



# Social Skills Change Student Behavior

LDA 50<sup>th</sup> Annual International  
Conference

February 14, 2013

# Introductions:

## University of Kansas:

- Dr. Patti Whetstone
- Dr. Jonathan Schuster
- Dr. Susan Lyons

## Lunenburg Public Schools:

- Josh Koziol
- Students

# Agenda

- Introduction to the project
- Study design and measures
- Quantitative Results
- Qualitative Results - Themes from interviews
- Discussion of results/Implications for future

# How and Why...

- Lunenburg High School - Lunenburg, MA
- Faculty grant - Western Kentucky University
- Collaboration with Publisher - SES Learning Systems
- Students and parents

# Lunenburg High School

- Who are the students?
  - Behavior
  - ODR
  - Academic
  - Teacher concerns
- Freshman - Senior

# What We Did -

- On site visit to gather concerns and meet team
- Investigated interventions
- Developed a research study
  - Data collection
  - HSIRB

# How it looked...

- 5 days a week for 40 minutes
  - 3/2 days on social skills
  - 2/3 days on study skills
- Pre-test and post-test data
- On site observations (3)
- Conference calls



# What we used...

- Study skills - LHS and teacher materials
- Social Skills - (Metacognitive Approach to Social Skills Training - Revised) MASST-R



# Why teach Social Emotional Learning (SEL)

- Since the mid-nineties American students have been reporting higher rates of bullying, violence, drunk-driving, suicide attempts, and feeling unsafe in school.
- Research has found that SEL programs produce positive outcomes in
  - Skills
  - Attitudes
  - Social behaviors
  - Academic performance
  - School conduct
  - Mental Health
  - Emotional wellbeing
  - Reduced early onset sexual behavior
  - Reduced substance abuse
  - Violence prevention

(Batsche & Knoff, 1994; Henderson, 1994; "More students," 1995; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011 ; Schonfeld et al., 2012; Lewis et al., 2012; Zins & Elias, 2007)



# SEL and Academic Achievement are inextricably linked

- SEL interventions have been consistently linked to “teacher feelings of improved competence in the classroom, improved student behavior as measured by teacher’s assessments and drops in discipline referrals, and increases in student academic achievement” (Hoffman, 2009, p. 535).
- While the link between SEL and academic achievement may not be immediately obvious, Dr. Maurice J. Elias argues that this improved academic achievement is a result the SEL programs’ direct emphases on:
  - 1) students building greater attachment, engagement, and commitment to school
  - 2) reduced participation in risky behavior (Elias, 2011).



# *So what is SEL?*

While the hundreds of SEL programs that exist each have a different purposes and perspectives, the leading and defining organization in SEL, the Collaborative for Academic, Social, and Emotional Learning (CASEL), has divided SEL into five core learning competencies:

- 1) self-awareness
- 2) social-awareness
- 3) self-management
- 4) relationship skills
- 5) responsible decision-making

(CASEL, 2013)

# MASST-R Alignment with Social Emotional Learning (SEL)

Social Emotional Learning Competencies					
*MASST-R Modules	Self Awareness	Social Awareness	Self Management	Relationship Skills	Responsible Decision-Making
<b>Module 1 Self Awareness</b> Chapters 1-2 Lessons 1-12	Module 1				
<b>Module 2 Social Awareness</b> Chapters 3-4 Lessons 13-19		Module 2			
<b>Module 3 Self Management</b> Chapters 5-9 Lessons 20-33			Module 3		
<b>Module 4 Relationship Skills</b> Chapters 10-12 Lessons 34-43				Module 4	
<b>Module 5 Responsible Decision-Making</b> Chapters 13-18 Lessons 44-70					Module 5

\*MASST-R modules are organized within the five Social Emotional Learning (SEL) competencies. Skills-building occurs across the modules, chapters and lessons



# Why use Metacognition?

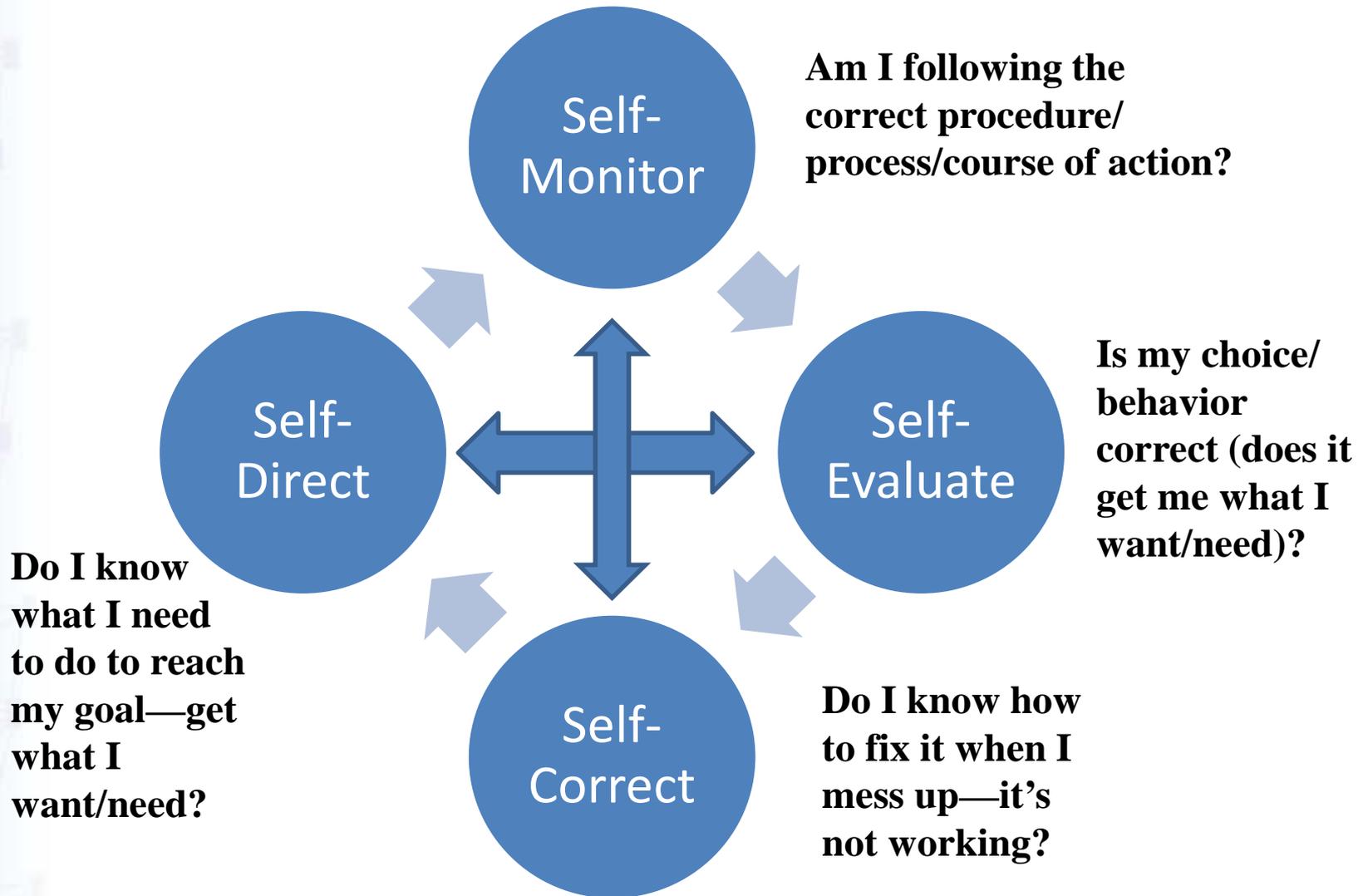
- Metacognition is knowledge or beliefs about cognition and its appraisal, monitoring, and regulation (Barahmand, Abolghasemi, & Jahanmohammadi, 2008).
- It involves the application of strategies, monitoring performance, and adjusting strategies according to feedback (Nelson & Narens, 1990).
- Metacognition helps with interpersonal sensitivity (Ames and Kammrath, 2004).



