

Second Step[®]

A Violence Prevention Curriculum

Preschool/Kindergarten–Grade 5 Trainer's Manual

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THIRD EDITION

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- Resources A–G, pages 94–109
- Staff training handouts, Certificate of Completion, and activity cards, pages 185–244
- Staff training adaptations, pages 245–248
- Appendices A–G, including the mini-posters found in this manual (not the full-sized color posters that come with the curricula), pages 249–283

The Scope and Sequence (pages 61–80) may be disseminated beyond the school or facility, but not placed on the Web.

The video segments found on the Trainer Resources CD-ROM and Staff Training DVDs may be placed on a school or facility server solely for internal use.

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Introduction to the Trainer's Manual

This manual contains a wealth of resources and information covering Preschool/Kindergarten–Grade 5 of *Second Step®: A Violence Prevention Curriculum*, as well as the tools to provide staff training.

Everything you need is right here:

- In the Introduction to the Curriculum, you will find information about the theory and research used to create the curriculum, and information about the content, including the skills and developmental levels for all grades.
- Next you will find information about How to Use the Curriculum, from scheduling lessons to specific teaching strategies that help make the lessons successful.
- Following that is the Scope and Sequence section, which spells out the order in which lessons should be taught at each grade level.
- The Implementation section features information for trainers and administrators. It includes several tools to assist in the initial and ongoing program implementation.
- The Staff Training Modules outline the *Second Step* Staff Training, which incorporates the Staff Training Media Presentation on the *Second Step* Staff Training Trainer Resources CD-ROM. The Before You Begin section explains how to use the media presentation and what needs to be done in preparation for staff training. Following the Training Modules are reproducible participant handouts and activity cards.
- Next are the Staff Training Adaptations. This section includes outlines for Preschool/Kindergarten and Grades 1–5 Staff Training. It also includes basic information about the specific grade-level DVDs and their accompanying Video Discussion Guides, which are included as a file on the DVDs.
- Finally, the Appendices include *Second Step* research study information, a variety of samples from curriculum kits, resources for trainers, and outlines and ideas for staff and booster trainings.

Handouts, activity cards, the Certificate of Completion, resources, appendices, and Take-Home Letters can also be found on the Trainer Resources CD-ROM. Updated book lists and other resources can be found on the Committee for Children Web site at www.cfchildren.org.

This Trainer's Manual encompasses information for many ages and developmental levels. Since most implementation is in schools or educational class/club settings, references to recipients of the curriculum may include *children, youth, young people, or students*.

We suggest that implementation of the *Second Step* program be school-, district-, or agency-wide. Therefore, when using this Trainer's Manual, assume that "staff" includes anyone who has contact with recipients of the curriculum. This will include all teaching staff, educational aides, administrators, counselors, specialists, secretaries, custodians, playground supervisors, and so on.

About Committee for Children

Committee for Children is a nonprofit organization in Seattle, Washington whose mission is to foster the social and emotional development, safety, and well-being of children through education and advocacy. Committee for Children programs are used in more than 25,000 schools in 21 countries, and are taught to more than 9 million children.

Since the 1970s, Committee for Children has been partnering with experts at leading universities and institutes to explore healthy child development and the link between academic achievement and social-emotional competency.

Committee for Children programs focus on the essential skills of empathy, impulse control, anger management, problem solving, personal safety, and emergent literacy. Each of the organization's programs takes a unique approach based on extensive research to help children succeed in school and in life.

Committee for Children also conducts evaluation research, provides training and ongoing support to educators and parents, and develops assessment tools. For more information about Committee for Children, please visit www.cfchildren.org.

What Support Does Committee for Children Provide?

There is one thing that wouldn't fit into the *Second Step* Trainer's Manual: Committee for Children's staff. If at any time you want additional resources or information or need someone to bounce an idea off of, contact us and we'll do everything we can to help. Make use of our expertise when:

- Developing a *Second Step* pilot project
- Planning an evaluation of your *Second Step* implementation
- Planning a broader *Second Step* implementation

You can reach us Monday through Friday, 8:00 a.m. to 4:30 p.m. Pacific time, by calling 800-634-4449.

Introduction to the Curriculum

Second Step: A Violence Prevention Curriculum is a universal prevention program. That is, it is taught to every student in the classroom rather than to selected children. The *Second Step* elementary curriculum encompasses preschool through fifth grade and is designed to promote social competence and reduce children's social-emotional problems. The curriculum teaches students several skills central to healthy social-emotional development, including: (a) empathy (Halberstadt, Denham, & Dunsmore, 2001); (b) impulse control and problem solving (Crick & Dodge, 1994); and (c) emotion/anger management (Eisenberg, Fabes, & Losoya, 1997). A middle school program for Grades 6–8 includes these skills plus bullying prevention and substance abuse prevention lessons. A separate training and Trainer's Manual are available for this program.

The *Second Step* curriculum can be integrated into health and safety programs. It can also be used as a companion curriculum to the *Steps to Respect* bullying prevention program for Grades 3–5 or 4–6. Teaching *Second Step* skills in early elementary can pave the way for more successful outcomes in preventing bullying in schools. And using the *Second Step* program in conjunction with the *Woven Word: Early Literacy for Life* program in Preschool/Kindergarten classrooms helps teachers take a comprehensive, in-depth approach to social-emotional and academic learning. You will find a sample schedule aligning *Second Step* lessons with *Woven Word* lessons in Appendix A.

Guiding Theory

The *Second Step* elementary program teaches children skills in three general areas. Each unit covers one of these areas. First, children learn the empathy skills needed to identify emotions and to recognize possible causes of the emotions that occur in their interactions with others. Then they learn to respond to social interactions thoughtfully rather than impulsively. To do this, they learn problem-solving steps that promote a neutral rather than hostile orientation toward peers. Finally, they learn how to manage their own anger and other intense emotions constructively. In the Preschool/Kindergarten kit, the emotion management unit preceeds problem solving.

These *Second Step* units are based primarily on cognitive-behavioral theory (Kendall, 1993, 2000). This broad psychological theory has grown out of Bandura's (1986) social learning theory. Cognitive-behavioral research now offers considerable evidence that thoughts affect people's social interactions (Crick & Dodge, 1994). For example, if a girl thinks that her peers dislike children who taunt others, she may hesitate to taunt. But if she thinks that taunting will make her peers see her as superior, she may look for opportunities to taunt others. Researchers have demonstrated that there are many ways in which feelings, thoughts, and behaviors affect each other. At the same time, they have also

shown that the relationships between thought and behaviors can be put to practical use. This line of research began with Luria's (1961) demonstration that people can use self-talk to control their behaviors. These lines of research provide the theoretical foundation of the *Second Step* lessons.

What Is Social-Emotional Learning?

According to Elias et al. (1997), "Social and emotional competence has been defined as the ability to understand, manage, and express the social and emotional aspects of one's life in ways that promote success in life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development." Committee for Children defines *social-emotional learning* as the process through which children and adults develop the skills, attitudes, and values necessary to acquire social-emotional competence.

Today's children face many demands. They must learn to achieve academically, work cooperatively, make responsible decisions about social and health practices, resist negative peer and media influences, and contribute constructively to their families and communities. They must also interact effectively in an increasingly diverse society and acquire the skills, attitudes, and values necessary to become productive workers, neighbors, and family members. Many of the skills that enable children to meet these demands derive from social-emotional learning. Social-emotional skills include self-awareness, caring about oneself and others, taking another's perspective, setting prosocial goals, and managing emotions.

How Can Social-Emotional Learning Enhance Academic Learning?

Social-emotional skills are important for the successful development of thinking and learning activities that are traditionally considered cognitive. Relationships affect many elements of cognitive learning. For example, under conditions of real or imagined threat or high anxiety, there is a loss of focus on the learning process, on the task itself, and on the use of flexible problem-solving processes (Sylwester, 1995; Goleman, 1995).

According to Elias et al. (1997), "The social and emotional education of children may be provided through a variety of diverse efforts, such as classroom instruction, extracurricular activities, a supportive school climate, and involvement in community service." The greatest benefits result from a systematic integration of application and reinforcement in multiple settings. School administrators or program leaders play a critical role in supporting social-emotional education by coordinating consistency across school settings.

Defining the Problem

Newspapers and television attest daily to the fact that violence is a prevalent element in our society, especially among adolescents. The statistics are grim: in 2002, 1 in 12 murders involved a juvenile offender, and the victims were most likely to be age 14. Also in 2002, homicide was the fourth leading cause of death for children between the ages of 1 and 11 and the third leading cause of death for children between the ages of 12 and 17. Between 1993 and 2003, children ages 12 to 17 were more than twice as likely as adults to be the victims of violent crime. In the United States in 2002, an average of four juveniles were murdered every day (Snyder & Sickmund, 2006).

As more and more children are experiencing conflict at home, substance abuse within the family, less access to their parents, and television as primary source of entertainment and values, they are displaying impulsive and aggressive behaviors both at home and at school. Teachers find themselves spending increasing amounts of time attending to students' disruptive and angry outbursts, interpersonal conflicts, and off-task behavior. Although teachers are expected to concentrate on teaching academics, they are finding that student behavior often prevents them from doing so.

Virtually every classroom has students who are labeled "high-risk." These children are characterized by excessively aggressive and impulsive behavior, which is a burden to all members of their classrooms and a major cause of peer rejection (Coie, Dodge, & Kupersmidt, 1990). This behavioral pattern emerges as early as three years of age (Chamberlain & Nader, 1971; Westman, Rich, & Bermann, 1967). The core elements of this high-risk pattern (Spivack & Cianci, 1987) include:

- Aggressive and annoying social behavior with peers
- A tendency to rush into things
- Negative and defiant behavior
- High levels of attention-seeking behavior
- Low levels of guilt feelings
- Self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk that is irrelevant to the ongoing conversation

What is in store down the road for these high-risk children if their impulsive and aggressive behavior remains unchecked? Research shows that many are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for being rejected by their peers (Asher & Coie, 1990), underachieving in school or dropping out, and performing below their potential throughout their careers. As parents, they are often physically and/or sexually abusive, and one in four are imprisoned for adult crimes by age 30 (Gruen, 1987).

Why Some Children Act This Way

Children usually fail to act prosocially because they:

- Don't know what appropriate behavior is, due to a lack of modeling of alternative ways of resolving conflict
- Have social-emotional knowledge but lack behavioral-skills practice, due to inadequate reinforcement
- Have impulsive responses to anger, fear, or anxiety, which inhibit desirable behavior (Cox & Gunn, 1980)
- Have inappropriate beliefs and attributions about aggression (Dodge & Frame, 1982; Perry, Perry, & Rasmussen, 1986)
- Find aggression and other antisocial behaviors rewarding
- Misinterpret situations

Classrooms have a range of students at different stages of social competence. Flannery (1998) suggests that violence may be considered as a continuum of behaviors. This continuum shifts as children get older. For example, in the primary grades it is not uncommon for children to hit or push each other. In older children, physical aggression becomes less common, but verbal aggression continues to be quite frequent.

Bullying presents another significant problem. Bullying has been defined as "behavior that is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose" (Committee for Children, 2001). Studies have found immediate and long-term harmful effects on children who bully as well as on those who are bystanders or targets of bullying (Snell, MacKenzie, & Frey, 2002).

Children who are not accepted by their peers are more likely to experience short-term problems, such as being bullied, and long-term problems, such as dropping out of school and mental health issues (Snell et al., 2002).

Identifying precursor behaviors and developing ongoing strategies to proactively teach social-emotional skills at early developmental stages enable educators to have an impact on a child's progression along Flannery's proposed continuum. Implementation of the *Second Step* program as a prevention program may provide support for all children, either through direct skill development or indirect peer role modeling and reinforcement.

Risk Factors

There are a number of children who are at risk for behaving more aggressively. Some children are at risk from the moment of conception. Parental substance abuse significantly increases the chances that children will be born with related neurological and physical problems. For this and other reasons, some children have significantly shorter attention spans, impaired reasoning skills, and greater aggressive tendencies than their nonaffected peers.

Parents of aggressive children sometimes fail to nurture or show interest in their children, or they may be authoritarian, controlling, untrusting, and rejecting. They may fail to provide adequate supervision, and their discipline may be arbitrary, punitive, and extreme. Reduced access to parents or disconnection with extended family may contribute to children's stress.

Children may be at risk because they are victims of violence. They may be abused at home or may witness parental abuse of a spouse or siblings. These children learn that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal. Thus, violence tends to be an intergenerational problem, with children imitating the deficient social skills of their parents.

Finally, many children may be considered at risk due to societal influences. Children receive mixed messages from the media and often from influential adults. Violence on television, in video games, in movies, and in the media reinforces the message that cruelty and domination of others is acceptable. Research shows that heavy exposure to televised violence increases aggressive behavior and contributes to crime and violence in society. Media violence has negative effects on young people of a wide range of ages and socioeconomic and intelligence levels, and on both genders (Eron, 1992).

Although many risk factors are associated with family and community conditions, it is important to note that next to family, school is the most important setting for social learning. School factors can contribute to the development of stress and antisocial behavior in children and youth. These include:

- Ineffective instruction that results in academic failure
- Inconsistent and punitive classroom-management practices
- Lack of opportunity to learn and practice prosocial, interpersonal, and self-management strategies
- Unclear rules and expectations regarding appropriate behavior
- Failure to enforce rules
- Failure to adapt instruction to individual differences
- Lack of appropriate adult role models
- Unconscious differential treatment of minorities (gender, ethnicity)

(School factors derived from Colvin, Kameenui, & Sugai, 1993; Mayer, 1995; Walker et al., 1996.)

Addressing these concerns through school policies and practices and consistently applying prosocial skills in all interactions are steps that program administrators can take to create a school climate that supports social-emotional learning. For more information about creating a supportive school climate, see the Administrator's Guide in the *Second Step* curriculum kit.

Helping Children Learn to Act Prosocially

Many educators feel that they cannot address the needs created by circumstances outside of school. Yet studies have shown that at-risk children who have demonstrated resilience in adverse conditions have had a strong connection with at least one significant adult outside of their families (Benard, 1991; Haggarty, Sherrod, Garmezy, & Rutter, 1996; Murray & Greenburg, 2000). Often, these stabilizing

adults were school personnel. Teachers need assurance that they can indeed make a difference for children through skill building and positive support. In addition to providing a foundation of accessibility and acceptance, school staff can help children develop and use those skills that are the building blocks of social competence.

Children learn to act prosocially in some of the same ways that they learn to act antisocially. They learn through modeling, practice, and reinforcement. Both planned reinforcement (praise, rewards) and natural consequences (resolving the problem) promote skill acquisition. Prosocial children also experience positive emotional responses (such as pride, happiness, security, and feeling loved) that reinforce appropriate behaviors.

Prevention and Intervention

The school has a significant role to play in social-emotional skill development. Both prevention and intervention strategies address the range of children's needs. Within any school setting, many children exhibit challenging behavior. Prevention programs provide a proactive approach that often redirects negative behaviors into prosocial actions. Some behaviors require additional intervention. Such strategies can offer more specific help to children who already demonstrate antisocial behaviors.

Sprague and Walker (2000) recognized that comprehensive school practices include a variety of prevention and intervention strategies for three levels of children's needs:

1. Universal prevention

Provides classroom and schoolwide skill instruction for all students and uses common understanding and terminology to address schoolwide issues.

2. At-risk groups and individuals

Uses proactive classroom-management techniques and focused interventions to support groups and individuals.

3. High-risk students

Targets individual students who have specific needs with direct behavior plans and specific intervention strategies outside of the regular classroom.

Although the *Second Step* program provides teachers with helpful strategies to use with many at-risk students—particularly in the development of healthy classroom climate and supportive skill development—the curriculum itself was developed as a universal prevention program and is intended for use as a classroom curriculum for all students. The *Second Step* curriculum also provides a common language that can be effective in establishing consistency in classroom management and discipline techniques.

Why the *Second Step* Curriculum Works

Second Step: A Violence Prevention Curriculum is a prevention program that reduces aggressive behavior in children and increases their level of social competence. It does this by teaching skills in empathy, impulse control and problem solving, and emotion/anger management. Cognitive-behavioral research shows us that these skills are not simple—they are multifaceted. Each involves feelings and thoughts as well as behaviors. In addition, the skills interact with each other in complex ways (Greenberg, Kusche, Cook, & Quamma, 1995; Lemerise & Arsenio, 2000).

The emotional reactions that children have in social interactions—and the cognitive and behavioral habits that they have developed—all affect children’s abilities to empathize, control their impulses, solve interpersonal problems, and manage their anger. Ultimately, these interacting patterns of emotion, thought, and behavior affect the success of children’s social-emotional development. Therefore, the *Second Step* lessons address emotional responses, patterns of thought, and behavioral skills, as well as ways in which they affect each other. The *Second Step* lessons have been derived from long-standing traditions in intervention research on empathy (Feshbach, 1975; Feshbach & Feshbach, 1969; Feshbach & Roe, 1968), problem solving (Spivack & Shure, 1974), and anger management (Novaco, 1975).

Although the use of the *Second Step* program provides useful tools for addressing difficult children, the benefit to the rest of the students is most significant. Because it targets skill deficits that put children at risk not only for violence but also for substance abuse, suicide, and dropping out of school, the *Second Step* program can be used as a basic skills curriculum for general preventive education. Addressing issues and teaching social skills proactively to all students creates a foundation for schoolwide change. When all students learn and use the strategies in the regular classroom, prosocial behavior can become the norm.

The purpose of this curriculum is to provide teachers and other school staff with tools that have been demonstrated effective in teaching prosocial behavior to children. Building empathy, emotion/anger management, and social problem-solving skills sets the stage for social-emotional competence and academic success.

Content Descriptions

Empathy Training

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills. Empathy skills include an understanding of one's own emotions, the ability to "read" the emotions of others, and the ability to take the perspective of another. Empathy skills are central aspects of emotional intelligence (Mayer & Salovey, 1997) and emotional competence (Saarni, 1997).

Because empathic people tend to understand other points of view, they are less likely to misunderstand and become angry about others' behaviors. Empathic people also tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

The relationship of empathy to aggression in adolescence has empirical support. Aggressive delinquents were found to exhibit less empathy than nonaggressive delinquents (Aleksic, 1976; Ellis, 1982). Also, significant differences in perspective taking, a major component of empathy, between delinquent versus nondelinquent youth were found (Chandler, 1973).

Evidence suggests that preschool and elementary school children can learn empathy skills (Beland, 1988, 1989, 1991; Feshbach, 1984; Saltz & Johnson, 1974). Empathy training is also a popular treatment for adolescent sexual offenders, as well as adult rapists and other violent criminals. The fact that it is, to some degree, a gender-typed quality (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968) also suggests that empathy is a culturally transmitted, learned ability. Girls learn to be more empathic than boys. The *Second Step* approach views empathy as a "skill set" that includes the abilities to recognize, experience, and respond to the feelings of others. It is neither pure virtue, nor an intrinsically gender-based characteristic. To a large degree, empathy can be taught.

It is important for children to have good empathy skills. Empathy is related to children's social competence and their academic success. There is evidence that empathy contributes to one's ability to learn. In one case, researchers (Izard, Fine, Schultz, Mostow, & Ackerman, 2001) found that even when they had equal verbal abilities, children who had high levels of emotional understanding at age five were more likely than other children to show academic gains by the time they were nine years old. In another case, children with behavior problems were studied for two years. Those who showed more concern for others at the outset went on to show greater improvements in their social behaviors over the two-year period of the study (Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000).

Empathy is related to interpersonal skills in other ways as well. For example, at the time that they are entering grade school, children who are better at labeling and describing emotions (empathy skills) are also better accepted by their peers (Fabes et al., 1994; Crick & Dodge, 1994). Empathy can also motivate people to respond to the distress of others in a caring way. Children are more likely to offer help and emotional support if they can take another's perspective (Carlo, Knight, Eisenberg, & Rotenberg, 1991; Litvack-Miller, McDougall, & Romney, 1997).

Development. From extensive research on empathy in young children, we have clear information about what children's empathy skills are typically like by the time they enter grade school. Most children are developing their abilities to take the perspective of other people. Children are already fairly skilled at expressing emotions, and many are getting good at identifying emotions in themselves and others (Greenberg et al., 1995). Their communication about emotions is beginning to become more sophisticated and less self-focused. For example, instead of simply using emotion words to communicate likes and dislikes, children begin to label a wider variety of emotions, such as cheerfulness and sadness, and to explain the causes of emotions (Fabes, Eisenberg, Hanish, & Spinrad, 2001). They also begin to focus on the emotions of their peers and to reflect on past emotional experiences. As children enter school, they are beginning to develop an understanding of the causes of emotions. For example, most children recognize that current emotions can be caused by memories of past events (Lagattuta & Wellman, 2001).

The focus of most research about empathy has been on preschool children. Therefore, the development of empathy in elementary school children is understood mostly in broad rather than specific terms. Between kindergarten and sixth grade, children develop an increased understanding of the typical causes of emotions and learn rules about how to express emotions appropriately (Greenberg et al., 1995). They become aware that individuals can experience more than one emotion at a time (Brown & Dunn, 1996), and their ability to understand and communicate about mixed emotions becomes progressively more sophisticated during the elementary school years. By 10 to 11 years old, most children can generate and describe examples of when they have experienced two contrasting emotions (such as happiness and sadness) at the same time (Brown & Dunn, 1996).

Another feature of empathy that changes with development is the manner in which children show personal concern when responding to a person who is upset or hurt. Surprisingly, most four- to five-year-olds show about the same level of personal concern regardless of whether they have significant behavior problems. By age seven, children with early behavior problems show less personal concern than they did at age five, although other children show more personal concern (Hastings et al., 2000). In other words, it is not true that young children with behavior problems lack personal concern. Most young children with behavior problems do show personal concern for others. They differ from other children in that their expression of personal concern does not develop and increase in ways that are typical for most children.

