and districts to select between four and seven topics for their survey so that students and teachers can complete short, specific surveys.

* Taylor, R. D., Oberle, E., Durlak, J. A. and Weissberg, R. P. (2017), Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Dev*, 88: 1156-1171.



WHO SHOULD USE PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY?

Panorama's survey helps educators understand students' SEL competencies and perceptions of how supported they feel at school. The questions are applicable to all types of PreK-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds.

Panorama provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12. There are also optional questions for teachers to rate their students' SEL skills (suitable for use with students in grades PreK-12).

SURVEY DEVELOPMENT PROCESS

Thousands of schools and millions of students use Panorama's Social-Emotional Learning Survey. The measures are regularly checked for validity and reliability. We have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores, behavior, and attendance.

This SEL survey was originally developed by Dr. Hunter Gehlbach, associate professor and associate dean at the University of California, Santa Barbara's (UCSB) Gevirtz Graduate School of Education and director of research at Panorama Education. Some measures

have been adapted from work conducted in partnership with the CORE Districts, Transforming Education, and their research partners, as well as work at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. We are grateful for the support and contributions of our research partners.

USING PANORAMA'S SOCIAL-EMOTIONAL LEARNING SURVEY

We encourage schools and districts to select the SEL topics that are most important to their school context or community. Within the three categories (student competencies, student supports and environment, and teacher skills and perspectives), we have also designated topics as “recommended” or “supplemental” based on leading SEL frameworks and best practices for schools and districts.

At Panorama, we believe that all educators deserve access to the best tools available. We invite educators to use the Panorama SEL Survey free of charge. We only ask that you identify the survey as the “Panorama Social-Emotional Learning Survey” created by Panorama Education so that others may find this resource as well. If you have any feedback, contact us at research@panoramaed.com.





ABOUT DR. HUNTER GEHLBACH



Dr. Hunter Gehlbach is the director of research at Panorama Education, as well as an associate professor of education and associate dean for academics and faculty development at UC Santa Barbara's Gevirtz Graduate School of Education. From 2006 to 2015, he was an assistant professor and associate professor of education at the Harvard Graduate School of Education. He is an educational psychologist with an academic focus on helping social scientists and practitioners design better surveys and questionnaires.

Dr. Gehlbach is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



What the Survey Measures

Student Competencies

The social, emotional, and motivational skills that help students succeed in school, career, and life.

GRIT — RECOMMENDED P. 10

How well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: How often do you stay focused on the same goal for several months at a time?

GROWTH MINDSET — RECOMMENDED P. 11

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Example Question: In school, how possible is it for you to change how easily you give up?

SELF-MANAGEMENT — RECOMMENDED P. 12-13

How well students manage their emotions, thoughts, and behaviors in different situations.

Example Question: During the past 30 days, how often did you come to class prepared?

SOCIAL AWARENESS — RECOMMENDED P. 14-15

How well students consider the perspectives of others and empathize with them.

Example Question: During the past 30 days, how carefully did you listen to other people's points of view?

SELF-EFFICACY — RECOMMENDED P. 16

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

LEARNING STRATEGIES — SUPPLEMENTAL P. 17

How well students deliberately use strategies to manage their own learning processes generally.

Example Question: How often do you use strategies to learn more effectively?

CLASSROOM EFFORT — SUPPLEMENTAL P. 18

How much effort students put into school and learning.

Example Question: How much effort do you put into your homework for this class?

SOCIAL PERSPECTIVE-TAKING — SUPPLEMENTAL P. 19

The extent to which students consider the perspectives of their teachers. (Only for students in grades 6-12.)

Example Question: How much effort have you put into figuring out what your teachers' goals are?

SELF-EFFICACY ABOUT SPECIFIC SUBJECTS — SUPPLEMENTAL P. 20

How much students believe they can succeed in achieving academic outcomes in specific subjects.

Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?

EMOTION REGULATION — SUPPLEMENTAL P. 21

How well students regulate their emotions.

Example Question: How often are you able to control your emotions when you need to?

BACKGROUND QUESTIONS — RECOMMENDED P. 33

Demographic questions about respondents that could be included and may be of interest to many schools.

Example Question: What kinds of grades do you usually get?



Student Supports and Environment

The extent to which the environment in which students learn influences their academic success and social-emotional development.

SCHOOL CLIMATE — RECOMMENDED P. 22

Perceptions of the overall social and learning climate of the school.

Example Question: How pleasant or unpleasant is the physical space at your school?

TEACHER-STUDENT RELATIONSHIPS — RECOMMENDED P. 23

How strong the social connection is between teachers and students within and beyond the school.

Example Question: How many of your teachers are respectful towards you?

SENSE OF BELONGING — RECOMMENDED P. 24

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

SCHOOL SAFETY — RECOMMENDED P. 25

Perceptions of student physical and psychological safety while at school.

Example Question: How often do you worry about violence at your school?

ENGAGEMENT — SUPPLEMENTAL P. 26

How attentive and invested students are in school.

Example Question: In your classes, how eager are you to participate?

RIGOROUS EXPECTATIONS — SUPPLEMENTAL P. 27

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Example Question: How often do your teachers take time to make sure you understand the material?

VALUING OF SPECIFIC SUBJECTS — SUPPLEMENTAL P. 28

How much students feel that an academic subject is interesting, important, and useful.

Example Question: How often do you use ideas from [SUBJECT] class in your daily life?

VALUING OF SCHOOL — SUPPLEMENTAL P. 29

How much students feel that school is interesting, important, and useful.

Example Question: How important is it to you to do well in your classes?



Teacher Skills and Perceptions

The readiness and preparation of teachers to support SEL on campus.

TEACHER SELF-REFLECTION — RECOMMENDED P. 30

Perceptions of professional strengths and areas for growth related to social-emotional learning.

Example Question: How confident are you that you can engage students who typically are not motivated?

PROFESSIONAL LEARNING ABOUT SEL — RECOMMENDED P. 31

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?

SCHOOL CLIMATE — RECOMMENDED P. 32

Perceptions of the overall social and learning climate of the school.

Example Question: How positive are the attitudes of your colleagues?

RESOURCES FOR STUDENT SUPPORT — RECOMMENDED P. 32

Perceptions of the adequacy of the school's resources for student support.

Example Question: When students need help from an adult, how often do they have to wait to get that help?

EDUCATING ALL STUDENTS — SUPPLEMENTAL P. 33

Perceptions of readiness to address issues of diversity.

Example Question: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?



Student Competencies



Grit — Recommended

How well students are able to persevere through setbacks to achieve important long-term goals.

Grades 6-12

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well



Growth Mindset — Recommended

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change



Self-Management — Recommended

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6-12

Question	Response Options				
<i>During the past 30 days...</i>					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Often	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Often	Almost all the time



Self-Management — Recommended

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you pay attention and ignore distractions?	Almost never	Once in a while	Sometimes	Often	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you allow others to speak without interrupting them?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How often did you keep your temper under control?	Almost never	Once in a while	Sometimes	Often	Almost all the time



Social Awareness — Recommended

How well students consider the perspectives of others and empathize with them.

Grades 6-12

Question	Response Options				
<i>During the past 30 days...</i>					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount



Social Awareness — Recommended

How well students consider the perspectives of others and empathize with them.

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount



Self-Efficacy — Recommended

How much students believe they can succeed in achieving academic outcomes.

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current classes, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure



Learning Strategies — *Supplemental*

How well students deliberately use strategies to manage their own learning processes generally.

Grades 6-12

Question	Response Options				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question	Response Options				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well



Classroom Effort — Supplemental

How much effort students put into school and learning.

Grades 6-12

Question	Response Options				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Grades 3-5

Question	Response Options				
How hard do you try to get involved in discussions during class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
Overall, how hard do you try in class?	Not hard at all	A little hard	Somewhat hard	Very hard	Extremely hard
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort



Social Perspective-Taking — Supplemental

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How hard do you try to understand your teachers' point of view?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
During class, how hard do you try to understand what your teachers are feeling?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
Overall, how much effort do you put into figuring out what your teachers are thinking?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much effort have you put into figuring out what your teachers' goals are?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much do you try to understand your teachers' motivation for doing different classroom activities?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard



Self-Efficacy About Specific Subjects — *Supplemental*

How much students believe they can succeed in achieving academic outcomes in specific subjects. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Question	Response Options				
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Question	Response Options				
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure



Emotion Regulation — Supplemental
How well students regulate their emotions.

Grades 6-12

Question	Response Options				
When you are feeling pressured, how easily can you stay in control?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

Grades 3-5

Question	Response Options				
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to stay?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

Student Supports and Environment



School Climate — *Recommended*

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Question	Response Options						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Question	Response Options						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount



Teacher-Student Relationships — *Recommended*

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Question	Response Options				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Question	Response Options				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited



Sense of Belonging — Recommended

How much students feel that they are valued members of the school community.

Grades 6-12

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong



School Safety — Recommended

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Question	Response Options				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Question	Response Options				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always



Engagement — Supplemental

How attentive and invested students are in school.

Grades 6-12

Question	Response Options				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Often	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Question	Response Options				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in your classes?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In your classes, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested



Rigorous Expectations — Supplemental

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Grades 6-12

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Question	Response Options				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high



Valuing of Specific Subjects — *Supplemental*

How much students feel that an academic subject is interesting, important, and useful. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as a/an [SUBJECT] person?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful



Valuing of School — Supplemental

How much students feel that school is interesting, important, and useful.

Grades 6-12

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Question	Response Options				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Teacher Skills And Perspectives



Teacher Self-Reflection — Recommended

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Question	Response Options					
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
<i>To ask about additional competencies:</i>						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].



Professional Learning About SEL — Recommended

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Question	Response Options				
In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to social-emotional learning (SEL), how helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your social-emotional learning (SEL) professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Thinking of social-emotional learning (SEL) in particular, how much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount



School Climate — Recommended

Perceptions of the overall social and learning climate of the school.

Question	Response Options				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Resources for Student Support — Recommended

Perceptions of the adequacy of the school's resources for student support.

Question	Response Options				
When students need help from an adult, how often do they have to wait to get that help?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How important is it for your school to hire more specialists to help students?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important



Educating All Students — *Supplemental*

Faculty perceptions of their readiness to address issues of diversity.

Question	Response Options				
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very different religions from each other?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily

Additional Questions

BACKGROUND QUESTIONS

What is your gender?

What is your race or ethnicity?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?







Panorama Education partners with PreK-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 9 million students in 11,500 schools across 46 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

Learn more about Panorama:

www.panoramaed.com | contact@panoramaed.com | (617) 356-8123
24 School Street, 4th Floor, Boston, MA 02108

APPENDIX C: Culture and Climate Measures

The following resources align with the category of data that represent culture and climate measures. Some instruments have been tested and demonstrated to be valid and reliable. Others may be informal, or in the process of being validated. This table lists an overview of samples that are provided in the following pages.

Student and Family Climate Surveys

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Kansas Communities That Care Survey : ²⁷	The KCTC is the best tool available to Kansas schools for measuring Kansas school climate, culture and social-emotional growth.	Validated
<ul style="list-style-type: none"> • Sample SEL Report 2020²⁸ 	A sample of a USD report state wide report for SEL measures KCTC collects.	
<ul style="list-style-type: none"> • KCTC SEL Report²⁹ 	State wide report for SEL measures KCTC collects.	
<ul style="list-style-type: none"> • Youth Risk Behavior Surveillance System (YRBS)³⁰ 	The YRBS is conducted in even-numbered years and collects data on 6 different categories of health behaviors of Kansas High School students.	Validated
Family Engagement Survey ³¹	An online survey to be distributed to every student's parents/guardians and designed to inform district and building leaders about their district/building's success at engaging parents in the education of the children.	Validated

"Data Central" Points

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Attendance, Course Grades, Office Discipline Referrals, Suspensions, Expulsions	These data points can be considered both process and outcome data. Since they are collected continually, they can be used as to help monitor progress as a proxy for social emotional skills or risk. At year end they serve as outcome data that can be disaggregated to discern patterns related to equity and when used with additional data sources can be analyzed for implications related to culture, climate and conditions for learning.	
Graduation Rate	This is an outcome data point that can also be disaggregated to discern patterns related to equity and analyzed for implications related to culture, climate and conditions for learning.	

²⁷ <http://kctcdata.org/>

²⁸ See page 121.

²⁹ See page 127.

³⁰ See page 127.

³¹ https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1073/Family_Engagement_Survey_Overview-Instructions.pdf

Conditions for Learning - Additional Culture and Climate Tools

Adult Social Emotional Competencies

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Kansas Integrated Learning Process (ILP) Integrated Learning Process Skills Reflection	This toolset outlines the 5 growth principles of the Kansas Integrated Learning Process representing 5 key adult competencies needed for creating optimal conditions for learning. The principles are defined along with key attributes and non-examples, allowing staff to self-evaluate and/or evaluate the strengths and challenges for staff as a whole in the building. The Skill Reflection for School System allows analysis and planning for improvement.	
The Integrated Learning Process Culture Assessment	Responsive Culture Reflection worksheet embeds this information in a robust, systemic, tiered approach.	
Reflecting on Adult SE Competencies Personal Assessment and Reflection Tool ³²	This tool from CASEL ³³ provides a framework and process for staff to reflect on their own social and emotional growth.	
SEL Through Distance Learning: Teacher Self-Assessment ³⁴	This tool from CASEL is specific to distance learning.	
Self-Assessing Social and Emotional Instruction and Competencies (AIR) ³⁵	This self-assessment tool by the American Institute for Research (AIR) is designed to help educators reflect on 1) current SEL teaching practices and 2) their own SEL competencies to implement those teaching practices.	
Devereux Adult Resilience Survey (DARS) and the Devereux Resilient Leadership Survey (DERLS) ³⁶	23-item reflective checklist that provides adults with information about their personal strengths and gain insights about relationships, internal beliefs, initiative, and self- regulation.	

