Standards for Student Interpersonal Skills

Grades PreK – 12
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Pennsylvania Department of Education

Standards for Student Interpersonal Skills

TABLE OF CONTENTS

Standards for Student Interpersonal Skills

Introduction

The Pennsylvania Student Interpersonal Skills Standards were crafted to address the skills students need to empower themselves and to successfully navigate the social world of family, school, college, and career connections not only in America but in the world of the 21st century and the global marketplace. Student Interpersonal Skills are a key component in the development of young people, who are articulate, team players, responsible and goal oriented. In order that all students achieve to their potential, families, schools and the community must remove both academic and non-academic barriers to learning for optimal success.

The Student Interpersonal Skills Standards describe what students should know and do from Pre-Kindergarten through 12th grade. The standards provide a target for instruction for all educators, stakeholders, families and communities. These standards are not a curriculum but are to be used as a foundation for creating curriculum that is specific to each district's student population. These standards transcend grade levels and content areas. Interpersonal skills are not meant to be an area to be scheduled and addressed, but infused, promoted, modeled and expected throughout the family, school and community in every aspect of a student's day. Interpersonal skills can be explicitly taught when necessary in every classroom. Multiple opportunities for practice and a variety of assessment strategies need to be utilized for students to internalize these skills.

The Student Interpersonal Skills standards contain three standard categories that are designed to provide a Pre-Kindergarten – 12th grade continuum that reflects the demands of adult life in society, which can be disheartening to unprepared students. (Note that the Pre-Kindergarten and Kindergarten grade band provide the expectations for all students preparing to enter Grade 1.)

The standard categories are designed to be developed simultaneously.

16.1 **Self-Awareness and Self-Management** are skills to understand and manage behavior as a foundation for appropriate social interaction.
16.2 **Establishing and Maintaining Relationships** articulates skill components of healthy successful interactions with others.
16.3 **Decision Making and Responsible Behavior** addresses the knowledge and skills for making intelligent decisions, accepting the consequences of the choice, and engaging in positive social behavior.

A glossary is provided to assist the user in understanding the terminology in the standards.

Standards for Student Interpersonal Skills

Guiding Principles

Student Interpersonal Skills are the foundation for multiple life achievements. These skills must be taught and supported within every content area and classroom by every teacher. All individuals, students, professional staff, and support staff within the school environment must model, encourage, support, and promote the development of these skills. The development of Student Interpersonal Skills goes beyond the school environment. It is the responsibility of the entire community. In order to help every student internalize and be able to demonstrate the Student Interpersonal Skills standards, there are overarching guiding principles that all must embrace:

- Students are viewed as valuable and worthwhile individuals.

- Students are respected.

- Cultural differences are respected and accepted.

- Families, schools, and communities must remove both academic and non-academic barriers to promote student achievement.

- Learning is a social activity; therefore, it is critical for students to be able to function in social situations.

Standards for Student Interpersonal Skills

16.1 Self Awareness and Self-Management				
	16.1. GRADE PK-K	**16.1. GRADES 1-5**	**16.1. GRADES 6-8**	**16.1. GRADES 9-12**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:				
Managing Emotions and Behavior	16.1.K.A Distinguish between **emotions** and identify socially accepted ways to express them.	16.1.5.A Examine the impact of **emotions** and responses on view of self and interactions with others.	16.1.8.A Assess factors that influence emotional **self-management** and impact **relationships** at home, school, and community.	16.1.12.A Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.
Influence of Personal Traits on Life Achievements	16.1.K.B Recognize that everyone has **personal traits** which guide behavior and choices.	16.1.5.B Understand the impact of **personal traits** on **relationships** and school achievement.	16.1.8.B Analyze impact of a variety of **personal traits** on **relationships** and achievement throughout life.	16.1.12.B Demonstrate **personal traits** leading to positive **relationships** and life achievements.
Resiliency	16.1.K.C Recognize that everyone makes mistakes and that using positive **coping skills** can result in learning from the experience.	16.1.5.C Identity adverse situations which all people encounter and healthy ways to address.	16.1.8.C Analyze adverse situations and identify appropriate **protective factors** and **coping skills**.	16.1.12.C Apply **protective factors** and healthy **coping skills** when encountered with **adversity**.
Goal Setting	16.1.K.D Establish **goals** independently and recognize their influence on choices.	16.1.5.D Describe the effect of **goal setting** on self and others.	16.1.8.D Apply **goal setting** into academic decisions.	16.1.12.D Incorporate **goal setting** into college, career, and other life decisions.

