KANSAS STATE SUMMER COUNSELOR CAMP

Kent Reed, KSDE School Counseling
June 2016
A NEW Vision for Kansas....

Kansas leads the world in the success of each student.
CREATING A VISION FOR KANSAS

State Level Outcomes will drive our Vision!

- High School Graduation Rates
- Post Secondary Completion/ Attendance
- Kindergarten Readiness
- Individual Plan of Study Focused on Career Interest
- Social/Emotional Growth Measured Locally
Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.

Desmond Tutu
ACADEMIC/CAREER DOMAIN
Planning for Success:

INDIVIDUAL PLANS OF STUDY (IPS) AND CAREER ADVISING WORKSHOP

- Kathleen Mercer, KSDE/KBOR
- Kent Reed, KSDE
- Jay Scott, KSDE

Follow us @KSDE_CTE
STATE MINIMUM IPS COMPONENTS WITH EXAMPLE RESOURCES

1. A graduated series of strength finders & career interest inventories to help students identify preference toward career clusters

2. 8th – 12th Course builder function with course selections based on career interests

3. A general post-secondary plan (military, apprenticeship, 2-yr., 4-yr)

4. Portable electronic portfolio
WILL THE STATE PAY FOR START UP COSTS?

Currently Not Using a Vendor

- Selects a Preferred Vendor: *State Pays Start Up Costs*
- Selects a Non-Preferred Vendor: School Pays Start Up Costs

Currently Using a Non-PREFERRED Vendor

- Selects a Preferred Vendor: *State Pays Start Up Costs*
- Selects a Different Non-Preferred Vendor: School Pays Start Up Costs

Currently Using a Preferred Vendor

- Selects a Different Preferred Vendor: School Pays Start Up Costs
- Selects a Non-Preferred Vendor: School Pays Start Up Costs

*THIS APPLIES TO PERKINS ELIGIBLE SCHOOLS*
IPS Process

4 Models currently being utilized in Kansas schools:

1. COUNSELOR-CENTERED
2. Career Advisor system – all staff
3. CAREER ADVOCATES
4. Hybrid

In conjunction with principals & counselors, KSDE is developing sample career exploration activities at each grade level (6 – 12) and training for career advising.
FOCUSING ON SYSTEM LEVELS OF INTERVENTION

• Individual students
• Small groups of students
• Whole school
HIGH SCHOOL

Career Exploration through 35 Career Pathways
College & Career Readiness Competency Wheel

Intrapersonal (Heart)
- initiative
- self-regulation
- self-efficacy
- self-care
- curiosity
- goal setting
- time management
- critical thinking
- problem solving
- content knowledge
- learning schema

Cognitive (Brain)
- creativity
- organization
- sustained attention
- oral communication
- written communication
- negotiation
- conflict resolution
- social etiquette
- networking
- nonverbal communication
- empathy
- leadership
- adaptability
- teamwork
- assertiveness
- grit


*The competencies listed are examples, not an exhaustive list of competencies within each domain.
SOCIAL-EMOTIONAL
JASON FLATT
YOUTH SUICIDE AWARENESS ACT
SB 323
The Jason Foundation

THE HISTORY OF THE JASON FLATT ACT

A Legislative Action for the Training of Educators in Youth Suicide Awareness and Prevention
NATIONAL FACTS ABOUT SUICIDE¹

• A suicide occurs every 13 minutes in America
• 17% of students seriously contemplate it
• 13.6% students make a plan to attempt
• 8% attempt one or more times
• 2.7% actually make an attempt
• Males take their own lives nearly 4 times the rate of females
• Hispanic students have a higher rate than white and black students

¹ National Center for Injury Prevention and Control, 2015.
STATISTICAL IMPACT FOR KANSANS*

- Suicide is the 3rd leading cause of death for ages 10-14.
- Suicide is the 2nd leading cause of death for ages 12-18.
- Suicide is the 2nd leading cause of death for ages 18-22.
- Every 6.19 days in Ks. a young person is lost to this “Silent Epidemic” of youth suicide.