# Why use Metacognition?

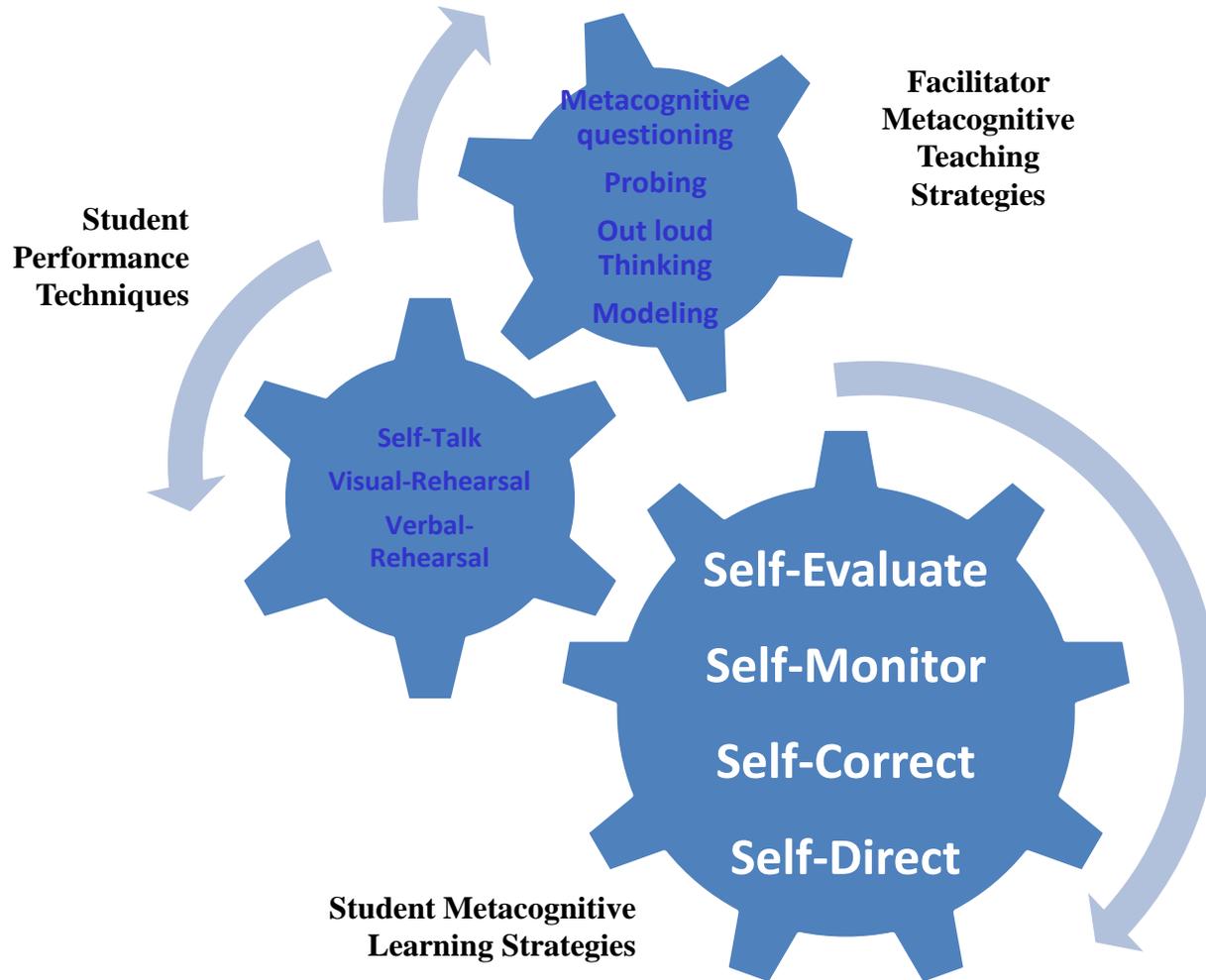
- Metacognition influences task performance (Ehrlinger & Dunning, 2003; Dunning, Johnson, Ehrlinger, & Kruger, 2003).
- Metacognition also influences learning (Winne & Hadwin, 1998; Zimmerman, 1986) and academic success (Isaacson & Fujita, 2006; Tobias & Everson, 2000, 2002).
- Improving metacognition causes the frequency of socially appropriate behaviors to increase.

# MASST-R Student Metacognitive Learning Strategies



# *MASST-R*

## *Conceptual Model*



# What Does the Research on Social Skills Say?

Effective social skills programs are comprised of two essential elements:

- a **teaching process** that uses a behavioral/social learning approach, and
- a **universal language or set of steps** that facilitates the learning of new behavior.

Interventions can be implemented at a **school-wide, specific setting, classroom, or individual level**, and at all levels the emphasis is on teaching the desired skill, **not punishing negative behaviors**.

<http://www.naspcenter.org>

# Unique Approach: Metacognition Incorporated into the Social Skills Research

## Research: Must have a teaching process

- Lessons providing metacognitive teaching techniques and student learning strategies.

## Research: Must have a universal language and set of skills steps

- Metacognitive language
- Lessons offer a sequential, spiral series of activities in a variety of settings
  - School-wide
  - Specific settings
  - Classroom
  - Individual



# Social Skills and RtI/PBS

## Academic Systems

### Tertiary Interventions

- Individual students
- Assessment-based (i.e., diagnostic)
- Very frequent
- Progress monitoring

### Secondary Interventions

- Some students (at-risk)
- Small-group interventions (i.e., focused academics)
- Some individualizing
- Frequent progress monitoring

### Universal Interventions

- All students
- Preventive, proactive
- Universal screenings
- Ensure instruction is aligned with standards in core content and taught with fidelity.

## Behavioral Systems

### Tertiary Interventions

- Individual Students
- Assessment-based (i.e., Functional Behavior Assessment - **social skills** instruction)
- Very frequent progress monitoring

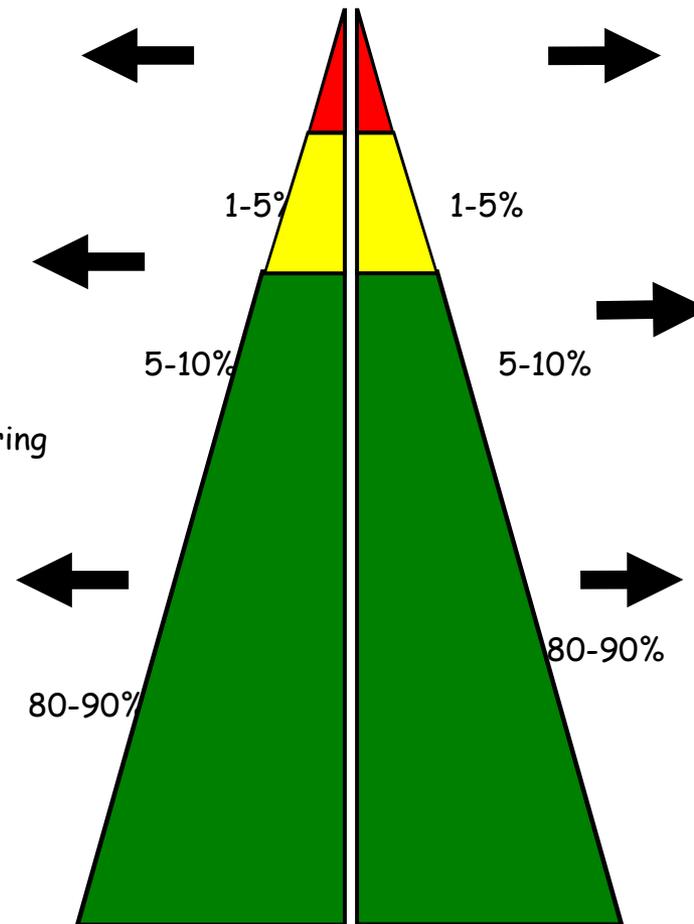
### Secondary Interventions

- Some students (at-risk)
- Small-group interventions (i.e., **social skills** training)
- Some individualizing
- Frequent progress monitoring

### Universal Interventions

- All settings, all students
- Preventive, proactive
  - Universal screenings
  - Ensure discipline standards (i.e., Student Code of Conduct, PBS rules, character education, social-emotional learning, other **social skills** programs) are aligned and taught/enforced with fidelity.

## Response to Intervention Framework





# How does this project fit into PBS?

- Tier 2 intervention
  - Some students identified with disabilities
  - All students with difficult behavior

# What is PBS?

- “Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS (Schoolwide Positive Behavior and Support) provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.”\*\*

\*\*Taken from [www.pbis.org](http://www.pbis.org)

# MASST-R Alignment with Positive Behavior Support (PBS)

Prevention Tier	Core Elements**	MASST-R
Primary	<ul style="list-style-type: none"> <li>• Behavioral Expectations Defined</li> <li>• Behavioral Expectations Taught</li> <li>• Reward system for appropriate behavior</li> <li>• Continuum of consequences for problem behavior</li> <li>• Continuous collection and use of data for decision-making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group rules and norms established and maintained throughout the lessons.</li> <li>➤ Specific targeted teaching of behavior skills.</li> <li>➤ Strategies are modeled by the facilitator.</li> <li>➤ Students learn strategies and techniques of visual rehearsal, verbal rehearsal and self-talk.</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>• Universal screening</li> <li>• Progress monitoring for at risk students</li> <li>• System for increasing structure and predictability</li> <li>• System for increasing contingent adult feedback</li> <li>• System for linking academic and behavioral performance</li> <li>• System for increasing home/school communication</li> <li>• Collection and use of data for decision-making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Modules and chapters provide sequence of skills.</li> <li>➤ Lesson format is predictable.</li> <li>➤ Homework and out of class assignments encourage home/school communication.</li> <li>➤ Facilitator feedback to students continuous.</li> <li>➤ Metacognitive strategies of self-evaluation and self-correction facilitate responsibility for behavior.</li> </ul>
Tertiary	<ul style="list-style-type: none"> <li>• Functional Behavioral Assessment</li> <li>• Team-based comprehensive assessment</li> <li>• Linking academic and behavior supports</li> <li>• Individualized intervention based on assessment focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and desired performance skills, (c) extinction strategies for problem behavior, (d) enhancement strategies for contingent reward of desired behavior, and (e) negative or safety consequences if needed.</li> <li>• Collection and use of data for decision-making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Easily incorporated into an IEP or a Behavior Intervention Plan.</li> <li>➤ Emphasis on problem solving skills and goal setting.</li> <li>➤ Metacognitive skills enable students to think through and problem solve independently.</li> <li>➤ Students can work with the facilitator in small groups or individually for targeted, specific instruction.</li> <li>➤ Specific lessons on identifying obstacles to goal achievement and how to overcome barriers to increase desired outcomes.</li> </ul>

\*\* Core Elements taken from [www.pbis.org](http://www.pbis.org)

Article entitled: *Is School-Wide Positive Behavior Support an Evidence Based Practice?*

# What is RtI?

- *“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. (emphasis added)*
- *With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”*

Taken from [www.rti4success.org](http://www.rti4success.org)