Equity Tools

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Competency Based Education – Self Assessment and Self-Paced Equity Modules ³⁷	From the Aurora Institute this self-assessment tool your current level of understanding and implementation of competency-based learning in your classroom or school. The equity modules provide foundational information as well as next steps to take to apply this information to your practice.	

32 https://schoolguide.casel.org/uploads/sites/2/2018/12/Personal-Assessment-and-Reflection_2.docx

33 <https://schoolguide.casel.org/focus-area-2/learn/reflecting-on-personal-sel-skills/>

34 <https://schoolguide.casel.org/resource/sel-through-distance-learning-teacher-self-assessment/>

35 <https://www.air.org/resource/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>

36 <https://centerforresilientchildren.org/wp-content/uploads/DARS-Full-Version.pdf>

37 <https://docs.google.com/document/d/1-7cO6d43o2IVAcPikNcMgrLkZpSCcAtzbfjQ0oMCKk0/edit>

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Equitable Classroom Practices Observation Checklist ³⁸	A checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice.	

Quality of Implementation (Fidelity)

Examples from SEL Curriculum

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
K-5 Second Step Implementation Preparedness Survey ³⁹	This survey collects information about teachers' preparedness to begin teaching SEL and reinforcing lesson content. It also could help determine staff's implementation support needs for the year.	
Second Step SEL for Early Learning ⁴⁰	This guide is designed for educators who want to evaluate an early learning center's Second Step implementation.	
Second Step SEL K-5 Program Evaluation ⁴¹	This guide is designed for educators who want to evaluate a school or district Second Step implementation.	
Second Step for Middle School ⁴²	Program evaluation for Second Step at the Middle School level.	

³⁸ See page 160.

³⁹ See page 163.

⁴⁰ See page 167.

⁴¹ See page 171.

⁴² See page 176.



2019-20 Social-Emotional Learning Report

Sample District

SAMPLE REPORT

Greenbush - The Southeast Kansas Education Service Center
Research and Evaluation Department

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www.kctcdata.org

Funded by:



Prepared by:





Sample District

The Kansas Communities That Care (KCTC) Social-Emotional Learning (SEL) scales are markers that reflect students’ character development, personal development, and social development as suggested in “Kansas Social, Emotional, and Character Development Model Standards” adopted by the Kansas State Department of Education (KSDE).

The KCTC tracks a number of scales that demonstrate whether students are ‘at risk’ due to factors such as ‘low commitment to school’ or ‘approval of antisocial behavior’. The percentage of students considered ‘at risk’ is calculated based on students’ answers to several individual but related questions that make up the scale score. Certain scales have been identified as pertaining to KSDE’s social-emotional learning standards.

The graph below represents the percentage of students ‘at risk’ for each SEL standard and compares the district to the state. On the pages following, the scales comprising each standard are shown in the graph. Below the graph, the individual survey questions and response options used to calculate the scales are provided. Values for the individual questions reflect the percentage of students who reported the response shown, not the percent at risk. The data compares the district and the state. A red dot indicates district percentages that are higher than the state average.

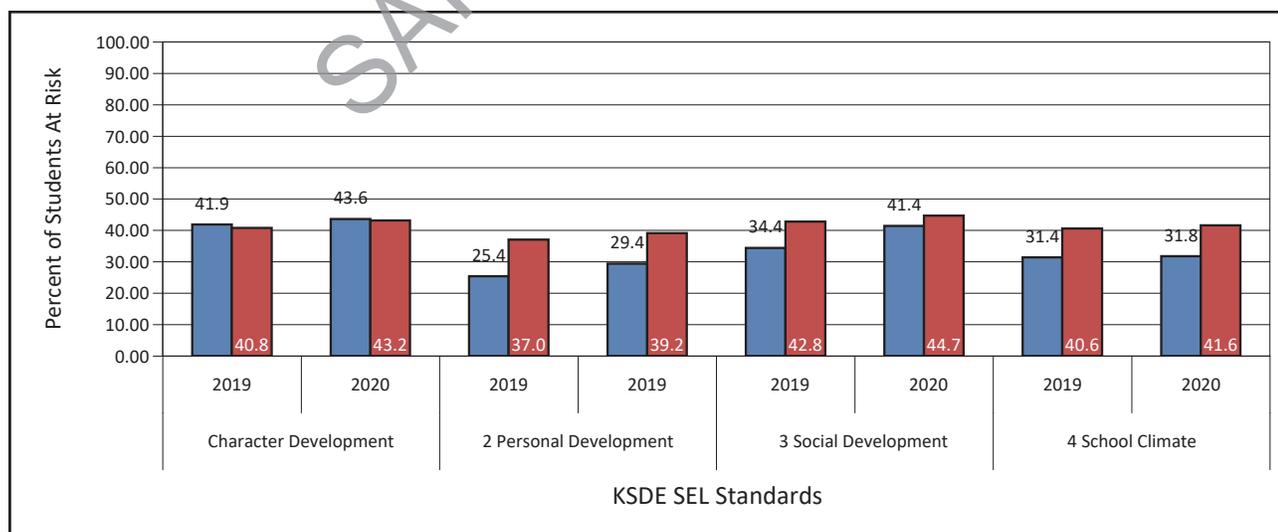
District survey participation rates are provided. If response rates are low, bias may result indicating caution should be used in data interpretation.

District Percentage Participation by Grade

6th Grade: 81.0	8th Grade: 77.2	10th Grade: 80.6	12th Grade: 18.6	Total Participation: 64.7
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All Grades

District: ■ Kansas: ■



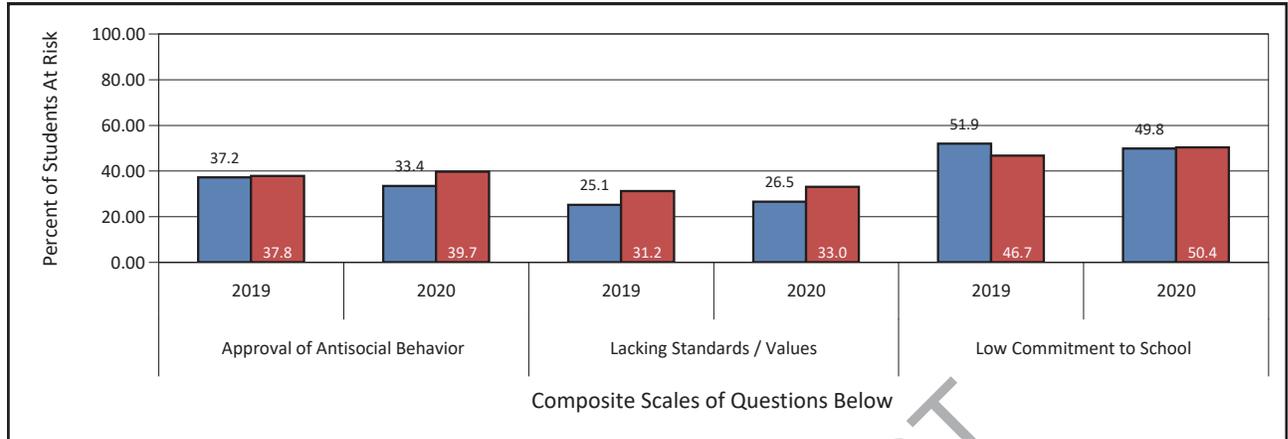
Character Development Standard

District: 43.6

Kansas: 43.2

Definition:

Identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision-making.



* Numbers shown below are percent of students responding.

Approval of Antisocial Behavior

	Prior Yr	District	KS
How wrong do you think it is for someone your age to take a handgun to school? (A little bit wrong / Not wrong at all)	3.5	2.5	2.7
How wrong do you think it is for someone your age to steal anything worth more than \$5.00? (A little bit wrong / Not wrong at all)	10.9	9.4	13.3
How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them? (A little bit wrong / Not wrong at all)	2.5	3.7	6.1
How wrong do you think it is for someone your age to stay away from school all day when parents think they're at school? (A little bit wrong / Not wrong at all)	9.0	9.2	12.4
How wrong do you think it is for someone your age to pick a fight with someone? (A little bit wrong / Not wrong at all)	22.9	22.8	24.4

Lacking Standards / Values

	Prior Yr	District	KS
I think sometimes it is okay to cheat at school. (yes, YES!)	20.3	20.4	22.5
It is all right to beat up people if they start the fight. (yes, YES!)	29.5	35.9	38.7
I think it is okay to take something without asking if you can get away with it. (yes, YES!)	4.0	3.4	5.8
It is important to be honest with your parents, even if they become upset or you get punished. (NO!, no)	8.1	10.9	11.3

Low Commitment to School

	Prior Yr	District	KS
Now thinking back over the past year, how often did you try to do your best work in school? (Never, Seldom)	1.6	2.0	4.0
Now thinking back over the past year, how often did you enjoy being in school? (Never, Seldom)	24.6	24.4	23.5 ■
How interesting are most of your courses to you? (Slightly dull, Very dull)	29.6	29.1	26.8 ■
How important do you think the things you are learning in school are going to be for your later life? (Slightly important, Not at all important)	24.7	25.4	28.1
How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom)	22.0	20.2	22.8
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"? (At least once)	16.5	19.9	25.4
Now thinking back over the past year, how often did you hate being in school? (Often, Almost always)	33.2	30.1	31.2

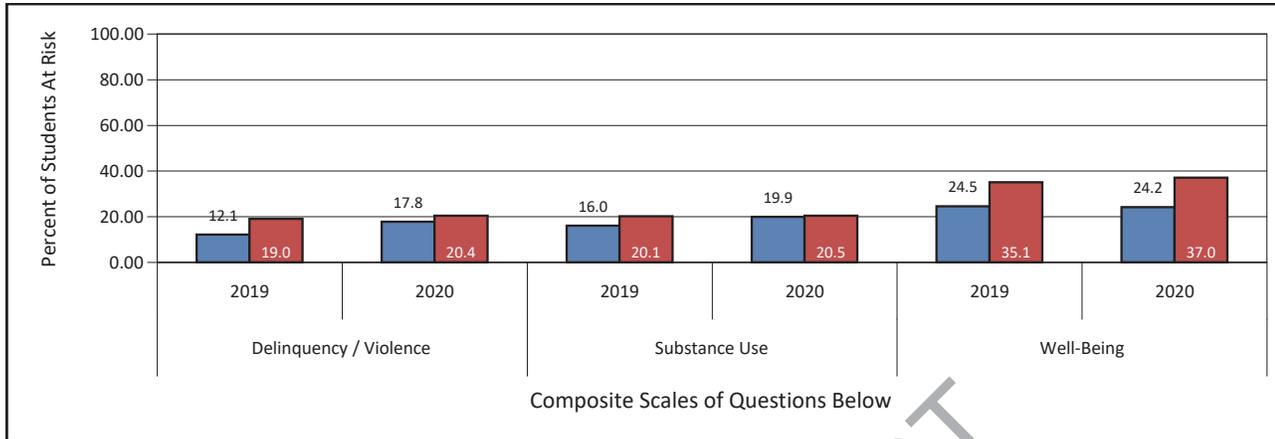
Personal Development Standard

District: 29.4

Kansas: 39.2

Definition:

Identify, understand and effectively manage their thoughts, feelings and behaviors.



* Numbers shown below are percent of students responding.

Delinquency / Violence

	Prior Yr	District	KS
How many times in the past year have you carried a handgun? (At least once)	5.3	10.0	5.3 ■
How many times in the past year have you been suspended from school? (At least once)	3.0	5.3	8.8
How many times in the past year have you attacked someone with the idea of seriously hurting them? (At least once)	4.3	5.3	6.7
How many times in the past year have you stolen or tried to steal a motor vehicle such as a car or motorcycle? (At least once)	0.0	0.6	0.9
How many times in the past year have you sold illegal drugs? (At least once)	0.8	0.6	2.1
How many times in the past year have you been drunk or high at school? (At least once)	3.0	3.4	6.0
In the past year, have you gambled for money or anything of value? (At least once)	14.3	15.4	13.8 ■
How many times in the past year have you taken a handgun to school? (At least once)	0.3	0.0	0.5
How many times in the past year have you been arrested? (At least once)	0.8	0.9	2.1

Substance Use

	Prior Yr	District	KS
On how many occasions (if any) have you had beer, wine, or hard liquor during the past 30 days? (At least once)	14.2	19.2	16.4 ■
How frequently have you smoked cigarettes during the past 30 days? (At least once)	1.6	1.3	3.0
On how many occasions (if any) have you used ANY illicit drug other than tobacco, alcohol, or marijuana during the past 30 days? (Any substance - At least once)	5.1	6.8	7.1
On how many occasions (if any) have you used marijuana during the past 30 days? (At least once)	2.7	4.3	7.2

Well-Being

	Prior Yr	District	KS
I feel safe in my neighborhood, or the area around where I live. (NO! no)	9.5	10.9	16.9
During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school? (At least once)	6.0	6.8	14.8
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? (Yes)	23.8	23.8	31.6
During the past year, have you ever tried to kill yourself? (Includes 'In the past 30 days' and 'In the past year')	2.8	2.2	5.3
During the past year, have you ever made a plan about how you would kill yourself? (Includes 'In the past 30 days' and 'In the past year')	6.3	6.8	11.9
During the past year, have you ever seriously thought about killing yourself? (Includes 'In the past 30 days' and 'In the past year')	13.1	11.7	18.7

July, 2020

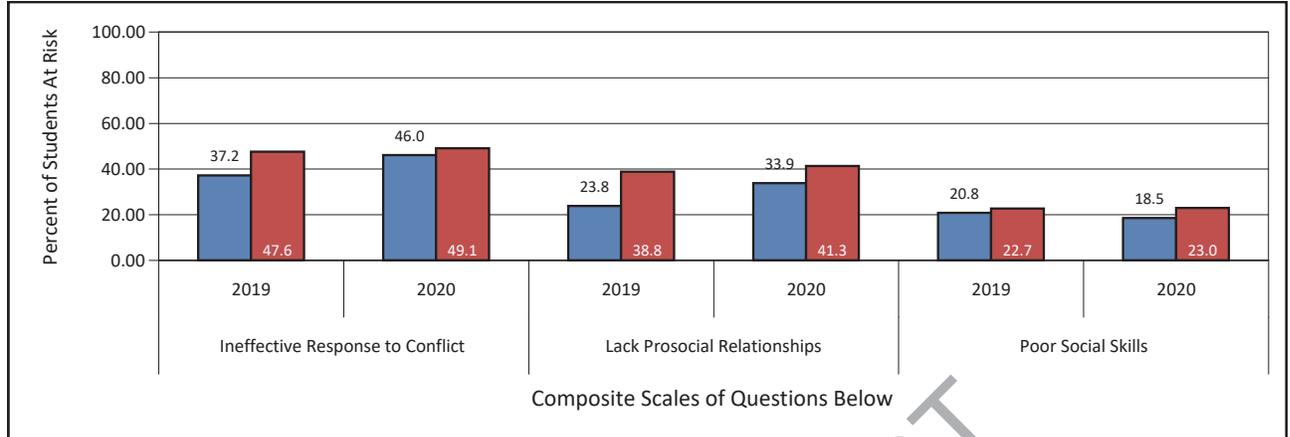
Social Development Standard

District: 41.4

Kansas: 44.7

Definition:

Establish and maintain positive relationships and enable communication with others in various settings and situations.