By adolescence, most students are growing emotionally independent from their parents and caregivers and more interdependent with their peers. They are in search of a personal set of values. Most adolescents will move between developmental stages, depending on the situation and the degree of emotion involved. However, many are struggling at one of the lower stages of development during a time when they are faced with many situations that require higher-level strategies, such as in negotiating with parents over new roles and rules. The gap between the skills they need and what they are presently capable of doing may push them to withdraw or act out (Brion-Meisels & Selman, 1984). It may be the case that teachers who nurture early personal concern in their students may be particularly helpful to children who are at risk. Perhaps they can help at-risk children retain and further develop empathy when they otherwise would not, and perhaps they can help at-risk children make up ground that they have begun to lose, especially in the case of adolescents.

Disruptions in development. The developmental schedule explained above can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse and neglect, may lead children to develop defense mechanisms that lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobson, 1981). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions that they can also recognize and identify with in others.

As aggressive children approach middle childhood, their empathic ability is often impaired by a number of misconceived notions about others. The smallest slight may be perceived as an act of hostility; these children feel that just about everyone is out to get them. Social situations continue to be approached from an egocentric level with a new twist: “How can I get them before they get me?” or “What can I get out of this?” These children often perceive other children as being more aggressive than themselves, and they appear to have little ability to take another’s perspective (Dodge & Frame, 1982; Perry et al., 1986).

Specific skills. The *Second Step* program focuses on three components of empathy: identifying emotions in self and others, perspective taking, and responding empathically. Research indicates that knowledge of emotion is critical to the healthy development of young children. Therefore, the *Second Step* program has a strong focus on labeling one’s own emotions and accurately identifying the emotions of others. The *Second Step* lessons teach students to identify nonverbal (especially facial expressions), verbal, and situational cues related to six common emotions and their “feelings words”: happy, sad, angry, surprised, afraid, and disgusted. These were chosen because they describe the six emotions that are universally expressed by people from different countries and cultures (Ekman & Friesen, 1975).

Researchers have demonstrated the usefulness of the story format for teaching children about emotions. When Brown and Dunn (1996) told stories about children who felt two emotions at the same time (for example, a child feeling happy and sad on the last day of school), first-graders were able to use the stories to express their knowledge about mixed emotions. In contrast, they were not able to express an understanding of mixed emotions in response to open-ended questions that had no reference to a story as a context for the questions. Each of the *Second Step* lessons is based on a story that demonstrates an important peer-relations skill. This story format makes it easier for students to discuss feelings and gives them concrete ways to understand complex social-skills concepts.

Impulse Control and Problem Solving

Impulse control has been taught effectively to children in therapeutic and classroom environments (Beland, 1988, 1989, 1990, 1991; Camp & Bash, 1981; Goldstein, 1981; Meichenbaum, 1977; Spivack & Shure, 1974). Children must make sense of and respond to countless social interactions each day. Each response that a child makes to such interactions has three parts: emotions, thoughts, and behaviors. The curriculum addresses each of these parts of children’s social responses. Emotions are the focus of the Empathy Training unit. In the units on impulse control and problem solving,

emotions, thoughts, and behaviors are addressed. First, children are introduced to emotion-management skills. Second, children learn constructive ways of thinking about social interactions by learning specific problem-solving steps. Third, children practice behavioral responses to situations that commonly cause impulse-control problems. These strategies have all been shown to be successful for reducing impulsive and aggressive behavior in children (Michelson, 1987; Spivack & Shure, 1974). In the Anger Management unit, children continue with in-depth practice and special applications of the skills they have learned in the previous units.

In the *Second Step* lessons on impulse control and problem solving, students are taught that when they are having a problem with peers, it is useful to calm down first and then apply a set of problem-solving steps. The sequence of problem-solving steps is based on what we know about effective patterns of thinking in social situations. Aggressive children have different patterns of thinking than other children do when they interact with their peers (Crick & Dodge, 1994; Rubin, Bream, & Rose-Krasnor, 1991), and are especially vigilant for threats in the environment. One significant problem is that aggressive children are more apt to interpret others' behaviors toward them as being hostile (Dodge & Frame, 1982). Their negative interpretations are important because when children believe that peers are treating them hostilely, they are more likely to choose aggression in response.

Children's aggressive behaviors are also related to their social goals (Erdley & Asher, 1996). When children respond aggressively in social situations, they tend to have aggression-promoting social goals, such as looking strong. They are especially unlikely to have friendship-promoting social goals, such as getting along. When they generate problem-solving strategies, aggressive children offer fewer positive or prosocial strategies (often only one) and more aggressive strategies than other children do (Richard & Dodge, 1982). Compared to other children, when aggressive children evaluate possible solutions to social problems, they are more certain that aggressive strategies will work, they judge aggressive strategies as less likely to cause harm, and they have lower expectations that prosocial strategies will work (Crick & Ladd, 1990). These patterns of thinking may be central contributors to children's aggressive behavior habits.

Development. Most research on social problem solving is focused on describing the differences between aggressive and nonaggressive children. Differences in the thinking of aggressive children are clearly established for children in the upper-elementary grades, and these differences may begin to develop at younger ages (Katsurada & Sugawara, 1998). However, little research has been done that describes how these kinds of problem-solving skills develop over time, and little is known about the nature of these thinking skills in the primary grades. Crick and Dodge (1994) hypothesize that children's social problem-solving skills depend on their cognitive abilities (for example, attention span, accuracy in reading social situations, understanding cause-and-effect relationships, and knowledge of rules for appropriate behavior). It may be, then, that some of children's social problem-solving skills can develop only following the development of certain cognitive abilities. Crick and Dodge further suggest that children's problem-solving strategies probably improve progressively in both quantity and quality as they get older. The results of a longitudinal study conducted with young children (Youngstrom et al., 2000) support this position. As children progress from the age of five to seven, they report using more problem-solving strategies, especially prosocial strategies. By age 10, mediation is almost entirely covert. In middle childhood, interpersonal problem solving becomes

reciprocal in nature, stressing the satisfaction of both individuals involved, with one remaining predominant. Strategies include persuasion (“Come on—it will be really fun”), bartering (“If you let me borrow the book, I’ll share my lunch with you”), and taking turns (“It’s your turn to go first”). By adolescence, problem solving becomes more collaborative, reflecting mutual needs and an interest in sustaining the relationship.

Disruptions in development. It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. Adult modeling or lack of modeling will also affect the development of problem-solving abilities.

Specific skills. In this unit, students are taught and given the opportunity to practice strategies they can use to calm down when they are feeling strong emotions like anger. After becoming familiar with the calming-down strategies, students learn a set of problem-solving steps they can use to think through problems: (1) identify the problem; (2) brainstorm possible solutions; (3) evaluate each solution; (4) select, plan, and try the solution; and (5) evaluate whether the solution worked and switch to another solution if needed. To match the needs and abilities of younger children, preschool/ kindergarten students are taught a simple three-step problem-solving process: (1) “How do I feel?”; (2) “What is the problem?”; and (3) “What can I do?”

These steps lead students through constructive prosocial thought processes that are consistent with the social information-processing model described by Crick and Dodge (1994). First, students must become aware of their feelings and social cues. This is the focus of the unit on empathy, and the empathy skills continue to be used and strengthened in the second unit. Students are taught that when they have problems with their peers, they should use empathy skills to examine the social cues in the situation. Second, students must “read” the social situation. To help students with this skill, the *Second Step* lessons direct students to ask “What is the problem?” to encourage them to think through the situation thoroughly. They are taught to withhold judgment until they are certain that they have enough information about a situation. The lessons also emphasize neutral, nonblaming explanations for how social situations occur. Third, students are encouraged to select prosocial goals for social interactions. This perspective is taught indirectly in the *Second Step* lessons during students’ evaluations of possible solutions.

By teaching students to evaluate possible solutions against four specific standards (“Is it safe?”, “Is it fair?”, “How might people feel about it?”, and “Will it work?”), students are taught to use these prosocial standards as goals in their interactions. The problem-solving steps themselves explicitly direct students through the remaining thought-process skills from Crick and Dodge’s model: generating possible responses to the situation, selecting a response that meets prosocial goals, and evaluating the outcomes of the solutions after they are tried.

Students are given repeated practice in carrying out these steps so that they begin to make this problem-solving sequence into a strong and consistent habit. In this unit, several social situations are presented to students to give them practice in using emotion-management skills and problem-solving steps. The situations used are circumstances that require impulse control and that are commonly

problematic for students. These differ by grade level and may include interrupting politely, making conversation, apologizing, keeping a promise, and dealing with peer pressure. Students use these situations to practice applying the problem-solving steps, generate their own solutions, and practice the behaviors that they generate. This also gives students the opportunity to learn useful ways to respond to situations that are otherwise problematic. Overall, the Impulse Control and Problem Solving (Grades 1–5) and Problem Solving (Preschool/Kindergarten) units address the emotions, thoughts, and behavioral skills that contribute to prosocial behavior.

Emotion/Anger Management

A child who is good at emotion management is one who can deal with strong emotions and express them in socially acceptable ways (Eisenberg, Cumberland, & Spinrad, 1998). Emotion-management skills are used for both positive emotions (for example, inhibiting the impulse to run around the room gleefully during rest time) and negative or distressing emotions (for example, inhibiting the impulse to hit another child who takes a toy away). Effective emotion management is related to both decreased levels of aggression (Underwood, Coie, & Herbsman, 1992) and increased levels of social-emotional competence (Eisenberg et al., 1997).

An important ingredient of emotion management is attentional persistence, or the ability to remain focused on a goal while resisting internal or external distractions (Belsky, Friedman, & Hsieh, 2001). A benchmark of attentional persistence is the ability to resist immediate rewards in order to reach difficult goals (see Metcalfe & Mischel, 1999, for a review). One way that researchers have measured this ability, called *delay of gratification*, is to see how long preschool-aged children can wait alone in a room with a marshmallow. They are promised a second marshmallow if they can resist eating the first one until the experimenter comes back into the room. Young children who could not wait long enough to get both marshmallows tended to get lower scores on the Scholastic Aptitude Test (SAT) when in high school and show social-emotional deficits in adolescence and adulthood. Further, delay of gratification appears particularly helpful to individuals who are highly sensitive to peer rejection (Ayduk et al., 2000; Sethi, Mischel, Aber, Shoda, & Rodriguez, 2000).

Much of the research on emotion management has focused specifically on anger, and Unit III of the *Second Step* Grades 1–5 curriculum also focuses specifically on managing anger. It is especially important for children to learn how to deal with anger. Some types of angry responses can increase the likelihood of a child being victimized by peers, and children’s angry reactions can decrease the degree to which other children accept them. These in turn have broad implications for children’s overall social-emotional development. In addition, when a person is highly angry, general cognitive functioning is impaired, which interferes with reasoning and memory for what occurs during the anger episode.

Development. There are a variety of strategies that children can use to manage their anger and other strong emotions. One of these is *behavioral distraction*. This is when children distract themselves from a frustrating situation by switching to a new activity, as in the case of the child who decides to color a picture instead of arguing over which television program to watch. In their summary, Brenner and Salovey (1997) note that children use some emotion-management strategies at about the same rate

throughout childhood. In contrast, their use of other strategies increases as they get older. Both younger and older children use behavioral distraction with about equal frequency. On the other hand, cognitive distraction (for example, thinking about something pleasant) is used more frequently by older children than by younger children in response to distressing emotions.

Another emotion-management strategy that children use is to change the situation that prompts the distressing emotion. For example, a child who is worried about an upcoming spelling test studies more to reduce the worry. There are no established age differences in which children use this strategy. As children get older, however, they shift in the manner in which they apply this strategy. That is, they more frequently try to change their feelings rather than try to change the situation itself. For example, to change their feelings, children may use relaxation strategies like taking deep breaths to calm down or reframe their thinking about the situation (for example, instead of thinking about not knowing anyone on the first day of school, they think of it as an opportunity to meet new friends). In both of these developmental shifts, children increase their use of strategies that involve controlling their thoughts as they get older. By adolescence, hormones and emotions that accompany physical changes and increased independence may cause youth to revert periodically to earlier methods of coping.

Specific skills. Research suggests that students can be taught to manage feelings such as anger effectively (Nelson & Finch, 2000). This is done by teaching students to use strategies such as thinking calming thoughts, breathing deeply, doing a calming activity, or reframing stressful situations to focus on positives. It is important to intervene early in students' conflicts so that they can use these strategies to calm down before they are overwhelmed by emotion. Once the anger becomes overwhelming, strong physiological reactions keep students from being able to reason well, and they have trouble using anger-management strategies (Metcalf & Mischel, 1999). It then takes several minutes for physiology to return to normal. Therefore, once a student is upset, he or she may require several minutes to calm down.

Second Step lessons teach students to identify and distinguish among their own emotions, both positive (for example, happy) and distressing (for example, angry), by using internal physical cues (for example, feeling hot and tense when angry). Students are taught to notice the signs that they are becoming angry and to use those signs as cues that it is time to use the anger-management strategies that they have learned. After they have calmed down, they can then think clearly enough to use the *Second Step* problem-solving steps.

Behavioral-Skills Training/Role-Play

Empathy and knowledge of emotion-management and problem-solving strategies help students decide what to do. To achieve social-emotional competence, students must know how to carry out the strategies. In general, *Second Step* lessons for each grade level use teaching strategies that can be reinforced easily by adults outside the classroom through opportune interactions. One such strategy is behavioral-skills training, which refers to breaking down a solution into three to five small steps. Guiding students in generating their own behavioral-skills steps for target behaviors helps them deal with common interpersonal issues.

Role-playing exercises provide critical practice of new skills and are a major part of most lessons. Role-play is an effective tool for staff to use in coaching students through discipline issues, helping them solve interpersonal conflicts, and providing them with practice in applying behavioral-skills steps. You will find more specific information about facilitating role-plays in the How to Use the Curriculum section in this manual.

Transfer of Learning

Lessons in a student curriculum provide only part of the social-emotional learning equation in any classroom. Lessons must be used in combination with effective classroom-management practices (see the Classroom Climate section in the Teacher's Guide). Further, newly acquired student skills can be maintained and strengthened throughout the day when teachers (a) model social-emotional skills; (b) provide students with opportunities to practice skills in new, appropriate situations; (c) positively reinforce students' skill use; and (d) use incidental teaching or "teachable moments" as opportunities to provide coaching, constructive feedback, and positive reinforcement to students to support skills used during real-life situations (Consortium on School-Based Promotion of Social Competence, 1994; Elliot & Gresham, 1993; Ladd & Mize, 1983). Other sections of the Teacher's Guides and each *Second Step* lesson contain suggestions and strategies that teachers can use to promote transfer of learning.

Social-emotional learning opportunities present themselves countless times each day. It is important to use these teachable moments so that children can experience *Second Step* skills working in their daily lives. In addition, as children and their social worlds grow and change, they need to increase the range and sophistication of their skills. For this reason, social-emotional programs that are taught for multiple years are typically more successful than short-term efforts (Weissberg & Bell, 1997).

You will find more specific information about facilitating the Transfer-of-Learning Model in the How to Use the Curriculum section in this manual.

How do these strategies work together? A number of curricula exist that tend to focus on one or two of the strategies listed above. The *Second Step* curriculum takes the basics of each strategy and integrates them into a working whole.

Empathy should be the first building block of any violence prevention or social-skills program. The major goal of problem solving is to create win-win situations. Without sensitivity to others' feelings and perspectives, creative problem solving can be stymied. Empathy is also an essential element of anger management because it involves recognition of emotions. Teaching empathy creates bonds within the classroom that foster negotiation and reduce conflicts in general.

Problem-solving and behavioral-skills training are paired together naturally. Problem solving, a cognitive approach, provides a strategy that can be used to work through any problem. Behavioral-skills training and role-play provide the behavioral guidelines and practice necessary for carrying out solutions. A study combining these two strategies found this approach was more effective in instilling prosocial behavior than the application of individual strategies (Marchione, Michelson, & Mannarino, 1984). Problem-solving and behavioral-skills training complement anger-management skills. The

problem-solving approach is applied to guide children in resolving interpersonal problems after they have reduced their anger effectively. Behavioral-skills training and role-play are also combined with anger management to focus on skills to use with specific types of provocations, such as dealing with accusations or put-downs.

Finally, transfer of learning provides opportunities for students to apply what they are learning in the *Second Step* lessons to real-life situations.

Pilot and Evaluation Information

Pilot studies. *Second Step* Preschool/Kindergarten–Grade 5 was piloted from 1988 through 1991. In each study, scores from pre- and post-interviews of children who received the program were compared with scores of students who had not received the program. Results showed that the curricula had significantly enhanced the children’s empathy, problem-solving, and anger-management skills as measured by the instruments (Moore & Beland, 1992). Teacher observations attested that some transfer of learning had occurred, resulting in a positive change in classroom climate.

Recent program evaluation. Participants in a more-recent evaluation displayed lower levels of aggression in addition to increased knowledge of social skills following program completion (McMahon, Washburn, Felix, Yakin, & Childrey, 2000).

A larger, more rigorous evaluation of the Grades 1–3 level of the *Second Step* program was conducted with second- and third-grade children (Grossman et al., 1997). Students showed significant reductions in physical aggression after completing the program, while physical aggression among students who did not complete the program actually increased throughout the school year. Similarly, *Second Step* students engaged in more positive and neutral peer interactions following program use, while the frequency of these behaviors in the students who did not complete the program remained unchanged over the course of the year.

A two-year study of more than 1,000 second- through fifth-grade students indicated improved social competence in the intervention but not the control schools, according to teacher ratings (Frey, Nolen, Van Schoiack-Edstrom, & Hirschstein, 2001). First-year ratings of antisocial behavior also showed improvement in the *Second Step* schools. During negotiations with classmates, *Second Step* participants required less adult intervention, displayed less hostility, and (girls) asked for others’ preferences more than students in control schools. Children in the *Second Step* schools were also more likely to choose goals that led to fair outcomes for themselves and others.

A two-year study of second- and fourth-grade students showed that students who participated in the *Second Step* program required 41 percent less adult intervention in minor conflicts, were 42 percent less aggressive, and were 37 percent more likely to choose positive social goals than students in the

control group (Frey, Nolen, Edstrom, & Hirschstein, 2005). In addition, girls from the *Second Step* schools were 59 percent more collaborative than girls in the control schools.

In sum, these studies demonstrated the *Second Step* program's effectiveness in improving students' social attitudes and their actual behavior. See Appendix B for more information about *Second Step* studies.

Note that evaluation of a program such as *Second Step: A Violence Prevention Curriculum* requires the systematic collection of information about student needs, program implementation, and program effects. For more information about *Second Step* program evaluation, please refer to the Administrator's Guide found in each curriculum kit or the Committee for Children Web site (www.cfchildren.org).

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How to Use the Curriculum

The *Second Step* curriculum is designed to help children learn prosocial skills and reduce impulsive and aggressive behavior. To reach this end, the program is built on the following goals.

1. To increase children's ability to:
 - Identify others' feelings
 - Take others' perspectives
 - Respond empathically to others
2. To decrease impulsive and aggressive behaviors in children through:
 - Using calming-down techniques
 - Applying a problem-solving strategy to social situations
 - Practicing behavioral social skills
3. To decrease angry behavior in children through:
 - Recognizing angry feelings
 - Using anger-reduction techniques



- Unit Number and Title
- Grade Level
- Copyright Information
- Unit Description

- **Key Elements**

- **Unit Lessons**

- **Language Concepts**

- **Notes About Developmental Level**

- **Why This Unit Is Important**

- **Transfer of Learning**

• Extension Activity Ideas

- **Children's Books**

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Lesson Cards



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Preschool/Kindergarten–Grade 5 Lessons

The 11" x 17" Lesson Cards form the core of the program for the Preschool/Kindergarten–Grade 5 levels. The lessons are divided into three units.

Preschool/Kindergarten Units

Unit I: Empathy Training

Unit II: Emotion Management

Unit III: Problem Solving

Grades 1–5 Units

Unit I: Empathy Training

Unit II: Impulse Control and Problem Solving

Unit III: Anger Management

The units and lessons should be used in sequence, as each builds on skills presented in the previous lessons. However, if anger is a problem in the classroom, teachers may feel free to coach students in using the calming-down techniques outlined in Unit II of the Preschool/Kindergarten–Grade 5 curriculum. Be sure, though, to refrain from teaching actual lessons ahead of schedule.

Lesson Format

The lesson format is designed for ease of use. The teacher-preparation section in each lesson includes the following:

- Unit Number
- Unit Title
- Grade Level
- Lesson Number
- Lesson Title

- **Copyright Information**

- **Card Sequence Number**

This feature shows the card's sequence number within its grade-level kit. Some lessons use more than one card.

- **Concepts**

This section describes the lesson's main ideas and skills.

- **Language Concepts**

This area lists language concepts and vocabulary featured in the lesson. Many lessons pivot on these key words, which assist students' acquisition of prosocial skills.

- **Objectives**

This part states the lesson's objectives in terms of skills students should be able to perform after learning the lesson.

- **Materials**

This section lists materials needed to present the lesson. This might include a *Second Step* DVD, audiovisual equipment, *Second Step* posters, or poster paper.

- **Notes to the Teacher**

This passage provides background information relating to the skills and content of the lesson. Some notes contain developmental information about students as it relates to specific skills and topics of the lesson.



- **Time Alert**

This section appears on a few lessons where it may be advisable to teach the lesson over two or three days, especially with younger children. These lessons have more than one photo card or have other components that may take longer to teach.



- **Song Alert (Preschool/Kindergarten only)**

This section details when to start listening to or learning the songs, so that children will be familiar with the songs when they appear in the lessons.

- **Photograph**

This feature shows a small-scale version of the photograph from the front of the card. It identifies the characters named in the story.

Each lesson at the Preschool/Kindergarten–Grade 5 levels consists of a photograph accompanied by a story with discussion questions. Some lessons have multiple photographs and use DVD clips to set up the situation. The body of a lesson contains the following sections:

- **Warm-Up (Preschool/Kindergarten only)**

This section reviews material covered in the previous lesson and describes a simple warm-up activity. Warm-Ups include games, songs, or short puppet plays.

- **Story and Discussion**

This section contains the story and discussion questions relating to the prosocial skills featured in the lesson. To assist in planning and facilitating, what the teacher says aloud while presenting the Story and Discussion is indicated in **boldface type**, and additional information and possible student responses to questions are in plain type.