# MASST-R Alignment with Response to Intervention (RtI)

<i>Side by Side Comparison of MASST-R with Key Components of Response To Intervention (RtI)</i>	
RtI	MASST-R
<p><b>1. Universal, proactive screening</b> – Systematic process of <i>detecting</i> a group of students from the entire student population who are struggling academically and/or behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.</p>	<p><b>1. Universal, proactive screening</b> – Possible sources include Office Discipline Referrals (ODRs), attendance reports, lack of compliance with school-wide rules, grades, teacher referrals, behavior screeners</p>
<p><b>2. Progress monitoring</b> – Practice that is used to assess students’ academic or behavioral performance and evaluate the effectiveness of instruction.</p>	<p><b>2. Progress monitoring</b> – Student journals and graphic organizers built into the program, optional local use of state assessment data, behavior rating scales, classroom observations with frequency ratings</p>
<p><b>3.. Evidence-based/scientifically-validated interventions</b> – Idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.</p>	<p><b>3. Evidence-based/scientifically-validated interventions</b> – Ongoing quantitative and qualitative research with promising trends showing increased locus of control and adaptive behavior, and decreased school and conduct problems</p>
<p><b>4. Multiple tiers of behavior support</b> – Service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.</p>	<p><b>4. Multiple tiers of behavior support</b> – Program appropriate for universal, supplemental, and intensive tiers of instruction</p>
<p><b>5. Differentiated curriculum</b> – Student support is based on increasing individualization of need.</p>	<p><b>5. Differentiated curriculum</b> – Program provides for facilitator support, student self-reflection, personal decision-making, and individual goal setting</p>
<p><b>6. Treatment (implementation) integrity</b> – Notion that interventions or supports being implemented in an RTI model for academics or behavior should be implemented as intended to enable appropriate and legally defensible decision-making.</p>	<p><b>6. Treatment (implementation) integrity</b> – Program provides guidance for fidelity of implementation through the <i>Facilitator’s Manual</i> and the <i>Guide for Conducting the Lesson</i>. Fidelity can be evaluated through reporting or observational measures using the <i>Facilitator Feedback</i> and <i>Site Observation</i> records).</p>
<p><b>7. Professional Development</b> – Practice of preparing individuals to understand and implement requirements of initiative or program in order to enhance treatment integrity.</p>	<p><b>7. Professional Development</b> – Optional professional development available before, during, and after implementation.</p>
<p><b>8. Coordinated Funding Avenues</b> – The idea that funding sources can be combined to allow multiple avenues of funding access.</p>	<p><b>8. Coordinated Funding Avenues</b> Components of RtI supporting the efforts of IDEA 2004 may be funded by, and coordinated with, activities funded by NCLB.*</p>

Adapted from: Mellard, M.F. (2004). Understanding responsiveness to intervention in learning disabilities determination; State policies and procedures and selected local implementation practices in Response to Intervention in the six Southeast Region States, REL 2008 – No. 063; [http://www.uoregon.edu/~ivdb/powerpoint/jeff/rti\\_us.pdf](http://www.uoregon.edu/~ivdb/powerpoint/jeff/rti_us.pdf)<http://www.ideapartnership.org>; <http://www.ideapartnership.org>

# Relationship of RtI and PBS with MASST-R

Tiers of Intervention for the behavioral aspects of RtI and PBS	MASST-R – Lessons designed to implement RtI
<p><i>"Primary Level -school-wide preventative programs and classroom management strategies;</i></p> <p>[Whole Group Instruction]</p>	<p>The 70 lessons of MASST-R can be used with whole classroom instruction in order to develop:</p> <ul style="list-style-type: none"> <li>•a common vocabulary of behavioral terms</li> <li>•a common problem solving model</li> <li>•assist students in setting and achieving goals</li> <li>•developing relationships with self, family and peers</li> </ul>
<p><i>Secondary Level - targeted social behavior interventions which typically focus on students' specific skills (Link to IDEA EIS) and</i></p> <p>[Small group intervention for students at risk of school failure]</p>	<p>For targeted instruction, MASST-R can be used to address:</p> <ul style="list-style-type: none"> <li>•self awareness</li> <li>•social awareness</li> <li>•self management</li> <li>•relationship skills</li> <li>•responsible decision making</li> </ul>
<p><i>Tertiary Level - specific, time-intensive assessments to (a) determine individual skill deficits and (b) develop an individual intervention."</i></p> <p>[Individual instruction/direct teaching for students most at risk]</p>	<p>Individual intervention may focus on:</p> <ul style="list-style-type: none"> <li>•relationships with family</li> <li>•relationships with peers</li> <li>•peer pressure</li> <li>•setting goals</li> <li>•identifying barriers to goal achievement</li> </ul>

Definitions taken from National Response to Intervention  
[www.rti4success.org](http://www.rti4success.org)

# RtI and PBS

## Small Group Prevention

Modules taught to specifically target small group needs.

- Self Awareness
- Social Awareness
- Self Management
- Relationship Skills
- Problem Solving Skills

TALK ME INTO WHAT?  
Responsible Decision-Making Chapter 14 Lesson 48



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe an incident from your own life when someone talked you into something that you normally would not have done:

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Were the consequences desirable or undesirable? Please explain:

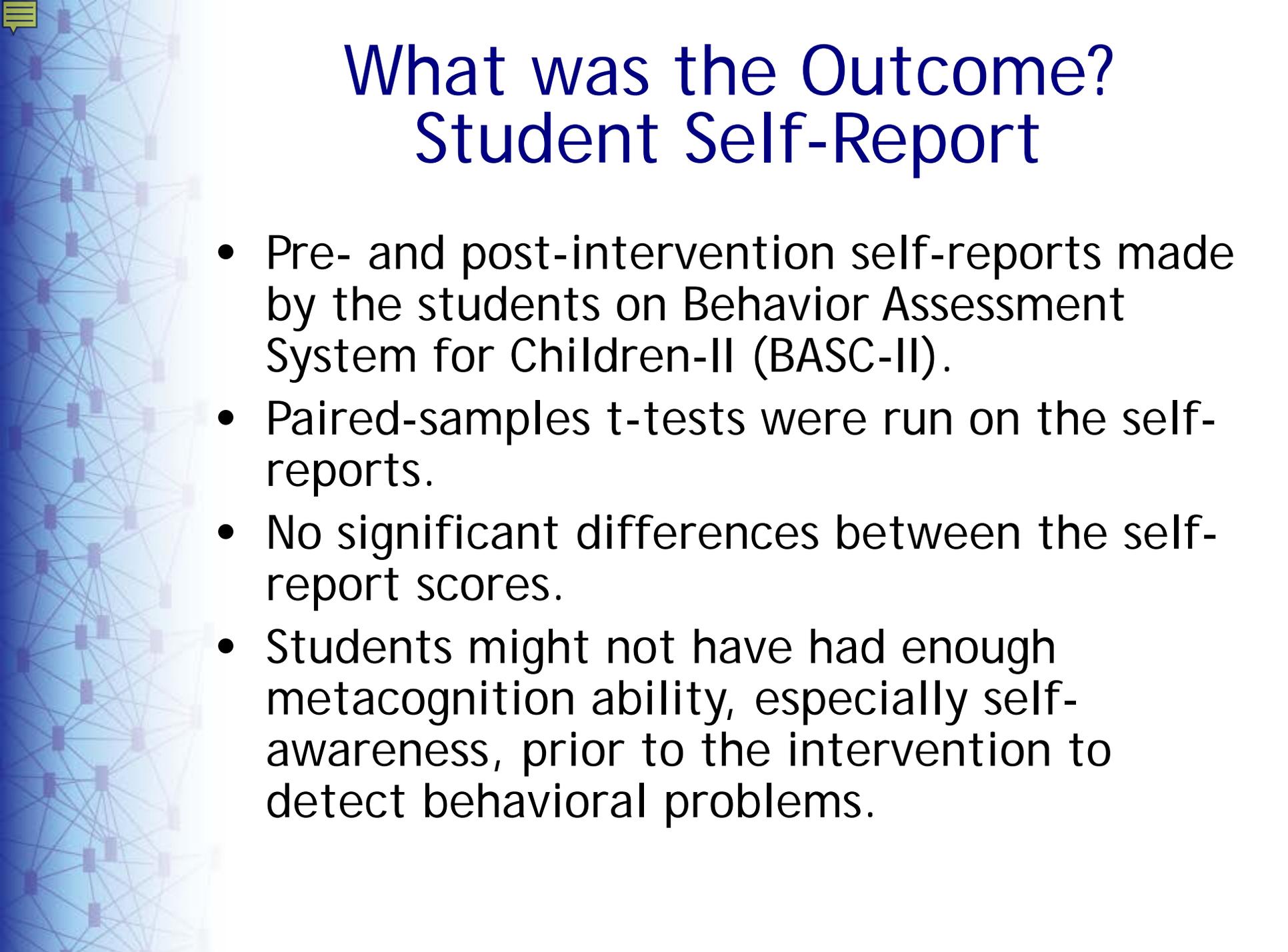
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# What was the Outcome? Student Self-Report

- Pre- and post-intervention self-reports made by the students on Behavior Assessment System for Children-II (BASC-II).
- Paired-samples t-tests were run on the self-reports.
- No significant differences between the self-report scores.
- Students might not have had enough metacognition ability, especially self-awareness, prior to the intervention to detect behavioral problems.