* Numbers shown below are percent of students responding.

Ineffective Response to Conflict

If you saw bullying at school, what would you do? (Nothing, just watch / Join in)

Prior Yr	District	KS
2.8	5.2	3.3 ■

What are the chances you would be seen as cool if you defended someone who was being verbally abused at school? (No / Little Chance)

33.8	37.2	39.0
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Lack Prosocial Relationships

There are people in my neighborhood, or the area around where I live, who are proud of me when I do something well. (NO! no)

Prior Yr	District	KS
47.2	52.2	56.7

My neighbors notice when I am doing a good job and let me know about it. (NO! no)

69.5	78.5	77.9 ■
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Think of your four best friends, how many of your best friends have tried to do well in school? (None)

1.3	5.5	4.8 ■
-----	-----	-------

Think of your four best friends, how many of your best friends have participated in clubs, organizations or activities at school? (None)

9.6	15.2	16.2
-----	------	------

Poor Social Skills

It is 8:00 on a weeknight and you are about to go over to a friend's house... Your mother says no. What would you do now? (Leave the house / Argue)

Prior Yr	District	KS
6.9	6.7	8.3

You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do? (Drink it)

15.1	19.6	19.1 ■
------	------	--------

You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do? (Drink it)

15.1	19.6	19.1 ■
------	------	--------

You are visiting another part of town, and you don't know anyone. Walking down the street someone deliberately bumps into you... What would you say or do? (Push the person back)

6.3	9.0	9.0
-----	-----	-----

You are looking at DVDs in the music store with a friend. You look up and see her slip a DVD under her coat... What would you do now? (Ignore her / Grab a DVD and leave)

12.8	14.9	19.5
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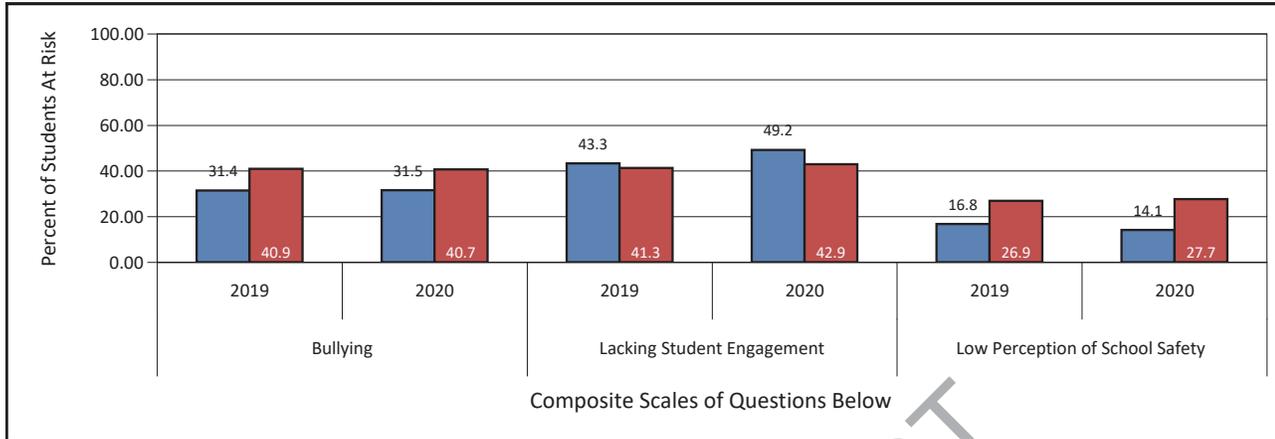
School Climate Standard

District: 31.8

Kansas: 41.6

Definition:

School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.



* Numbers shown below are percent of students responding.

Bullying

During this school year, how often have you seen someone being bullied? (At least once)

What do adults do at school when they see bullying? (Nothing, they ignore it)

During this school year, how often have you been bullied at school? (At least once)

Lacking Student Engagement

My teachers praise me when I work hard in school. (NO!, no)

The school lets my parents know when I have done something well. (NO!, no)

My teacher(s) notices when I am doing a good job and lets me know about it. (NO!, no)

Teachers ask me to work on special classroom projects. (NO!, no)

There are lots of chances for students in my school to talk with a teacher one-on-one. (NO!, no)

In my school, students have lots of chances to help decide things like class activities and rules. (NO!, no)

I have lots of chances to be part of class discussions or activities. (NO!, no)

There are lots of chances for students to get involved in sports, clubs, and other school activities outside of class. (NO!, no)

Low Perception of School Safety

I feel safe at my school. (NO!, no)

During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing or books? (At least once)

	Prior Yr	District	KS
During this school year, how often have you seen someone being bullied? (At least once)	51.8	51.4	58.0
What do adults do at school when they see bullying? (Nothing, they ignore it)	5.8	4.6	11.4
During this school year, how often have you been bullied at school? (At least once)	26.8	19.0	25.3
	Prior Yr	District	KS
My teachers praise me when I work hard in school. (NO!, no)	53.8	56.6	49.7 ■
The school lets my parents know when I have done something well. (NO!, no)	59.7	60.9	58.9 ■
My teacher(s) notices when I am doing a good job and lets me know about it. (NO!, no)	30.2	37.1	30.5 ■
Teachers ask me to work on special classroom projects. (NO!, no)	57.8	65.3	57.1 ■
There are lots of chances for students in my school to talk with a teacher one-on-one. (NO!, no)	17.0	16.5	16.1 ■
In my school, students have lots of chances to help decide things like class activities and rules. (NO!, no)	45.1	49.9	45.8 ■
I have lots of chances to be part of class discussions or activities. (NO!, no)	16.8	17.7	15.2 ■
There are lots of chances for students to get involved in sports, clubs, and other school activities outside of class. (NO!, no)	6.8	7.6	7.9
	Prior Yr	District	KS
I feel safe at my school. (NO!, no)	9.1	8.0	16.7
During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing or books? (At least once)	14.1	12.3	20.0

Youth Behavior & Perception Data

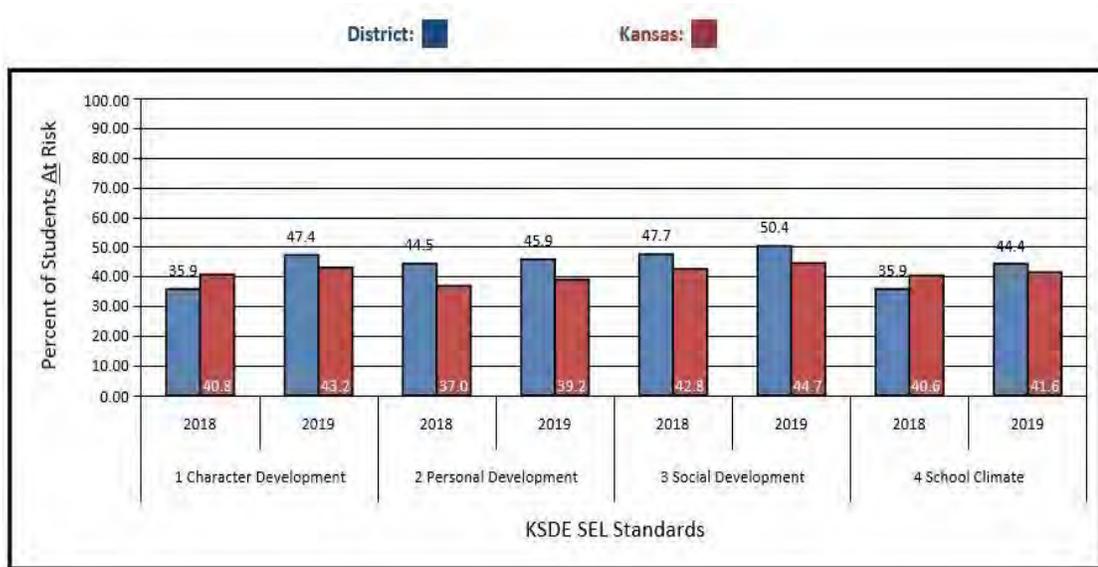
Kansas Communities That Care (KCTC) Student Survey

Social Emotional Learning (SEL) Report

The Kansas Communities That Care (KCTC) Student Survey¹ is a valuable tool for addressing the KSDE’s Board Outcome of measuring Social-Emotional Learning (SEL) and growth locally. Funded by the Kansas Department for Aging and Disability Services, and administered by the Learning Tree Institute at Greenbush, the KCTC survey has been administered annually at no cost to districts since 1994. In response to the new accreditation requirements, the *Kansas Communities That Care (KCTC) Social-Emotional Learning (SEL) Report* was created using risk and protective factor scales as markers that reflect students’ character development, personal development, and social development as suggested in “Kansas Social, Emotional, and Character Development Model Standards” adopted by the Kansas State Department of Education (KSDE). The report also includes a measure of school climate.

The KCTC tracks several scales that demonstrate whether students are ‘at risk’ due to factors such as ‘low commitment to school’ or ‘approval of antisocial behavior’. The percentage of students considered ‘at risk’ is calculated based on students’ answers to several individual but related questions that make up the scale score. Certain scales have been identified as pertaining to KSDE’s social-emotional learning standards.

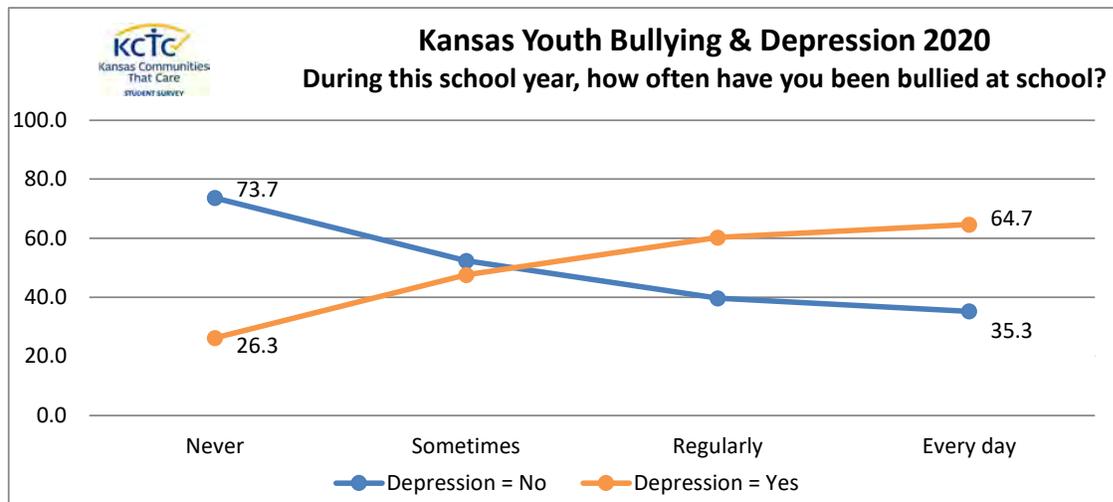
The report shows the percentage of students ‘at risk’ for each SECD standard and compares the district to the state. Scales comprising each standard are shown. Individual survey questions and response options used to calculate these scales are provided. Schools can use the report as a universal screen to assess and pinpoint areas of student need, and to track data from year-to-year to show improvement. A summary graph from the report is shown below and a full sample report can be found in [Appendix](#).



¹ Kansas Communities That Care (KCTC) Student Survey: www.kctcdata.org

In addition to the SEL data and report, participating districts are provided important information regarding student reports of bullying and indicators of mental health, well-being and interactions between the two.

Being bullied at school is second only to the family conflict risk factor as the strongest correlate of youth depression as reported by the 60,062 youth who participated in the 2020 KCTC optional depression and suicide module. Students who did not report depression were almost three times more likely to report that they had not been bullied at school than students who did report depression.



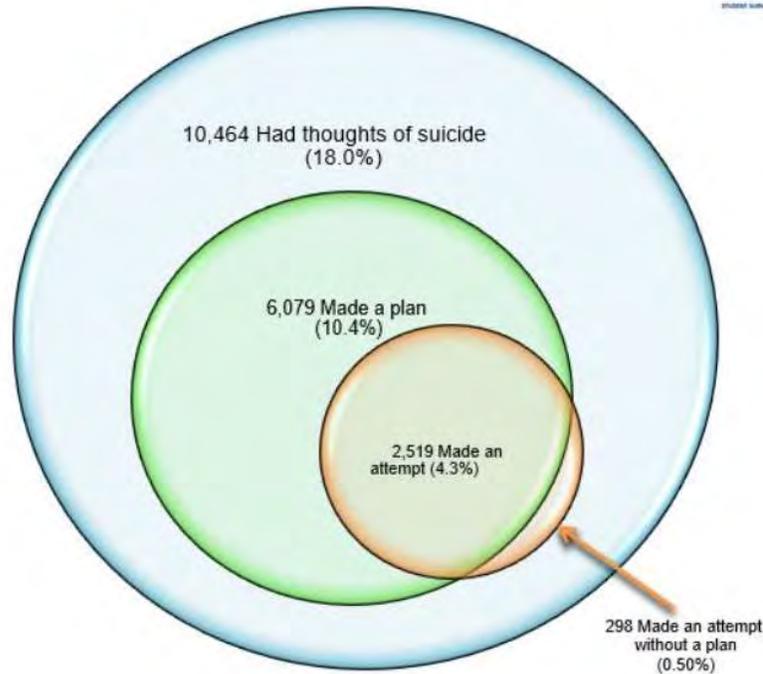
The previous graph shows the frequency of bullying at school along a continuum from ‘never’ to ‘sometimes’, ‘regularly’ and ‘every day.’ The blue line represents students not reporting depressive episodes and shows an expected relationship between bullying among students – where the majority (73.7%) 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 26.3% for students who said they had never been bullied with the percentage increasing as bullying frequency increases. There is a 47 percentage point difference or ‘gap’ between those never bullied (73.7% for those not reporting depression) and those who do report depression (26.3%). Some research suggests that both victims and bullies are found to be at the highest risk for depression.