- **Developing Skill Steps**

Many lessons in Units II and III of the Grades 1–5 curriculum ask students to generate their own steps for carrying out the social skills featured in the lesson. Examples are provided on the Lesson Card to assist the teacher with planning and facilitating students' development of their own steps during the lesson.

- **Role-Play/Pretend and Practice**

This section, representing about half the lesson time, is devoted to practicing the lesson's featured skills. This practice is a critical part of the curriculum. The role-play component of the lesson consists of two parts:

- **Model role-play**

This part describes how to present a model role-play for the social skill being targeted. The teacher models the skill (in Grades 1–5, Units II and III, using the skill steps generated by students) in a simple role-play, often with a student.

- **Student role-plays**

This area lists a variety of scenarios to be used by students to practice the lesson's skills. Role-play practice is based on the skill steps generated by students.

- **Activity**

This feature appears on many lessons that do not contain role-plays. The activities include physical exercises, handouts, worksheets, or games that provide reinforcement to the lesson.

- **Wrap-Up**

This element gives a summary statement of the lesson.

The sections below appear in the right-hand column of the Lesson Cards. They guide the teacher in providing follow-up and reinforcement of the concepts and skills presented in the lesson.

- **Transfer of Learning**

This section offers suggestions on how to facilitate students' use of the newly taught skills. Although this section is short and appears at the end of the lesson, it is a crucial part of the curriculum.

- **Additional Activity Ideas**

This feature appears on select Lesson Cards. It provides a suggested activity particularly suited for integrating this lesson's concepts and skills into the classroom's other subjects after the *Second Step* lesson is completed.



- **Take-Home Reminder**

This feature appears on selected lessons and lists materials to send home with students. These may include Take-Home Letters or Student Self-Report Homework.

- **Second Step Skills and You (Preschool/Kindergarten only)**

This section suggests ways that teachers can apply the skills and concepts taught in the *Second Step* program in their own lives.

For a list of curriculum components and sample posters, see Appendices C and D in this manual.

Scheduling Lessons

As you plan for teaching *Second Step* lessons, consider presenting them at a consistent time each week. This will help students see the curriculum as part of their regular routine. The program is flexible, however, and can be implemented in different ways if necessary.

Most teachers find that teaching *Second Step* lessons once a week fits their schedule best. Optimally, no more than two lessons should be presented per week. Some teachers like to teach *Second Step* lessons early in the week and follow up with role-plays on other days to facilitate transfer of learning. Be sure to allow adequate time for students to practice and internalize skills and concepts from a lesson before introducing new material. Other opportunities for reinforcement between lessons include reading suggested books, doing additional activities, coaching and cueing skill use, and integrating the lesson's content into transition times, free-play times, and other academic subject areas by using the transfer-of-learning model.

Use your students as a guide for scheduling new lessons. If students seem to understand and apply the skills quickly, then you may be able to present new lessons sooner. If students struggle with understanding or applying the skills, slow down and provide additional practice before moving on to the next lesson.

At the Preschool/Kindergarten level, most lessons take 20–30 minutes. If you break the time up into small segments and use a variety of the topics and modalities provided on the Lesson Cards, you will find that young children can remain engaged in the lesson. Lesson time is divided as follows:

- Warm-Up, puppets, songs: 2–5 minutes
- Story and Discussion: 5–10 minutes
- Pretend and Practice: 5–10 minutes
- Wrap-Up: 2 minutes

Grades 1–3 lessons take approximately 30–35 minutes. Class size may affect lesson length. Lesson time is divided as follows:

- Introduction: 5 minutes
- Story and Discussion: 10–15 minutes
- Role-Plays (teacher models and students practice): 10–15 minutes
- Wrap-Up and setting up Transfer of Learning: 5 minutes

Grades 4–5 lessons take approximately 40–45 minutes. Class size may affect lesson length. Lesson time is divided as follows:

- Introduction: 5 minutes
- Story and Discussion: 10–15 minutes
- Role-Plays (teacher models and students practice): 15–20 minutes
- Wrap-Up and setting up Transfer of Learning: 5 minutes

Scheduling Transfer of Learning

Along with scheduled times for the Lesson Cards, be sure to plan other times during the week to apply the transfer-of-learning suggestions for each lesson. These additional short sessions of approximately 5 minutes each are times for coaching students to use the skills from each lesson.

Preparing for a Lesson

Here are some suggested steps to take before each lesson:

- Read the Unit Card or unit description information when you are beginning a new unit.
- Read the entire lesson thoroughly and make sure you have all the materials you need. The lessons are scripted for ease of presentation and to ensure that the concepts and strategies are presented in a developmental sequence.
- Consider where you will teach the lesson; for example, will students sit on the floor in a circle or at their desks?
- Preview any DVD clips that may be part of the lesson.
- Practice the role-play you will model for the class. You will need to adjust the model role-play at the last minute so that it's based on the skill steps generated by students.
- Think about how to facilitate student role-plays and other activities in the lesson.
- Decide which classroom activities you plan to target as transfer-of-learning opportunities for practicing new skills.
- Practice the puppet scenarios and the pretend and practice activities so that you will feel comfortable when the time comes to model for the class (Preschool/Kindergarten only).

Establishing Group Rules

Take time during the first lesson to establish group conduct guidelines for *Second Step* lessons. Rules consistent with those that are already part of the classroom routine generally work best. Encourage students to participate in making the rules, and phrase the rules in a positive way that clearly defines expected behavior; for example, "Raise your hand and wait until you're called on" rather than, "Don't shout out answers." Other guidelines may include, "Listen carefully when others are speaking" and "Keep hands and feet to yourself." Setting a clear tone for the whole program at this stage will help greatly in effective *Second Step* implementation.

Guidelines for Circle Time (Preschool/Kindergarten)

The following suggestions may be helpful in maximizing Preschool/Kindergarten children's attention and participation:

- Use carpet squares or name tags to identify a space for each child.
- Change the seating arrangement on a regular basis so that children have opportunities to work with a variety of friends.
- Place children next to the teacher when they need additional support.
- Encourage parents and volunteers to join you at circle time.

Encouraging Participation

As you prepare to teach the lessons, think about ways of encouraging every student to participate in the discussions, role-plays, and activities. Some students naturally thrive on the physical activities and role-plays, but "drop out" during discussions. Others gladly respond to questions. The Teaching Strategies section in each of the Preschool/Kindergarten–Grade 5 Teacher's Guides and in this manual provides suggestions for facilitating discussions and increasing participation.

Monitoring Pacing

The lessons' scripting provides a flow for the content. As you work with students, you will discover a natural pace for moving through a lesson that keeps it flowing but allows enough time for students to participate in discussions, role-plays, and other activities. Students are generally eager to participate. The key is to allow enough time for individuals to be heard while not losing the interest and participation of the rest of the group. Teachers with large classes may find this the most challenging aspect of the program. Keeping the discussions and role-plays on topic will ensure lessons are completed within the recommended time frame.

Presenting a Lesson

When presenting a lesson, simply follow the lesson script. Components of the lessons are listed and described below.

Warm-Up. The Warm-Up section (Preschool/Kindergarten only) provides preparatory activities for each lesson, such as physical exercises, games, songs, and puppetry. Puppet scripts are found on certain Lesson Cards, and song and American Sign Language pages are in the Teacher's Guide and in the Handouts and Activity Cards section of this manual. The CD includes song lyrics and instrumentals for sing-alongs. When leading a warm-up activity, teachers should keep the lesson photo down so that the students are not distracted by it.

Story and Discussion/Lesson Script. During a lesson, students should be directed to look at the photograph while the teacher reads the story and questions from the back. All students should have a chance to see the photograph. The story and key points in the text appear in **boldface type**. Questions are numbered and appear in plain type.

The curricula rely on a teacher's skill in facilitating and summarizing classroom discussion. The suggested discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if...?" "How do you think...?" "How can you tell...?"

It is important to refrain from placing value judgments on student answers. "That's one idea. What's another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions. When students get stuck on a particular category of ideas, such as aggressive solutions to a problem, ask, "These ideas are alike (in this way). Does anyone have a different idea?"

Suggested answers appear in parentheses after each question. These are meant only as guidelines for discussion, not as absolute answers. In the *Second Step* program, there are few absolutes. Instead, the curriculum relies on the students' own creativity in solving problems.

Posters of the various models (such as problem solving) provide additional visual reinforcement of the curriculum strategies. Teachers should hang the posters in a visible spot in the room and leave them up for the remainder of the school year. If the curriculum is shared with other classrooms, additional posters may be ordered or created on poster paper. Miniature versions of the posters can be found in Appendix D of this manual.

The Grades 1–5 problem-solving posters are laminated for recording ideas generated by the students for individual lessons in Units II and III. The poster can also be used to list skill steps. The list acts as a reference during role-plays. This poster is erasable and may be reused to record ideas and skill steps for subsequent lessons.

Even though most preschool and kindergarten students will not be able to read what is written, teachers can still record their ideas on the chalkboard or chart paper. The students will get a thrill out of seeing their ideas recorded.

DVDs (Grades 1–5). DVD vignettes set the stage for certain lessons. Lesson Cards tell you when and how to use the vignettes. Grades 1–5 DVD clips present the story for the following lessons:

Grade 1

Unit I: Lessons 6 and 7

Unit II: Lessons 3 and 4

Unit III: Lesson 5

Grade 2

Unit I: Lesson 1

Unit II: Lesson 1

Unit III: Lesson 1

Grade 3

Unit I: Lesson 1

Unit II: Lesson 1

Unit III: Lesson 1

Grade 4

Unit I: Lesson 5

Unit II: Lessons 3 and 4

Unit III: Lesson 2

Grade 5

Unit I: Lesson 1

Unit II: Lesson 1

Unit III: Lesson 1

Handling Disruptive Behavior

The *Second Step* program is a social-skills curriculum. Disruptive behaviors during lessons can become opportunities to reinforce the concepts and strategies that students are learning. Acknowledge prosocial behavior and set positive behavior goals for the group. Keep the material relevant to students' experiences by providing classroom examples that integrate with the lesson.

Banishing students to the hallway or principal's office during *Second Step* lessons deprives them of an opportunity to learn new behaviors. Instead, if possible, provide a time-out place where the students can still hear and observe the lesson. Invite them back into the group as soon as possible so they can have a chance to practice the lesson skills too.

If students give off-topic answers, redirect them to the task at hand by referring to the specific question being discussed. In the event of “silly” responses, you might say, “That’s one way of looking at it,” or “That’s one idea. What’s another?” Then simply respond to another student’s suggestion. Throughout the discussions and brainstorm, maintain a nonjudgmental tone.

Use prompts and cues to help students remember agreed-on behavior guidelines established in the first lesson.

Establish a signal for getting attention during role-play practice. For example: “When I want you to stop role-playing, I’ll count to three and say, ‘Stop.’” Other signals might include hand clapping, a small bell, or a visual cue, such as the teacher raising his or her hand and waiting quietly while all the students raise their hands in return. Whatever the signal, it should be taught and practiced before using it in the midst of a lesson.

If the group becomes restless, stop the lesson and take a quick stretch, then return to the lesson. You can also set the lesson aside and come back to it later. Most lessons can be divided into two shorter sessions—one focusing on the Story and Discussion, the other on the Activity or Role-Play. To receive the full benefit of the *Second Step* program, however, students need to experience both sections of each lesson. If you break a lesson into two parts, try to schedule the two sessions as close to each other as possible to maximize student retention and knowledge acquisition.

Handling and Reporting Disclosure of Abuse

The *Second Step* program encourages students to talk about their feelings. It also models standards of behavior, such as in dealing with angry feelings. In the context of these discussions, students may disclose physical or sexual abuse or neglect. The following guidelines will help you deal with such disclosures if they happen in your classroom.

If a student discloses during a lesson:

- Remain calm—do not panic, overreact, or express shock.
- Acknowledge the student’s disclosure and continue the lesson. For example: “That sounds like it was upsetting. Let’s you and I talk more about it later.”

Remember that your reaction conveys a host of meaning to the student reporting and to those listening. Acknowledge the disclosure in a reassuring yet direct way.

After the lesson:

- Follow your school or agency policies and procedures to make a report to the proper authorities.
- Find a private place to talk with the student.
- Reassure the student that she or he did the right thing by telling you.
- Reassure the student that it is not her or his fault, that she or he is not “bad.”
- Determine the student’s immediate need for safety.
- Let the student know that you will do your best to protect and support her or him.
- Let the student know what steps you will take.

If you are unsure whether a student’s disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district’s or agency’s guidelines and seek advice from your principal, school counselor, school psychologist, or local child protective service.

If you have “reasonable cause to suspect” that a student is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the child. Remember, your role is to report suspicions, not to investigate the situation.

Child abuse laws vary among states and provinces. Individual schools may have their own reporting procedures. Understanding your school policies and procedures and the child abuse and reporting laws in your state or province will help you know what to do if the need arises.

Be aware that failure by higher administrators to follow through does not release teachers who suspect abuse from their legal obligations. For your state or province reporting laws, contact your local child protective service office or law enforcement agency.

Teaching Strategies

Children learn to act prosocially in the same ways they learn to act antisocially—through modeling, practice, and reinforcement. The *Second Step* program uses a variety of teaching strategies that have been shown to be effective in promoting social-emotional learning. These include:

- Modeling
- Coaching and cueing
- Storytelling
- Group discussion
- Be-Calm Bunny (Preschool/Kindergarten only)
- Role-plays
- Books

Modeling

Modeling is the most powerful single teaching strategy used in *Second Step* lessons. Every minute of every day, students observe the behavior of peers and adults. They learn acceptable behavior—and what they can get away with—from what they see.

In the *Second Step* curriculum, modeling takes several forms. Teacher modeling is part of the formal instruction used in role-plays and skill practice. Outside of the structured lessons, teachers who “walk the talk” continue to model prosocial skills and behaviors for students. This allows teachers to show students that all people, including adults, use and practice social skills. Students are more likely to employ empathy or use social problem-solving strategies when they observe their teachers and other adult models using these skills.

Another form of modeling is peer modeling, which provides skill practice for students in the form of role-plays. It’s often easier for children to relate to a similar-age model because the situations and responses are closer to what they might experience themselves.

Coaching and Cueing

Teachers commonly use coaching and cueing as part of their repertoire of teaching strategies. These two strategies are used throughout the formal instruction of *Second Step* lessons as well as in informal everyday activities with students. Coaching means both directing students in how to do skills and providing support and assistance during the practice of those skills. Cueing refers to reminding and prompting students when to use specific skills.

Storytelling

The skill of a storyteller is blended with the talent of a discussion leader in presenting *Second Step* lessons. The essence of each lesson is the story that is illustrated by the photograph on the Lesson Cards (and in some cases through accompanying DVD clips for Grades 1–5). The story sets up the concepts and skills to be explored. While reading the suggested script (in boldface type), use a clear voice at an appropriate volume for the audience and move at a pace for comfortable listening.

First, show everyone the photo card and introduce the characters. As you read the story and discussion questions from the back of the card, make sure every student has a chance to see the photograph on the front. You may need to walk around the room so that everyone can see it easily.

Although it is not essential for successful program implementation, telling personal stories relevant to a *Second Step* lesson can be very powerful.

Group Discussion

The Story and Discussion section accounts for about half of the learning time of a *Second Step* lesson. The curriculum relies on your skill in facilitating classroom discussion. The discussion questions on the Lesson Cards avoid eliciting simple yes/no responses. Instead, they usually use an open-ended form, such as “What might happen if...?” “How do you think...?” “How can you tell...?” Suggested answers appear in parentheses after each question. The answers are meant only as guides for discussion, not as absolutes.

Some students eagerly participate in the group discussions. Others hang back and participate very little. To encourage active participation by all students, use the following suggested facilitation techniques:

Use “wait time.” After asking a question, wait 5–10 seconds before calling on any one student. This will increase participation because it gives more students enough time to think about their answers.

Use nonjudgmental responses. Saying “That’s one idea. What’s another?” when responding to student answers will encourage more participation than “That’s a good idea! Does anyone have another one?” The latter response discourages participation by students who may fear that their suggestions are not as “good” as others. The brainstorming process in the problem-solving model works best when it is nonjudgmental. To encourage creative thinking, accept all ideas during the brainstorming.

Getting unstuck. When students get stuck on a particular category of ideas, such as aggressive solutions to a problem (pushing, shoving, bumping, hitting), ask, “These ideas are all alike because they involve using a physical action. Does anyone have a different idea?”

Practice different ways of responding. Not all questions need to be answered with verbal responses. You may want to adjust some questions so children can provide physical responses. For example, if you ask, “Where in this photograph is there a clue that Maria is feeling sad?” students could simply point to Maria’s sad face. Short role-plays can also be worked into discussions, such as, “Show me what a surprised face looks like.”

For some students, speaking in front of the whole class may be stressful, so occasionally you might ask everyone to turn to a neighbor with answers, followed by voluntary reporting back to the group. This is especially helpful in large classes. You may also rephrase questions to make sure that everyone thinks of an answer; for example, “Think of one thing Jamie could do about his problem, and then raise your hand.” Once everyone’s hands are up, say “I will call on Enrique, Joan, and Samuel this time.” If you use this method, assure the students that you will call on everyone at some point during the lesson. Another technique for encouraging active participation is to take “thumbs-up/thumbs-down” votes from the whole group to questions such as “Is this a safe solution?”

Some students are so intent on answering a particular question that they keep it on their minds or keep their hands raised after you have moved on to other questions. One way to deal with this is to say, “Now I have another question,” and proceed to ask the next question. This will help the students stay with you.

By practicing these and similar techniques, you can keep discussions lively and flowing, and participation will become the norm.

Use your facilitation skills. You can apply your facilitation skills in helping students generate the behavioral-skills steps that become the basis of role-plays in many lessons. The Lesson Card lists possible steps, but the greatest learning comes from students developing their own steps to solve each lesson's problem. Have students develop no more than five steps. The steps should be simple and generic and should demonstrate the targeted skill. Prompting questions such as "What is the first thing Sam should do?" or "What should he do next?" help move the process along. List the steps in the order students give them. During the debriefing after the model role-play, encourage students to evaluate whether they have provided the best sequence or if it needs modification.

Be-Calm Bunny (Preschool/Kindergarten Only)

Be-Calm Bunny plays an important role in the curriculum by setting the tone for the circle, identifying the child whose turn it is to speak, and symbolizing calm behavior. Bunny is used in the same way as a talking stick. If you already use a talking stick, substitute Bunny while teaching lessons in the *Second Step* program.

When you introduce Bunny, hold it gently in your hands and allow the children to talk about the qualities of a bunny. Encourage words like:

- Small, fragile
- Easily frightened by loud noises
- Gentle, soft, soothing, warm

Explain to the children that if they are calm, respectful, and gentle, Bunny will be content. Gently pass Bunny to the child whose turn it is to talk during sharing time. Explain to the children that the child who holds Bunny is the child whose turn it is to talk. You may need to help the children pass Bunny from one speaker to the next until they learn the routine for themselves. More details about how to use Bunny can be found on the Lesson Cards. If you find Bunny effective, use it during other circle times to help the children become more respectful listeners.

Role-Plays

Role-plays are brief practices, 30–45 seconds in length, focusing on the behavioral skill being taught. These are not meant to be lengthy performances with extended dialogue or plots. Role-plays are based on the five or fewer student-generated skill steps.

Role-plays account for approximately half of the learning time in each *Second Step* lesson. Role-play is recognized as an effective technique for learning social skills because it provides an opportunity for modeling, skill rehearsal, practice, and feedback. There are two parts to each role-play session—the teacher's model role-play and the student role-plays. Each should be followed by a debriefing session.

Model Role-Plays

The teacher does a model role-play first before students try it. Modeling gives a clear example of what students are expected to do and how to use the behavioral-skills steps being taught in the lesson. Research has shown that modeling is an effective means of promoting the learning of prosocial skills (Canale, 1977; Grusec, Kuczynski, Rushton, & Simutis, 1978; Rogers-Warren & Baer, 1976). Modeling is also important because it allows teachers to show their human side, shows modeling can be fun, and acknowledges that mistakes are okay.

The teacher can model some role-plays alone, but most role-plays require the participation of the teacher and one student. You will need to adjust the model role-play at the last minute so that it is based on the skill steps developed by students. A simple, clear model increases the likelihood of student success.

Modeling may feel uncomfortable at first, but with practice it can become an enjoyable activity quickly.

Helpful hints for the model role-play:

- Keep it short and simple.
- Play the role of the main character, the person performing the skill steps.
- Portray the character as a person of similar age and verbal ability to your students. Avoid sophisticated adult language and behaviors.
- Model body language appropriate to the situation.
- Keep the scene focused on the new skills by performing the steps simply, without extraneous dialogue or action.
- Model the behavioral-skills steps in the order students have suggested. After you have modeled the skill steps in the correct order, you may want to model one step incorrectly or out of sequence and have the students identify the mistake. This reinforces the notion that it is okay to make mistakes and then correct them. Afterward, you may want to replay the sequence in the correct order one final time.
- The person playing the supporting role should respond with only a word or sentence—not a lengthy response. Keep the focus on the skill steps being practiced.

Debrief students about each model role-play. By debriefing the students about the role-play, you can check their understanding of the separate skill steps and go over the sequence of steps before the students practice them. In the debriefing, you may want to:

- Ask students whether you followed each step in the order they suggested. Ask them whether the sequence works as is or if it should be modified.
- Have students name the body language you used.
- Discuss the outcome of using the skills. For example: “What did the main character gain?”
- Invite critique by asking students to comment on what you did well and what you could improve on.
- Model self-reinforcement. For example: “I think I did a good job calming down.”

Student Role-Plays

Student role-play is an effective means for structuring prosocial skills practice and changing student behavior (Spivack & Shure, 1974; Staub, 1974). Without student skill practice, the positive effects of modeling are short-lived. So we need to create the time and space, as well as a safe environment, for students to learn and practice skills. Start simple with small, manageable pieces—especially if role-playing is new to you or your students. In the early lessons, you may want students to perform role-plays with the teacher or another student in front of the class. Then introduce how to do independent practice with a peer.