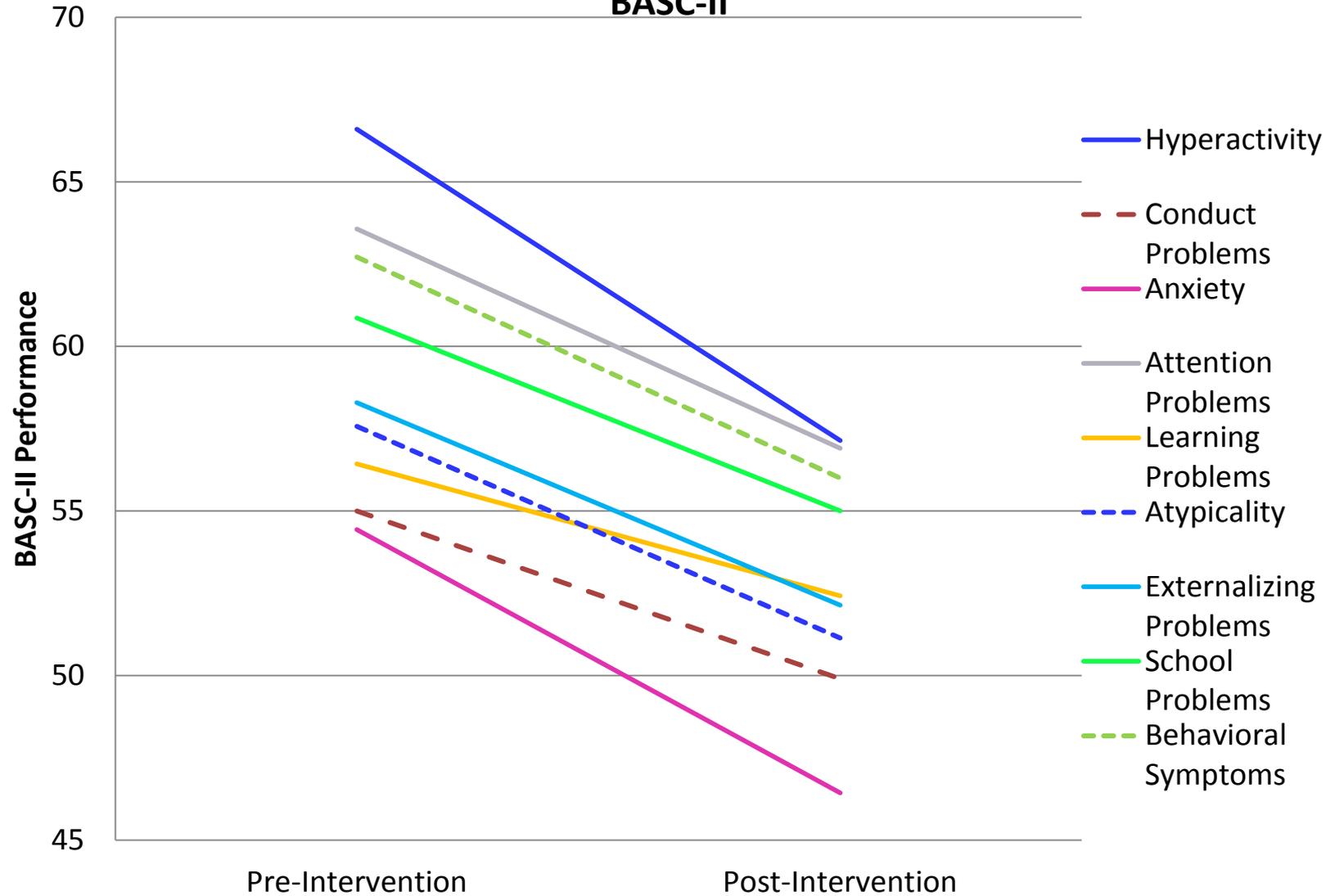


# What was the Outcome?

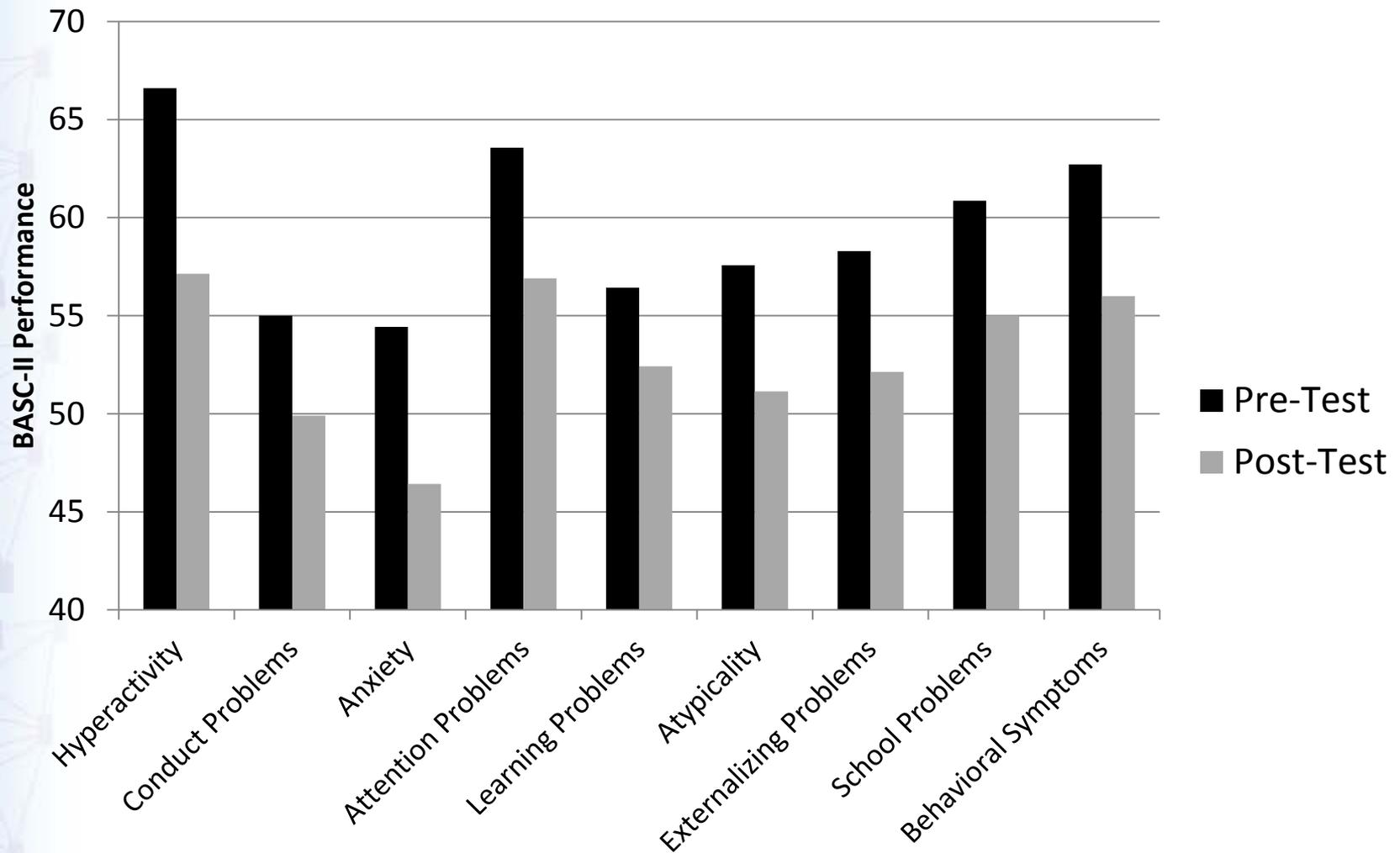
## Teacher Ratings

- The teachers completed behavioral ratings of the students behaviors prior to and following the intervention using the BASC-II.
- Paired-samples t-tests were conducted comparing the pre and post test scores.
- Significant differences in behavior scores following the intervention according to the teacher ratings:
  - Nine negative behaviors showed decreases following the intervention.
  - Four positive behaviors showed increases in frequency after completing the intervention.

# Significant Effects of Intervention on Negative Behaviors from BASC-II



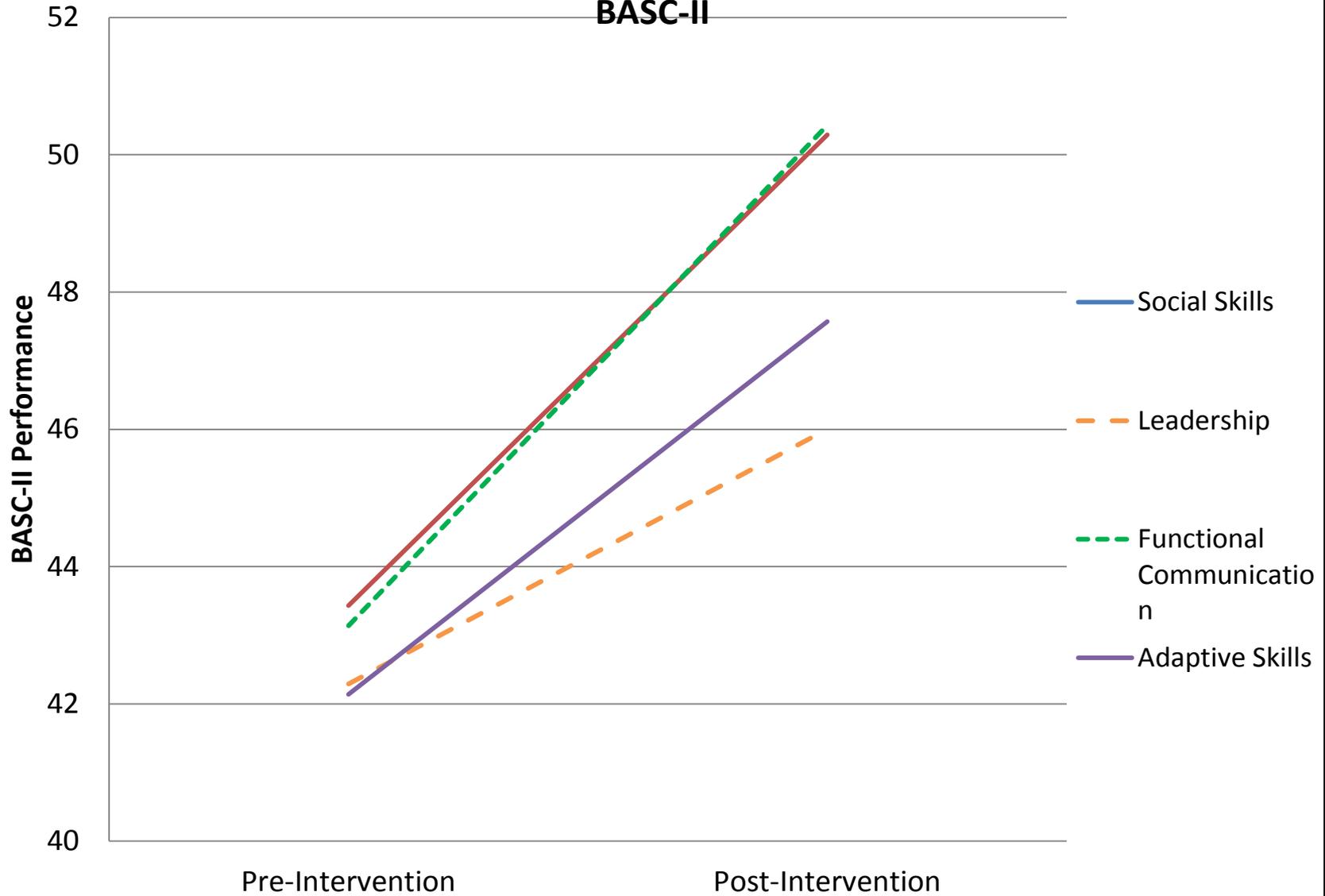
## Significant Effects of Intervention on Negative Behaviors from BASC-II