CDC/WISQARS National Data Reporting (2013)
VARIABLES ASSOCIATED WITH YOUTH SUICIDE

• Depression
• Cyberbullying
• Bullycide
• Choking Game
• Self-Injury
• Addiction Issues
• Human Trafficking
• Teen Dating Violence
• Hopelessness
• Social Withdrawal
• Grief/Bereavement
• Other Mental Health
ALIGNED KSDE INITIATIVES

- Social-Emotional-Character-Development
- School Counseling Standards (Social-Emotional Domain)
- Rose Standards (student mental health well-being)
- Gov.’s Mental Health Task Force
- Responsive Culture “R” of the Accreditation Model
KSDE Recommendations

- Follow school improvement process
- Assess your needs
- Evidence based
- Tiered approach
- Use data to inform decision making
- Multiple measures for evaluation
- Incorporate into crisis plans
- Include a recovery/wellness plan
Recovery Plans

• Notifications/dissemination of information
• Continued crisis management
• Addressing memorialization
• Teaching coping skills (resiliency)
• Community involvement moving forward
• Media coverage and social media
• Crisis/counseling response teams
• Suicidal contagion/clustering
  • Identifying other at-risk students
• Connecting to local mental health resources
Counseling and Mental Health

The Continuum of School Mental Health Services

Figure 3.1
Suicide Prevention and Intervention Framework

We Are Yellow Ribbon!
After a Suicide:
A Toolkit for Schools
IN THESE HALLS,

YOU CAN BE A HERO

STOP SCHOOL VIOLENCE

1-877-626-8203

KANSAS SCHOOL SAFETY HOTLINE

Anonymous ~ Toll Free

Kansas Highway Patrol

Career, Standards & Assessment Services
The END of BULLYING BEGINS with ME

KANSAS ANTI-BULLYING AWARENESS WEEK

October 5—11, 2015

General Trend of Bully Incidents

Incident Count

School Year

- 2012
- 2013
- 2014
- 2015

Incident Count

- 1845
- 1899
- 1902
- 1781
Bullying Prevention

In

Kansas Schools

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Adolescent Risky Behaviors

Conference

June, 2016
JUVENILE JUSTICE REFORM

SB 367
IMPACT FOR SCHOOLS

- Community Corrections Model
- Memorandum with community partners (i.e. mental health; juvenile justice)
- Required training for schools
SOCIAL-EMOTIONAL
Tier 1: Core Counseling Curriculum & Systems Facilitation

Kansas School Counseling Standards (academic, social-emotional, career) & competency-based curriculum delivered to ALL students. Systems Development.

Comprehensive school counseling model
- Aligned and integrated with KSDE Standards (SECD, Common Core)
- Aligned and embedded into the Integrated Kansas MTSS framework
- Grounded in relationships (see accreditation rubric) in collaboration with school teams, students, parents, and community partners.

Individual Plans of Study for middle and high school students

Tier 2: Responsive & Targeted Counseling Interventions

Provided in collaboration with school and community partners where applicable.

Examples:
- Organizational & Time Management Skills
- Shadowing, Mentorships and Service Learning
- First Generation College/Yo-tech Aspiring Student Support

Tier 3: Intensive & Individualized Counseling Interventions

In collaboration with school & community partners.

Examples:
- Grief Counseling
- Crisis management

Counseling Model Embedded in MTSS Framework

Kansas Integrated MTSS Framework

Robert’s data-driven core delivered to all, aligned with Kansas MTSS, mindful of community issues, capitalizing on partnerships with family and community.

Data drivers: attendance, grades, achievement scores, interest inventories, social-emotional screeners, referrals (counseling, bully, nurse, office discipline)

Systemic Change
FEW
1-8% of Students
Require Intensive Intervention

SOME
5 to 10% of Students
Require Supplemental Targeted Intervention

ALL
80 to 90% of Students
Meet Performance Indicators
All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes
SOCIAL-EMOTIONAL
Three Questions Come To Mind

1. What is it?
2. How do you teach it?
3. Is it measurable?
PERSPECTIVE

- Emotional Intelligence: Daniel Golman
- Character Education: Elias et. al.
- Consortium for the Advancement of Social Emotional Learning
- KSA 72-8256
- Partnership in Character Education Grant (PCEP)
- Safe and Supportive Schools Grant S#
- Duckworth (GRIT); Dweck (Growth Mindsets)
- Community and Business/Industry Conversations
WHAT IS IT?
Social and emotional learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student and citizen.