Due to developmental differences, first-graders may need to perform more role-plays with the teacher or another student in front of the class, while older students or those with a bit of experience doing role-plays can handle practicing with a peer.

For independent student role-play practice, start simply. In the early lessons, place students in pairs and have all pairs do the same scenario. (If there is an odd number of students, one group can be a trio.) During the practice session, circulate among the student pairs to provide prompting, coaching, and suggestions for improvement. Make sure that all students have a chance to participate in a role-play of the targeted skills. Over time, you can assign different scenarios to student pairs and have them practice simultaneously. As you gain experience in coaching and monitoring, and as students have more practice doing role-plays with their peer partners, each pair may practice multiple scenarios.

After two to three minutes of practice, ask volunteers to perform with their partners in front of the class. It is not necessary for all students to perform role-plays in front of the whole class each time. Although every student may want to be on stage, your time (and other students' attention spans) is likely limited.

You do not need to use all of the suggested student role-play scenarios at one time. Role-play practice may be extended throughout the week—two or three each day—to provide daily reminders of the skills being learned. Five- or ten-minute slots for practicing the week's skills can be handy fillers right before dismissal or at other transition times during the day.

Helpful hints for student role-plays:

- Keep the practice short, simple, and focused on the skill steps.
- Never allow students to perform antisocial behaviors, such as pushing, name-calling, or bullying. Instead, start the role-play after the antisocial behavior has hypothetically occurred. For example, you might say to a student, "Rhea just pushed you. How will you handle that?"
- Role-play experiences should give students a feeling of success and mastery of the targeted skills.
- Use an attention signal, such as a little bell or hand-clapping pattern, when you want the students to stop.
- Provide clear guidelines for student behavior. For example, be a good audience member by actively listening, be serious about the role-play, and face the audience when you are acting.
- Avoid role-play dialogue that goes back and forth in an argumentative way. This is time-consuming and does not provide appropriate rehearsal and practice of the targeted skill steps.

- Don't be afraid to step in as a "director" and "cut" (stop) the "scene" (role-play) in order to "fast forward" to the place where the actors practice the skill steps. This process also works well when students get overly silly or off-track.
- If a suggested role-play scenario is outside the realm of students' experience, adapt it to their experience.
- During independent practice, circulate from group to group, listening and watching students practice. Cue and coach as needed.
- Ensure that each student is able to rehearse the targeted skills with either a peer partner or the teacher.
- Provide plenty of opportunity for students to perform on a voluntary basis in front of the class and receive feedback.
- If the scene includes just one speaking part, encourage the other partner to be a good active listener and to respond in appropriate nonverbal ways. Have each student in a pair practice both roles.
- Some students may feel uncomfortable using their own names in a role-play. If so, have the student use a made-up name that is also not one of their classmates' names. You can also make name tags with assumed names ahead of time for students to choose from.
- Acting may be difficult for students with disabilities or for young students with fewer language skills. One way to minimize this stress is to give these students puppets and let them use the puppets to do their talking.
- Stop a performance as soon as the skill steps have been role-played.
- Coach students to give constructive feedback to their role-play partners, similar to the feedback given when the role-play is performed in front of the class.

Provide reinforcement in the form of encouragement or praise when a role-play, or parts of a role-play, are done well. Make the praise specific, such as, "You did a good job of looking at me when you said each step."

Debrief students after each role-play. Students who perform with you or another student in front of the class should receive performance feedback after each role-play is performed. This debriefing process is an important element in teaching social skills through role-plays and should not be left out. Have the performing students give feedback to themselves as well as hearing from other classmates. Phrase your questions to elicit constructive comments, such as "What do you think you did well?" "Did Sandy follow the three steps?" or "How could she do it differently?"

Advanced role-plays. As students become more confident using role-plays, the following approach can be used in the latter parts of the curriculum. This stage of the *Second Step* program has students using a social problem-solving strategy. Structure the first few role-plays so that the first strategy applied to the problem situation is successful. Then change the scenario so that the first solution idea doesn't work, and have students choose another from their list of possibilities. Then have them role-play that strategy.

Books

Children's literature is rich in examples of characters that face similar situations to those presented in the lessons. The Unit Cards list one or more books that are particularly good matches for each lesson or content area. Using books to make connections to the behaviors and skills the students are learning will amplify the learning. You can also increase the effectiveness of the story if you read to elementary-grade children in an intentional and engaging manner (Teale & Sulzby, 1999; Whitehurst et al., 1988). Repeated reading of the same story, highlighting vocabulary and language, and talking about the situations in stories are effective strategies for increasing preschool/kindergarten children's learning (Schickedanz, 1999). If you select books that have themes and characters that parallel the units on empathy, impulse control and problem solving, and emotion management in the *Second Step* program, you will find the natural connections. Take the time to identify the connection for your students.

Questions you might consider asking include:

- How was the character feeling?
- What was the problem?
- What could they do?
- What could they say?
- What happened in the end?
- How did it work out?

This strategy will allow the students to practice the problem-solving steps in a different setting. For example, if you are reading *Where the Wild Things Are* (Maurice Sendak), ask the children to take a look at Max in the different illustrations. Identify the difference between the page where Max is angry and the page where Max is tired.

Additionally, look for emotion vocabulary words in your storybooks that extend the feeling words that are introduced in the *Second Step* lessons. Young children love the sound and use of big words like *exasperated*, *disappointed*, *irritated*, and *exhilarated*. Storybooks can engage children in the same way that the Preschool/Kindergarten puppets do. You may find it easier to bring up difficult topics that evoke strong feelings (death of a pet, a move to a different neighborhood, the loss of something important) if you use a storybook. You can help your students begin to understand the complexities of feelings and problems by using your library and reading time thoughtfully and intentionally.

An extensive list of children's books is provided in each of the Preschool/Kindergarten–Grade 5 Teacher's Guides. Check out the Committee for Children Web site at www.cfchildren.org for current publications or changes in the suggested titles.

Transfer of Learning

The ultimate goal of learning any new skill or concept is for the learner to be able to use the new knowledge in other settings. When this happens, transfer of learning has occurred.

Your role in teaching the *Second Step* program has two parts. The first is teaching the lessons, including using the cards and DVD clips. The second, more challenging part is helping students apply, or transfer, their skills beyond the formal lesson. Facilitating transfer of learning is not difficult. It does, however, require a watchful eye, a few appropriate techniques, and a commitment to making it a priority in everyday classroom life.

In both the Additional Activity Ideas and Transfer-of-Learning sections of *Second Step* Grades 1–5 lessons, specific suggestions are made for ways to transfer newly learned skills to settings outside the lesson. When considering and implementing these suggestions, it is helpful to use the three-point Transfer-of-Learning Model proposed by Zoe A. N. Jenkins, Ph.D. Jenkins' model is used in the Grade 1–5 levels of the curriculum and has been adapted for use in the Preschool/Kindergarten level.

Preschool/Kindergarten Transfer-of-Learning Model

Positive reinforcement of desired behaviors is a powerful motivator for children to repeat the behaviors and, through repetition, to transfer the learning into their everyday lives. Both adults and other children can give children positive reinforcement. But teachers can do this in a planned and conscious way; therefore they have a critical role in the transfer of learning. Following are ways to reinforce children's prosocial behavior in the Preschool/Kindergarten classroom.

Reinforce with your attention. Catch children being "good" rather than noticing them only when they are being "bad." Children need attention from adults. They need to feel connected and important. Notice children when they act in appropriate ways or when you see them calming themselves down or using the problem-solving steps. Let them know you have noticed. You could catch their eye briefly, smile at them, give them a thumbs-up, or stand close to them and let them know by your presence that you have noticed.

Reinforce with your words. This involves giving specific praise or accurately describing what you see when children are using the *Second Step* skills or acting in prosocial ways. The more specific you are about the positive behaviors you are seeing, the more your words will be reinforcing: "I saw you asking for the paint." "I see you two playing together happily with the big truck." "I noticed you taking a deep breath when Bobby grabbed the block you were playing with." "You remembered to say 'Please.'"

If you are aware of children having negative labels in their families (for example, "He's got a temper" or "He's mean just like his daddy"), deliberately work to help these children identify positive and prosocial aspects of their personalities: "I can tell you're the type of person who really wants to

help others.” “I see that you really care about others. That’s a big part of who you are.” If these statements are met with denial, just smile and say, “I know how hard you try to hide it.”

Reinforce by highlighting the reactions of peers. Peers’ reactions to a child’s behavior are powerful natural reinforcers. However, you can amplify the peer reinforcement by helping children recognize it and cueing peers to mention positive behavior directly to another child. Eventually, they will learn to do this without cueing. It might sound like this:

The teacher sees Maria share some paint with David during activity time. The teacher identifies the target behavior by saying, “So you shared the red paint with David?” The child nods. The teacher asks, “How do you think David feels right now?” “He feels happy?” beams Maria. The teacher adds, “Yes, it looks like he feels happy. David, why don’t you tell her what a good job of sharing she is doing.”

Reinforce with Hearts. Positive reinforcement using visual feedback (stickers, smiley faces) is a standard part of research-supported programs that develop social-emotional competence in young children. A bag of Hearts is included in the *Second Step* kit. A Heart can provide an attractive, visual symbol for prosocial behavior. Used in a thoughtful way, the Hearts can play a pivotal role in helping children develop caring and responsible habits. Paired with clear explanations of why a child earned a Heart, Hearts achieve their effectiveness in seven different ways.

- 1. Giving Hearts provides a concrete symbol of caring behavior.** Caring and compassion are abstract concepts. Particularly at this age, children will learn better when they have a concrete visual cue to symbolize and remind them of the desired behaviors. In addition, the Hearts focus children’s attention on the accompanying explanation: “Joel, you and Jesse both get Hearts because you shared the trucks with each other. I see that you had fun playing together.” During group time, teachers provide the same message to the rest of the class by discussing the reasons for the Heart (sharing) and the positive consequences for the behavior (having fun together).
- 2. Giving Hearts demonstrates the pleasurable activity of giving something to another.** Giving a Heart demonstrates the very behavior that teachers want children to learn. Teachers also demonstrate that giving is a pleasurable activity by the manner in which they award the Hearts: “Fred, I’m so happy to give you this Heart. It shows how much you tried to help Rachel feel better when she was sad.” A genuinely warm and joyous presentation of a Heart helps a child develop an appreciation for the intrinsic rewards of giving and sharing.
- 3. Giving Hearts promotes a healthy attachment to teachers and to school.** Children like people who think well of them and like them in return. Giving Hearts is a way to show children that we hold them in high regard, a prerequisite for the formation of a healthy attachment. Hearts are especially important for children who have rarely experienced positive attention from adults. By pairing positive adult attention with a Heart, we help children learn to value that attention and increase the likelihood that they will develop healthy attachments to teachers and to school (Hawkins & Catalano, 1992).

4. Giving Hearts helps children develop concepts of themselves as “people who do good things.”

The preschool and primary years are ones in which there is considerable development of children’s self-concept (Harter, 1988). When we give children Hearts, we help them notice that they “do good things.” This awareness is the first step in developing the concept of oneself as a caring, responsible person. Once children see themselves in this way, they will increasingly value “good behavior” and strive to act in accordance with this value. Helping children notice that they “do good things” is critically important for children who have rarely received the message that they are good. When people believe that they are inadequate in some area, they tend to devalue that area and increase their appreciation for other skills (Tesser, 1986). Thus, a child who has received messages that he is “no good at being good,” will eventually view “being good” as unimportant. Other activities will assume greater value and help support his sense of self-worth. Children can even become proud of their ability to fight or disrupt classroom activities. Adults must help these children especially realize that they can be “good at being good.” Hearts are an important tool in fostering a caring and responsible self-concept.

5. Giving Hearts helps children respond to their peers in positive ways. When classmates see children receiving Hearts, they are more likely to notice the nice things that those children do. This is especially important when children have a bit of a “bad reputation.” When peers expect negative behavior, they may respond to positive behavior in negative ways, making it difficult for a child who is trying hard to “be good.” Working against this pattern, teachers highlight the progress of particular children when they catch them “being good.”

6. Giving Hearts demonstrates that “good behavior” is an effective way to gain recognition. Attention from adults and peers is powerfully reinforcing for children. This means that they will be motivated to behave in ways that earn attention and recognition. When children receive recognition for positive behavior, they have less need to obtain recognition for negative behavior.

7. Giving Hearts helps children learn self-regulation. Learning to regulate and motivate one’s own behavior is a crucial skill that develops well into adulthood (Frey & Ruble, 1990). Like adults, children can learn to talk to themselves in encouraging ways and to provide themselves little rewards as they take small steps toward large goals. Children start to develop these skills by imitating the encouragement they get from others. The *Second Step* Hearts provide initial framework for learning self-regulatory strategies.

***Second Step* Hearts and intrinsic motivation.** The goal of socialization is to help children develop positive internal values that will motivate and guide behavior when adults are not present to enforce rules. Internal values start to emerge at around eight years of age, but they are built on an earlier foundation. Used with prosocial reasoning, *Second Step* Hearts help young children learn the consequences of their behavior, develop positive values, and learn to regulate their behavior in accordance with those values. They help focus children’s attention on the positive impact they can have on other children (“Clarissa felt so happy when you handed her the Bunny”) and help them learn to expect positive behavior from others (“No wonder Clarissa likes to play with you!”).

Some educators object to the use of tangible rewards because they are concerned that children will become materialistic. Although large rewards can help control a child's behavior when adults are in attendance, they undermine intrinsic motivation by focusing the child's attention on the reward rather than on the message. On the other hand, pairing small symbolic rewards like the *Second Step* Hearts with a prosocial explanation draws attention to the message, rather than distracting from it. As children's understanding increases, their intrinsic desire to act in caring, responsible ways also increases.

General guidelines for using Hearts:

- Make sure children understand what Hearts are being given for. At the beginning of the day, tell the children what behaviors you will be watching for. Suggest times or places that you might see those behaviors. "We have just been learning about sharing, taking turns, or trading. I will be watching for children using these ways to play. I might see children doing this in the block area, or outside with the bikes and cars." Alternatively ask the children when they might use the behaviors. This parallels the Imagine the Day technique used in all other grade levels of the *Second Step* program.
- Always describe in a clear, specific, and concrete manner the behavior you are reinforcing when giving a Heart. Pair the behavior with the natural positive consequences that follow: "You helped Sam pick up the blocks, now you will have more time to play together outside."
- Always have children add Hearts to a class container designated for this purpose. The children do not keep their Hearts. The goal is for each child to help the class be a kinder, more focused learning environment where all children can flourish. Each individual act helps toward that goal.
- Ensure that the Hearts never lead to competition among children.
- Start fresh every day.
- For the purpose of transfer of learning, never take Hearts away. Teachers sometimes take away reinforcers in other contexts or from a child on an individual plan. But for transfer-of-learning purposes, please use Hearts only for positive reinforcement.
- Find time every day to go over with the children the reasons that they earned the Hearts. Have them recall why they got a Heart. Use the Heart Rhyme to introduce the remembering process. This process foreshadows the transfer-of-learning technique Remember the Day, which is used in all other grade levels of the *Second Step* program.
- Encourage children to let you know if another child earned a Heart.
- Make sure all children are getting Hearts from you. Notice the smallest signs of skill improvement in children who are struggling and reinforce these with a Heart.
- Do not give children Hearts for answering questions correctly. They are solely for reinforcing behavior and skills.

Suggestions for using Hearts during free-play time:

- Carry some Hearts in your pocket.
- Give out Hearts when you see children using skills from the lessons or acting in prosocial ways.
- Have children place them in your class container at an appropriate time.

Suggestions for using Hearts during focused learning times. Quietly place Hearts beside children when they are focusing, ignoring distractions, managing frustration, and so on. They can put the Heart in the class container when they are finished with their task.

Remembering Hearts:

- At the end of the day, have children recall why they got a Heart.
- Use the Heart Rhyme before you do this.
- If a child can't remember, ask whether another child does. Then if no one can, recall the reasons yourself.

Math with Hearts. There are many ways to do math with Hearts, but only do this if it does not create unhealthy competition between the children, and if you are able to be consistent about awarding Hearts.

- Add them at the end of the day. Have the children count them aloud.
- Put the totals on a graph, either with a Heart drawn by the children, or with a stamp (perhaps a heart stamp).
- Compare the results from day to day, from week to week.

Paper Hearts.

- Paper Hearts can be used in the same ways as the provided reusable ones. But with paper Hearts, reading and writing can be incorporated. You and the children can write names on Hearts and even draw a picture of or write down the reason for giving the Heart.
- Hearts can be stuck on a large piece of paper to create a colorful mural.
- Target skills can be identified and a graph with columns created. Children can stick their Hearts in the right column and begin to see where they as a class are being most successful.

Hearts from home. Encourage parents to give their children Hearts at home for using *Second Step* skills or prosocial behaviors. The children can bring them to school to show the class or add to the Heart mural.

Hearts to home. Send home Heart notes when a child is contributing to making the classroom a positive environment by using prosocial skills and appropriate behavior. If a child is struggling with his or her behavior, notice any small improvement and let the parents know with a Heart note.

Be creative, flexible, and sensitive. Tune in to how the Hearts work with your class. If they are becoming a source of unhealthy competition, you may want to modify their use. If this is not the case, keep using them after you have finished the Lesson Cards as a reminder to yourself and the children that the skills learned in the *Second Step* program still need to be practiced. For example, one day per week could be "Heart Day" and children could list reasons for earning Hearts in circle time. Once the skills seem fairly well in place, you can begin to phase Hearts out and rely solely on verbal, attentional, and peer reinforcers. Children can move to giving verbal compliments and appreciations to each other at circle time.

Grades 1–5 Transfer-of-Learning Model

1. **Imagine the Day.** At the beginning of each day, you can:
 - Talk about the day's scheduled activities as opportunities to practice new skills from the curriculum
 - Help the students identify times when they might use these specific skills
2. **Reinforce the Behavior.** During the day, you can:
 - Identify natural reinforcement when it occurs
 - Offer reinforcement in the form of encouragement and praise
3. **Remember the Day.** At the end of each day, you can:
 - Ask students to describe specific social skills they used during that day's activities
 - Provide reinforcement for use of those skills

Facilitating the Model

1. **Imagine the Day.** You will need to help students identify and target times during the day when they might use a new skill. For example, Imagine the Day in an elementary school setting might take the following form:

At the beginning of the day, the teacher says, "Let's talk about all the things we will do today." The day's activities are discussed, including reading group, story time, math, activity time, art, and recess. The teacher says, "Yesterday we had a *Second Step* lesson about joining in at the right time. When would be a good time today to practice joining a group? Would activity time be a good time? What about recess? Can you think of other times?" This questioning continues until the teacher helps students target several possibilities during the day when they could use the new skill. The teacher concludes, "I'll be watching for students who use their joining skills today."

It may take a few times before students respond to the questioning involved during Imagine the Day. At first, the teacher may be doing most of the imagining. Used regularly, however, Imagine the Day becomes a familiar and creative activity for children to envision when they will be able to practice their new skills.

2. **Reinforce the Behavior.** This is another way to describe the coaching and cueing aspects of the *Second Step* program. By recognizing and reinforcing new behaviors when they occur, transfer of learning occurs "in the moment," as a student begins to use his or her new skill(s).

When not overused, praise and encouragement can be beneficial. Every student wants to feel valued and accepted by the adults in her or his life. Verbal praise—specifically describing what you've observed—can be very effective in reinforcing the use of new skills, especially in the early stages of learning and practicing. An example might be to say, "Josh, you did an excellent job of waiting until Sheryl finished speaking before offering your ideas."

Another, natural form of reinforcing behavior occurs when a student is accepted into an activity because she or he chooses the right moment and language to join. This type of group acceptance for prosocial behavior can be more powerful than a teacher's praise or material reward. Helping students recognize natural reinforcement might sound like this:

The teacher notices that Maria has successfully joined an activity with two other students. The teacher asks, "Maria, what did you just do?" Maria responds that she asked the two students if she could work on a puzzle with them. The teacher identifies the targeted behavior by saying, "So you joined in at the right time?" The child nods. "How do you think they feel right now?" the teacher asks. "Happy!" beams Maria. The teacher continues, "So, they were happy to let you join in because you waited, watched, and asked to join at the right time. How do you feel about yourself and the way you handled this?"

In the example above, the teacher does not give direct praise. Rather, the benefit of joining in an appropriate manner—group acceptance—serves as natural reinforcement for the behavior. When children fully recognize natural reinforcement, they become less dependent on adults for approval or rewards, and they develop more self-confidence.

Often, children who display poor social skills have received little reinforcement for positive behaviors and aren't even able to recognize such reinforcement when it occurs. This is all the more reason to help students notice natural reinforcement in the moment. Notice that helping is different than pointing it out for them. In the above example, it would have had less impact if the teacher had only said, "Good, you asked to join in." It is more powerful when you involve the students in naming the skill and allow them to discover the benefits themselves.

3. Remember the Day. This involves students reporting on how they used the targeted skill(s) during the day. Remember the Day in an elementary school setting might go something like this:

It is 15 minutes before school is dismissed. The teacher says, "This morning we talked about when we might use group-joining skills." In answer to questions from the teacher, the students tell their stories about when they joined in and how they felt. For students who tried and found it didn't work, the teacher might ask, "Why do you think it didn't work? What might you do differently next time?" During this session, students who accepted others into an activity will receive positive reinforcement by getting the attention and admiration of their classmates. Finally, the teacher might suggest that students try the targeted skill in an activity outside of school, such as playing with a sibling, and then tell the class about it on another day.

Preparation. The Transfer-of-Learning Model does not require a lot of preparation, although it is useful to consider activities during the day that invite the use of targeted skills. For instance, during the week following a lesson on active listening, you might want to read a story aloud and have students summarize it. This would be a natural use of the skill being taught.