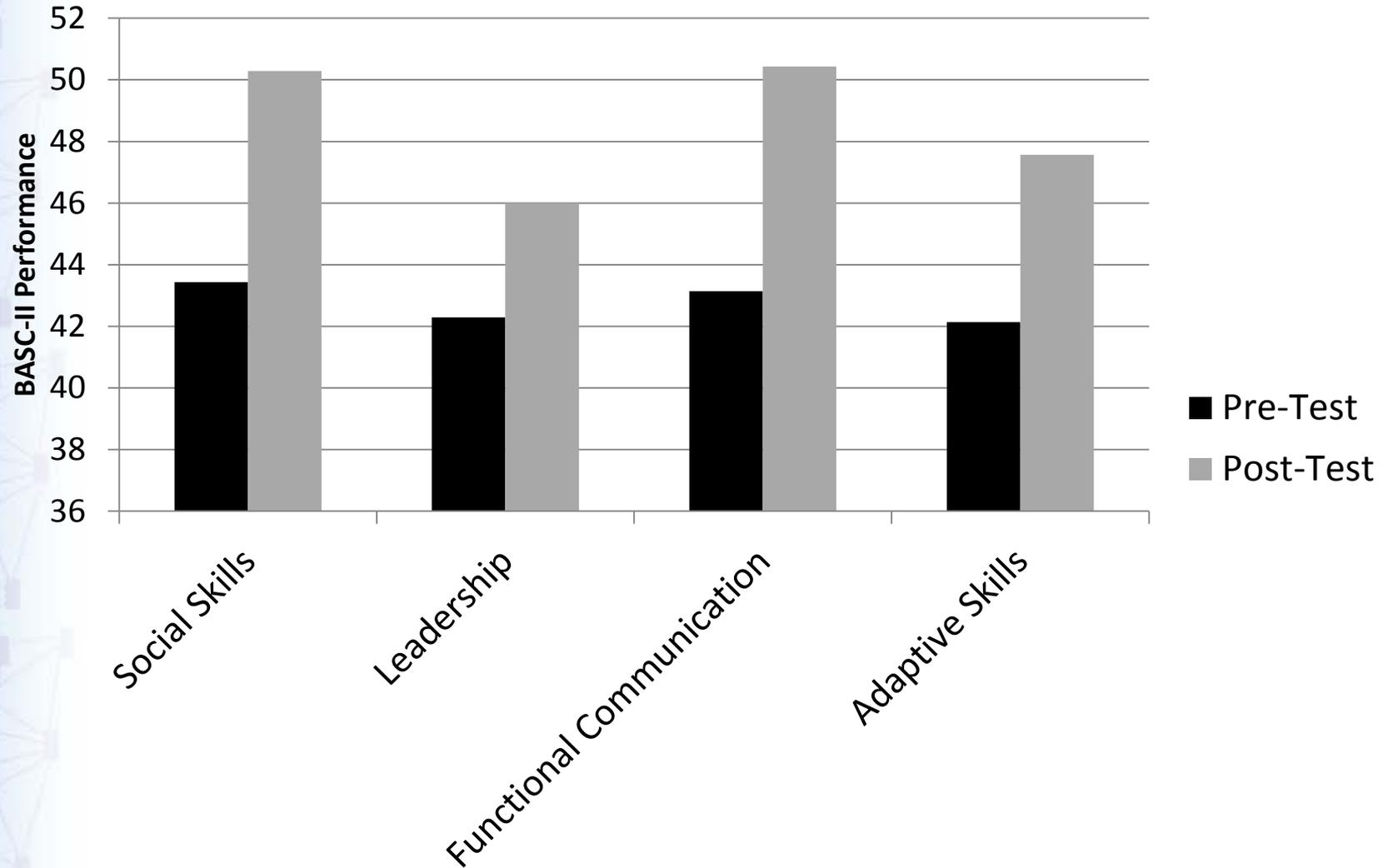
## Pre- and Post-Intervention Scores of Negative Behaviors on BASC-II

Negative Behaviors	Pre M	Pre SD	Post M	Post SD	t	p
<b>Hyperactivity</b>	66.60	8.12	57.14	10.92	4.80	< 0.01
<b>Conduct Problems</b>	55.00	6.51	49.90	7.80	2.80	0.03
<b>Anxiety</b>	54.43	8.38	46.43	11.76	3.50	0.01
<b>Attention Problems</b>	63.57	6.97	56.90	6.54	4.16	< 0.01
<b>Learning Problems</b>	56.43	5.47	52.42	2.44	2.54	0.04
<b>Atypicality</b>	57.57	9.07	51.14	7.35	4.21	< 0.01
<b>Externalizing Problems</b>	58.29	5.71	52.14	8.13	3.82	< 0.01
<b>School Problems</b>	60.86	4.53	55.00	3.70	6.43	< 0.001
<b>Behavioral Symptoms</b>	62.71	7.63	56.00	8.85	4.32	< 0.01

# Significant Effects of Intervention on Positive Behaviors from BASC-II



## Significant Effects of Intervention on Positive Behaviors from BASC-II



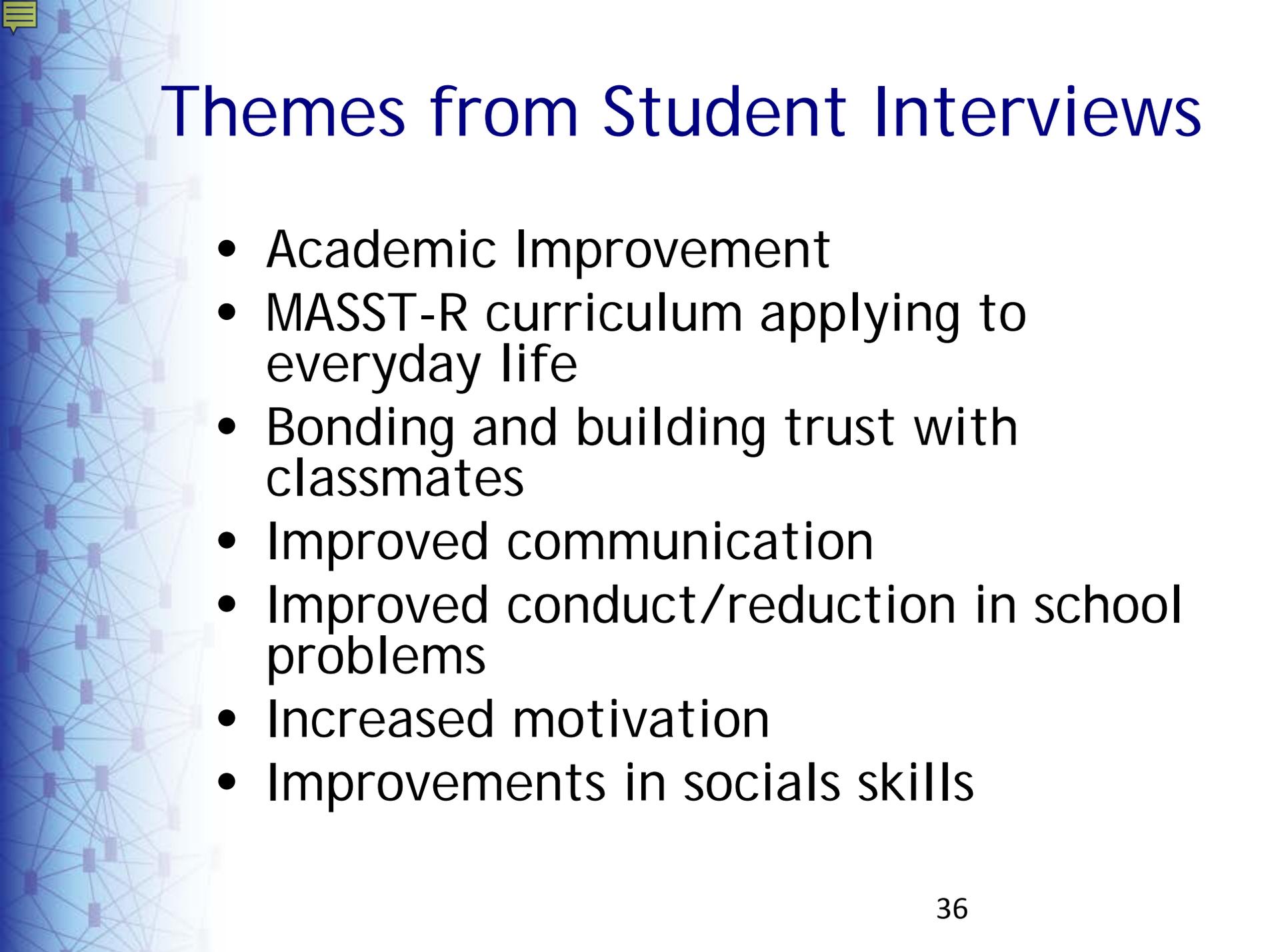
## Pre- and Post-Intervention Scores of Positive Behaviors on BASC-II