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.

Since 2016 schools have an option to collect information regarding student reported depression, suicide thoughts, plans and attempts.

2020 Kansas Student-Reported Suicide Thoughts, Plans, and Attempts



The figure above shows the number and percentage of Kansas students that reported they had thoughts of suicide, had made a plan for how they would kill themselves, or had tried to kill themselves in the past year. Less than one percent of students who said they had tried to kill themselves said that they had done so without making a plan of how they would do so (.50%). This provides important opportunities for prevention.

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.

Being able to track trends in youth experiences related to bullying and perception of school safety, and substance use and mental health is vital to understanding social emotional conditions that can impact student behavioral health outcomes and academic success.

For more information about the KCTC Student Survey please contact

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 Girard, KS 66743
 620-724-6281



2019 KANSAS YOUTH RISK BEHAVIOR SURVEY

GRADES 9-12

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THE YOUTH IS THE HOPE FOR OUR FUTURE.

JOSE RIZAL



2

INTRODUCTION

This is the sixth installment of booklets developed to provide overviews of findings from the Youth Risk Behavior Survey of Kansas High School Students. The previous versions covered the results from the 2007, 2009, 2011, 2013 and 2017 surveys.

This booklet focuses on results from the most recent Youth Risk Behavior Survey, conducted in 2019. It provides insight into health behaviors of Kansas high school students, as well as practical food for thought for teens and those who care about them. We know their responses represent more than mere data; they represent real lives. This booklet summarizes results from responses to 93 questions on the 2019 High School YRBS. A random sample of 1,417 students from 41 public Kansas high schools participated in the 2019 survey.

These are difficult times in our state, our nation, and our world. “Fortunately for us and our world, youth is not easily discouraged,” said Dwight D. Eisenhower. “The hopes of the world rest on the flexibility, vigor, capacity for new thought, and the fresh outlook of the young.” As decisionmakers and advocates, we are driven by the knowledge that every investment we make in the lives of our children and youth is an investment in the future.



YOUTH RISK BEHAVIOR SURVEY: AN OVERVIEW

The Youth Risk Behavior Survey was established in 1990 by the U.S. Centers for Disease Control and Prevention (CDC) to help monitor the prevalence of behaviors that influence the health of youth and put them at risk for developing behaviors tied to the leading causes of death, disability, and social problems in the U.S. The CDC oversees the National YRBS and provides funds to states to administer state-level surveillance in odd-numbered years (e.g., 2011, 2013, 2017, 2019).

The first year Kansas collected weighted Youth Risk Behavior Survey data was 2005. Kansas has achieved weighted data each YRBS year since then, with the exception of 2015.

The survey is designed to:

- determine the prevalence of health risk behaviors,
- monitor the pattern of these behaviors over time,
- assess the co-occurrence with other health risk behaviors,
- allow comparison to national and state-wide data,
- allow comparisons among youth subpopulations, and
- assist with monitoring progress toward program indicators and objectives (e.g., Healthy People 2020).



HOW IT WORKS

Sample selection

All public schools in Kansas with students in 9th through 12th grades serve as the population from which the sample is selected. The CDC randomly selects schools to participate from a list of eligible schools provided by the Kansas State Department of Education (KSDE). Once the sample schools are selected, KSDE staff contact the schools to secure their participation. Random numbers, provided by the CDC, are used to select classes to complete the YRBS from a list of classes provided by participating schools. Within a school, the number of classes that complete the survey typically ranges from one to four and is drawn to reflect a cross-section of students across the state.

Survey administration

KSDE staff work with a contact from each participating school to determine logistics of survey administration. Most schools choose to self-administer the Youth Risk Behavior Survey. In some instances, KSDE provides assistance with survey administration, including from the University of Kansas School of Medicine and staff from the Kansas Department of Health & Environment. All surveys are completed following the guidance developed by the CDC to ensure confidentiality and anonymity.

Survey processing

KSDE staff collect all completed surveys and prepares them for data analysis. Once the surveys are prepared, they are shipped to the CDC for tabulating and scoring. KSDE staff receive the Youth Risk Behavior Survey results that detail responses to all questions broken down by demographics and trend data.

Key facts

- Survey participation is confidential and anonymous.
- Most surveys are completed within 30-40 minutes.
- Survey administration is scheduled to minimize disruption to the school.



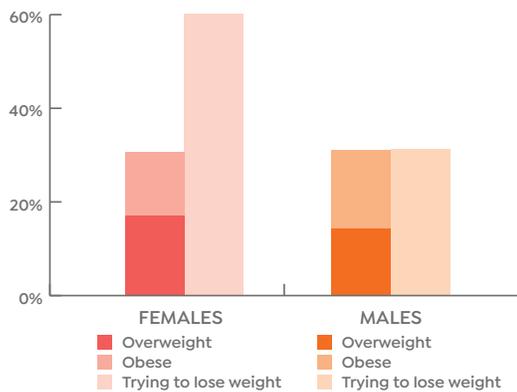


HEALTH BEHAVIOR



Weight management and dietary behaviors

Good nutrition is key to thriving in school and in life. Getting kids to make healthy food choices can be difficult. Additionally, body image plays a role in dietary behaviors, particularly among females.

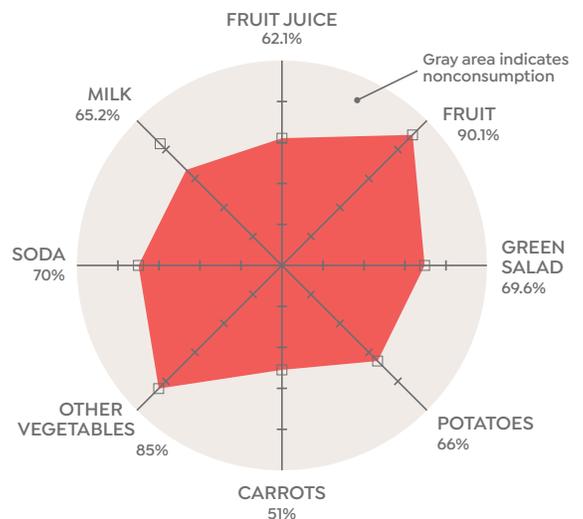


Overweight, obesity, and body image

Approximately 16% of the Kansas high school students who were surveyed reported being overweight, and 15% reported being obese. More than 45% (over 60% of females, as compared with 31% of males) reported trying to lose weight.

What are females eating?

More than 50% of females said they chose to eat less to lose weight. More than 1 in 3 females reported they did not drink milk or fruit juice, 1 in 3 did not eat green salad or potatoes, nearly half did not eat carrots, 1 in 7 did not eat any other vegetables, and 1 in 10 ate no fruit.



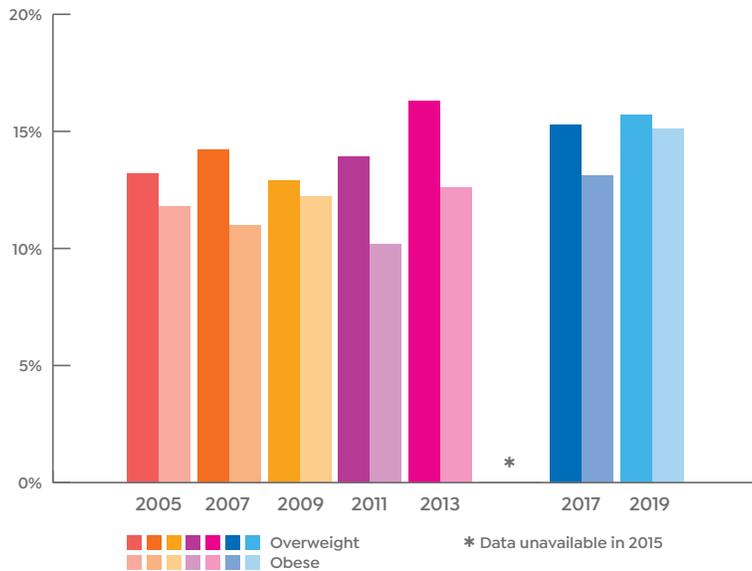


SOME GOOD NEWS

Fewer students reported drinking soda (none at all for 30% of females and 25.4% of males). More students (particularly males) said they are exercising to lose weight.

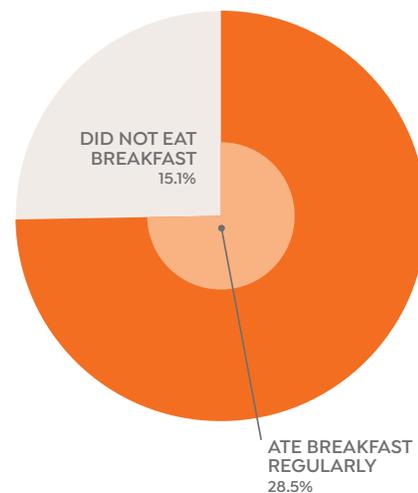
MAKE SMALL, POSITIVE CHANGES

The percentages of students who reported being overweight or obese has been trending slightly upward since 2005. In 2019, more students than ever before (15.1%) reported they were obese. **Eating breakfast and choosing healthy snacks is a good start to reversing this trend.**



Fewer students reported eating breakfast. About 1 in every 7 students (15.1%) reported not eating breakfast on the day of the survey, and only about 1 in every 4 students (28.5%) eat breakfast regularly.

Providing healthier options in school vending machines, and providing appealing offerings in the school cafeteria are two ways to encourage better nutrition.





HEALTH BEHAVIOR

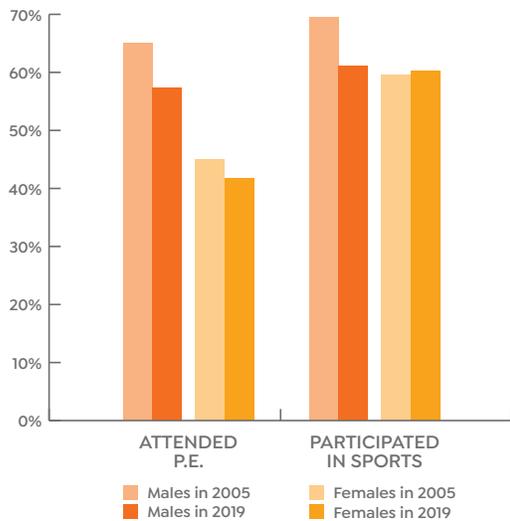


Physical activity

We were delighted when the 2017 survey showed a boost in regular physical activity – more than half of Kansas high school students reported being physically active for at least an hour per day at least 5 of the 7 days leading up to the survey. In 2019, though, this number dropped to below 47% of students, a low we haven’t seen in a decade. The number of students who reported being physically active for at least an hour every day is, of course, lower (26.5%, compared with 30.2% in 2011).

Participation in sports and P.E.

Fewer students reported attending a physical education class even once a week at school (49.8%), a downward trend that has continued since 2005. Another trend, particularly among male students, is a decline in participation on sports teams (61.1% among males).



Screen time

More students reported video game and screen time use not related to school (36.8%). Fewer students reported watching TV (16.3%); however, that may be because they are streaming on another device.

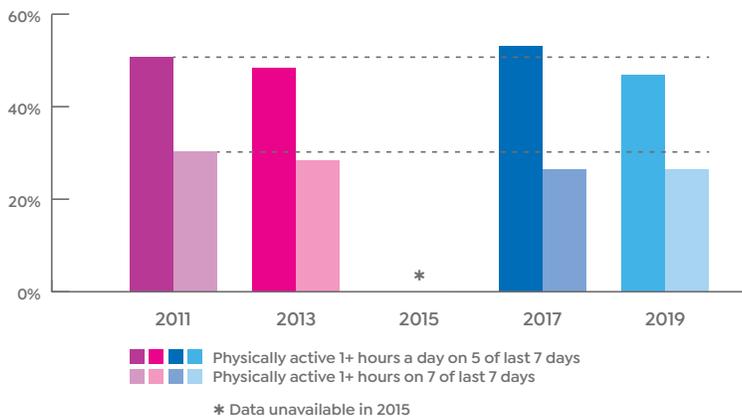


SOME GOOD NEWS

As noted previously, more than 45% of students reported trying to lose weight. An increased percentage of students reported that they chose exercise as a way to lose weight (61.2%).

MAKE SMALL, POSITIVE CHANGES

We have seen a steady decrease in the percentage of students who attend P.E. classes, and a smaller percentage of students reported being physically active for an hour or more a day.



Rather than having technology be a contributing factor to sedentary behavior (e.g., video games), students should use technology to enhance and facilitate their physical activity. Many phone apps can help as well as using the fitness features of smart watches.