It can also be helpful to review the social skills presented in this curriculum and think about the natural benefits of performing each one. For example, the benefits of “interrupting politely,” rather than barging in on adults having a conversation, might take the form of a student making a request that is then fulfilled because the adults gladly respond without becoming annoyed. With minimal preparation, you will find many opportunities and many benefits to coaching and cueing students in natural reinforcement.

When used on a consistent basis, this three-point Transfer-of-Learning Model will help solidify skills presented in *Second Step* lessons and increase their power.

Take-Home Letters

Involving families is critical to the effectiveness of the *Second Step* program. The Take-Home Letters are one of the tools for doing this. The number of letters per level are as follows:

- Preschool/Kindergarten—11 letters
- Grades 1–3—6 letters
- Grades 4–5—6 letters



This icon on a Lesson Card indicates that a Take-Home Letter should be sent home. The letters can be found on the Committee for Children Web site (www.cfchildren.org), in the Teacher’s Guide, and on the Trainer Resources CD-ROM. They give details about the concepts children are learning in the lessons. They also list ways for families to support and encourage learning that aids in the transfer of learning beyond the classroom. Note the following:

- Letters are designed to be photocopied onto school letterhead and sent “as is” to simplify the process of sending.
- The letters can also be incorporated into a weekly newsletter if you have one.
- If you have families who do not speak English, wherever possible find someone to translate the letters before you send them home. Many school districts have translation services available. Spanish-language versions of the Take-Home Letters can be found on the Committee for Children Web site (www.cfchildren.org) and on the Trainer Resources CD-ROM.
- It can be helpful to prepare all the letters for the whole curriculum at the very beginning. That way you have them ready when you need them.

Note that in the Grades 1–5 curriculum, you will also occasionally send home the reproducible Student Self-Report Homework and Parent Report handouts. See the Teacher’s Guides and Lesson Cards for more information.

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Scope and Sequence

Preschool/Kindergarten

Sequence Rationale

Each *Second Step* lesson builds on concepts and skills taught in previous lessons. The integrity and effectiveness of the program hinge on the recommended sequential implementation.

The *Second Step* curriculum is designed to help foster a healthy climate for developing and using prosocial skills. It takes time to develop this climate, and it should be done incrementally. Teaching lessons out of sequence, without allowing the development of important prerequisite skills, will not lead to the most effective outcomes.

Unit I: Empathy Training. This unit lays the groundwork for *Second Step* lessons. It provides children with skills to increase their ability to identify their own and others' feelings, understand the complexity of feelings, take others' perspectives, and learn ways to respond empathically.

Unit II: Emotion Management. The second unit of the program focuses on teaching children to recognize when they are having strong feelings and to learn some strategies for calming themselves down. Anger in particular is addressed.

Unit III: Problem Solving. The third unit introduces a simple three-step problem-solving process that children can use by themselves or in situations with others. Children also gain exposure to the more advanced problem-solving steps that are used in the *Second Step* program with older children. Specific prosocial behaviors and friendship skills are also addressed.

Unit I: Empathy Training

Empathy is one ingredient in developing prosocial behaviors and being able to solve interpersonal problems successfully. Empathy begins with children being able to identify their own feelings and extends to an awareness of the feelings of others. Developing the ability to perceive, predict, and identify with another's feelings helps children choose prosocial behaviors and develop and maintain friendships.

Key Elements

Language Concepts

Language concepts and vocabulary play a more prominent role in Unit I than in other units. These concepts promote consequential thinking and critical thinking skills. Many Unit I lessons rely on key language concepts such as *same—different* and *why—because*.

Feelings Identification

This is the foundational skill for empathy. *Second Step* lessons help children learn how to identify and name their own and others' feelings from physical and situational clues.

Showing Care and Concern

These skills require practice. A child can feel empathy but not know how to express it. Lessons in Unit I model caring and helping and give children opportunities to practice these behaviors.

Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Setting the Stage for <i>Second Step</i> Study	Introducing the <i>Second Step</i> program and establishing rules for listening
Lesson 2: Feelings	Using physical clues to identify others' feelings
Lesson 3: More Feelings	Using situational clues to identify others' feelings
Lesson 4: We Feel Feelings in Our Bodies	Using physical clues to identify our own feelings
Lesson 5: Feelings Change	Understanding that people's feelings about a situation can change
Lesson 6: Same or Different?	Understanding that others can have different feelings about the same situation
Lesson 7: Accidents	Understanding that some actions are accidental
Lesson 8: I Care	Using words and actions to show that you care
Lesson 9: I Help	Understanding that helping is a way to show that you care

Unit II: Emotion Management

Learning to manage emotions in a healthy manner is important to children's ability to do the following:

- Calm themselves when they are having strong feelings
- Inhibit inappropriate impulsive behavior related to strong feelings (such as excitement, anger, worry, and disappointment)
- Calm themselves down enough so that they can empathize with others, think clearly, and use problem-solving strategies
- Use emotional states (such as interest and curiosity) to focus their attention

Key Elements

Identifying Strong Feelings

Children are taught to recognize when they are having strong feelings, including anger, and to use that recognition as a signal to calm down.

Ways to Calm Down

Children are taught to put their hand on their tummy to check in with how they are feeling. They are then taught a menu of three calming-down strategies:

- Saying "Calm down" to yourself
- Taking deep belly breaths (see below)
- Counting out loud

Behavioral strategies are also covered, including:

- Doing something physically active
- Doing something quiet and fun by yourself
- Getting support from an adult

Managing Anger

Children learn to distinguish between the feeling of anger and angry, hurtful behaviors. The feeling is okay, the behaviors are not. They learn to use calming-down strategies to manage anger.

Belly Breathing

It is critical that the belly-breathing technique be taught correctly to children. Another name for this type of breathing is diaphragmatic breathing. The diaphragm moves down on the in breath and the belly is pushed out. On the out breath the diaphragm moves up and the belly moves in. With this technique, air is drawn into the bottom of the lungs in a slow, quiet way. Breathing in through the nose helps the breath be slow and quiet. This type of breathing slows the pulse and heart rate and promotes a feeling of calm.

Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Strong Feelings	Understanding that feelings vary in strength
Lesson 2: Calming Down Strong Feelings	Applying the ways to calm down to manage strong feelings
Lesson 3: More Ways to Manage Strong Feelings	Understanding more ways to manage strong feelings
Lesson 4: Dealing with Waiting	Identifying calming-down strategies to manage strong feelings
Lesson 5: Dealing with Not Getting What You Want	Applying the ways to calm down to deal with disappointment
Lesson 6: Am I Angry?	Identifying how anger feels in the body and recognizing the need to calm down
Lesson 7: Dealing with Being Hurt	Finding ways to calm down and understanding what to do when accidentally hurt

Unit III: Problem Solving

Learning how to solve problems logically, rather than acting out of impulse, is an important part of social competence. Problem solving can be used for problems that a child is struggling with internally (How can I make friends with the child I like in my class? How can I find the toy I lost?) or problems between people (How can I get someone to stop calling me names? How can we learn to play with a toy together?).

Key Elements

Problem-Solving Steps

- **Step 1: How do I feel?** Uncomfortable feelings are a clue that there might be a problem. If the feeling is a strong one, the child learns that he or she needs to calm down first before proceeding to step 2. This step integrates emotion management into problem solving.
- **Step 2: What is the problem?** This step helps children figure out what is going on.
- **Step 3: What can I do?** This step encourages children to come up with different ideas of what to do and parallels the “brainstorming solutions” step that is part of the problem-solving model in the upper grades.

Children also practice predicting consequences and choosing a solution within the structure of the lessons.

Prosocial Behaviors

Prosocial behaviors can and should be taught to young children. Lessons on ignoring distractions and interrupting politely are included.

Skills for Making and Keeping Friends

Friendship skills are critical to a child’s success and adjustment to school. In this unit, children learn the friendship skills of learning fair ways to play (sharing, trading, and taking turns), finding ways to have fun, and steps to take to join in with a group.

Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Dealing with Losing Something	Introducing the problem-solving steps
Lesson 2: Dealing with Distractions	Using problem solving to deal with distractions
Lesson 3: Interrupting Politely	Demonstrating polite interruptions
Lesson 4: Fair Ways to Play	Understanding solutions to promote fair play
Lesson 5: Dealing with Having Things Taken Away	Using calming-down and problem-solving skills to deal with having something taken away
Lesson 6: Dealing with Name-Calling	Using problem solving to deal with name-calling
Lesson 7: Learning to Have Fun with Our Friends	Understanding that fair ways to play promote fun
Lesson 8: Joining In	Understanding and applying the joining-in steps
Lesson 9: Keeping <i>Second Step</i> Skills Going	Reviewing the <i>Second Step</i> program

Grades 1–5

Sequence Rationale

Each *Second Step* lesson builds on concepts and skills taught in previous lessons. The integrity and effectiveness of the program hinge on the recommended sequential implementation.

The *Second Step* curriculum is designed to help foster a healthy climate for developing and using prosocial skills. It takes time to develop this climate, and it should be done incrementally. Teaching lessons out of sequence, without allowing the development of important prerequisite skills, will not lead to the most effective outcomes.

Unit I: Empathy Training. This unit lays the groundwork for *Second Step* lessons. It provides students with skills to increase their ability to identify feelings in themselves and others, take others' perspectives, and respond empathically to others. Empathy provides the motivation and the means for managing anger and solving problems so that others are not hurt by impulsive actions.

Unit II: Impulse Control and Problem Solving. This second unit of the program focuses on calming down, recognizing impulsive behaviors in problem situations, and thinking through a problem rather than doing the first thing that comes to mind. In this unit, students learn and use three strategies: a calming-down strategy, a social problem-solving strategy, and a strategy for generating behavioral-skills steps used to carry out a solution. These strategies have all been shown to be successful for reducing impulsive and aggressive behavior in children (Michelson, 1987; Spivack & Shure, 1974). The skills taught in this unit are used throughout the remainder of the program.

Unit III: Anger Management. Anger, the emotion, is not the problem. But what one does with anger can create many problems. This unit seeks to decrease angry behavior in children by teaching them to recognize feelings of anger, use anger-reduction techniques, and apply the problem-solving process in anger situations.

Teachers are sometimes tempted to teach Unit III lessons first (perhaps because they have one or two students who have difficulty managing their anger). It is strongly advised that you not do this. The Anger Management lessons rely on empathy skills from Unit I and the problem-solving strategies learned in Unit II. If students haven't learned these strategies first, they will not have the motivation or skills to complete the Unit III lessons successfully.

A Scope and Sequence showing the complete sequence of lessons for each separate grade level is found in each Teacher's Guide.

References

Michelson, L. (1987). Cognitive-behavioral strategies in the prevention and treatment of antisocial disorders in children and adolescents. In J. D. Burchard & S. N. Burchard (Eds.), *Prevention of delinquent behavior*. Newbury Park, CA: Sage Publications.

Spivack, G., & Shure, M. B. (1974). *Social adjustment of young children: A cognitive approach to solving real-life problems*. San Francisco: Jossey-Bass.

Unit I: Empathy Training

Key Elements

The goals of Unit I are to increase students' ability to identify feelings in themselves and others, take others' perspectives, and respond empathically to others. The lessons in this unit deal with the complexity of identifying feelings and with learning ways to recognize and respond to other people sensitively.

Language Concepts. Unit I teaches language concepts related to consequential and critical thinking. Many lessons are based on key language concepts that help express the complexity of emotions.

Feelings Identification. Identifying feelings in oneself and others is the foundation of empathy and sets the stage for subsequent units. Without awareness of how others feel, there is no motivation for social problem solving or anger management. Verbal, physical, and situational clues can help children identify feelings. Unit I lesson topics include perspective taking, noticing similarities and differences, communicating feelings, predicting feelings, and expressing concern.

Grade 1 Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Empathy Training	Introducing the <i>Second Step</i> program and group discussion skills
Lesson 2: Identifying Others' Feelings	Using physical and verbal clues to identify others' feelings
Lesson 3: Looking for More Clues	Using situational, physical, and verbal clues to identify others' feelings
Lesson 4: Identifying Our Own Feelings	Exploring how internal and external clues help us recognize our own feelings
Lesson 5: Communicating Feelings	Finding and sharing with a trusted, empathic adult as a way of coping with uncomfortable feelings
Lesson 6: Similarities and Differences	Recognizing that people can have different feelings about the same situation
Lesson 7: Feelings Change	Exploring how people's feelings can change
Lesson 8: Predicting Feelings	Predicting others' feelings as a result of our own or others' actions

Grade 2 Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Empathy Training—Skill Overview	Overview of the basic concepts of empathy: identifying feelings, taking others' perspectives, and responding empathically to others
Lesson 2: Feeling Proud	Exploring what makes us feel proud and how people's feelings can change about a situation
Lesson 3: Preferences	Recognizing that people's preferences vary and can change over time
Lesson 4: Cause and Effect	Learning how one's actions can affect another person
Lesson 5: Intentions	Being aware of not attributing hostile intent
Lesson 6: Fairness	Recognizing others' rights and offering fair solutions to a problem

Grade 3 Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Empathy Training—Skill Overview	Overview of the basic concepts of empathy: recognizing feelings, taking others’ perspectives, and responding empathically to others
Lesson 2: Conflicting Feelings	Understanding that people can have conflicting feelings about a situation
Lesson 3: Active Listening	Identifying and practicing active-listening skills
Lesson 4: Expressing Concern	Showing concern for another person
Lesson 5: Accepting Differences	Understanding that although everyone is different, people are also similar

Grade 4 Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Empathy Training	Introducing the <i>Second Step</i> program and group discussion skills; identifying feelings and how feelings change
Lesson 2: Preferences and Conflicting Feelings	Recognizing that people can have conflicting feelings and different preferences that can change over time
Lesson 3: Identifying Others’ Feelings	Using physical and verbal clues to identify others’ feelings
Lesson 4: Similarities and Differences	Recognizing that people can have different feelings about the same situation
Lesson 5: Perceptions	Understanding how and why people perceive situations differently
Lesson 6: Intentions	Being aware of not attributing hostile intent
Lesson 7: Expressing Concern	Showing concern for others

Grade 5 Unit I Lessons

Lesson Titles	Lesson Topics
Lesson 1: Empathy Training—Skill Overview	Overview of the basic concepts of empathy: identifying feelings, taking others' perspectives, and responding empathically to others
Lesson 2: Communicating Feelings and Giving Support	Finding a trustworthy, empathic person with whom to share your feelings, and being supportive when others share their feelings with you
Lesson 3: Cause and Effect	Learning how one's actions can affect others
Lesson 4: Predicting Feelings	Predicting others' feelings as a result of our own or another person's actions
Lesson 5: Fairness	Recognizing others' rights and offering fair solutions to a problem
Lesson 6: Active Listening	Identifying and practicing active-listening skills
Lesson 7: Accepting Differences	Recognizing that everyone is different and finding ways to accept people's differences

Unit II: Impulse Control and Problem Solving

Key Elements

The goals of this unit are to decrease children's impulsive and aggressive behavior using calming-down and problem-solving strategies, and behavioral-skills training.

Thinking Out Loud. This is a process of talking through the calming-down and problem-solving steps as students learn and practice the steps. At first, students ask and answer each problem-solving question out loud. As they become more skilled at using the calming-down and problem-solving strategies, encourage them to say the steps silently in their minds (Camp & Bash, 1981).

Behavioral-Skills Training. This element refers to breaking down a solution into three to five small steps. In this section, you will be guiding students to generate their own skill steps for targeted behaviors. These steps become the basis for skill practice in the lesson role-plays and are used as a guideline for giving feedback.

Reference

Camp, B. W., & Bash, M. S. (1981). *Think aloud: Increasing social and cognitive skills—A problem-solving program for children*. Champaign, IL: Research Press.

Grade 1 Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Impulse Control and Problem Solving	Defining impulsive behavior and overcoming troublesome social situations using problem solving
Lesson 2: Stop, Calm Down, and Think	Reducing impulsive behavior using calming-down techniques so problem solving can occur
Lesson 3: Identifying the Problem and Generating Solutions	Defining problems and brainstorming possible solutions
Lesson 4: Choosing, Using, and Evaluating Solutions	Selecting a fair, safe, workable solution and then trying and evaluating it
Lesson 5: Interrupting Politely	Controlling impulsive behavior by selecting an appropriate time to interrupt
Lesson 6: Ignoring Distractions	Ignoring distractions using problem solving
Lesson 7: Dealing with Wanting Something That Isn't Yours	Using sharing, trading, and taking turns as acceptable means for dealing with wanting something that isn't yours

Grade 2 Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Impulse Control and Problem Solving— Skill Overview	Overview of impulsive behavior, calming-down techniques, and using problem solving
Lesson 2: Asking for Help in a Respectful Way	Learning to ask for help politely and patiently
Lesson 3: Joining a Group	Joining an activity at the right time in a friendly way
Lesson 4: Playing a Game	Exploring sportsmanship skills
Lesson 5: Asking Permission	Controlling impulses and using problem solving to ask permission
Lesson 6: Apologizing	Getting along with others by making an apology and offering to make amends

Grade 3 Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Impulse Control and Problem Solving— Skill Overview	Overview of impulsive behavior, calming-down techniques, and using problem solving
Lesson 2: Making Conversation	Initiating, continuing, and ending a conversation in a friendly way
Lesson 3: Dealing with Peer Pressure	Resisting peer pressure using assertive refusal skills and a problem-solving strategy
Lesson 4: Resisting the Impulse to Steal	Resisting the impulse to steal by applying the problem-solving strategy
Lesson 5: Resisting the Impulse to Lie	Resisting the impulse to lie by applying the problem-solving strategy

Grade 4 Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Impulse Control and Problem Solving	Defining impulsive behavior, practicing calming-down techniques, and overcoming troublesome social situations using problem solving
Lesson 2: Giving and Receiving Compliments	Giving and receiving compliments without being misunderstood
Lesson 3: Identifying a Problem and Choosing a Solution	Identifying problems, overcoming impulsive behavior by brainstorming possible solutions, and choosing a fair, safe, workable solution
Lesson 4: Carrying Out and Evaluating a Solution	Breaking a solution into steps, trying and evaluating the solution, and trying a different solution if necessary
Lesson 5: Making Conversation	Initiating, continuing, and ending a conversation in a friendly way
Lesson 6: Keeping a Promise	Using problem solving to keep a promise
Lesson 7: Dealing with Fear	Identifying what might be causing fear and applying the problem-solving strategy to deal with it
Lesson 8: Taking Responsibility for Your Actions	Taking responsibility for your actions by acknowledging mistakes, apologizing, and/or offering to make amends

Grade 5 Unit II Lessons

Lesson Titles	Lesson Topics
Lesson 1: Impulse Control and Problem Solving—Skill Overview	Overview of impulsive behavior, calming-down techniques, and the problem-solving strategy
Lesson 2: Resisting the Impulse to Lie	Resisting the impulse to lie by applying the problem-solving strategy
Lesson 3: Dealing with Peer Pressure	Using assertive refusal skills and the problem-solving strategy to resist peer pressure
Lesson 4: Dealing with Gossip	Recognizing gossip and using the problem-solving strategy to deal with it
Lesson 5: Resisting the Impulse to Cheat	Using the problem-solving strategy to resist the impulse to cheat
Lesson 6: Resisting the Impulse to Steal	Using the problem-solving strategy to resist the impulse to steal

Unit III: Anger Management

Key Elements

The goal of this unit is to decrease angry behavior in children by helping them recognize angry feelings and use anger-management techniques. The anger-management process presented here is specifically designed for elementary-age students. It incorporates both the calming-down and problem-solving strategies learned in Unit II and adds a reflective component for students to use to evaluate their performance in handling the angry situation.

Grade 1 Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Anger Management	Recognizing signs of anger and identifying reasons for controlling anger
Lesson 2: Anger Buttons	Recognizing external events and internal thoughts that may trigger angry feelings
Lesson 3: Calming Down	Reviewing and practicing relaxation techniques that help reduce feelings of anger
Lesson 4: Self-Talk	Using positive self-statements that can increase success in pressure situations
Lesson 5: Keeping Out of a Fight	Staying out of a fight by applying anger-management techniques and the problem-solving strategy
Lesson 6: Dealing with Name-Calling and Teasing	Applying problem-solving techniques to deal with name-calling and teasing
Lesson 7: Keeping <i>Second Step</i> Skills Going	Applying <i>Second Step</i> knowledge in a group project

Grade 2 Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Anger Management—Skill Overview	Overview of anger signs, anger-triggering events, and the anger-management process
Lesson 2: Dealing with Criticism	Dealing with criticism using the problem-solving process
Lesson 3: Dealing with Being Left Out	Dealing with being left out using the problem-solving process
Lesson 4: Dealing with Consequences	Determining responsible behavior in dealing with the consequences of one's actions
Lesson 5: Keeping <i>Second Step</i> Skills Going	Applying <i>Second Step</i> knowledge in a group project

Grade 3 Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Anger Management—Skill Overview	Overview of anger signs, anger-triggering events, and the anger-management process
Lesson 2: Dealing with an Accusation	Applying the anger-management process to deal with an accusation
Lesson 3: Dealing with Disappointment	Identifying positive responses for dealing with disappointment
Lesson 4: Making a Complaint	Using respectful, assertive behavior to make a complaint
Lesson 5: Keeping <i>Second Step</i> Skills Going	Applying <i>Second Step</i> knowledge in a group project

Grade 4 Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Introduction to Anger Management	Recognizing anger signs and anger buttons and using the anger-management process
Lesson 2: Getting the Facts Straight	Using calming-down techniques to keep from jumping to conclusions when solving a problem
Lesson 3: Reflection	Using reflection to evaluate performance in pressure situations
Lesson 4: Dealing with Put-Downs	Using the anger-management and problem-solving processes to deal with put-downs
Lesson 5: Dealing with Criticism	Identifying coping skills for dealing with criticism and taking responsibility for your actions
Lesson 6: Dealing with Being Left Out	Dealing with being left out using the problem-solving process
Lesson 7: Keeping <i>Second Step</i> Skills Going	Applying <i>Second Step</i> knowledge in a group project

Grade 5 Unit III Lessons

Lesson Titles	Lesson Topics
Lesson 1: Anger Management—Skill Overview	Overview of anger signs, anger-triggering events, and the anger-management process
Lesson 2: Dealing with Frustration	Applying the anger-management process to deal with frustration
Lesson 3: Dealing with an Accusation	Using the anger-management process to deal with an accusation peacefully
Lesson 4: Keeping Out of a Fight	Staying out of a fight by applying anger-management techniques and the problem-solving strategy
Lesson 5: Resisting Revenge	Applying the anger-management process to resist the impulse to seek revenge
Lesson 6: Dealing with Consequences	Determining responsible behavior in dealing with the consequences of one's actions
Lesson 7: Making and Responding to a Complaint	Using respectful, assertive behavior to make and respond to a complaint
Lesson 8: Goal Setting	Setting goals to improve personal and social skills
Lesson 9: Keeping <i>Second Step</i> Skills Going	Applying <i>Second Step</i> knowledge in a group project

Second Step Scope and Sequence for Preschool/Kindergarten and Grades 1–5

Committee for Children is a nonprofit organization seeking to foster the social and emotional development, safety, and well-being of children through education and advocacy.