Positive Behaviors	Pre M	Pre SD	Post M	Post SD	t	p
<b>Social Skills</b>	43.43	4.50	50.29	5.50	6.23	< 0.001
<b>Leadership</b>	42.29	5.80	46.00	6.46	2.49	0.05
<b>Functional Communication</b>	43.14	12.35	50.43	10.18	3.39	0.02
<b>Adaptive Skills</b>	42.14	6.20	47.57	6.90	5.20	< 0.01



# How did the students feel?

- End-of-year, semi-structured group interview with 9 of the 10 students.
- One class period
- Students took turns responding to questions about their experiences with the MASST-R curriculum and its purposes and effects.
- The tone was informal and students and contributed to each other's responses conversationally.
- Also, a short end-of-year interview with Josh
- The interviews were transcribed and qualitatively coded for emergent themes

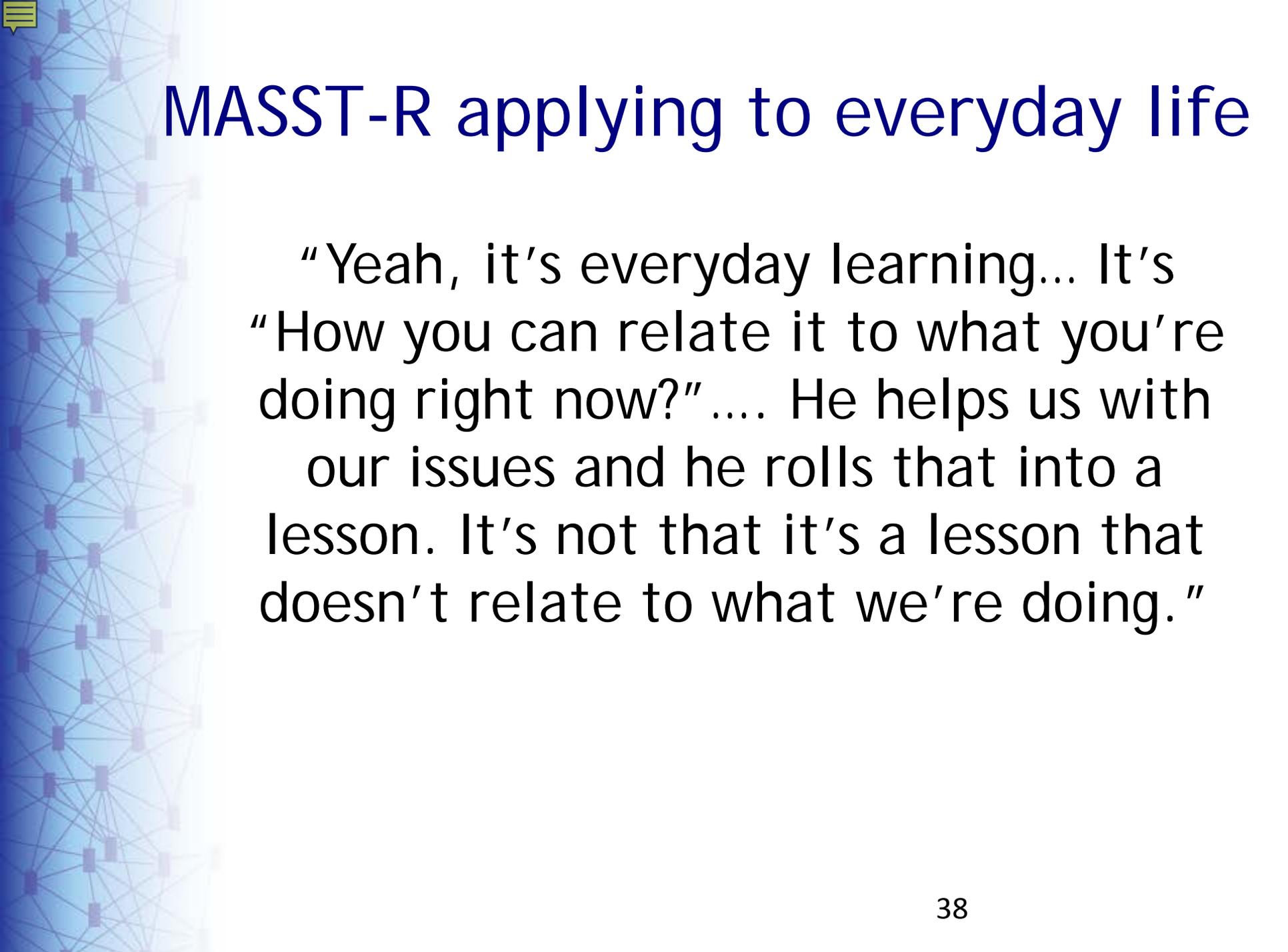


# Themes from Student Interviews

- Academic Improvement
- MASST-R curriculum applying to everyday life
- Bonding and building trust with classmates
- Improved communication
- Improved conduct/reduction in school problems
- Increased motivation
- Improvements in social skills

# Academic Improvement





# MASST-R applying to everyday life

“Yeah, it’s everyday learning... It’s “How you can relate it to what you’re doing right now?” .... He helps us with our issues and he rolls that into a lesson. It’s not that it’s a lesson that doesn’t relate to what we’re doing.”

# Bonding/Building Trust with Classmates



“What I really like about this class is that this group of people that I’ve come close to know, which I appreciate, is that you can trust them. I have not heard a single thing that I have said in this classroom that has been said outside of this classroom”



# Improved Communication

“I think this is only the third time I have ever told anybody what’s really happened in my life. It’s definitely helping a little bit in getting the stuff out that’s been in here (motions to heart).”

# Improved Conduct/Reduction In School Problems



# Increased Motivation

“ [MASST-R] helped me think about my future. I actually have motivation to do my homework.”





# Improved Social Skills

“I was just one of the kids who wanted to blend into the background and not be seen. Now I actually go up front to make as many friends as I can.”

# The Teacher/Facilitator



Josh could not join us for the conference, but wanted to share his thoughts about the generalizability of this project...

# Directions for Future

- As you have seen, the students qualitatively reported positive effects as a result of this intervention, however the BASC-II did not detect these changes from the student report.
- Our next steps will be to develop a scale that is sensitive, and validated for use with these types of SEL & metacognitive social skills interventions.
- The DLM project outlines the skills needed for success in school, as this research confirms, social skills imperative and must to be included in the map. Along with that inclusion comes the necessity for reliable, valid, and instructionally sensitive measurement.

# *So Many Initiatives!*



# Why did we pick MASST-R?

- Social Emotional Learning
- Metacognition
- 70 Lessons
- Ease of teacher implementation

# ***MASST-R Alignment with Key Initiatives***

- Social Emotional Learning
- Character Education
- Response to Intervention
- Positive Behavior Support
- National Health Education Standards
- Safe Schools/Healthy Students
- Work Readiness/21<sup>st</sup> Century Skills

# *For more information about MASST-R*

## **Contact**

Dr. Jan Sheinker at Sheinker Educational Services, Inc.

E-mail: [jansheinker@gmail.com](mailto:jansheinker@gmail.com)

Call: 831.238.0098 for questions or to order

Mail: 16150 Linden St., Overland Park, KS 66085

## **See our website**

[www.seslearningsystems.com](http://www.seslearningsystems.com)

## **Metacognitive Approach to Social Skills Training – Revised Strand A (2008)**

- ❑ Length (PP): 700+
- ❑ Format: CD or Loose-leaf Binder
- ❑ ISBN
  - Loose-leaf Binder ISBN #: 978-0-615-19107-2
  - CD ISBN #: 978-0-615-19108-9



*“We cannot direct the wind,  
but we can adjust the sails.”*

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A decorative graphic on the left side of the slide, consisting of a vertical column of interconnected nodes and lines, resembling a network or data structure. The nodes are small squares, and the lines are thin, creating a complex web-like pattern. The color transitions from dark blue on the left to light blue on the right.

# QUESTIONS?

## THANK YOU!

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# MASST-R Alignment with Social Emotional Learning

- The process and skills of SEL provide a organizing framework for MASST-R.
- Social Emotional Learning (SEL) is not a program or curriculum, rather it is a process of acquiring the skills needed to recognize and manage our emotions. <http://casel.org/basics/definition.php>
- As mentioned earlier, research has shown that SEL is fundamental to children's social and emotional development and correlates highly with academic competence. <http://casel.org>
- Bipartisan legislation Act H R. 4223 'Academic, Social, and Emotional Learning Act of 2009' to be introduced in the first session of the 111<sup>th</sup> Congress to add SEL to NCLB.