★ HEALTH BEHAVIOR 3 ★

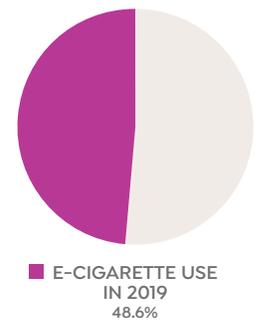
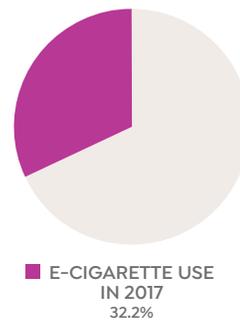
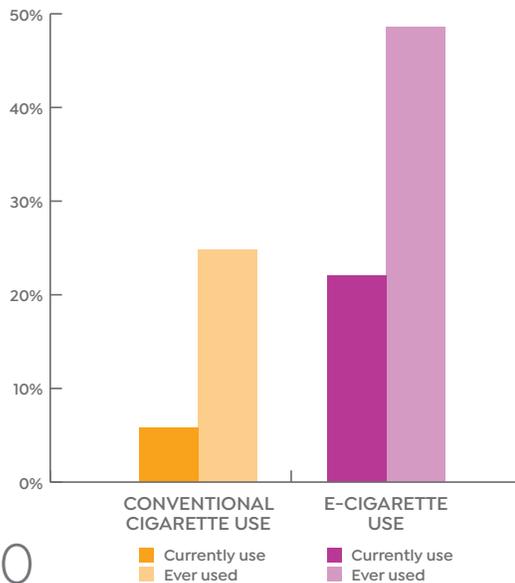
Tobacco use

Nearly 9 of 10 current smokers start smoking by age 18, and 98% start by age 26. Youth tobacco use has negative health effects including addiction and lifelong chronic disease. Current numbers indicate that more than 60,000 Kansans currently under 18 years of age will ultimately die prematurely from smoking. Although we have seen a decline in the use of conventional cigarettes among Kansas youth, 5.8% still smoke, and emerging products including electronic cigarettes (e-cigarettes) highlight the continued need for youth tobacco control and prevention programs.

Conventional and e-cigarettes

Nearly 1 in 4 Kansas high school students have tried conventional cigarettes (even 1 or 2 puffs) and 5.8% currently smoke conventional cigarettes.

Nearly half of Kansas high school students have tried e-cigarettes, and 22% currently use e-cigarettes.



Reports of e-cigarette use have increased steadily since they hit the market, but they increased substantially from 2017 to 2019. Nearly one-half of students surveyed in 2019 reported vaping at least once.

More than 1 in 4 Kansas high school students who use e-cigarettes also currently use conventional cigarettes.



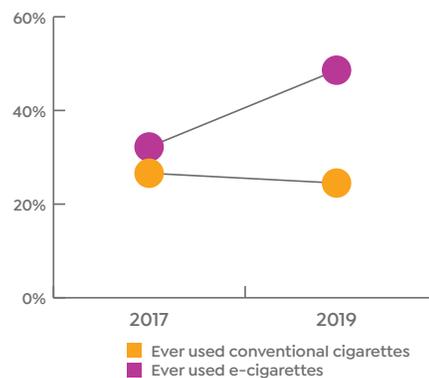
SOME GOOD NEWS

There has been a steady decrease in cigarette smoking during the seven Kansas Youth Risk Behavior Surveys. This is a tribute to the impact of health education, health promotion, and public policy. This progress does not come easily. It requires time, commitment, and financial support. The net results are healthier students and healthier schools.

MAKE SMALL, POSITIVE CHANGES

Research has shown that raising the minimum legal sale age for tobacco products from 18 to 21 (“Tobacco-21”) will likely prevent or delay use of tobacco among youth. Tobacco-21 was enacted at the federal level in December 2019.

The use of electronic vapor products is a trend that warrants close monitoring. Such products are clearly marketed to youth and as a product for smoke-free environments. Children and teens are specifically enticed by the sweetened flavors, easy access, and cheaper prices. Some smokeless tobacco products are easy to hide or use within a smoke-free environment.



Students should educate themselves and the adults in their lives about the scientific facts regarding the hazards of e-cigarettes and the damaging nature of nicotine, in any form.

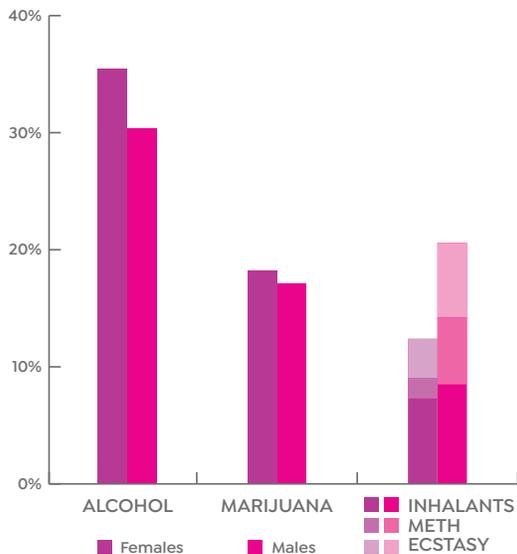
★ HEALTH BEHAVIOR 4 ★

Alcohol and other drug use

About one-third of students surveyed reported they drank alcohol at least once in the last 30 days; however, that is a number that has trended downward since 2005, the first year Kansas collected weighted Youth Risk Behavior Survey data.

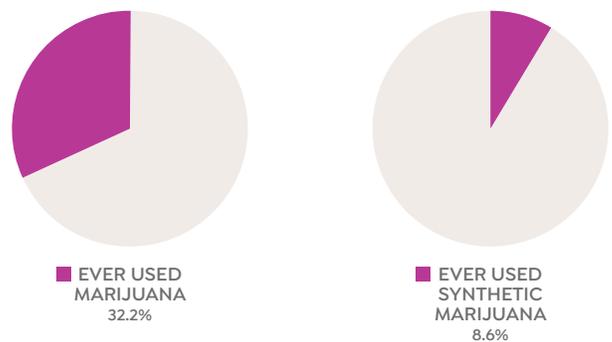
Drug use among Kansas high school students

According to survey responses, more females (35.5%) than males (30.4%) drink alcohol, and a slightly more females (18.2%) than males (17.1%) use marijuana. On the other hand, males are more likely than females to use inhalants, methamphetamines, or ecstasy.



Marijuana and synthetic marijuana

While use of marijuana among Kansas high school students surveyed also has been trending downward generally since 2005, it increased from 2017 to 2019, particularly among females. About 1 in 3 students reported they have used marijuana during their lifetime. About 1 in 11 students (8.6%) reported they have used synthetic marijuana, nearly twice as many as in 2017 (4.8%).





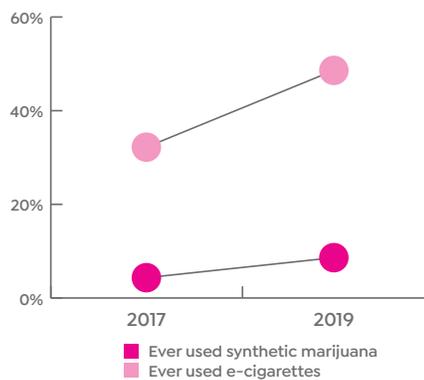
SOME GOOD NEWS

Survey responses reflect decreases across the board in the percentages of students who currently drank alcohol, used inhalants, or used methamphetamines. Responses also reflect decreases in the percentages of students who had their first drink of alcohol or tried marijuana before they were 13 years old.

MAKE SMALL, POSITIVE CHANGES

The spike in synthetic marijuana usage reported in the 2019 survey may be related to the spike in e-cigarette use. While we do not have current statistics to show correlation between these two risk behaviors, it is something to watch.

It also is important to note that more than 1 in 5 Kansas high school students were offered, sold, or given illegal drugs on school property.



Students should be encouraged to participate in peer education and peer support programs that focus on adopting healthy behaviors and recognizing the hazards associated with alcohol and illicit drug use.



HEALTH BEHAVIOR

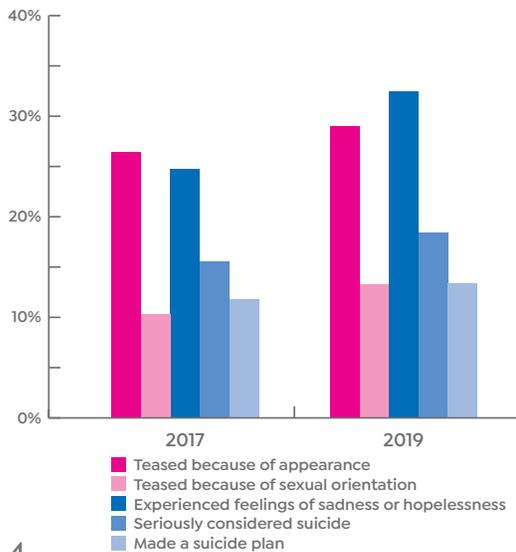


Injury and violence

Today’s students are growing up in a reality punctuated by threats of mass shooting, natural disaster, disease, terrorism, and war. Many also are dealing with abuse, neglect, and depression.

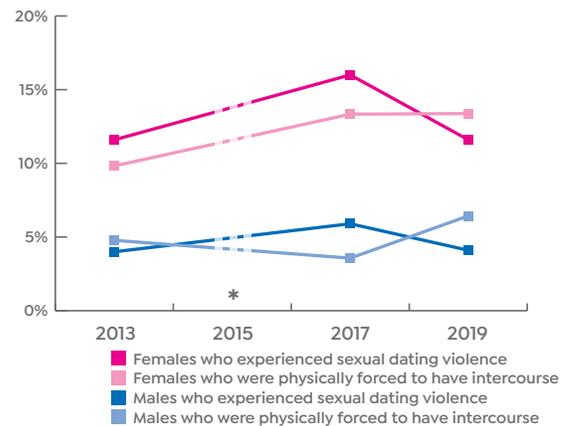
Being teased, losing hope

In 2019, more students reported being victims of teasing because of physical appearance (29%) and/or sexual orientation (13.3%). Also, more students reported having had feelings of sadness or hopelessness (32.5%), more reported seriously considering suicide (18.4%), and more reported making a suicide plan (13.6%). While disturbing, these findings may be related and may be indicative of a larger cultural shift.



Dating violence

Females are consistently about twice as likely as males to report experiencing sexual dating violence and/or being physically forced to have intercourse. In 2019, more females and males said they were physically forced to have intercourse than their 2017 counterparts.



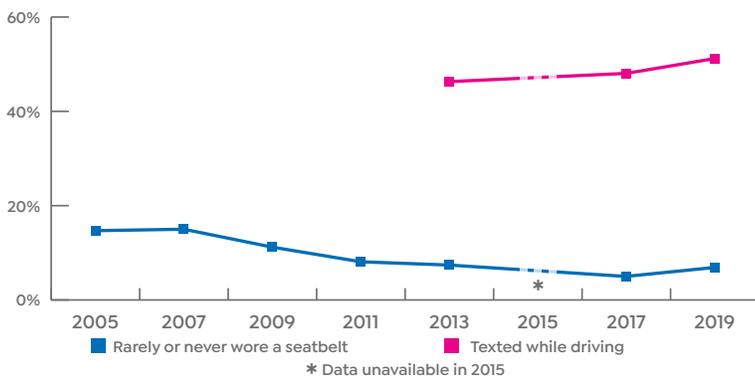


SOME GOOD NEWS

Since 2005, increasingly more Kansas high school students have reported always or nearly always wearing seat belts (93.1% in 2019).

MAKE SMALL, POSITIVE CHANGES

More than half of all Kansas high school students surveyed reported that they texted while driving. **One way to influence change is for passengers to speak up – either directly, such as “I’m sorry, but I get really nervous when people text and drive,” or more subtly, such as “Would you like me to text for you since you’re driving?”**



Nearly a third of all Kansas high school students surveyed reported feeling sad or hopeless two weeks in a row. Nearly one in five of all Kansas high school students surveyed reported seriously considering suicide. **Students must recognize they are not alone in their feelings of sadness and hopelessness. They should be encouraged to reach out to peers and trusted adults to share their feelings, attempt to understand the causes, and make changes to improve their lives.**



HEALTH BEHAVIOR



Sexual behaviors

The percentage of students who reported current or previous sexual activity has declined steadily since 2005. However, among those reporting that they are currently sexually active, fewer are using condoms that help prevent transmission of disease.

Sexual activity

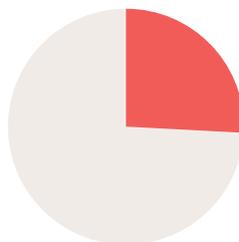
About 1 in 3 students reported ever having sexual intercourse. About 1 in 4 students reported being currently sexually active.

Condom use

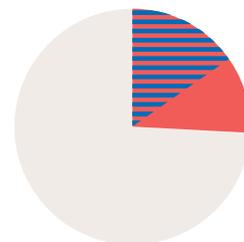
Of those who are currently sexually active, about 3 in 5 (58.3%) reported using a condom the last time they had sex.



■ EVER HAD SEX
36.6%



■ CURRENTLY SEXUALLY ACTIVE
26.3%



■ USING CONDOMS
58.8% (of those who are currently sexually active)

Pregnancy prevention

Of those who are currently sexually active, in addition to those who reported using condoms, about 1 in 5 (21.4%) reported using birth control pills, about 1 in 9 (11.2%) reported using an IUD, shot, patch, or birth control ring, and 1 in 10 reported not using any method to prevent pregnancy.

Education about AIDS or HIV

Fewer students reported that they were taught about AIDS or HIV.