Committee for Children’s research-based programs are:

Second Step: A Violence Prevention Curriculum for Preschool/Kindergarten–Grade 5

Second Step: Student Success Through Prevention for Grades 6–8

Steps to Respect: A Bullying Prevention Program for Grades 3–5 or Grades 4–6

Talking About Touching: A Personal Safety Curriculum for Preschool/Kindergarten–Grade 3

Woven Word: Early Literacy for Life for Preschool/Kindergarten

Second Step: A Violence Prevention Curriculum is a research-based, teacher-presented program for preschool through fifth-grade students that teaches children skills to prevent violent behavior and improve their success in school. Visit Committee for Children’s Web site (www.cfchildren.org) to request your free preview of the *Second Step* program.



Preschool/Kindergarten

Unit I: Empathy Training

- Lesson 1: Setting the Stage for *Second Step* Study
- Lesson 2: Feelings
- Lesson 3: More Feelings
- Lesson 4: We Feel Feelings in Our Bodies
- Lesson 5: Feelings Change
- Lesson 6: Same or Different?
- Lesson 7: Accidents
- Lesson 8: I Care
- Lesson 9: I Help

Unit II: Emotion Management

- Lesson 1: Strong Feelings
- Lesson 2: Calming Down Strong Feelings
- Lesson 3: More Ways to Manage Strong Feelings

- Lesson 4: Dealing with Waiting
- Lesson 5: Dealing with Not Getting What You Want
- Lesson 6: Am I Angry?
- Lesson 7: Dealing with Being Hurt

Unit III: Problem Solving

- Lesson 1: Dealing with Losing Something
- Lesson 2: Dealing with Distractions
- Lesson 3: Interrupting Politely
- Lesson 4: Fair Ways to Play
- Lesson 5: Dealing with Having Things Taken Away
- Lesson 6: Dealing with Name-Calling
- Lesson 7: Learning to Have Fun with Our Friends
- Lesson 8: Joining In
- Lesson 9: Keeping *Second Step* Skills Going

Grade 1

Unit I: Empathy Training

- Lesson 1: Introduction to Empathy Training
- Lesson 2: Identifying Others’ Feelings
- Lesson 3: Looking for More Clues
- Lesson 4: Identifying Our Own Feelings
- Lesson 5: Communicating Feelings
- Lesson 6: Similarities and Differences
- Lesson 7: Feelings Change
- Lesson 8: Predicting Feelings

Unit II: Impulse Control and Problem Solving

- Lesson 1: Introduction to Impulse Control and Problem Solving
- Lesson 2: Stop, Calm Down, and Think
- Lesson 3: Identifying the Problem and Generating Solutions

- Lesson 4: Choosing, Using, and Evaluating Solutions
- Lesson 5: Interrupting Politely
- Lesson 6: Ignoring Distractions
- Lesson 7: Dealing with Wanting Something That Isn’t Yours

Unit III: Anger Management

- Lesson 1: Introduction to Anger Management
- Lesson 2: Anger Buttons
- Lesson 3: Calming Down
- Lesson 4: Self-Talk
- Lesson 5: Keeping Out of a Fight
- Lesson 6: Dealing with Name-Calling and Teasing
- Lesson 7: Keeping *Second Step* Skills Going

Grade 2

Unit I: Empathy Training

- Lesson 1: Empathy Training—Skill Overview
- Lesson 2: Feeling Proud
- Lesson 3: Preferences
- Lesson 4: Cause and Effect
- Lesson 5: Intentions
- Lesson 6: Fairness

Unit II: Impulse Control and Problem Solving

- Lesson 1: Impulse Control and Problem Solving—Skill Overview
- Lesson 2: Asking for Help in a Respectful Way
- Lesson 3: Joining a Group
- Lesson 4: Playing a Game
- Lesson 5: Asking Permission
- Lesson 6: Apologizing

Unit III: Anger Management


- Lesson 1: Anger Management—Skill Overview
- Lesson 2: Dealing with Criticism
- Lesson 3: Dealing with Being Left Out
- Lesson 4: Dealing with Consequences
- Lesson 5: Keeping *Second Step* Skills Going

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***Second Step* Scope and Sequence for Preschool/Kindergarten and Grades 1–5**

Grade 3


Unit I: Empathy Training

-  Lesson 1: Empathy Training—Skill Overview
- Lesson 2: Conflicting Feelings
- Lesson 3: Active Listening
- Lesson 4: Expressing Concern
- Lesson 5: Accepting Differences

Unit II: Impulse Control and Problem Solving


-  Lesson 1: Impulse Control and Problem Solving—Skill Overview
- Lesson 2: Making Conversation
- Lesson 3: Dealing with Peer Pressure
- Lesson 4: Resisting the Impulse to Steal
- Lesson 5: Resisting the Impulse to Lie

Unit III: Anger Management



-  Lesson 1: Anger Management—Skill Overview
- Lesson 2: Dealing with an Accusation
- Lesson 3: Dealing with Disappointment
- Lesson 4: Making a Complaint
- Lesson 5: Keeping *Second Step* Skills Going

Grade 4

Unit I: Empathy Training


- Lesson 1: Introduction to Empathy Training
- Lesson 2: Preferences and Conflicting Feelings
- Lesson 3: Identifying Others’ Feelings
- Lesson 4: Similarities and Differences
-  Lesson 5: Perceptions
- Lesson 6: Intentions
- Lesson 7: Expressing Concern

Unit II: Impulse Control and Problem Solving

- Lesson 1: Introduction to Impulse Control and Problem Solving
- Lesson 2: Giving and Receiving Compliments
-  Lesson 3: Identifying a Problem and Choosing a Solution
-  Lesson 4: Carrying Out and Evaluating a Solution


- Lesson 5: Making Conversation
- Lesson 6: Keeping a Promise
- Lesson 7: Dealing with Fear
- Lesson 8: Taking Responsibility for Your Actions

Unit III: Anger Management


- Lesson 1: Introduction to Anger Management
-  Lesson 2: Getting the Facts Straight
- Lesson 3: Reflection
- Lesson 4: Dealing with Put-Downs
- Lesson 5: Dealing with Criticism
- Lesson 6: Dealing with Being Left Out
- Lesson 7: Keeping *Second Step* Skills Going

Grade 5


Unit I: Empathy Training

-  Lesson 1: Empathy Training—Skill Overview
- Lesson 2: Communicating Feelings and Giving Support
- Lesson 3: Cause and Effect
- Lesson 4: Predicting Feelings
- Lesson 5: Fairness
- Lesson 6: Active Listening
- Lesson 7: Accepting Differences

Unit II: Impulse Control and Problem Solving

-  Lesson 1: Impulse Control and Problem Solving—Skill Overview
- Lesson 2: Resisting the Impulse to Lie
- Lesson 3: Dealing with Peer Pressure
- Lesson 4: Dealing with Gossip
- Lesson 5: Resisting the Impulse to Cheat
- Lesson 6: Resisting the Impulse to Steal

Unit III: Anger Management

-  Lesson 1: Anger Management—Skill Overview
- Lesson 2: Dealing with Frustration
- Lesson 3: Dealing with an Accusation
- Lesson 4: Keeping Out of a Fight
- Lesson 5: Resisting Revenge
- Lesson 6: Dealing with Consequences
- Lesson 7: Making and Responding to a Complaint
- Lesson 8: Goal Setting
- Lesson 9: Keeping *Second Step* Skills Going

Implementation

Implementation Planning for Trainers

Start with Sponsorship

Successful schoolwide implementation of the *Second Step* program begins with strong sponsorship from the key decision maker, such as a building administrator or program coordinator. Sponsorship communicates a commitment to the program and demonstrates critical leadership to help bring about the changes necessary for new learning.

To implement the program successfully, the sponsor should:

- Possess a clear understanding of the *Second Step* curriculum goals, objectives, and structure
- Take time to thoroughly read the Administrator's Guide, which is included in each set of the grade-level materials
- Understand the foundational research underlying the program, the specific teaching strategies integral to program success, and the critical learning skills that form the heart of the program
- Read the Unit Cards in the grade-level materials to learn key language concepts and developmental considerations
- Watch the *Second Step* Family Overview DVD contained in each grade-level kit to gain a general understanding of the curriculum
- Identify and provide the resources and time necessary for successful implementation
- Communicate support for the program
- Hold staff accountable for implementing the curriculum
- Communicate willingness to work through obstacles with staff
- Model the skills taught in the program

For more information about the administrator's roles and responsibilities in the implementation process, refer to the Administrator's Roles and Responsibilities section in this manual or in the Administrator's Guide.

Schoolwide Implementation Practices

Schoolwide practices that model and reinforce *Second Step* skills provide the context for implementing the program. Although research points to the efficacy of the lessons and materials, the ultimate effectiveness of the *Second Step* program is dependent on whether the curriculum was taught as intended.

Agency or schoolwide implementation practices should include:

- Teaching the *Second Step* curriculum at all grade levels and in all classrooms within a grade level
- Reinforcing program strategies and concepts in daily activities and using consistent messages throughout the school or agency
- Extending the learning opportunities by applying skill steps in all settings
- Modeling *Second Step* skills and behaviors in all interactions with children, staff, and parents
- Integrating learning goals of the program throughout the regular curriculum
- Familiarizing parents and caregivers with the program and providing ongoing support that encourages application in nonschool settings

There are many advantages to instituting a “whole school” approach. First, it takes time to change behavior. The program is most effective when students receive consistent instruction from one year to the next. Second, the strategies are more likely to be used by the students if they are reinforced by adults throughout the school, such as the principal, librarian, counselor, bus driver, custodian, and playground supervisor.

It is highly recommended that classroom teachers be the primary presenters of *Second Step* lessons, with school counselors or other school staff playing supporting roles. There are several advantages to this approach:

- The classroom teacher knows his or her students best and can teach the lessons according to group needs.
- Modeling appropriate application of skills can occur at opportune times throughout the day by teachers who know what has been covered in lessons.
- By presenting the curriculum, teachers clearly establish themselves as support people, and students can easily turn to them at any time.
- Teacher presentation allows all students to receive the lessons, which helps set new norms for classroom and playground behavior.
- The classroom teacher can find ways to integrate *Second Step* skills into other parts of the curriculum and thus enhance learning across disciplines.

Committee for Children suggests that the entire school staff be trained. Training of support staff in addition to teaching staff is critical regardless of whether support staff will be directly involved in implementing the curriculum. Students receive a consistent message when all the adults in a system use common language and processes in everyday activities. Ideas for training support staff are included as Appendix F in this manual.

If schoolwide implementation is not possible, it is helpful to have at least two teachers in a school using the *Second Step* curriculum so that they can support each other, compare notes, discuss progress, observe lessons, and exchange feedback. If teachers can obtain classroom release time, the *Second Step* curriculum provides an excellent opportunity for them to coach each other.

Training

Training helps ensure that the primary curriculum presenters (classroom teachers or agency staff) are comfortable and confident in teaching *Second Step* skills. Training also provides a basic understanding for the support staff regarding their role in modeling and reinforcing the skills. Training sessions should include all classroom and support staff in the school. For ideas on training support staff, see Appendix F, page 269.

The most opportune moments for coaching children in applying *Second Step* skills often occur in nonclassroom settings such as the lunchroom, playground, or on the bus. Having trained staff interact with students gives a consistency of message and enables students to obtain maximum benefit from the skill lessons. This consistency is critical to truly affect the social climate of a school or other organization.

There are a variety of training options available to suit staff, scheduling, and logistical needs. Committee for Children offers various training options, including on-site and regional one-day staff trainings and two-day trainings for trainers. Once participants have completed the Training for Trainers, they can return to their school or agency and conduct their own staff trainings (see Training Models section below for more information). As new staff members are hired, trainers can train them as well. In addition, trainers can provide ongoing “booster” trainings and assist with ongoing implementation support (see Appendix G, page 273). Specific details regarding training options, locations, and costs are outlined in the Committee for Children catalog. To discuss various training options, contact Client Support Services at 800-634-4449, ext. 200 or visit the Committee for Children Web site at www.cfchildren.org.

It is important that the *Second Step* support team (see Phase 2 in the Administrator’s Roles and Responsibilities section) decide which type of training would best meet the needs of their particular school or agency. They should also decide who might be the person(s) to attend the Training for Trainers if that is the type of training chosen.

Training Models

A *Second Step* Overview Presentation serves as an introduction to inform and encourage staff to implement the *Second Step* program on a schoolwide, district-wide, or agency-wide basis. This presentation may also be used with a board of directors or parent group to create awareness of the curriculum and the skills being taught in it. A 40-minute outline for a *Second Step* Overview Presentation is included at the end of this section (Resource A). If the *Second Step* Family Guide is included in your school’s implementation plans, you may want to introduce it in the Overview Presentation, which would add approximately 20 minutes to the training time.

An initial one-day *Second Step* staff training (or two to three after-school training sessions) serves to motivate and prepare teachers to present lessons to students. Training Modules for conducting a one-day *Second Step* staff training at the preschool and elementary levels are in this Trainer’s Manual. Training DVDs that accompany the Trainer’s Manual show actual classroom footage of *Second Step*

lessons and help facilitate teacher acquisition of concepts and skills. These DVDs can be used as part of a live training or given to students as part of a self-training.

After attending a training, teachers should read the Teacher's Guide and familiarize themselves with the curriculum content, and then spend several weeks using the curriculum in their classrooms. Once the teachers have gotten their feet wet, they should meet to discuss progress, questions, and concerns. A teacher, counselor, or district/agency administrator who has attended the *Second Step* Training for Trainers can provide further demonstration and practice of the strategies as needed based on staff questions and concerns.

In addition to the initial training, it is important to plan for booster training sessions throughout the year and provide initial training for new staff as they enter the system. Booster training provides opportunities to address staff concerns and celebrate success. You may want to survey your staff a year or so after the *Second Step* curriculum has been implemented to determine needs. A *Second Step* Teacher Follow-Up Survey is included at the end of this section for this purpose (Resource B). Booster training can be customized to address specific needs identified from the follow-up surveys. For additional ideas about conducting booster trainings, see Appendix G, page 273.

Another trainer resource included at the end of this section is a *Second Step* Trainer's Implementation Assessment (Resource C). This form is for use by trainers to track and evaluate the overall implementation of the *Second Step* program in a school or agency. A trainer should fill this form out after teachers have had a chance to teach the curriculum through the last unit.

Finally, an extensive list of publications, organizations, and Web sites for trainers is found in Appendix E.

Classroom Observations

Observing *Second Step* lessons provides administrators and trainers with useful opportunities to see students and teachers in action. Watching the teaching of specific *Second Step* skills helps administrators and trainers gain a greater understanding of how the skill steps work with students and how they can be used most effectively outside the classroom. Taking time to schedule observations of *Second Step* lessons and provide specific information to teachers regarding lesson effectiveness communicates your commitment to the program and your strong interest in its successful implementation. A *Second Step* Lesson Observation Form is included at the end of this section for these purposes (Resource D).

Involvement of Nonclassroom Staff

Although this is not recommended as a practice, sometimes the *Second Step* curriculum is taught by someone other than the regular classroom teacher, such as a counselor, prevention specialist, or nurse. If other resource personnel teach the lessons, it is critical that the classroom teacher is present and engaged with students to give support. This conveys a message to students that their teacher considers the *Second Step* program to be an important part of the schoolwide curriculum. It

also gives the classroom teacher information that he or she will need to reinforce and extend the use of new skills throughout the week. The classroom teacher should circulate, help with activities, and be involved in the role-playing exercises. Performing a model role-play exercise with the person presenting the lesson engages the class and underscores the value of skill practice.

Support staff, such as counselors, can provide important help for high-risk students following classroom lessons. Additional role-playing activities and discussions assist students in applying new skills during individual or smaller group sessions.

All staff members can take an active role in “teaching” the *Second Step* curriculum throughout the day in settings outside the classroom. Hanging the *Second Step* posters in the halls, lunchroom, library, gym, and by the playground will provide ways for other staff members to help students apply *Second Step* skills. Including custodians, bus drivers, office assistants, and playground and lunchroom supervisors in *Second Step* trainings, staff discussions, assemblies, and family nights underscores each adult’s important role in teaching children.

For additional ideas for involving families in the *Second Step* program, see Phase 5 in the Administrator’s Roles and Responsibilities section.

Administrator’s Roles and Responsibilities

Phase 1: Establish Need and Secure Buy-In

Securing buy-in from the entire staff is a critical first step in planning for effective implementation. Securing this buy-in can often be a challenging task. Administrators may undermine their best efforts to secure buy-in when they make top-down decisions about implementing the program. Therefore, finding one or two other staff members who share your commitment to implementing the program can be helpful. It is important to note that both classroom teachers and support staff should be represented in implementation decisions. A focus on the following steps will encourage buy-in from staff.

Step 1: Create awareness of the need for a social-skills and violence prevention program. Explore staff and parent concerns. The following questions may help spark discussion and interest through meetings, newsletters, questionnaires, and so on:

- What social problems are facing the local community?
- What social problems are facing the school or agency?
- What antisocial behaviors are staff observing in students?
- What staff behaviors negatively affect school climate?
- Has there been a change (or trend) in student behavior over time?
- How are antisocial behaviors affecting students’ ability to learn and teachers’ ability to teach?
- How do these behaviors affect present and future staff goals for students?

Conduct a more detailed needs assessment that includes identification of behaviors targeted for change as well as specific measures that will be used to monitor that change. Please see Phase 6 for an overview of evaluation processes and tips for designing your own evaluation study. The detailed needs assessment should include a review of your school's overall profile in such areas as:

- Discipline referral and suspension records
- Academic achievement data (standardized test scores, grades)
- Demographic information (for school, community, and so on)
- Information about existing programs (prevention, intervention, and others)
- Budget available for the program (see Phase 3 for more information)
- Surveys of those who would be involved in and affected by program implementation
- Interviews (individual or focus group) of those who would be involved in and affected by program implementation

Communicate the scope of the concerns listed above to staff and parents.

Step 2: Develop an understanding of how the *Second Step* curriculum can be used to address identified needs. Preview the curriculum to gain an understanding of the:

- Developmental appropriateness of the curriculum levels
- Skills taught
- Transfer of skills to real-life situations
- User-friendly nature of the materials
- Emphasis on parent involvement
- Research findings documenting the effectiveness of the program

Committee for Children's Client Support Services department, publications, and Web site provide additional information for understanding the program and its effectiveness.

Step 3: Establish an ongoing time commitment to teach and reinforce *Second Step* skills. When discussing commitments of time, clarify the following expectations:

- Classroom teachers or agency staff teach lessons once or twice per week. Preschool/Kindergarten lessons take 20–30 minutes; Grades 1–3 lessons, 30–35 minutes; and Grades 4–5 lessons, 40–45 minutes.
- Concepts are integrated into other subject areas.
- Skills are reinforced throughout the week by all staff.
- Staff meetings or in-service time are needed for sharing, problem solving, training, and boosters.
- Support staff (counselors, nurse, psychologists) play a key role that may include training of teachers, coaching, and/or facilitating lessons.
- Staff networking provides ongoing support for the curriculum.

In discussing the necessary time commitment, provide a realistic picture of how long it takes to change behavior incrementally. Establish timelines and schedules that allow for skill development through consistent repetition over time. Focus staff on observing incremental changes that reflect gradual growth. Set benchmarks for measuring progress and involve support staff in sharing their observations. "Sell" the program goals to support staff by analyzing how prosocial student behaviors will help them in their work.

Phase 2: Create a *Second Step* Support Team

A *Second Step* support team provides an important resource for administrators and teachers. This team is a group of individuals within the school or agency that is highly committed to the program and understands the value of thoughtful, thorough implementation and ongoing support. The support team creates and maintains the visibility and credibility of the *Second Step* program.

Team Composition

The *Second Step* support team provides leadership and coordination in the planning, training, ongoing implementation, and evaluation of the curriculum. In choosing members for the support team, it is important to look for staff (and parents) who are committed to *Second Step* implementation and who have sufficient flexibility in their work schedules to be able to offer additional support.

In addition to the *Second Step* sponsor, support team members might include:

- Classroom teachers or agency staff who will be teaching the curriculum (both the primary and intermediate levels should be represented)
- Counselor, social worker, or school psychologist
- Nurse
- Parent and caregiver representatives
- Community representatives
- Playground aide

Team Roles

Manage logistics. The *Second Step* support team should begin meeting after the initial decision to implement the curriculum has been made. Working with the sponsor, their responsibilities would include:

- Finding community or alternative funding sources if necessary (see Phase 3 for more information)
- Purchasing additional kits as necessary
- Determining dates of initial and booster training for teachers and support staff
- Determining timing of classroom implementation (will everyone begin at once, or will implementation be staggered?)
- Implementing *Second Step* parent program
- Providing resources and collaborative support during implementation

Provide ongoing support. A critical step in successful implementation of the *Second Step* curriculum is the ongoing support given to all staff people who interact with children and, in particular, to those classroom teachers and agency staff who are teaching the lessons to students. This support can help ensure that the curriculum is taught consistently and correctly, and that staff continue to feel motivated and encouraged. Most importantly, students have the maximum possibility of incorporating new skills into their daily lives if they are receiving the lessons, concepts, and skills in a consistent, cohesive manner throughout their time at school.