- CASEL, 2015
KANSAS SOCIAL, EMOTIONAL, CHARACTER DEVELOPMENT STANDARDS

- Approved by State Board April 2012

- Ks. was the first state to adopt

- Social –emotional learning integrated with character development
Kansas Social, Emotional, and Character Development Standards

Character Development
- Core Principles
- Responsible Decision Making and Problem Solving

Social Skills Development
- Social Awareness
- Interpersonal Skills

Personal Skills Development
- Self-Awareness
- Self-Management
SEL Indicators

- Attitude and behavior
- Attendance and program completion
- Bullying prevention
- Character development
- School based mental health
- Volunteerism/service learning
- Climate/student management
- Success skill development
- Prevention
Mission:
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.
KANSAS MODEL CURRICULAR STANDARDS FOR SCHOOL COUNSELING

School Counseling Standards
State Board Meeting
Spring 2015
STANDARDS FRAMEWORK

- Social-emotional domain
- Career development domain
- Academic domain
- Arranged by grade level
  - K-2; 3-5; 6-8; high school
SOCIAL/EMOTIONAL DOMAIN

- Overview: These standards guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

- Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

- Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.

- Standard 3: The student will understand personal safety skills.
WHY SECD?

1. Aligns with the Social-Emotional Domain of the Ks. Curricular School Counseling Standards

2. 21st Century Accreditation Model (Responsive Culture)

3. Rose Standards (School Finance Case/Appropriations Bill)

4. How can students academically achieve when they are dealing with bullying, cutting, divorce, single parents, teen suicide, teen dating violence, substance abuse and mental health issues?
Meta-Analysis of SEL programs involving 270,034 Kindergarten – High School Students

SEL Participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Curriculum Examples
Character = Performance Character + Moral Character

... for success in school, work, and beyond

Performance Competencies
needed to pursue excellence
in any area of endeavor

- Ambition
- Craftsmanship
- Critical Thinking
- Dependability
- Diligence
- Drive
- Entrepreneurship
- Effort
- Enthusiasm
- Imagination
- Passion
- Perseverance
- Resourcefulness
- Positive Attitude
- Work Ethic
- Preparedness
- Pride in Work
- Thrift
- Resilience
- Self-Discipline

Moral Competencies
needed for positive relationships, self-regulation, and responsible ethical behavior

- Citizenship
- Civility
- Cooperation
- Courtesy
- Emotional Intelligence
- Empathy
- Forgiveness
- Friendliness
- Graciousness
- Generosity
- Gratitude
- Honesty
- Honor
- Humility
- Hope
- Justice
- Kindness
- Love
- Loyalty
- Mercy
- Moderation
- Peacefulness
- Patience
- Self-Awareness
- Respect
- Sensitivity
- Service
- Trustworthiness
- Truthfulness

Wisdom

Responsibility

Integrity

Caring

Courage
The Three Strands of Intrinsic Edge

Intrinsic Discipline  Intrinsic Fire  Intrinsic Control

Dr. Brian Davidson, Founder and President
bdavidson@intrinsicinstitute.com
www.intrinsicinstitute.com
Twitter: @INTRINSIC_Inst

Image Credit: MavensImage.com, distributed
One of the three “keys for success” stressed in the KSDE Summer Academies.