[http://www.casel.org/downloads/SELACT\\_2009\\_pressrelease.pdf](http://www.casel.org/downloads/SELACT_2009_pressrelease.pdf)  
or

do a search for SEL ACT 2009

# MASST-R Program

## MODULE 1 SELF-AWARENESS

### Five Modules

- Module 1  
Self Awareness
- Module 2  
Social Awareness
- Module 3  
Self Management
- Module 4  
Relationship Skills
- Module 5  
Responsible Decision Making

The MASST-R program is organized around the Social Emotional Learning (SEL) competencies of **self-awareness, social awareness, self-management, relationship skills** and **responsible decision-making**. Each module in the program contains chapters that begin with a chapter advanced organizer that provides key ideas, purpose of lessons in the chapter, key terms, and goals for the learner.

#### Self-Awareness

Self-awareness, as defined through the Social Emotional literature, is accurately assessing one's feelings, values, and strengths; and maintaining a well-grounded sense of self-confidence. \*

MASST-R begins with the premise that internal control is necessary to responsible, productive behavior and problem solving. Essential to such internal control is a knowledge of self: who we are, what forces made us what we are, how we have made choices that resulted in who we have become, and how to modify those choices for positive change. Self-knowledge enables students to develop personal, internal strategies for problem solving and self-control. Through these internal strategies, students are able to **self-direct** their social behavior.

Website: [www.seslearningsystems.com](http://www.seslearningsystems.com)



## *Character Education – Pillars of Character Counts!*

- **Trustworthiness** – Honest, reliable, loyal, integrity
- **Respect** – Tolerant of differences, considerate of others, deal peacefully with others
- **Responsibility** – Persevere, think before you act, accept accountability for actions
- **Fairness** – Play by the rules, take turns
- **Caring** – Kindness, gratitude, forgiveness
- **Citizenship** – Obey the rules and laws, be involved in the community

Josephson Institute Center for Youth Ethics  
[www.charactercounts.org](http://www.charactercounts.org)

# MASST-R Alignment with Character Education (CE) Character Counts!

*MASST-R Modules	Trustworthiness T	Respect R	Responsibility R	Fairness F	Caring C	Citizenship C
Module 1 Self Awareness Chapters 1-2 Lessons 1-12	Ch. 1 Ch. 2 (Lessons 7-8)	Ch. 1 Ch. 2 (Lessons 7-8)	Ch. 1 Ch. 2 (Lessons 7-8)	Ch. 1 Ch. 2 (Lessons 7-8)	Ch. 1 Ch. 2 (Lessons 7-8)	Ch. 1 Ch. 2 (Lessons 7-8)
Module 2 Social Awareness Chapters 3-4 Lessons 13-19	Ch. 3	Ch. 3	Ch. 3 Ch. 4 (Lessons 15-19)	Ch. 3	Ch. 3	Ch. 3
Module 3 Self Management Chapters 5-9 Lessons 20-33	Ch. 5 Ch. 6 Ch. 7	Ch. 5 Ch. 6 Ch. 8 Ch. 9	Ch. 5 Ch. 6 Ch. 7 Ch. 8 Ch. 9	Ch. 6 Ch. 7	Ch. 6 Ch. 8	Ch. 5 Ch. 7
Module 4 Relationship Skills Chapters 10-12 Lessons 34-43	Ch. 10 Ch. 11	Ch. 10 Ch. 11	Ch. 10 Ch. 11 Ch. 12	Ch. 10 Ch. 11	Ch. 10 Ch. 11	
Module 5 Responsible Decision- Making Chapters 13-20 Lessons 44-70	Ch. 15 Ch. 19 Ch. 20	Ch. 13 Ch. 14 Ch. 18 Ch. 19 Ch. 20	Ch. 13 Ch. 14 Ch. 15 Ch. 16 Ch. 18 Ch. 19 Ch. 20	Ch. 13 Ch. 14 Ch. 15 Ch. 16 Ch. 18 Ch. 20	Ch. 14	Ch. 15 Ch. 16

<http://charactercounts.org/sixpillars.html>

# MASST-R Alignment with Character Education - Character Counts! Example

## Module 1: Self-Awareness Chapter 1

### LESSON 1 – DESCRIBING ME

**Materials Needed:** Poster with class rules, chart paper, graphic organizers **Describing Me and My Characteristics**

#### **Before you begin:**

Explain the posted class rules.

Explain the topic of the lesson, why the lesson is important to learn, and what the activities will be. (See **Guide for Conducting the Lesson.**)

#### ACTIVITIES:

##### Step 1:

Brainstorm with the group the adjectives that a person might use to describe someone. Tell students these are not physical descriptions, such as hair color, tall, short, etc.

Rather, the students should find words that describe how a person acts or treats others or affects them. All suggestions should be accepted initially. Save these suggestions as they will be used again in later lessons.

##### Step 2:

Go through the list as a group and eliminate those words that the group decides are physical descriptions (see sidebar note). Put the new list on chart paper. Keep the list as it will be used in Lesson 7.

**Note:** If students have difficulty doing this, you may **model** by providing a few self-describing words. Students should add to the list. Facilitate this process by **questioning**; do not make decisions for the group.

# MASST-R Alignment with National Health Education Standards (NHES)

NHES Standards								
*MASST-R Modules	Standard 1 Core Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Self-Management	Standard 8 **Advocacy
Module 1 Self Awareness Chapters 1-2 Lessons 1-12		Ch. 1-2		Ch. 1-2				*Ch. 2 (Lessons 11-12)
Module 2 Social Awareness Chapters 3-4 Lessons 13-19		Ch. 3-4		Ch. 3-4				*Ch. 3 (Lesson 14) Ch. 4
Module 3 Self Management Chapters 5-9 Lessons 20-33		Ch. 5-6			Ch. 8	Ch. 5 (Lesson 23) Ch. 7 Ch. 9	Ch. 5-6 & 8	Ch. 8 (Lesson 31) Ch. 9 (Lesson 33)
Module 4 Relationship Skills Chapters 10-12 Lessons 34-43				Ch. 10-11				Ch. 11 (Lesson 41) Ch. 12
Module 5 Responsible Decision- Making Chapters 13-20 Lessons 44-70		Ch. 13 & 14			Ch. 13 Ch. 14 (Lessons 49-50) Ch. 15 (Lesson 52) Ch. 17 (Lesson 56)	Ch. 13 (Lesson 47) Ch. 17-20		Ch. 14 (Lesson 48) Ch. 15

\*\* Health content can be included in many lessons as students learn metacognitive/ self-regulatory behaviors. Advocacy here is related to mental health.

# MASST-R Alignment with National Health Education Standards (NHES) Example



## Module 3 Chapter 9 Lesson 33

### Step 4:

**Facilitator:** *“Now let’s return to the large group and talk about the advantages of choosing to work toward a goal that is important to you, that will immediately benefit you, and that will continue to benefit you over a period of time.”*

Use the following questions for discussion:

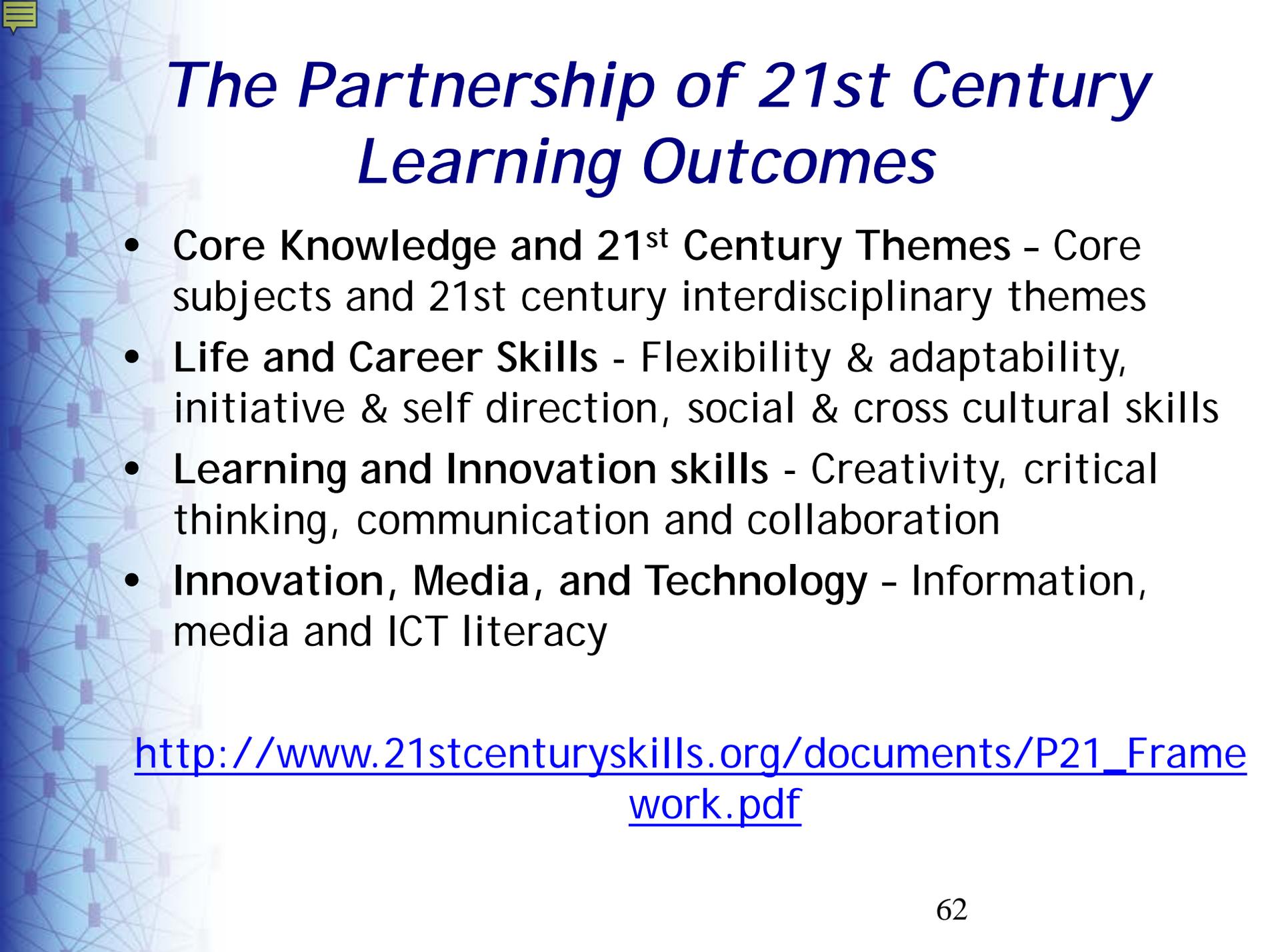
- Why is it easier to achieve a goal you really feel strongly about?
- How do those feelings help you achieve the goal?
- Why is it easier to achieve a goal that will result in an immediate benefit to you?
- How does immediate reward help you keep working toward the goal?
- Why is it easier to achieve a goal that will improve your life every day? How do benefits that continue over time help you keep working toward a goal?
- Why is it easier to work toward a goal that solves a problem you are having right now?
- How does the closeness of the problem motivate you to work toward the goal?