Specific assistance by the *Second Step* support team should include:

- Visiting classrooms to coteach and provide technical assistance and specific feedback to the curriculum presenters
- Providing classroom release time to allow curriculum presenters an opportunity to observe others who are implementing the curriculum
- Leading staff-meeting discussions to share ideas, discuss success stories, and deal with problems and concerns that have surfaced
- Providing booster sessions to ensure ongoing in-service for the entire staff
- Developing enhancement activities (such as assemblies) and materials (such as books and certificates) to facilitate agency- or schoolwide commitment
- Coordinating kit sharing and any issues related to first-year implementation
- Providing examples of how skills can be applied in daily activities
- Providing specific coaching help as needed
- Familiarizing parents and caregivers through planned presentations and/or classes, or by preparing printed materials
- Monitoring implementation support costs, including funding for replacement parts (curriculum items that are lost or worn), enrichment materials (such as books), and training for new staff

Phase 3: Prepare Budget and Secure Resources

In preparing a budget for the *Second Step* curriculum implementation, consider the following costs:

- Purchase of sufficient curricula for whole-school or targeted grade-level implementation
- Training needs of staff and parents
- Purchase of support materials:
 - Selected children's books
 - Additional posters for placement throughout the school
 - Optional transfer-of-learning materials (magnets, books, or games)
- Classroom teacher release time
- Follow-up booster sessions

Consider allocation of time as a critical resource that should be managed thoughtfully and supported within building and district schedules, practices, and expectations. Share efforts and successes by providing opportunities for parents and the community to give financial support.

Phase 4: Provide Staff Training

See the Training section under Implementation Planning for Trainers in this manual or in the Administrator's Guide for more information about staff training.

Phase 5: Familiarize Parents and Caregivers

Parents and caregivers play a vital role in children's social-skill development. They serve as the primary and most consistent teachers and role models for their children. Just as it is important to secure buy-in for the *Second Step* curriculum from the staff, it is also important to secure buy-in from parents and caregivers before beginning the program. They should understand the need for this type of curriculum and how their involvement in homework and other activities can support the skills at home.

When parents learn and use skills that are being taught in the classroom, they help create a more comprehensive approach to social-skills and violence prevention education. The positive effects of the *Second Step* curriculum on children's behavior may be enhanced if parents and guardians are informed of the content and strategies of the program through the following methods:

- Providing an overview of the curriculum at a family night or during parent conferences
- Using the Family Overview DVD contained in classroom materials to give parents a broad introduction to the curriculum
- Distributing schoolwide policies and activities that support *Second Step* goals through school and classroom newsletters
- Sending Take-Home Letters (included in the curriculum) to provide information on what the children have been learning and tips on how parents and caregivers can help their children learn and use their new skills
- Encouraging teachers to use the Student Self-Report Homework contained in the curriculum (Grades 1–5)
- Inviting parents to observe a *Second Step* lesson
- Inviting a parent to write a newsletter article about how the family is using *Second Step* skills at home
- Planning for and encouraging parent participation in *Second Step* Family Guide training classes
- Providing examples of how skills can be applied in everyday activities
- Reporting on how the children are using *Second Step* skills at school
- Hosting a *Second Step* “talent night” with student skits, songs, art, and writing that highlight program skills

Committee for Children offers a six-week training program for parents of preschool through fifth-grade students called the *Second Step* Family Guide. Caregivers practice the *Second Step* skills of empathy, impulse control, problem solving, and emotion/anger management. These programs help parents and caregivers learn how to transfer *Second Step* skills to the home and other settings outside of school through a systematic approach to violence prevention. For more information about family training programs and suggestions for implementation, please contact Committee for Children's Client Support Services department at 800-634-4449, ext. 200 or visit the Committee for Children Web site at www.cfchildren.org.

Phase 6: Evaluate Progress

Evaluation plays a vital role in ensuring the effectiveness of the *Second Step* program. Evaluation can help schools identify needs, appraise how implementation is going, and demonstrate the value and effects of the program to the community, parents, and potential funders. Evaluation can also inform decisions about classroom instruction and schoolwide practices. Moreover, it can be an invaluable tool for communicating progress and motivating your school community.

If you purchased this program, you have probably already identified needs that you would like the *Second Step* curriculum to address in your school or agency. Your process for planning program evaluation is most likely underway. There are many different ways to conduct a program evaluation. The following section briefly sketches out some common steps in the process, but this is by no means an exhaustive overview or a recipe for how to answer the questions that are important to you. Because evaluation—particularly outcome evaluation—can be a complex undertaking, working with experienced consultants from your school district or local university can be extremely helpful.

Evaluation involves systematically collecting information about needs, processes, and outcomes related to a chosen program. These data can then be used to define goals, measure progress, and plan improvements. Your evaluation strategy should be guided by your overall goals, the particular questions you wish to answer, the resources of your school or agency, and the audience for your findings. It is especially important to assess resources realistically, including staff time, knowledge in the areas of research and evaluation, and materials.

What follows is a brief discussion of important features of needs assessment, process evaluation, and outcome evaluation. Ideally, information from these three kinds of evaluation is linked and used throughout the whole cycle of adopting and using the *Second Step* program, from the grant-writing process through measurement of program implementation and outcomes.

Needs assessment. Needs assessment is best conducted before prevention program selection, or at least before program implementation. It provides evidence of specific school prevention needs and informs effective prevention planning. In addition, needs assessment is a helpful first step in identifying program outcomes for outcome evaluation. It also provides a baseline against which yearly program results can be compared. If grant funding is sought, needs assessment can provide a data-driven rationale for funding.

Needs assessment includes the investigation of the context within which the program will be implemented and the strengths and weaknesses of the program site. Knowledge of context allows you to plan prevention efforts that are a good match for your school and community—socially, politically, and economically. You must have a good understanding of your “clients” (students, teachers, and parents) in order to best determine their needs and how to meet them. Factors that may help or hinder program success should also be considered. Prevention programming does not operate in isolation. Increasing your knowledge of the school and community context increases the likelihood of proper prevention program planning, implementation, and success.

Investigation of the strengths and weaknesses of your school leads directly to needs identification. Specific strengths and weaknesses may be inferred from existing records, such as discipline referral, suspension, and academic achievement data. Data from surveys and interviews of people from the school and local community may be used to investigate perceptions of what is working and what is not. Identified strengths are areas to build on and use in prevention efforts. Identified weaknesses point to possible needs to address in prevention programming.

Data often used in needs assessment include:

- Discipline referral and suspension records
- Academic achievement data (standardized test scores, grades)
- Demographic information (for school, community, and so on)
- Information about programs already being implemented in the school (prevention, intervention, and others)
- Information about school and community resources
- Surveys or interviews of those who would be involved in and affected by program implementation

Data may be quantitative and/or qualitative (nonnumerical, such as narrative data from open-ended survey items and interviews). Quantitative data can be summarized using descriptive statistics, such as frequencies, percentages, and means. Qualitative data can be categorized by common and noteworthy themes in the data. Overall patterns in both quantitative and qualitative data are the foundation for identifying needs. Identified needs are prioritized and written as need statements. For example, a need statement based on discipline referral and teacher interview data could be: “Decrease fighting and classroom-disruptive behavior among students.”

Process evaluation. The effectiveness of the *Second Step* curriculum depends on how well it is implemented. The single most important thing an administrator can do to ensure success is to promote consistent, quality implementation.

Assessing implementation in a process evaluation is a valuable step in your evaluation plan. Process evaluation involves measuring the ongoing daily features of program use. It should provide a clear picture of how the *Second Step* curriculum actually works in your school or agency. Schools may monitor and document different aspects of effective program implementation, for example:

- Amount of program training provided for teachers and other staff
- Number of lessons children receive, and how often (“twice a week,” for example)
- Recognition for student use of *Second Step* skills
- Staff prompts of student skill use outside of *Second Step* lessons
- Visibility of the *Second Step* program (from posters displayed throughout a school, and so on)
- Outreach to parents regarding the *Second Step* curriculum

These kinds of information provide practical benchmarks for staff and can help personnel document the steps taken to meet program goals. One of the best things about this kind of evaluation is that it may focus awareness and increase commitment to important program features.

Committee for Children has developed three process evaluation tools, available at the end of this section:

- The *Second Step* Implementation Checklist, intended to help personnel plan and document progress toward whole-school implementation of the program (Resource E)
- The *Second Step* Lesson Completion Record, documenting the number of *Second Step* lessons that children are taught (Resource F)
- The *Second Step* Social-Emotional Learning Checklist (SELC), a nine-item measure that provides information about teacher support for student use of social-emotional skills outside of formal lesson instruction (Resource G)

Outcome evaluation. Outcome evaluation aids in determining whether or not program outcomes have been achieved. In the short term, outcome evaluation, along with process evaluation, informs program improvement. In the long term, outcome evaluation provides information for decision making regarding future programming needs. To develop an efficient and useful outcome evaluation, you should carefully consider:

- Outcomes for evaluation
- Outcome indicators
- Data collection methods
- Data collection arrangements
- Data analysis procedures
- Data interpretation procedures
- Reporting methods
- Use of evaluation results

Second Step outcome evaluation resources include:

Planning and Conducting Outcome Evaluation. This is an overview of the steps necessary to plan and conduct an outcome evaluation, from identifying program outcomes and indicators, to determining data collection methods and analysis procedures, to deciding how evaluation results will be reported and how they will be used to guide action plans, program improvement, and future prevention efforts.

Using Discipline Referral Data in Program Evaluation. Discipline referral data can be used for needs assessment, process evaluation, and outcome evaluation. This document provides guidelines for designing a discipline referral form, collecting accurate and consistent discipline referral data, analyzing this data, and interpreting results. For schools that already have some type of discipline referral system in place, this document also provides recommendations to ensure that the system is appropriate for program evaluation.

To receive these resources or for further information about evaluation, please visit the Committee for Children Web site at www.cfchildren.org or call the Client Support Services department at 800-634-4449, ext. 200.

Phase 7: Maintain a Long-Term Commitment

Changing child and adult behaviors, shaping school culture, integrating skills throughout the curriculum, and establishing new procedures require a long-term commitment of time and resources. School or program administrators can provide ongoing support and facilitate long-term commitment through the following strategies:

- Identifying *Second Step* implementation as part of school-level performance plans
- Planning for booster training
- Organizing discussion groups for teachers and/or parents
- Modeling lessons in the classroom
- Observing lesson presentations and giving feedback
- Providing evidence of *Second Step* commitment throughout the school with posters and displays of student projects related to the *Second Step* curriculum
- Continuing *Second Step* skills as “topics of conversation” in student gatherings, parent groups, and small and large staff meetings
- Building on *Second Step* skills using additional Committee for Children resources. Committee for Children’s Client Support Services representatives are always available to work with new or returning clients on addressing school needs

Phase 8: Celebrate Success

Students, staff, and parents all benefit from acknowledgment of efforts and successes. Taking time periodically to recognize progress and reinforce positive results ensures continuation of individual and group commitment. Some suggestions for celebrations include:

- Doing activities contained in the Keeping *Second Step* Skills Going lessons at the end of each grade-level curriculum
- Using newsletters and school gatherings to acknowledge accomplishments related to the program and highlight ways that *Second Step* skills continue to be used throughout the year
- Writing notes and calling families to reinforce student demonstrations of *Second Step* skills
- Telling *Second Step* success stories during staff meetings

Second Step Overview Presentation (40–60 minutes)

40 minutes if the *Second Step* Family Guide is not introduced

Purpose: To inform and encourage staff to implement the *Second Step* program on a schoolwide, district-wide, or agency-wide basis. This presentation may also be used with a board of directors or parent group to create awareness of the curriculum and the skills taught in it.

Presentation Preparation

One month before the presentation, order free Committee for Children catalogs and implementation brochures (school-, district-, or agency-wide) to distribute to participants. Call Committee for Children's Client Support Services department at 800-634-4449, ext. 200 or FAX 206-343-1445.

One week before the presentation:

- Make additional copies of any materials you plan to distribute to participants (such as the Scope and Sequence).
- Send a reminder note to those attending.
- Reserve space and AV equipment (LCD projector and speakers and/or TV and DVD player) for presentation.

The day of the presentation:

- Set up the room.
- Display curriculum kits and *Second Step* Family Guide materials.
- Hang the *Second Step* posters in the presentation room.

Presentation Outline

I. Welcome and Statement of Purpose (5 minutes)

- Welcome participants and thank them for attending. Note: If you are making this presentation to a group other than your own staff, be sure to include introductions.
- State the purpose of the gathering (see purpose stated above).
- Briefly talk about your excitement about the *Second Step* program based on what you have experienced or learned at the *Second Step* Training for Trainers. (How materials address the needs of the school, district, or agency; curriculum and Family Guide materials are research-based, user friendly, multiethnic/multicultural; materials are available for every grade level, Preschool/Kindergarten–Grade 5. Be sure to include examples that will entice participants.)

II. Overview of the *Second Step* Program (30 minutes)

Provide *Second Step* highlights.

- *Second Step: A Violence Prevention Curriculum* teaches children to change the attitudes and behaviors that contribute to violence.
- The program teaches skills in three areas: empathy, impulse control and problem solving, and emotion/anger management.
- Students learn skills through cognitive, affective, and behavioral learning experiences.
- The curriculum is usually presented by classroom teachers and reinforced by the entire school staff.

Show the first DVD clip from the Staff Training Media Presentation (on screen 8).

- Explain that the DVD will give information about why children fail to act prosocially and will provide an overview of the curriculum.
- Show the DVD clip.
- Offer to answer any quick questions (remind the group that many questions may be answered as they go over the materials).

Examine the *Second Step* curriculum.

- Allow participants to look through the curriculum (you might want to assign different groups to examine various parts of the kits, such as the Teacher's Guide, empathy lessons, and so on).
- Ask participants to be thinking about what they like about the curriculum and what concerns they have.
- Allow ten minutes to explore the curriculum.
- Debrief after the review: Bring the group back together. Ask: "What do you like about the curriculum? What concerns do you have?" Address concerns that surface.
- Answer any additional questions regarding the *Second Step* program.

III. Overview of the *Second Step* Family Guide (20 minutes)

Note: If your school or district does not intend to implement the *Second Step* Family Guide or host a family night session, skip this section and move directly to the closing.

State the purposes of the *Second Step* Family Guide:

- Familiarize parents with the *Second Step* program
- Demonstrate ways to reinforce *Second Step* skills at home
- Help parents develop skills to communicate feelings, solve problems, and manage anger in a positive, healthy way

Show the kit and describe the format and content of the *Second Step* Family Guide.

- Six sessions
- DVD-assisted
- Contents include 30-minute Overview DVD, three skill-training DVDs, facilitator's guide, and 25 sets of problem-solving and anger-management skill-step magnets for home use

Show a clip from the Overview DVD from the *Second Step* Family Guide.

- Explain that the Overview DVD is to be used as the first session in a six-session series or as a take-home DVD to motivate parents to attend the sessions.
- Starting at the beginning of the DVD, show through the empathy segment (approximately 10 minutes). The clip will give an introduction to the *Second Step* program and show a parent using the empathy skills with her son.
- Answer questions about the *Second Step* Family Guide.

IV. Closing (5 minutes)

Discuss and decide next steps.

- Refer to the brochure “Steps for Successful Implementation.”
- Thank participants for attending.

***Second Step* Teacher Follow-Up Survey**

This survey is designed to assess teachers' experience with the program. The survey should be administered a few months after implementation to identify any additional training needs or implementation concerns. See Appendix G, page 273, to see how it may be used to inform development of a booster training.

1. Have you started implementing the *Second Step* program with your students? Yes No

If no, why not?

2. What problems, if any, are you having with implementation?

3. What skills, resources, or information would make implementation easier?

4. Having used the curriculum:

- A. Is it a good match for your students' abilities? Yes No

Why or why not?

- B. What lessons, concepts, and/or other components have you found beneficial?

C. What, if anything, concerns you about the curriculum?

5. Please comment on the level of student participation and interest in the lessons.

6. Are you using the homework? Yes No

How does the homework contribute to student learning?

7. Are you sending the Take-Home Letters? Yes No

Describe parent response: Good Fair Poor

8. Do you have ideas about additional ways to encourage or increase parent participation?

Additional comments:

Please return by _____ to _____. Thank you.

***Second Step* Trainer's Implementation Assessment**

This form is for use by trainers to track and evaluate the overall implementation of the *Second Step* program in a school or agency. Fill this out after teachers have had a chance to teach the curriculum through the last unit. In answering questions on this form, refer to the *Second Step* Teacher Follow-Up Surveys (Resource B), *Second Step* Lesson-Completion Records (Resource F), and the *Second Step* Social-Emotional Learning Checklists (Resource G). You may also refer back to the *Second Step* Lesson Observation Forms. Some of this information can be used to complete the *Second Step* Implementation Checklist.

1. How did you conduct your staff training? How many sessions did you have, and how long were they?

2. Indicate below which people among your staff attended your *Second Step* training:

	All	Some	None	No Such Position
Classroom teachers				
Instructional aides				
Principal				
Other administrators				
Counselors				
Playground supervisors				
Social workers/family support workers				
Specialists (music, computers, P.E.)				
Nurses				
Lunchroom staff				
Office staff				
Custodial staff				
Security staff				
Day care/extended day staff				
Bus drivers				

3. How many teaching and nonteaching school staff were trained in all?

4. What percentage of the total teaching staff does this number represent? What percentage of the nonteaching staff does this number represent?
5. Are students in all classrooms receiving the *Second Step* program? Yes No
6. If not all students are receiving the *Second Step* program, why not?
7. Who is presenting the *Second Step* lessons?
8. Describe the ways in which *Second Step* skills are reinforced outside the classroom:
9. Overall, how satisfied are staff members with the *Second Step* program?
10. How satisfied are the students with the *Second Step* program?
11. Who is on your *Second Step* Support Team?
12. Has the support team been active during the first year of implementation? Yes No
13. What specifically has the team done to support the program?

14. What can the support team do to further future plans?
15. The following information will come from the *Second Step* Lesson Completion Records and Social-Emotional Learning Checklists (SELCs):
- How many lessons per week did teachers present?
- One lesson per week _____ # of teachers
- Two lessons per week _____ # of teachers
- More than two lessons per week _____ # of teachers (not recommended)
16. What percentage of students are being involved in the Role-Play/Pretend and Practice?
17. What percentage of teachers reported reinforcing lessons outside the *Second Step* class time (see SELC)?
18. Which items on the SELC were most commonly checked by teachers?
19. Which items on the SELC were least commonly checked by teachers?
20. What could have made your *Second Step* implementation more successful this year?
21. What is your future plan for *Second Step* training and implementation?

Second Step Lesson Observation Form

This form is for use by trainers or administrators when observing lesson presentations. Lines printed in bold are general statements followed by examples of how teachers might demonstrate that teaching strategy.

Unit _____ Lesson Number _____

Lesson Title _____ Date _____

Teacher _____ Grade _____

**Clearly Evident
or Observed**
**Partially Evident
or Observed**
**Not Evident
or Observed**

Storytelling and Group Discussion

Maintained interest with good pacing and personalized examples:

- Read at a comfortable and grade-appropriate listening pace
- Read with a clear reading voice
- Used personal examples or anecdotes
- Resolved questions being raised without getting bogged down

Followed lesson outline completely and sequentially:

- Defined key concepts clearly and used terms correctly
- Focused on lesson themes and objectives
- Checked for comprehension and corrected students who were confused
- Related concepts to student experience
- Reviewed lesson theme at end of session

Used empathic and nonjudgmental responses with students:

- Used nonjudgmental responses ("That's one idea. What's another?" rather than "Good idea.")
- Responded empathically to student-related experience (listened, nodded)
- Demonstrated active-listening skills (maintained eye contact, rephrased or repeated students' words)

Encouraged participation of all students:

- Arranged classroom to include all students
- Displayed photo and/or skill-steps poster to all students
- Called on a variety of students
- Waited a bit before calling on someone (occasionally waited for all hands up)
- Used a variety of discussion techniques (pair and share, small group)

Clearly Evident
or Observed

Partially Evident
or Observed

Not Evident
or Observed

Role-Play or Activity

Guided student generation of behavioral-skills steps:

- Asked for steps
- Asked for best sequence
- Asked leading questions or suggested steps when students were not forthcoming

Modeled skill steps or concept simply and accurately:

- Model role-play clearly illustrated theme
- Emotional expression and voice tone was obvious and appropriate
- Modeled positive self-reinforcement

Facilitated student role-play or activity:

- Gave clear and focused instructions
- Provided coaching and cueing during role-plays or activity
- Had students repeat role-play or activity to clarify key skills or concepts

Guided students in evaluating the role-plays:

- Referenced steps
- Phrased questions to elicit specific, constructive, informative feedback
- Phrased questions to elicit feedback on delivery quality (voice tone, eye contact)

Overall

Facilitated transfer of learning:

- Targeted times, places, or situations when students might use skills
- When necessary, discussed times when it might not be appropriate or safe to use a skill

Appropriately managed student behavior:

- Cued appropriate behavior by citing positive rules
- Redirected inappropriate responses ("That's one idea. What's another?")
- Used nondisruptive means to stop disruptive behaviors (nonverbal signals)
- If separation was necessary, placed student so that participation from a distance was still possible

What the teacher did well:

Suggestions and ideas for the teacher to strengthen the lesson:

***Second Step* Implementation Checklist**

This checklist is intended to help school staff assess school- or agency-wide implementation of the *Second Step* curriculum. This form may also be used to formulate objectives for evaluation in a grant proposal and to document steps toward full implementation. (Additional information may be found in the brochure “Steps for Successful Implementation.”)