- Habits of Mind
- Collaboration
- Focus on Instruction
HABITS OF MIND

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about your thinking
6. Striving for accuracy
7. Questioning and problem solving
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision.
10. Gather data through all senses.
11. Creating, imagining, and innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

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

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURIOSITY</th>
<th>Was eager to explore new things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asked questions to help s/he learn better</td>
</tr>
<tr>
<td></td>
<td>Took an active interest in learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRATITUDE</th>
<th>Recognized what other people did for them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Showed appreciation for opportunities</td>
</tr>
<tr>
<td></td>
<td>Expressed appreciation by saying thank you</td>
</tr>
<tr>
<td></td>
<td>Did something nice for someone else as a way of saying thank you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRIT</th>
<th>Finished whatever s/he began</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stuck with a project or activity for more than a few weeks</td>
</tr>
<tr>
<td></td>
<td>Tried very hard even after experiencing failure</td>
</tr>
<tr>
<td></td>
<td>Stayed committed to goals</td>
</tr>
<tr>
<td></td>
<td>Kept working hard even when s/he felt like quitting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTIMISM</th>
<th>Believed that effort would improve his/her future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When bad things happened, s/he thought about things they could do to make it better next time</td>
</tr>
<tr>
<td></td>
<td>Stayed motivated, even when things didn't go well</td>
</tr>
<tr>
<td></td>
<td>Believed that s/he could improve on things they weren't good at</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF CONTROL (interpersonal)</th>
<th>Remained calm even when criticized or otherwise provoked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allowed others to speak without interrupting</td>
</tr>
<tr>
<td></td>
<td>Was polite to adults and peers</td>
</tr>
<tr>
<td></td>
<td>Kept temper in check</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF CONTROL (school work)</th>
<th>Came to class prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remembered and followed directions</td>
</tr>
<tr>
<td></td>
<td>Got to work right away instead of waiting until the last minute</td>
</tr>
<tr>
<td></td>
<td>Paid attention and resisted distractions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL INTELLIGENCE</th>
<th>Was able to find solutions during conflicts with others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Showed that s/he cared about the feelings of others</td>
</tr>
<tr>
<td></td>
<td>Adapted to different social situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ZEST</th>
<th>Actively participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Showed enthusiasm</td>
</tr>
<tr>
<td></td>
<td>Approached new situations with excitement and energy</td>
</tr>
</tbody>
</table>
KSDE Recommendations

- Follow school improvement process
- Assess your needs
- Evidence based
- Tiered approach
- Use data to inform decision making
- Multiple measures for evaluation
HOW DO YOU TEACH?

- Perseverance
- Leadership
- Drive
- Craftsmanship
- Enthusiasm
- Grit
- Hope
- Problem Solving
How do you teach it?

- Example it
- Mentor it
- Integrate it
- Model it
- Measure and evaluate it

I was recently asked “how do you teach love in school?”
Monroe Elementary School
Measuring SECD
Data

**Process data**: what you did for whom

**Perception data**: what do people think, know, believe or can do?

**Outcome data**: so what? Have we reached our outcome?
• Collected KSDE data
  KAN-DIS
  KIDS
  Climate Index

• Commercial products
  Duckworth’s Growth Card

• Universal Screeners
  Dr. Kathleen Lane- KU
  Kindergarten Readiness
## Character Development

### I. Core Principles

A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Identify and apply core principles in everyday behavior</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Develop, implement, promote, and model core ethical and performance principles.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize and celebrate the natural, beneficial consequences of acts of character.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Accountability
Kansas Education Systems Accreditation
A systems approach to K-12 accreditation

Framework: The Five Rs
The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. Everything that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs.

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Relationships: “a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments” (KSDE, 2010, p. 40)</td>
<td>Defining Relevance: “the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant” (KSDE, 2010, p. 42).</td>
<td>Defining Responsive Culture: “one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 44).</td>
<td>Defining Rigor: “a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world” (KSDE, 2010, p. 46).</td>
<td>Defining Results: “witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.” (KSDE, 2010, p. 46).</td>
</tr>
</tbody>
</table>

COMPONENTS:
- Staff
- Students
- Families
- Community

COMPONENTS:
- Curriculum
- Instruction
- Student Engagement
- Technology

COMPONENTS:
- Leadership
- Early Childhood
- District Climate
- Nutrition and Wellness

COMPONENTS:
- Career & Technical Ed
- Professional Learning
- Resources
- Data

COMPONENTS:
- Academic / Cognitive
- Technical / Career-specific
- Employability
- Post-secondary evidence

RUBRIC
RUBRIC
RUBRIC
RUBRIC
A/C-T/C-E-PS
Resources
# School Counseling Resources Information!