### SEL In Relation to SS/HS Elements

SS/HS Six Elements*	Relation to SEL**
<b>A safe school environment</b>	SEL promotes positive student-adult and student-school connections and engenders student behaviors that reduce violence and contribute to a safe school environment.
<b>Alcohol and other drug use prevention, violence prevention, and early intervention programs.</b>	Research indicates that effective teaching of the five SEL skill components reduces unhealthy and risk-taking behaviors, including substance abuse and violence.
<b>School and community mental health preventive and treatment/intervention services</b>	SEL promotes the social and emotional development of students. The positive behavioral and emotional outcomes of SEL reduce the number of students who will need specialized prevention and treatment/intervention services.
<b>Early childhood psychosocial and emotional development services:</b>	SEL programs have been designed for and tested with early childhood audiences. The skills taught by these programs prepare students to be more successful in their content learning in the later grades and provide a foundation for the types of prevention programs necessary as children age into developmental stages in which new risks are present (e.g. substance abuse and risky sexual behaviors).
<b>Supporting and connecting schools and communities:</b>	SEL promotes a positive school climate, including 1) engaging students actively and experientially in the learning process during and outside of school, 2) providing opportunities for participation, collaboration, and service, 3) and involving families and the community.
<b>Safe school policies</b>	Effective SEL implementation is consistent with the use of policies supporting SS/HS goals.

National Center for Mental Health Promotion and Youth Violence Prevention [http://www.promoteprevent.org/Resources/briefs/SSHS\\_SEL\\_TABLE.pdf](http://www.promoteprevent.org/Resources/briefs/SSHS_SEL_TABLE.pdf)

\* Adapted from Durant (Oklahoma) Independent School District, *Safe Schools Healthy Students: Six Elements of the Program*, [http://www.durantisd.org/admin/programs/safe\\_schools/about.htm](http://www.durantisd.org/admin/programs/safe_schools/about.htm). \*\* Adapted from information supplied by the Consortium for Academic, Social, and Emotional, Learning



# *The Partnership of 21st Century Learning Outcomes*

- **Core Knowledge and 21<sup>st</sup> Century Themes** - Core subjects and 21st century interdisciplinary themes
- **Life and Career Skills** - Flexibility & adaptability, initiative & self direction, social & cross cultural skills
- **Learning and Innovation skills** - Creativity, critical thinking, communication and collaboration
- **Innovation, Media, and Technology** - Information, media and ICT literacy

[http://www.21stcenturyskills.org/documents/P21\\_Framework.pdf](http://www.21stcenturyskills.org/documents/P21_Framework.pdf)

# MASST-R Alignment with 21<sup>st</sup> Century Outcomes

	Core Subjects and 21 <sup>st</sup> Century Themes		
<b>*MASST-R Modules</b>	<b>Life &amp; Career Skills</b> <ul style="list-style-type: none"> <li>• Flexibility &amp; Adaptability</li> <li>• Initiative &amp; Self Direction</li> <li>• Social &amp; Cross Cultural Skills</li> </ul>	<b>Learning &amp; Innovation Skills</b> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication &amp; Collaboration</li> </ul>	<b>Information, Media &amp; Technology Skills</b> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ITC Literacy</li> <li>• Productivity &amp; Accountability</li> <li>• Leadership &amp; Responsibility</li> </ul>
<b>Module 1 Self Awareness Chapters 1-2 Lessons 1-12</b>	<b>Chapters 1-2</b>	<b>Chapters 1-2</b>	<b>Chapters 1-2 (Accountability; Responsibility)</b>
<b>Module 2 Social Awareness Chapters 3-4 Lessons 13-19</b>	<b>Chapters 3-4</b>	<b>Chapters 3-4</b>	<b>Chapters 3-4 (Accountability; Responsibility)</b>
<b>Module 3 Self Management Chapters 5-9 Lessons 20-33</b>	<b>Chapters 5, 6, 7, 8, &amp; 9</b>	<b>Chapter 5, 6, 7, 8, &amp; 9</b>	<b>Chapters 6 &amp; 7</b>
<b>Module 4 Relationship Skills Chapters 10-12 Lessons 34-43</b>	<b>Chapters 10, 11, &amp; 12</b>	<b>Chapters 10, 11, &amp; 12</b>	<b>Chapter 11</b>
<b>Module 5 Responsible Decision- Making Chapters 13-20 Lessons 44-70</b>	<b>Chapters 13, 18, 19, &amp; 20</b>	<b>Chapter 16, 17, 18, 19, &amp; 20</b>	<b>Chapter 13, 14, 15, 16, 17, 18, 19, &amp; 20</b>

[http://www.21stcenturyskills.org/documents/p21\\_framework\\_definitions\\_052909.pdf](http://www.21stcenturyskills.org/documents/p21_framework_definitions_052909.pdf)

# MASST-R Alignment with 21<sup>st</sup> Century Outcomes

## Learning to Work as a Team

### Module 4 Chapter 11 Lesson 38

#### Module 4: Relationship Skills

#### Chapter 11

#### LESSON 38 – WORKING AS A TEAM

**Materials Needed:** A set of the following items will be needed for each group of four students:

- four wooden toothpicks
- one paper clip
- two rubber bands
- a small square of cardboard
- scissors and pencils

#### **Before you begin:**

Explain the topic of the lesson, why the lesson is important to learn, and what the activities will be. (See **Guide for Conducting the Lesson.**)

Students will be working together as a team to develop a new tool or gadget for the kitchen. In order to complete the task, students will need to use the communication skills they have practiced in previous lessons as well as their metacognitive strategies.

#### **ACTIVITIES:**

#### **Homework Review:**

Provide students an opportunity to share what they have recorded on the **Nonverbal Behavior** graphic organizer from Lesson 35.

#### **Step 1:**

Divide students into groups of four. Give each group a set of these items:

# MASST-R Alignment with 21<sup>st</sup> Century Learning Skills Example

## MODULE 5

### RESPONSIBLE DECISION-MAKING

The MASST-R program is organized around the Social Emotional Learning (SEL) competencies of **self-awareness, social awareness, self-management, relationship skills** and **responsible decision-making**. Each module in the program contains chapters that begin with a chapter advanced organizer that provides key ideas, purpose of lessons in the chapter, key terms, and goals for the learner.

#### Responsible Decision-Making

Responsible decision-making, as defined through the Social Emotional literature, involves making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.

In MASST-R, students are taught to evaluate social situations and generate their own behavioral choices, rather than to try to fit a few models of appropriate social behaviors to every social situation. Lessons provide opportunities to learn from observations and to practice new skills outside the training situation leading to generalization of skills. Students learn that by **self-evaluating, self-monitoring** and **self-correcting** their own behavioral choices, they become **self-directive** and responsible in their decision-making. In doing so, they are able to get what they need in positive results.

In Module 5, Chapters 13-20 are devoted to the development of relationship skills. In Chapter 13, DISCIPLINE AND RULES, students examine the rules established at home and school. Students interview their parents to identify the discipline differences from their childhood to their parenting. Students explore how following rules increases the opportunities they have to become more responsible.

In Chapter 14, WHO IS IN CHARGE, students explore who is in charge of their life, who is responsible for them, how they make behavior choices, who chooses the consequences for their choices, and the actions they can take to be in charge of their life.

In Chapter 15, RULES AND RESPONSIBILITIES, students investigate how classroom rules relate to responsibilities. Students also consider the difference between explicit and implicit rules, and rules and their corresponding consequences. Understanding how the group plays a role in rule enforcement completes the last lesson in this chapter.

In Chapter 16, SELF-CONTROL, students examine classroom rules and rule violation. Students discuss why rules are violated and what can be done to correct student behavior.

In Chapter 17, BARRIERS, students consider barriers that may interfere with the achievement of goals. Students identify the barriers as well as steps toward eliminating the barriers. Sometimes barriers come in the form of negative messages. Students who are able to identify and overcome barriers demonstrate greater behavior change and success in social skills.