SOME GOOD NEWS

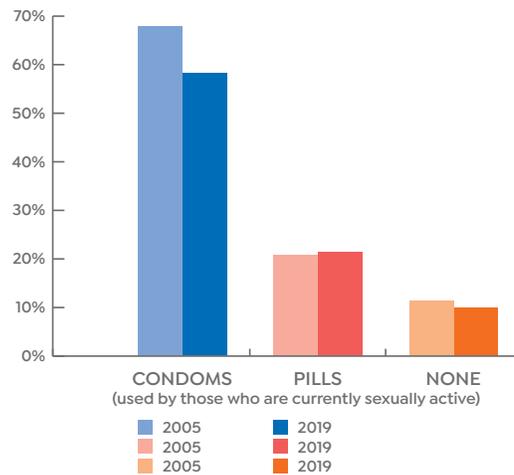
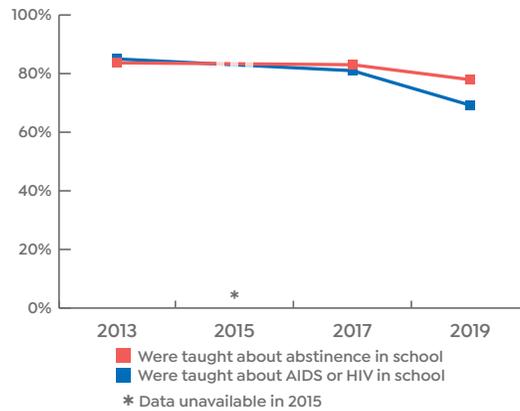
The percentages of students who reported having had sexual intercourse before age 13 (3%), as well as those who reported having had sex with four or more people during their life (8.4%), have declined linearly since 2005 (5.5% and 13.3%, respectively).

MAKE SMALL, POSITIVE CHANGES

Nearly 80% of students reported they were taught in school about the benefits of abstinence, but fewer reported they were taught about AIDS or HIV. As we move further away from the scare of HIV, we may be seeing a decrease in education about sexually transmitted diseases in general and about condom use for disease protection.

Condom use among students who reported being sexually active has declined steadily since 2005, while the use of birth control pills among females has increased slightly. This appears to be a tradeoff of responsibility for pregnancy prevention from males to females.

Students must recognize their responsibility in all decisions regarding sexual activity, including the choice of abstinence.



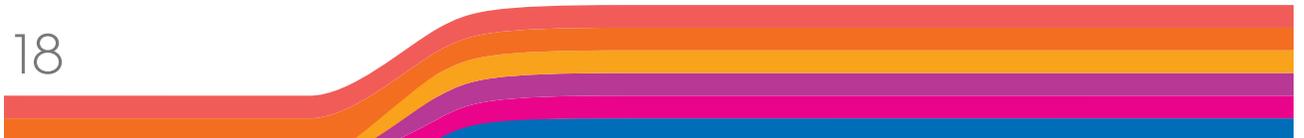
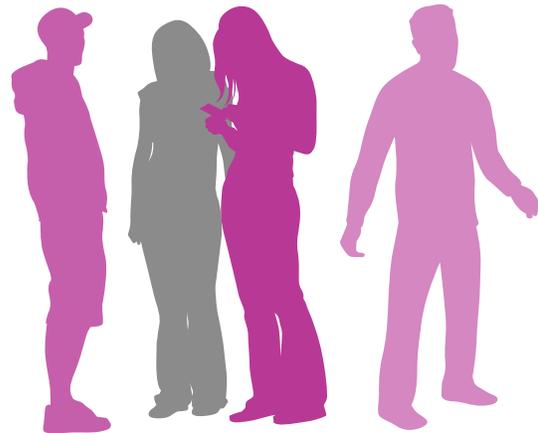
ANOTHER LOOK

Other findings

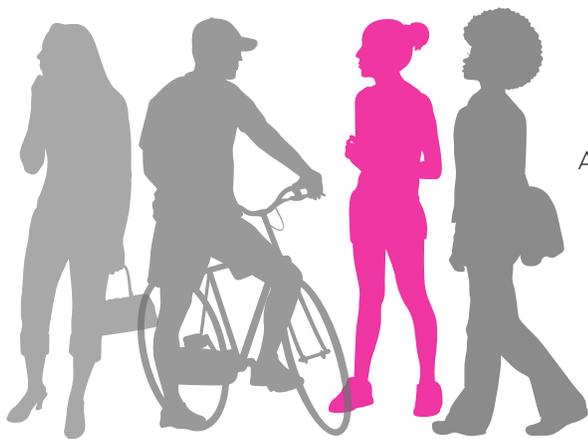
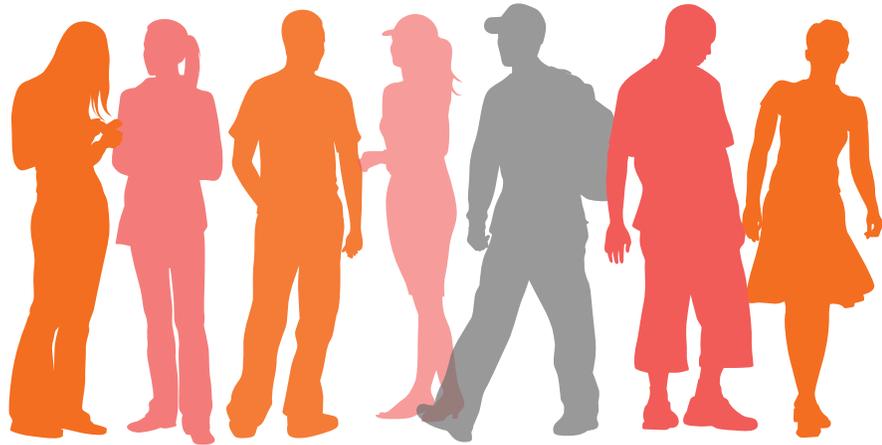
More than 1 in 5 students (21.1%) reported they had been bullied on school property. About 1 in 6 (17.2%) said they had been bullied electronically.



Nearly 1 in 4 students (23.8%) have been told by a doctor that they have asthma.



Two factors important to student learning – eating breakfast and getting enough sleep – are lacking. About 1 in 7 students (15.1%) reported they did not breakfast on the day of the survey.



About 3 in every 4 students (71.5%) said they do not regularly eat breakfast every day.

Fewer than 1 in 4 students (22.4%) reported getting the recommended eight hours of sleep on an average school night, a trend that continues.



FINAL COMMENTARY

The Youth Risk Behavior Survey identifies health behaviors and tracks trends over time, both statewide and nationally. Each year the YRBS is conducted, the survey items are reviewed. New questions that address emerging health behaviors are added while other items that are no longer deemed relevant are dropped off. One example is the addition of e-cigarette/vaping questions over the most recent YRBS administrations. Not considered a significant issue even 8 years ago, this particular health behavior may be demonstrating the most dynamic changes of any. Being able to adapt the survey to monitor these behaviors is very important.

Schools are critical in helping students gain information and skills, and also in connecting them to needed services. This important source of connection and safety helps protect students from health risks. Families and communities also have a vital role to play in making sure the nation's youth stay healthy now and into adulthood.

Families can meet this challenge by providing strong support and staying engaged in their adolescents' daily lives. Schools can contribute by building environments that are safe, by providing connectedness for all students, by delivering evidence-based health education with a focus on building skills for healthy decision-making, and by connecting students to necessary health services throughout the community.

We all have a responsibility to help youth become safer, healthier adults. Families, schools, community organizations, and youth must work together to help address these health risks.



HOW KSDE ADDRESSES HEALTH IN KANSAS SCHOOLS

The Kansas State Department of Education is committed to assisting Kansas schools in creating environments that emphasize health and wellness. This commitment involves working with school personnel to help establish healthy behaviors, attitudes, policies, and practices that impact students and staff. Health is enhanced through adequate physical activity, improving nutrition, preventing tobacco use (including e-cigarettes/vaping), promoting physical education and health education standards, assisting schools with implementation of wellness policies, and encouraging participation in healthy nutrition programs.

Career, Standards, and Assessment staff at KSDE are responsible for the administration of the Youth Risk Behavior Survey in Kansas, disseminating the results, and assisting schools with developing programs to address health risks identified through the survey.



*WE CANNOT ALWAYS BUILD THE FUTURE FOR OUR YOUTH,
BUT WE CAN BUILD OUR YOUTH FOR THE FUTURE.*

FRANKLIN D. ROOSEVELT



ACKNOWLEDGMENTS

A huge “thank you” goes out to all the Kansas high school students who participated in the 2019 YRBS. We also acknowledge that we couldn’t have done it without all the classroom teachers and building administrators who assisted with scheduling and administration of the survey. Without such cooperation, collection of this critical data would be impossible.

We also want to thank staff and students from the University of Kansas School of Medicine’s Department of Population Health, staff from the Bureau of Health Promotion at the Kansas Department of Health and Environment, and grant support from the Kansas Health Foundation. Without the assistance of these partners and health advocates, successful collection of YRBS data would not have been possible.

FOR MORE INFORMATION

Additional data on the 2019 Kansas Youth Risk Behavior Survey can be found under Youth Risk Behavior Survey on the KSDE website at www.ksde.org.

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**Kansans Can Integrated Learning Process:
The 5 Growth Principles**

Responsive Culture Systems Reflection:

A Responsive Culture

- Is aware of national and state-wide **trends** impacting students and **expectations** for schools.
- Uses systemic tools to “**hear**” what students & families are telling us **locally** and uses that **data** to make decisions.
- Enacts a **system** of **evidence-based** resources + practices with clear steps to **respond** to need with tiered supports.
- **Analyzes** its system for gaps, needs, and strengths to become more **proactive and aligned**.
- **Assesses growth**, celebrates what’s working, & continuously adapts to challenges while building on strengths.
- Practices and uses the principles of the **Integrated Learning Process** throughout all of the above to create **coherence** and to naturally embed practices that foster wellbeing and learning.

Do we know about / implement / systematize:	Need to build general awareness & engage stakeholders	Need targeted PD and evidence-based tools / resources for implementation	Need to create or align Systemically for Core & Tiered Approach
National, Kansas, and local trends impacting our students. Eg:			
Depression & Mental Health issues			
Suicidality			
Adverse Childhood Experiences & Trauma			
National & Kansas expectations and Local needs impacting education. Eg:			
Multi-tier System of Supports			
Social-emotional Learning			
Evidence-based programs & frameworks			
Kansas Social Emotional & Character Development Standards (SECD)			
Family Engagement			
Ks. Legislated mandates regarding bullying, suicide prevention & intervention, sexual abuse, etc.			
Data-based Decision Making			
Climate Surveys [eg: CTC]			
Systematic Screening for Risk			
Competency & Skill Assessment or way to measure growth			
Family Engagement Survey			



Kansans Can Integrated Learning Process: The 5 Growth Principles

EXAMPLES: items you see as strengths for your environment

Growth Principle	What it Looks / Feels Like:
<p>Serve & Return: When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way. Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This is the basic interaction that builds brain architecture. This explicit response pairs with an implicit co-regulatory response.</p>	<ul style="list-style-type: none"> ○ Feeling “seen” and “heard” ○ Expressing / receiving care ○ Feeling connection or connected to other(s) ○ Consistent and reliable interaction ○ Feeling positively regarded
<p>Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system. The ventral vagus nerve connects the heart, larynx, middle ear, and upper facial muscles around the eyes to send cues between nervous systems that elicit flourishing social engagement. This creates the physical and psychological safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</p>	<ul style="list-style-type: none"> ○ Kind eyes ○ Attuned listening ○ Prosodic voice ○ Warm heart ○ Open stance ○ Gentle touch ○ <i>The ‘flourish circuit’ sends cues that are like food for the developing nervous system</i>
<p>Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one's life, take increasingly skilled action, and influence one's environment</p>	<ul style="list-style-type: none"> ○ Giving voice to your ideas, perceptions ○ Making choices ○ Exercising your talents and skills ○ Trying new things and/or taking risks ○ Pursuing areas of interest ○ Setting and achieving goals ○ Applying ideas / learning to own life ○ Belonging / Contributing to your community
<p>Engagement: The degree of connection a person experiences when learning, doing or interacting. It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt. It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas.</p>	<ul style="list-style-type: none"> ○ Discovering, exploring ○ Puzzling, experimenting, testing ○ Building, designing, creating ○ Envisioning, imagining, playing ○ Rehearsing, practicing, applying ○ <i>Using all of one’s senses & one’s bio-psycho-social</i>
<p>Feedback: An output that affects the subsequent input. Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience</p>	<ul style="list-style-type: none"> ○ Listening, observing, asking questions ○ Noticing, reflecting, celebrating ○ Describing, clarifying, analyzing ○ Dialoguing, conferring, discussing ○ Relating, connecting, finding patterns ○ Integrating, synthesizing, consolidating



**Kansans Can Integrated Learning Process:
The 5 Growth Principles**

NON-EXAMPLES: items you see as issues for your environment

Growth Principle	NON-EXAMPLES / Common Barriers
<p>Serve & Return: When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way.</p> <p>Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This basic explicit interaction builds brain architecture & pairs with an implicit co-regulatory response.</p>	<ul style="list-style-type: none"> ○ We skip acknowledging the person & go straight to business (ie: the <i>content</i> they/we present) ○ We immediately evaluate the content rather than more robustly engaging / using feedback ○ We fail to consider the content ○ We abruptly shift the subject/end the interaction ○ We ignore or fail to notice the bid or the person
<p>Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system.</p> <p>This creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</p>	<ul style="list-style-type: none"> ○ We interact mostly by text or screen ○ We tend toward neutral, business-like, brusque or sarcastic, rather than relational, interactions ○ We are not aware of or fluent with our own self-regulation and flourish circuitry. ○ We try to disguise or justify not being in our own flourish circuitry; we may feel too vulnerable in (ie: shame/belittle) our own flourish circuitry ○ We expect immediate reciprocity
<p>Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one's life, take increasingly skilled action, and influence one's environment</p>	<ul style="list-style-type: none"> ○ We overextend our own agency and fail to ‘share power’ with students, parents and colleagues; we cave in to the urge to ‘control’ ○ We dampen student / others’ agency due to beliefs: ‘I know better,’ ‘adults know better,’ or ‘children are to be seen, not heard’ etc. ○ We underextend our own agency; fear rocking the boat or having boundaries & preferences
<p>Engagement: The degree of connection a person experiences when learning, doing or interacting.</p> <p>It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt.</p> <p>It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas.</p>	<ul style="list-style-type: none"> ○ We conflate engagement with motivation and then judge students or others ○ We give insufficient attention to developing modalities for learning tasks that engage the bio-psycho-social domains of individuals ○ We believe students <i>should</i> be invested in our particular subject; we fail to become curious about their interests and worldviews or the connections to their own lives ○ We fail to allow students to practice agency
<p>Feedback: An output that affects the subsequent input.</p> <p>Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience</p>	<ul style="list-style-type: none"> ○ We fail to elicit, observe, and become curious about the bio-psycho-social feedback of a student / other person ○ We fail to share power in observing, analyzing and interpreting feedback ○ We fail to allow feedback from student / others to inform our subsequent step(s) ○ We fail to offer meaningful feedback designed to stretch, clarify, integrate and/or celebrate



Kansans Can Integrated Learning Process: The 5 Growth Principles

5 Growth Principles Skills Reflection for our System:

Rank from 1 to 5 (1=strongest; 5=weakest) your building's / district's practice of the 5 growth principles

- _____ Serve and Return
- _____ Co-Regulation
- _____ Agency
- _____ Engagement
- _____ Feedback

What data [feedback] could you use to check your perceptions?