Resources listed below are available in this section for up to 12 months. If an item is no longer listed, please go to the related section (see links above) on this page.

<table>
<thead>
<tr>
<th>Title</th>
<th>Created Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas Counselor Standards for School Counseling</td>
<td>5/15/2015</td>
<td>The Kansas State Board of Education has approved the 2015 Curricular School Counseling Standards, this document provides a framework for student standards relative to the academic, social-emotional and career domains of the Comprehensive School Counseling Model.</td>
</tr>
</tbody>
</table>

# School Counseling and the New Vision for Kansas Education

<table>
<thead>
<tr>
<th>Title</th>
<th>Created Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansasi Can Talking Points</td>
<td>12/26/2015</td>
<td>This document is a snapshot of the highlights of the New Vision.</td>
</tr>
<tr>
<td>5 R's and the Comprehensive School Counseling Program</td>
<td>12/20/2015</td>
<td>A crosswalk of the Accreditation Model 5 R's and the Kansas Comprehensive School Counseling Program.</td>
</tr>
<tr>
<td>Redesign Committee Presentation</td>
<td>12/20/2015</td>
<td>PowerPoint presentation about school counseling and the New Vision presented to the Redesign Committee.</td>
</tr>
<tr>
<td>Social-Emotional Character Development Presentation</td>
<td>12/20/2015</td>
<td>PowerPoint presentation about SECD and the New Vision.</td>
</tr>
<tr>
<td>2015 K3 Whole Child Snapshot (ASCD)</td>
<td>12/20/2015</td>
<td>A snapshot of relevant “whole child” data collected by ASCD.</td>
</tr>
</tbody>
</table>

# School Counseling General Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>00th Annual Counseling Conference Registration Brochure</td>
<td>The 89th Annual Counseling Conference will be held Nov. 5, 2015 at Memorial Union, Emporia State University. The keynote speaker is Dr. Tammy Davis, Professor in the Counseling Program at Marymount University in Arlington, VA. Registration form is included.</td>
</tr>
<tr>
<td>ASCA Presentation</td>
<td>ppt</td>
</tr>
<tr>
<td>Kansas Center for Safe &amp; Prepared Schools KSSIE Presentation - Revised</td>
<td>pdf</td>
</tr>
<tr>
<td>Kansas Comprehensive School Counseling Program Model Practices</td>
<td>pdf</td>
</tr>
<tr>
<td>Kansas Comprehensive School Counseling Program Implementation Guide</td>
<td>Revised 8/25/14. This guide will assist Kansas schools with implementing a comprehensive, data-driven, evidence-based school counseling program.</td>
</tr>
</tbody>
</table>
RESOURCES

• CASEL (www.casel.org)
• Kansas Character Development Initiative (http://www.kssecd.org/)
• Edutopia (http://www.edutopia.org/social-emotional-learning?gclid=CP_9hMmk8sgCFVU2aQodY98IMg)
• Character Lab (https://characterlab.org/)
• Character.org (http://character.org/)
• Growth Mind Sets (http://qedfoundation.org/fixed-vs-growth-mindsets/)
• Measuring SEL- Univ. of Minnesota (http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-measurement-resource.pdf)
• Topeka City of Character
  • http://www.topekacharacter.org/kansas-school-of-character.html
• TASN (WWW.KANSASMTSS.ORG)
• ASCD (http://www.ascd.org/professional-development/pls/social-emotional-learning-and-character-education.aspx)
• Committee for Children (http://www.cfchildren.org/second-step/social-emotional-learning)
• Whole Child (AIR) (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
• KSDE Sites (www.ksde.org)

Gaumer Erickson & Noonan, University of Kansas, Center for Research on Learning (2015)
Gratitude
Seven Benefits of Gratitude

• Gratitude opens the doors for more relationships.

• Gratitude improves physical health.

• Gratitude improves psychological health.

• Gratitude enhances empathy and reduces aggression.

• Grateful people sleep better!!!

• Gratitude increases self-esteem.

• Gratitude increases mental strength.
Thanks for all that you do for Kansas kids!!

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