Standards for Student Interpersonal Skills

16.2 Establishing and Maintaining Relationships			
	16.2. GRADE PK-K	**16.2. GRADES 1-5**	**16.2. GRADES 6-8**	**16.2. GRADES 9-12**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:				
Relationships	16.2.K.A Interact with peers and adults in a socially acceptable manner.	16.2.5.A Establish **relationships** that are positive and supportive of others.	16.2.8.A Analyze internal and external factors that influence **relationships**.	16.2.12.A Establish and maintain quality **relationships** that enhance personal, college, and career **goals**.
Diversity	16.2.K.B Identify similarities and differences between self and others.	16.2.5. B Recognize and tolerate the uniqueness of all people in all situations.	16.2.8.B Explain individual, social and **cultural** differences which increase vulnerability to bullying and abuse and strategies for prevention.	16.2.12.B Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.
Communication	16.2.K.C Engage in **reciprocal communication** with adults and peers.	16.2.5.C Explain the impact of **communication** on interactions with others.	16.2.8.C Analyze factors that impact **communication**.	16.2.12.C Use **communication skills** to effectively interact with others.
Managing Interpersonal Conflicts	16.2.K.D Recognize that **conflict** occurs and distinguish between appropriate and inappropriate ways to resolve conflict.	16.2.5.D Identify and apply appropriate ways to resolve **conflict**.	16.2.8.D Analyze various types of **conflict** and determine appropriate resolutions.	16.2.12.D Utilize appropriate **conflict resolution** skills effectively in home, school, and community.
Support: Asking for Help	16.2.K.E Ask for and accept offers of help when needed or appropriate.	16.2.5.E Determine who, when, where, or how to seek help for solving problems.	16.2.8.E Evaluate problems or situations to determine when and what additional **support** is needed.	16.2.12.E Access appropriate **support** when necessary to resolve a problem or situation.

Standards for Student Interpersonal Skills

16.3. Decision Making and Responsible Behavior			
	16.3. GRADE PK-K	**16.3. GRADES 1-5**	**16.3. GRADES 6-8**	**16.3. GRADES 9-12**

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

	16.3. GRADE PK-K	**16.3. GRADES 1-5**	**16.3. GRADES 6-8**	**16.3. GRADES 9-12**
Decision Making Skills	16.3.K.A Interpret the **consequences** of choices.	16.3.5.A Recognize that there are **consequences** for every decision which are the responsibility of the decision maker.	16.3.8.A Examine the impact of decisions on personal safety, **relationships,** and group interactions.	16.3.12.A Evaluate **conflicts** considering personal, **ethical**, legal, safety, and **civic** impact of the **consequences** and acceptance of final choice.
Understanding Social Norms	16.3.K.B Recognize there are socially acceptable ways to behave in different places.	16.3.5.B Demonstrate knowledge of how **social norms** affect **decision making** and behavior.	16.3.8.B Examine how **social norms** and expectations of authority influence personal decisions and actions.	16.3.12.B Express acceptance of **social norms** of different societies and **cultures.**
Responsible Active Engagement	16.3.K.C Actively engage in assisting others when appropriate.	16.3.5.C Actively engage in creating an environment that encourages healthy relationships.	16.3.8.C Actively engage in healthy **relationships** and positve responsibility when observing **negative behavior**.	16.3.12.C Actively engage in creating and promoting an environment that encourages healthy **relationships** (**upstanders** vs. **bystanders**) and positive responsibility as an observer of **negative behavior**.

Standards for Student Interpersonal Skills

GLOSSARY

Active Engagement:	The process of acting, participating, assisting, or actively connecting with others
Adversity:	Stress, hardship, misfortune, or disastrous experience
Bystander:	Person who is present at an event but not involved
Civic:	Pertaining to the rights and responsibilities of citizens in a social context
Communication:	Processes by which information is exchanged between individuals
Communication Skills:	Verbal and non-verbal means of effectively conveying meaningful information
Conflict:	Inherent incompatibility between two or more people or two or more choices
Conflict resolution:	Process by which issues arising from a disagreement or clash between ideas, principles, or people are settled
Consequence:	A positive or negative outcome resulting from a choice or decision
Coping Skills:	Behavioral tools that enable one to express negative feelings in ways that are not self-destructive or threatening to others and to overcome personal adversity or stress
Culture:	Shared attitudes, values, goals, behaviors, interactions and practices that are learned through social interactions which identify or distinguish groups
Decision-making:	Process of coming to a conclusion or determination
Diversity:	Variety of characteristics that make individuals unique
Emotions:	The outward and inward expression of a person's state of mind based upon personality, mood and temperament that influence relationships and must be appropriately managed

Standards for Student Interpersonal Skills

Ethical: Conforming to accepted principles of right and wrong that govern the conduct of a group

Ethical decisions: The ability to make choices based on laws, principles, code of conduct, rules, and values

Goal: An aim or desired result towards which one works

Goal Setting: Process of deciding on something one wants, planning how to get it and working towards the objective

Interpersonal: Relationships between and among people

Negative Behavior: Actions which have no positive qualities in a given situation and may result in harm to self or others

Personal Traits: Distinguishing characteristics or qualities that a person possesses

Protective Factors: Actions and situations that promote healthy behaviors and decrease the chance of engagement in risky behaviors

Relationships: Connections and interactions with others that may be positive or negative

Resiliency: Ability to cope with stress and adversity and return/spring back to a normal or near-normal level of emotional functioning

Self-awareness: A conscious knowledge of one's own traits, feelings, motives, desires and behavior

Self-management: Process of regulating one's own emotions, behavior and well-being

Social Norm: Shared pattern of beliefs or behaviors within a group

Support: People or organizations providing active help and/or encouragement

Upstander: Individual who recognizes the victimization of others and chooses to act on their behalf