Which growth principle excites you as a team the most and why?

Which items from the non-examples do you find to be the most frequent barriers to enacting the growth principles in your building / district? List them and hypothesize what might be keeping them operational.

Issue:	What most likely is keeping this barrier behavior operational in your building / district right now? :		
	Limiting Beliefs or Values Framing	Lack of Skills/ Knowledge of Alternative Skills	Lack of Systems/Processes to Support Consistent Alternative Skills

Brainstorm strategies that might best help you address the barriers as you work toward fostering systemic growth in your building / district:

Limiting Beliefs or Values Framing:

Eg: Book Studies to explore /address the impact of beliefs on actions and outcomes

Lack of Skills / Knowledge of Alternative Skills

Eg: PD to address knowledge and skill development

Lack of Systems to Support Consistent Alternative Skills

Eg: developing aligned policies, procedures, schedules, assessments, etc. that support skill implementaton



Kansans Can Integrated Learning Process: The 5 Growth Principles

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A Responsive Culture

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Do we know about, implement, and systematize:	Need to build general awareness & engage stakeholders	Need targeted PD and evidence-based tools / resources for implementation	Need to create or align Systemically for Core & Tiered Approach
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Social-emotional Learning			
Evidence-based programs & frameworks			
Kansas Social Emotional & Character Development Standards (SECD)			
Family Engagement			
Ks. Legislated mandates regarding bullying, suicide prevention & intervention, sexual abuse, etc.			
Data-based Decision Making			
Climate Surveys [eg: CTC]			
Systematic Screening for Risk			
Competency & Skill Assessment or way to measure growth			
Family Engagement Survey			



Kansans Can Assessment of Practices & Policies Promoting an Integrated Learning Process

RATING: 1= element is not in place at all 3 = element is mostly in place
 2= element is partially in place 4 = element is fully in place

Integrated Learning Process Principle	Do Practices, Policies & Procedures promote human flourishing? <i>(eg: SEL, mental health & trauma-informed)</i>	Rating
Serve & Return: When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way.	<ul style="list-style-type: none"> ALL students’ social, emotional and academic development and growth are consistently attended to, regardless of status (regular or special ed) or needs (mental health, trauma-impacted, etc.). 	1 2 3 4
	<ul style="list-style-type: none"> Trust is fostered through clear, concise, and positive communication of boundaries and expectations. 	1 2 3 4
	<ul style="list-style-type: none"> Practices (educational, mental health, etc.) are linguistically appropriate and culturally competent. 	1 2 3 4
Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system. <i>This creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</i>	<ul style="list-style-type: none"> Activities are structured in predictable and emotionally safe ways. 	1 2 3 4
	<ul style="list-style-type: none"> Staff are trained in and can embody the physiological ‘cues’ that help children feel safe. 	1 2 3 4
	<ul style="list-style-type: none"> Staff display an attitude of caring and view that all children are ‘doing the best they can’ rather than assuming intentionality. 	1 2 3 4
	<ul style="list-style-type: none"> Through caring connection staff display their belief that a child is doing his/her best at any moment and help regulate them toward increased resilience, 	1 2 3 4
	<ul style="list-style-type: none"> Staff recognize a primary goal of social-emotional development is helping children calm down and become in control of their behavior in times of stress. 	1 2 3 4
	<ul style="list-style-type: none"> Boundaries and discipline balance accountability with an understanding of trauma and toxic stress. 	1 2 3 4
Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one's life, take increasingly skilled action, and influence one's environment.	<ul style="list-style-type: none"> Students’ strengths and interests are encouraged and incorporated. 	1 2 3 4
	<ul style="list-style-type: none"> Opportunities exist for students to learn about emotions, practice regulation techniques, and practice pro-social behaviors for attaining their goals. 	1 2 3 4
	<ul style="list-style-type: none"> Opportunities exist for expressing care and learning how to interact effectively with others. 	1 2 3 4
	<ul style="list-style-type: none"> Opportunities exist for identifying interests and learning how to plan and follow through on assignments. 	1 2 3 4
	<ul style="list-style-type: none"> All communications with and regarding students and families foster trust and dignity by respecting the bounds of confidentiality. 	1 2 3 4
Engagement: The degree of connection a person experiences when learning, doing or interacting.	<ul style="list-style-type: none"> Information is presented and learning is assessed using multiple modes. 	1 2 3 4
	<ul style="list-style-type: none"> Staff uses a repertoire of skills to actively engage and build positive relationships with families. 	1 2 3 4
	<ul style="list-style-type: none"> Strategies to involve parents are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, translated materials, and informed choice. 	1 2 3 4
	<ul style="list-style-type: none"> Protocols exist for helping students transition back to school from other placements. 	1 2 3 4





Kansans Can Assessment of Practices & Policies Promoting an Integrated Learning Process

<p>Feedback: An output that affects the subsequent input.</p> <p>Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience.</p>	<ul style="list-style-type: none"> • Connections between staff, students, and families are reciprocal and offer opportunities for shared learning. 	1 2 3 4
	<ul style="list-style-type: none"> • Feedback is aimed at fostering development, curiosity, learning, and resilience, while nurturing trust and relationship. 	1 2 3 4
	<ul style="list-style-type: none"> • Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for team work. 	1 2 3 4
	<ul style="list-style-type: none"> • On-going professional development opportunities occur as determined by staff needs assessments. 	1 2 3 4
	<ul style="list-style-type: none"> • Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families. 	1 2 3 4
<p>Individual: A whole person, who is often seen through the lens of the role they may play, but should not be reduced to that alone. <i>Eg: Students, educators, parent, community members, partner.</i></p>	<ul style="list-style-type: none"> • The school attends to the biological, psychological and social-emotional development needs of all students to promote flourishing. 	1 2 3 4
	<ul style="list-style-type: none"> • The school has a range of practices and provides access to responsive services for prevention, early intervention, treatment, and crisis intervention for the range of mental health and behavioral needs that are trauma-competent. 	1 2 3 4
<p>Environment: The physical, emotional and intellectual space we share and in which we relate to one another.</p> <p>Environments serve & empower human flourishing through responsive systems, policies and processes.</p>	<ul style="list-style-type: none"> • Leadership has a plan for reviewing and ensuring policies, practices, and professional development are consistent with the aims described above. 	1 2 3 4
	<ul style="list-style-type: none"> • School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs. 	1 2 3 4
	<ul style="list-style-type: none"> • Leadership (including principal and/or superintendent) reviews data and develops annual action plan for improving climate to foster social, emotional, and mental health flourishing. Plan addresses barriers to progress and builds on strengths. 	1 2 3 4
	<ul style="list-style-type: none"> • School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect. 	1 2 3 4
	<ul style="list-style-type: none"> • Policies describe how, when, and where to refer families for supports; staff actively facilitate and follow through in supporting families' access to trauma-competent mental health services. 	1 2 3 4
	<ul style="list-style-type: none"> • School develops and maintains ongoing partnerships with state and community-based human service agencies to facilitate access to resources. 	1 2 3 4
	<ul style="list-style-type: none"> • When possible, school and community agencies seamlessly address community needs by leveraging funding to make supports available. 	1 2 3 4

*Adapted from and informed by the following references:
Trauma-Sensitive School Checklist by Lesley University and Massachusetts Advocates for Children, 2012.
Trauma-Informed Care in Youth Serving Settings by Traumatic Stress Institute of Klingberg Family Centers
Core Competencies for Trauma-Informed Staff by U.S. Department of Health & Human Services, Office on Women's Health.*

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in bulleted italics offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher _____

Subject _____

Observer _____

Date/Time _____

Equitable Classroom Practice	Observed (1 point)	Not observed (0 points)
1. Welcomes students by name as they enter the classroom. <ul style="list-style-type: none"> <i>Asks students for correct pronunciation of their names.</i> <i>Correctly pronounces students' names.</i> 		
2. Uses eye contact with all students. <ul style="list-style-type: none"> <i>Makes culturally appropriate eye contact with all students.</i> 		
3. Uses proximity with all students equitably. <ul style="list-style-type: none"> <i>Circulates around student work areas to be close to all students.</i> 		
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. <ul style="list-style-type: none"> <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i> 		
5. Arranges the classroom to accommodate discussion. <ul style="list-style-type: none"> <i>Arranges seating to facilitate student-student discussion.</i> <i>Seating to facilitate teacher-student discussion.</i> 		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic and cultural backgrounds represented by students. <ul style="list-style-type: none"> <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year-round.</i> <i>Displays products and props from students' home and community background.</i> 		
7. Uses a variety of visual aids and props to support student learning. <ul style="list-style-type: none"> <i>Uses multiethnic photos, pictures and props to illustrate concepts and content.</i> <i>Uses appropriate technology to illustrate concepts and content.</i> 		
8. Learns, uses, and displays some words in students' heritage language. <ul style="list-style-type: none"> <i>Posts some content words or phrases in students' heritage languages.</i> <i>Uses some words or phrases from students' heritage language in the classroom.</i> 		
9. Models use of graphic organizers. <ul style="list-style-type: none"> <i>Uses a variety of graphic organizers during instruction.</i> <i>Encourages students to identify and use the task appropriate graphic organizer by modeling.</i> 		
10. Uses class building and teambuilding activities to promote peer support for academic achievement. <ul style="list-style-type: none"> <i>Structures academic and social interactions between students.</i> 		

Equitable Classroom Practice	Observed (1 point)	Not observed (0 points)
<p>11. Uses random response strategies.</p> <ul style="list-style-type: none"> • <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks).</i> 		
<p>12. Uses cooperative learning structures.</p> <ul style="list-style-type: none"> • <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word).</i> 		
<p>13. Structures heterogeneous and cooperative groups for learning.</p> <ul style="list-style-type: none"> • <i>Uses random grouping methods to form small groups.</i> • <i>Explicitly teaches collaborative learning skills to students.</i> • <i>Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task.</i> 		
<p>14. Uses probing and clarifying techniques to assist students to answer.</p> <ul style="list-style-type: none"> • <i>Rephrases the question.</i> • <i>Asks a related question.</i> • <i>Gives student a hint, clue or prompt.</i> 		
<p>15. Acknowledges all students' comments, responses, questions, and contributions.</p> <ul style="list-style-type: none"> • <i>Uses affirming, correcting, or probing to acknowledge all students' responses.</i> 		
<p>16. Seeks multiple perspectives.</p> <ul style="list-style-type: none"> • <i>Validates all perspectives with responses such as:</i> <ul style="list-style-type: none"> ◦ <i>"That's one idea. Does anyone else have another?"</i> ◦ <i>"That was one way to solve the problem. Who did it another way?"</i> ◦ <i>"Who has an alternative view?"</i> 		
<p>17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions and content.</p> <ul style="list-style-type: none"> • <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please).</i> 		
<p>18. Identifies students' current knowledge before instruction.</p> <ul style="list-style-type: none"> • <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing.</i> 		
<p>19. Uses students' real-life experiences to connect school learning to students' lives.</p> <ul style="list-style-type: none"> • <i>Asks students to reflect upon and discuss the following: "What events/ situations occur in your family or neighborhood that require some knowledge of _____?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning.</i> 		
<p>20. Uses Wait Time.</p> <ul style="list-style-type: none"> • <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing.</i> • <i>Pauses following a student's response to allow other students to consider their reactions, responses and extensions.</i> 		
<p>21. Asks students for feedback on the effectiveness of instruction.</p> <ul style="list-style-type: none"> • <i>Asks students to indicate the learning activities that are effective in helping them to learn.</i> • <i>Uses interviews, surveys, and questionnaires to gather feedback from students.</i> • <i>Uses exit cards to gather feedback about instruction.</i> 		

Equitable Classroom Practice	Observed (1 point)	Not observed (0 points)
22. Provides students with the criteria and standards for successful task completion. <ul style="list-style-type: none"> • <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers).</i> 		
23. Gives students effective, specific oral and written feedback that prompts improved performance. <ul style="list-style-type: none"> • <i>Confers with students to provide feedback to improve performance.</i> • <i>Provides opportunities for students to use peer reviews.</i> • <i>Provides written feedback that allows students to revise and improve their work.</i> 		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard. <ul style="list-style-type: none"> • <i>Allows students to revise work based on teacher feedback.</i> • <i>Encourages and structures opportunities for students to provide feedback to peers based on an established standard.</i> 		
25. Explains and models positive self-talk. <ul style="list-style-type: none"> • <i>Explains the importance of positive self-talk.</i> • <i>Shares examples of how positive self-talk leads to positive outcomes.</i> 		
26. Asks higher-order questions equitably of all students. <ul style="list-style-type: none"> • <i>Asks analysis questions.</i> • <i>Asks synthesis questions.</i> • <i>Asks evaluation questions.</i> • <i>Poses higher order questions and uses a random method for calling on students.</i> • <i>Provides think time for all students before asking for responses.</i> 		
27. Provides individual help to all students. <ul style="list-style-type: none"> • <i>Ensures all students receive individual help</i> 		
Total Points:		

Comments:

*Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant*



www.secondstep.org
Kindergarten–Grade 5

Implementation Survey

Description and Purpose

The *Second Step* K–5 Implementation Survey collects information about program implementation as experienced by those teaching it. It should be completed by individuals involved in delivering lessons and/or reinforcing program skills and concepts. The survey can function as a formative assessment of the implementation process during the year and a record of implementation experiences at the end of the year.

Directions

Have respondents answer each survey item using the five-point scale provided. Information from other process measures (for example, the Lesson-Completion Checklist and Lesson Delivery and Reinforcement Checklist) can be used to complete this form.

Interpreting Results

The survey provides a snapshot of *Second Step* implementation experiences during or at the end of an implementation year. You can compare the results with surveys from earlier in the year or surveys from previous or subsequent years to help assess progress toward schoolwide program goals and inform plans for sustainable program implementation.

Following are the implementation task categories that correspond to the survey items:

- Motivate: Items 1–2
- Prepare: Items 3–11
- Train and Support: Items 12–19
- Validate: Items 20–22

Go online to www.secondstep.org for more tips and tools.



www.secondstep.org
Kindergarten–Grade 5



Survey

This short survey is intended to help school staff assess implementation of the K–5 *Second Step* program. It may be used to inform implementation goals and improvement plans. Use the five-point scale, ranging from Strongly Agree to Strongly Disagree, to respond to each item. Select 0 if an item does not apply to you.

	N/A	Strongly Agree			Strongly Disagree	
1. I understand the goals and objectives of the <i>Second Step</i> program.	0	5	4	3	2	1
2. I am committed to helping my students achieve the goals of the program.	0	5	4	3	2	1
3. I am aware of the overall implementation plan for our school.	0	5	4	3	2	1
4. I understand my role in the implementation process.	0	5	4	3	2	1
5. I know which implementation tasks I'm responsible for and how to carry them out.	0	5	4	3	2	1
6. I have or know how to get the materials I need to teach and/or reinforce <i>Second Step</i> program skills and concepts (for example, program kits, DVDs, CDs, posters, and handouts).	0	5	4	3	2	1
7. I have access to all the equipment I need to implement the program (for example, DVD player, CD player, and LCD projector).	0	5	4	3	2	1
8. I have adequate time to prepare for lesson delivery.	0	5	4	3	2	1
9. I have a specific time scheduled for delivering the lessons.	0	5	4	3	2	1
10. I believe it is important to implement the <i>Second Step</i> program fully.	0	5	4	3	2	1
11. I understand how I can help monitor the implementation process (for example, by using the Lesson-Completion Checklist or Lesson Delivery and Reinforcement Checklist).	0	5	4	3	2	1
12. I feel adequately trained to deliver <i>Second Step</i> lessons.	0	5	4	3	2	1
13. I feel confident in my ability to reinforce lesson concepts and skills as explained in the Using Skills Every Day sections.	0	5	4	3	2	1
14. I know where and how to get resources to help improve my practice (for example, support from individuals or online resources).	0	5	4	3	2	1
15. I have adequate implementation support (for example, from my administration, coordinator, and/or district).	0	5	4	3	2	1



	N/A	Strongly Agree			Strongly Disagree	
16. I teach the lessons in order.	0	5	4	3	2	1
17. I do the Daily Practice Activities with my students.	0	5	4	3	2	1
18. I reinforce the lesson skills and concepts as explained in the Using Skills Every Day sections.	0	5	4	3	2	1
19. I send Home Links to my students' families.	0	5	4	3	2	1
20. I use the <i>Second Step</i> program's formative and summative assessments to monitor student progress.	0	5	4	3	2	1
21. I use implementation process monitoring tools to assess my implementation of the <i>Second Step</i> program.	0	5	4	3	2	1
22. I believe my students are benefiting from the <i>Second Step</i> program.	0	5	4	3	2	1



PROGRAM EVALUATION

Second Step SEL for Early Learning

Purpose of This Guide

This guide is written specifically for people who want to evaluate an early learning center's Second Step implementation, 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 Second Step SEL for elementary schools in mind.

Why Evaluate?

People evaluate their use of Second Step 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 Second Step is being taught in your setting or settings. In particular:

- How many children are receiving Second Step
- 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 Second Step Early Learning 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.



PROGRAM EVALUATION

Second Step Early Learning

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, Second Step 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 Second Step.

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 Second Step 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 Second Step 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.



PROGRAM EVALUATION

Second Step Early Learning

Non-Experimental Design

A non-experimental design means gathering data on children who receive Second Step 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 Second Step. This method gives you relational findings that tell you how related your outcomes are to Second Step, but not what is causing that relationship. For example, it may be that Second Step is causing the changes you find, or it could be that early learning centers using Second Step 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 Second Step, 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 Second Step 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 evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times. Here are some recommended assessments you could use to examine various outcomes of interest. Information about them 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.

Minnesota Executive Function Scale (MEFS) by Reflection Sciences

The MEFS is designed to assess executive-function skills of children ages two and up. It's a tablet-based game (iPad and Android) that takes five minutes to complete. The MEFS starts at an age-dependent level and adapts to each child's ability.



PROGRAM EVALUATION Second Step Early Learning

Using Data for Evaluation

As part of their normal operations, early learning centers may collect data on children that can contribute to Second Step evaluation. 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 Second Step 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 Second Step 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 Second Step 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 Second Step 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.

Poor Outcomes 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 Second Step from other factors in your setting.



PROGRAM EVALUATION

Second Step SEL K-5

Purpose of This Guide

This guide is written specifically for people who want to evaluate a school or district's Second Step implementation, 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 Second Step SEL for elementary schools in mind.

Why Evaluate?

People evaluate their use of Second Step 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 benefiting fully from the program. Evaluation is also useful for tracking progress toward desired program goals 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 Second Step 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



PROGRAM EVALUATION

Second Step SEL K-5

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 Second Step 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, Second Step 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 Second Step.

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 Second Step 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 Second Step 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.



PROGRAM EVALUATION

Second Step SEL K-5

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 Second Step 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 Second Step 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 Second Step. This method gives you relational findings that tell you how related your outcomes are to Second Step, but not what is causing that relationship. For example, it may be that Second Step is causing the changes you find, or it could be that schools using Second Step 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 Second Step, 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 Second Step 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. Second Step 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 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. More information can be found on SecondStep.org.



PROGRAM EVALUATION

Second Step SEL K-5

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.

Panorama Education

Panorama's Student Perception of SEL for Grades 3 through 5 is designed to help educators measure students' social-emotional learning and use data to inform instruction and interventions. Self-reflection topics include social-emotional skills such as self-management, social awareness, and growth mindset. Additional self-reflection topics explore student-teacher relationships and students' sense of belonging. Panorama's survey and platform enable educators to explore data at the individual, class, grade, school, and district levels.

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 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 Second Step 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 Second Step to the number once its 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 Second Step 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 benefiting sufficiently from Second Step, 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.



PROGRAM EVALUATION Second Step SEL K-5

Poor Outcomes 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 Second Step 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 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.



PROGRAM EVALUATION

Second Step for Middle School

Purpose of This Guide

This guide is written specifically for people who want to evaluate a school's or district's implementation of the Second Step Middle School Program but aren't trained in program evaluation and aren't working with a professional evaluator.

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

Why Evaluate?

People evaluate their use of Second Step for a variety of reasons. In general the goal is to show funders that the resources put into the program are paying off. 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 benefiting fully. In addition evaluation is 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. However, 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 and, depending on implementation, that might be more or less like the exact program you purchased.

What Information Should I Gather?

What does a school need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how the program is being taught in your setting or settings.

- At the school or district level, how many students are receiving Second Step lessons? All? Only certain grades or classrooms?
- At the school level, what else is being done outside formal lessons to reinforce Second Step skills and concepts, both in the classroom and throughout the school?
- At the classroom level, are all the lessons being taught? If not, how many are? Are lessons being taught the way they're written, or are they being changed significantly?

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. It can be useful in an evaluation to know the fidelity with which the program was taught.



PROGRAM EVALUATION

Second Step for Middle School**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's 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 school, Second Step 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 Second Step.

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 Second Step 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 Second Step commonly involve 30 to 60 or more schools. A study this large is typically not feasible for a school district, and since experimental design requires randomizing entire schools, this approach can't 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 Second Step 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 Second Step only, without any control or comparison students 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 Second Step. It may be that Second Step is causing the changes you find, or it could be that schools using Second Step 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



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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 Second Step, there are ways to make this evaluation approach stronger and more informative. Student behavior typically changes from the beginning to the end of the school year, regardless of what programs you're using. Students often start the school year out on their best behavior, but by the end of the year their behavior can look worse—even if you implement the 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.

Strengthening Your Non-Experimental Evaluation

One way to tease out these types of effects and 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. Second Step 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 examine 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.

Using School Data Evaluation

Schools collect data as part of their everyday operations, and the most commonly used school data is probably discipline referral data. 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 program to the number once Second Step has been in place.

It's also 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. Check the Evaluation Design section for information on how different evaluation designs affect the strength of the connection between Second Step 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 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 school environment. Remember that 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 sustained and supported.



Poor Outcomes

With No Implementation Evaluation

If your evaluation suggests students aren't benefiting sufficiently from Second Step, a natural place to look for causes 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 improve the effect on students. See Outcome Measures for tools you can use to examine Second Step implementation in your school or district.

With Implementation Evaluation

If your evaluation included implementation, then poor outcomes indicate that it's important to look closely at how the program is being implemented to see where there's 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, Second Step skills have 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. 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 throughout 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,

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and it may be that data collected across more than one year will tell a different and more positive story.

Outcome Measures

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 outcome measures we recommend.

PANORAMA EDUCATION

The Panorama Education suite of surveys covers a wide range of topics in addition to social-emotional learning topics, including school- and classroom-level student experiences, school climate, and student-teacher relationships. Surveys are available for students in grades 3 through 12 as well as for teachers and parents. The company will compile survey results into a user-friendly data dashboard for a fee. Schools can also integrate their own data, such as on discipline referrals, into the Panorama system. All Panorama Education surveys are available online free to schools.

Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire 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.

The Social-Emotional Assets and Resilience Scales (SEARS)

The SEARS is a strengths-based measure designed to assess students' assets and resilience, taking into account problem-solving skills, interpersonal skills, the ability to make and maintain friendships, the ability to cope with adversity, and the ability to be optimistic when faced with adversity. The SEARS includes surveys for students in grades 3 through 6 and 7 through 12 as well as teacher and parent surveys. The SEARS surveys are available in paper form or online for a fee, and scoring and data reporting services are available for a fee.

APPENDIX D: Improvement Cycle Data

Examining strength-based skills assessments alongside other related kinds of data as discussed in this document allows schools to engage in an improvement cycle. As CASEL states,

“Examining these data together is essential to understand how these factors may relate to each other, and ultimately to understand how, why, and when improvement occurs.”⁴³

Aside from skills assessment, a key activity in a tiered system of support is implementing universal risk screeners in order to rapidly respond to student needs. As outlined earlier, the purpose of a risk screener is **not** to “show growth”.

Rather, the purpose of a risk screener is to **find** students who are being impacted by risk. Tragedies and circumstances can happen at any time and challenge anyone. Even when an individual has skills and resources, they may need support coping.

The need for support due to either chronic or acute risks in a child’s life is something we must do our best to meet, if we are to support equitable outcomes for children’s learning, development and wellbeing. This goes hand-in-hand with schools creating a healthy school climate and fostering social emotional competencies as a foundation for equitable conditions for learning and development that can organically help decrease risk and/or increase resiliency. However, the circumstances of COVID19 clearly illustrate that risk is often not in our control, and structures that may perpetuate risk are not always conscious or easy to transform. Schools who screen for risk and respond with systemic improvements and tiered supports, as well as monitor for results, are enacting an essential element of the Improvement Cycle process. Examining this data alongside the other two categories covered in this document will result in a robust Improvement Cycle that is balanced and not merely deficit focused. The table below lists a few Universal Risk Screeners with samples appearing on the following pages.

Developmental Screener

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Ages & Stages Questionnaire – Social Emotional 2nd Edition (ASQ3 and ASQ-SE2)⁴⁴	Early childhood developmental screening tool designed to create the snapshot needed to catch social emotional delays and celebrate milestones	Validated

⁴³ Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know, November 2018, CASEL. Retrieved from: https://measuringcel.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf

⁴⁴ <https://agesandstages.com/ks/>

Universal Risk Screeners

ORGANIZATION / TOOL	DESCRIPTION	VALIDATED?
Behavior Assessment System For Children - Behavioral and Emotional Screening System (BASC-BESS) ⁴⁵	A reliable and accurate predictor of a broad range of behavioral, emotional and academic problems for children ages 3 – 18+ that can be completed by teachers, parents, or students	Validated
Social, Academic and Emotional Behavior Risk Screener (SAEBRS) ⁴⁶	A brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12	Validated

Find more validated screeners at [PBIS.org](#)

In addition to universal risk screening, the following resources may provide useful guidance on best practices that create better conditions for learning and development in the face of risk.

[Trauma-informed Toolkit](#)⁴⁷: This toolkit will help schools address trauma experienced by student, staff and families as a result of the current pandemic crisis.

[Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers \(TASN\)](#)⁴⁸: This TASN document addresses how to provide assistance for trauma, toxic stress, resilience and caregiver wellbeing.

[KSDE/TASN Suicide Prevention/Response/Postvention Toolkit](#)⁴⁹: Teen suicide has been an issue for Kansas schools and as a result of the current crisis has become even more so. This is a comprehensive guide for schools in how to deal with suicidal ideation.

[National Center for School Crisis and Bereavement](#)⁵⁰: The current crisis has compounded the issues of grief and bereavement, both from typical social-emotional perspectives (i.e. student/family death) but also from current crisis perspectives (i.e. family loss of jobs, student/family displacement etc.) This site addresses the many components and levels of crisis, grief and bereavement.

45 <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/BASC-3-Behavioral-and-Emotional-Screening-System/p/100001482.html>

46 <https://www.fastbridge.org/saebrs/>

47 <https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

48 <https://ksdetasn.org/smhi>

49 <https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Prevention-and-Responsive-Culture/Suicide-Awareness-and-Prevention/Kansas-Suicide-Prevention-Response-and-Postvention-Toolkit>

50 <https://www.schoolcrisiscenter.org/>

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