Planning for *Second Step* Implementation

- _____ Identified a *Second Step* sponsor (person or group committed to the program and in a position to ensure implementation)
- _____ Assessed staff interest and commitment
- _____ Prepared a budget and secured funding
- _____ Created a *Second Step* support team

***Second Step* Training**

- _____ *Second Step* training made available to staff teaching lessons
Percentage of program teachers trained: _____ %
- _____ *Second Step* training made available to nonteaching staff (see Appendix F)
Percentage of nonteaching staff trained: _____ %
- _____ Trainer assessed staff satisfaction with initial training (see Handout 18)
- _____ Follow-up training (booster sessions) made available (see Appendix G)
- _____ Trainer assessed staff satisfaction with booster training

Classroom Support for the *Second Step* Curriculum

- _____ Adequate number of curriculum kits obtained
On average, how many staff shared one kit? _____

- _____ Lessons presented regularly, according to Scope and Sequence (see *Second Step* Lesson-Completion Record, Resource F)
- _____ Lessons integrated into daily classroom events (see the *Second Step* Social-Emotional Learning Checklist, Resource G)

School- or Agency-Wide Support for the *Second Step* Curriculum

- _____ *Second Step* support team observed or assisted teachers during program instruction
- _____ *Second Step* teachers given release time to observe others teaching lessons
- _____ *Second Step* implementation discussed at staff meetings (agenda item)
- _____ *Second Step* support team developed schoolwide enhancement activities (such as displaying *Second Step* posters in lunchroom)
- _____ Parents and caregivers informed about the *Second Step* program
 - _____ Teachers distributed *Second Step* Take-Home Letters
 - _____ *Second Step* Family Guide presented
 - _____ *Second Step* kits displayed during a family night

Second Step Lesson-Completion Record

Grade Level _____

Instructions: Record the lesson number and date when lessons are taught. For those lessons that include student role-plays, indicate the number of students actively involved. (Record "NA" if lesson does not include role-plays.) The Notes column is for comments about how well students grasped the skills or what modifications might assist in student learning.

Unit I

Lesson #	Date	# of students in role-plays	Notes

Unit II

Lesson #	Date	# of students in role-plays	Notes

Unit III

Lesson #	Date	# of students in role-plays	Notes

Second Step Social-Emotional Learning Checklist (SELC)

Date _____

Most recent *Second Step* lesson taught: Unit _____ Lesson Number _____

Instructions: At the end of the school day, place an X by items to indicate events that occurred that day.

- _____ 1. I asked students to help generate or evaluate solutions to a social problem (classroom problem, historical problem, and so on).
- _____ 2. I discussed perspective taking with my students.
- _____ 3. I discussed upcoming opportunities when students might use social problem-solving skills and steps on their own.
- _____ 4. I discussed upcoming opportunities when children might use anger-management strategies and steps on their own.
- _____ 5. I modeled “thinking out loud” about perspective-taking, problem-solving, or anger-management strategies that I might use.
- _____ 6. I intervened in a student conflict by asking students to report how the other party felt about the conflict.
- _____ 7. I intervened in a student conflict by prompting students to use social problem-solving strategies.
- _____ 8. I intervened in a student conflict by prompting students to use anger-management strategies.
- _____ 9. I asked students to help make decisions that affected the whole class.

How to Use the Social-Emotional Learning Checklist

The administrator or other designated staff person may distribute new copies of the SELC to teachers on a weekly, bimonthly, or monthly basis.

There are two main ways to use the SELC as a process measure. It may be used to monitor how frequently teachers support student skills outside of the student lessons (as with transfer-of-learning events). Alternatively, the SELC may be used to examine changes (increase or decrease) in transfer-of-learning events over the course of the *Second Step* program implementation.

There are no predetermined standards or norms for this checklist. Please note that events described in some items may occur less frequently than those in others.

Staff Training Modules

Before You Begin

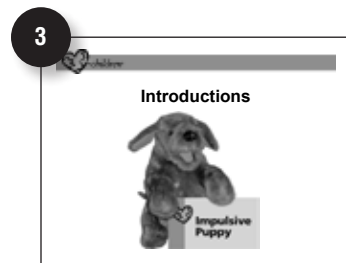
The Goal of the *Second Step* Training Modules

The goal of the following training modules is to train educators in how to present the *Second Step* program. The goal of this section is to make it as easy as possible for you to prepare for and present your own *Second Step* staff training using the accompanying script, the *Second Step* Staff Training Media Presentation found on the Trainer Resources CD-ROM, and the *Second Step* Staff Training DVD for Preschool/Kindergarten or Grades 1–5. The CD-ROM and DVDs are included in this manual. The *Second Step* Staff Training Modules are much like the *Second Step* lessons: user-friendly and thorough. As you become familiar with the material, you will be able to adapt these activities to the participants you will be training.

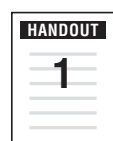
Using the *Second Step* Training Modules

In the *Second Step* Trainer's Manual, the Training Modules are divided into two columns: Necessary Format and Suggested Script. The information in the Necessary Format column should be presented to all participants. The Suggested Script column contains suggested wording in **boldface type** for the presentation. This script is offered as a guide and is not intended to be read verbatim. Trainers should use their own wording whenever possible.

The Suggested Script provides questions to be asked of participants during the training. Possible responses are in plain type and in parentheses immediately after each question.



The Staff Training Media Presentation is a series of PowerPoint slides used throughout the training. To guide you through the training, a numbered image of each screen of the media presentation appears in the Necessary Format column of the printed modules at the point in the presentation when you would display it.



Numbered handout icons appear in the Suggested Script column to indicate when to use particular handouts.



Lightbulb icons to the left of the Necessary Format indicate that a pertinent Trainer's Tip can be found on the preparation pages accompanying that module. Each lightbulb is numbered and corresponds to the Trainer's Tip of that number. Numbers are consecutive only for the module in which they are located.

Contents of the Trainer Resources CD-ROM

The Trainer Resources CD-ROM contains the Staff Training Media Presentation; Resources A–G; copies of the handouts, certificate, and activity cards; Appendices A–G; and Take-Home Letters in English and Spanish.

Using the Staff Training Media Presentation

The Staff Training Media Presentation requires a digital media projector, computer with a CD-ROM drive, speakers, and screen. If you do not have a projector, it may be possible to use a TV instead. Please see your technology support person for more information.

The media presentation is a series of PowerPoint slides, so you will need PowerPoint software to run it. If you do not have PowerPoint software, you can download the free PowerPoint Viewer. The Viewer will allow you to use the PowerPoint presentation, but not edit it. To download the viewer, go to the Download Center at www.microsoft.com. You will find the PowerPoint viewer in the Office section.

To begin the media presentation, double-click on the PowerPoint presentation on the Trainer Resources CD-ROM. All screens and video segments in the media presentation are presented in order, so in most cases you simply need to advance the screen at the appropriate time.

Using the *Second Step* Staff Training DVDs

The Staff Training DVDs contain alternate or additional video clips and examples to supplement your training. Adding these clips or showing them instead of the ones already in the media presentation is optional.

Familiarize yourself with the DVD pieces you'll be using in training—both in the media presentation and any you've chosen from the DVDs—so you don't use valuable training time repeating information already covered on the DVD clips. Instead, plan to add examples, short stories, and helpful hints.

Refer to the DVDs if you want to use any additional lessons in your staff training, follow-up training, or booster training sessions. Know where to locate these DVD pieces before the training for the most efficient use of time. The DVD Discussion Guides, which are on a file at the beginning of the Staff Training DVDs, provide cues, playing times, and questions for debriefing after the DVD lessons.

You may want to lend those unable to attend your staff training a copy of the appropriate grade-level *Second Step* Staff Training DVD to serve as a tutorial. If you are not comfortable lending your materials, additional copies can be purchased from Committee for Children.

Scheduling *Second Step* Staff Training

There are two suggested training formats.

1. One-day, seven-hour training

To ensure a successful outcome, this is the recommended format (see Sample Staff Training Agenda on page 117): 8:30 a.m. to 3:30 p.m. with a 45-minute on-site lunch (limited time precludes going out).

Scheduling options:

- In-service day during school year
- Summer institute day
- Weekend (pay teachers, offer credit)
- Regular workday (requires substitutes)

2. Three separate sessions*

Scheduling options:

- All three sessions in one week
- One session each week for three weeks
- Sessions on early release days
- Sessions after work and/or on a weekend day

*Caution: It is more common for participants to miss a session with this format. Also, some participants may show up late and attend only the second and/or third session. Spreading the three sessions too far apart will lower comprehension and dilute the staff training.

Training Room/Equipment

Select a training room large enough to accommodate the following equipment and enough tables and chairs for participants:

- Computer with a CD-ROM drive
- LCD projector or TV (see Using the Staff Training Media Presentation on page 112)
- Screen
- Speakers
- Easel with chart paper

In addition to the area containing the tables and chairs, retain extra open space (without furniture) in the room for large-group activities and breakout groups. This space should be half again as large as the training area.

Allow enough wall surface for posting signs and posters, and have sufficient electrical outlets. Do volume and sight-line tests to ensure appropriate volume and clear views from all parts of the room.

Trainer Preparation

The following will be helpful in your preparation for the *Second Step* Staff Training:

- Read the Introduction to the Curriculum, How to Use the Curriculum, and Implementation sections in this Trainer's Manual.
- Preview the Staff Training Modules, Media Presentation, and DVDs.
- Prepare appropriate training materials.

You may want to request Committee for Children catalogs or brochures to hand out at your training. Please contact Committee for Children three to four weeks before your training date.

Preparing the handouts. Preparing handout packets before the training will save precious minutes otherwise spent handing out papers during the training itself. Prepare the handout packets for participants by using the masters provided behind the Staff Training Handouts and Activity Cards tab or on the Trainer Resources CD-ROM. All handouts can be double-sided, except for the Staff Training Evaluation (Handout 18). Handout 18 may be included with the handout packets or handed out to participants at the end of the training. Give participants their handout packets as they enter the training room, or have one set of handouts on each chair or table space. If you include the Optional Handout (page 210), it can be placed between Handouts 11 and 12 or passed out separately when referred to in the training.

Curriculum kits. It's important to have enough curricula for the participants to use during the training, particularly during the Unit Exploration Activity in Module 2. Check on availability of kits in the school or agency and have them brought to the training site before the training day. You will need one kit for every three people at a particular grade level. For example, if there are nine first-grade teachers, you will need three Grade 1 kits in order for them to do the Unit Exploration Activity. If the recommended number of kits is not available, groups of six participants can be formed, and two people can work together on each unit for this activity. If the school or agency will be purchasing kits, it's best to train the staff after the kits have arrived so participants can begin teaching immediately after the training.

Planning for participant seating. The ideal setup is to use 6'-8' rectangular tables or 72" round tables. Seat participants in groups of three or six. As participants enter the training room they should see the media presentation screen (see Module 1 preparation page, Trainer's Tip 2) that directs them to sit at a table with people teaching the same curriculum grade levels. Have a sign at each table designating the grade level of the curriculum. For example, one table will be marked Preschool/Kindergarten, one table will be marked Grade 1, and so on. Suggest that those who work with more than one grade level choose the curriculum level they'll work with the most. If there are multiple participants from the same school who work with multiple grade levels, they might choose to split up so they will have a broader collective understanding of the curriculum. Participants should sit with and work with the same triad for the entire *Second Step* staff training. This enables them to be as familiar as possible with their grade's information and lessons. This also eliminates the time it takes to change groups.

Implementation help for trainers. Before scheduling the staff training, meet with the school or agency *Second Step* support team or sponsor to clarify the following:

- How was the staff involved in the decision to implement the *Second Step* program?
- Who will teach the lessons?
- If nonteaching staff are not at this training, how will they be trained?
- Who will provide ongoing support for use of the *Second Step* program?
- What are the plans for evaluation?
- Have kits been purchased? How many?
- What are the plans for parent/family involvement?

It might be helpful for schools or agencies that are still planning their implementation to ask one person at the training to record questions about implementation that come up during the training and then read the list back at the end of the training. The *Second Step* support team or principal can use this list for future planning sessions.

After training, trainers can follow up with participants by using the *Second Step* Teacher Follow-Up Survey located in the Implementation section of this Trainer's Manual. This form should be sent out a few weeks before any follow-up training or booster session. The feedback received on the returned forms can be used to develop the agenda for future meetings, booster trainings, and so forth.

Reminders

- Make meal arrangements or notify participants to bring a brown-bag meal.
- Send a reminder of training date(s), times, location, and meal arrangements to participants.
- Emphasize that it is critical that all participants attend the entire training.
- When possible, use in-service days, pay, or credit as an incentive.
- Give a Certificate of Completion to training participants. See the Staff Training Handouts and Activity Cards section for a certificate master, or print certificates from the Trainer Resources CD-ROM.

Training Checklist

Now Through Training Day

- Preview the student lessons.
- Read the Teacher's Guide.
- Read the Administrator's Guide.
- Read the Staff Training Modules.
- Preview the Staff Training Media Presentation and DVDs.
- Schedule the training date and location.

One or Two Months Before the Training

- Reserve the necessary audiovisual equipment (LCD projector, computer, speakers, screen, flip charts).
- Request Committee for Children catalogs and/or brochures.
- Meet with the *Second Step* support team and/or administrator to determine the training, implementation, evaluation, and sustainability plans.
- Ensure that curriculum kits have been ordered. Orders must be placed 10 business days before your training date to ensure on-time delivery. You will need one curriculum kit for every three participants.

One Week Before the Training

- Make meal and snack arrangements.
- Send a reminder of the training date(s), times, location, and meal plan to participants.
- Prepare the appropriate training materials (handouts/activity cards and Certificates of Completion).
- See the Handouts and Activity Cards section for hard copies of these items, or print copies directly off of the Trainer Resources CD-ROM.
- Practice using the media presentation and determine which clip(s) you will show. Use the *Second Step* Staff Training Preschool/Kindergarten and/or Grades 1–5 DVDs as necessary.

Day of the Training

- Set up the training room to accommodate table groups of three or six.
- Place grade-level table-tent signs on the participant tables.
- Set each place at the table with a handout packet, pencil or pen, loose-leaf notebook paper, sticky notes, name tags/cardstock paper, and markers (optional).
- Test the audiovisual equipment and the media presentation.
- Display curriculum posters and (optional) parking lot sign.
- Display the curriculum kits (one for every group of three).
- Brew the coffee, chill the water, and set up a snack table.
- Relax, have fun, and deliver a dynamic training!

Sample Staff Training Agenda

Second Step: A Violence Prevention Curriculum

8:30 a.m.	Module 1: Welcome and Goals	20 minutes
	Module 2: Overview of the Curriculum	145 minutes
11:15 a.m.	Lunch break	
12:00 p.m.	Module 3: <i>Second Step</i> Teaching Strategies	60 minutes
	Module 4: Teaching the Curriculum	85 minutes
	Module 5: Implementation	60 minutes
	Module 6: Closure and Evaluation	5 minutes
3:30 p.m.	Departure	

Total training time: 6 hours, 15 minutes (excluding breaks and lunch)

Module 1: Welcome and Goals

Time: 20 minutes

Objectives

Participants will be able to:

- Identify the goals of the staff training
- Identify the group-generated training guidelines

Supplies and Equipment

LCD projector, laptop, and screen

CD player and Preschool/Kindergarten Sing-Along Songs CD (optional, see Trainer's Tip 2)

Easel and flip chart

All grade-level table signs

Sticky notes, one pad per table

Scratch paper on each table

Name tags, cardstock paper, and markers (optional, see Trainer's Tip 5)

Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handouts 1–2, 17

Posters: Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps; Grades 1–5 Calming Yourself Down, How to Solve Problems, What to Do When You Are Angry



Trainer's Tips

1. Before the training begins, place posters around the room, and place grade-level signs, sticky-note pads, scratch paper, name tags (optional), cardstock paper (optional), handout packets/folders, pencils, markers (optional), and appropriate grade-level kits on the tables.
2. Display one of the two "Welcome to *Second Step* Training" screens as participants arrive. If you want participants to sit by grade level when they enter the room, display that screen and direct participants to note the grade-level signs on each table. Otherwise show the other welcome screen and regroup later. Shortly before the training begins, you may want to put up a brainteaser on the screen or on a flip chart to give participants something to do while waiting to get started. (See Appendix E for sources for brainteasers.) At the beginning of the training or during breaks, you could also play the Preschool/Kindergarten *Second Step* Sing-Along Songs CD in the background.
3. In the introduction, give information about yourself to establish credibility. Talking about your educational background or experience working with children is helpful. Talk about your experience with and background in the *Second Step* program as well.

4. You may want to talk more about Committee for Children, including its mission and programs. Committee for Children is a Seattle-based nonprofit organization whose mission is to foster the social and emotional development, safety, and well-being of children through education and advocacy.

Talking About Touching®: A Personal Safety Curriculum for Preschool/Kindergarten–Grade 3 was Committee for Children’s first program, and it launched in 1982. It was the first school-based curriculum in the country to deal with child sexual abuse prevention.

Second Step®: A Violence Prevention Curriculum debuted in 1985, and it is the most widely used social-skills curriculum in North America today. This research-based curriculum has gained much recognition over the years, including the following:

- Research published in the *Journal of the American Medical Association* (May 28, 1997, vol. 277, no. 20) showed its efficacy in decreasing aggression and increasing neutral and prosocial behavior in schools.
- More recent studies show similar results and point to the decrease in time teachers have to spend handling conflicts and disruptions in the classroom (*Journal of Applied Developmental Psychology*, 2005, vol. 26, no. 2).
- In 1998, the Washington D.C.-based independent organization Drug Strategies prepared *Safe Schools, Safe Students*, a comprehensive assessment of the country’s most widely used school violence prevention programs. In it, the *Second Step* program received the highest rating among elementary–middle school programs.
- In 2001, the U.S. Department of Education’s Expert Panel on Safe, Disciplined, and Drug-Free Schools reviewed 132 programs for quality and effectiveness. The *Second Step* program was among a handful of programs to receive the top “Exemplary” rating.
- The curriculum has also received numerous character education awards and was called a “model program” for school violence prevention in the White House’s *1998 Annual Report on School Safety* (see www.cfchildren.org for more information).

Second Step: Student Success Through Prevention for middle school was released in 2008 to replace the *Second Step* middle school/junior high curriculum.

Steps to Respect®: A Bullying Prevention Program for elementary schools debuted in 2001. This curriculum teaches students, staff, and parents skills to help children develop healthy relationships and decrease bullying at school.

Woven Word®: Early Literacy for Life debuted in 2004. The *Woven Word* program, for Preschool/Kindergarten, combines social and emotional skills with emergent literacy.

For more information about Committee for Children programs, see www.cfchildren.org.

5. Participant introductions and making table-tent name signs on cardstock paper are optional activities. If you know the group and they know each other, you can skip this activity. If you and the group don't know each other, you might find these exercises beneficial. During introductions, participants can include information about their positions, the age of children they work with, which school they are from, and how many years of experience they have working with children. Participants might also talk about any experience they have had working with the curriculum.

To give an empathy twist to introductions, you might also ask each participant to come up with an adjective that begins with the first letter of his or her first name that describes how they feel at that moment (for example, Marvelous Mary or Rambunctious Randy). Stress that all feelings are valid, acknowledge that feelings can change, and provide adjective assistance as necessary. Keep introductions brief. Depending on the type of introduction you do and the size of your group, this will add 10–20 minutes to your training time.

6. The attention-grabber may be adapted to your group and the time available. The following are some alternatives to the scripted activity:

Tell a story about a *Second Step* experience, or invite a teacher to talk about his or her experience.

OR

Provide local statistics on violence or school-specific data supporting the need for the *Second Step* program.

OR

Ask the group to think of a child for whom they would like to make the world a safer place. Quickly go around the room, having each participant take turns saying their child's first name. When the group is finished, tell them they have just named many reasons to make the best use of what the *Second Step* program has to offer as a youth violence prevention curriculum.

7. After outlining the training goals, you may ask participants if there are any other goals they hope will be included in today's training. Not all of the participants' goals will be included in the training. Be honest with participants if something cannot be included. If possible, explain how you will be able to address their needs later.
8. Be sure to get agreement from the entire group on the group-generated guidelines. Common training guidelines include: promptness, confidentiality, no side conversations, speak loudly and clearly, turn cell phones/pagers to vibrate, and "Misery is optional" (or, "Take care of yourself: visit the restroom or get coffee as you need to"). If these basic guidelines are not mentioned, you may want to add them to the list. As an alternative to participant-generated guidelines, you may want to list these guidelines on chart paper and ask the group whether there are any other guidelines they want to add to the list.

9. Use a poster labeled “Parking Lot” for off-topic questions. This poster can be drawn by hand or computer and then laminated. Hang the Parking Lot in the room and have pads of sticky notes available for participants at each table. Participants can write off-topic questions or comments on the sticky notes as they come up. These notes then go on the Parking Lot, and you can weave responses into the training when appropriate or after breaks. This gives you a system for handling off-topic questions and individual concerns efficiently without taking up group time.

Necessary Format

Suggested Script

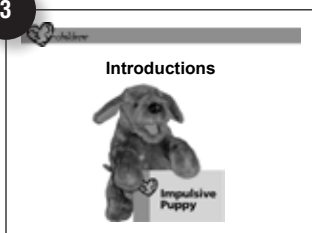
1 or 2



Welcome participants.



3



Introduce yourself.



Have participants make table-tent name signs and introduce themselves (optional).



Present the attention-grabber activity.



Hello! Welcome to the *Second Step* Staff Training. I'm happy to be here today to work with you on implementing this youth violence prevention curriculum.

My name is _____. My background is _____. I've been trained by Committee for Children, the *Second Step* developers, to train staff to use the curriculum.

To help us focus on why we are here, I want to start by reading you some problem statements that affect educational staff. Please respond by letting me know to what degree each of these problems affects you, either professionally or personally.

If the problem *does not* affect you, give a thumbs-down signal.

If the problem *sometimes* affects you, raise your hand.

If the problem affects you in a *major* way, raise your hand and wave it back and forth.

Necessary Format

Suggested Script

Here are the problems:

- Students carrying weapons
- Students bullying, threatening, and harassing other students
- Students physically fighting with each other
- Disrespectful, inappropriate, and disruptive behavior by students
- Put-downs, stereotyping, and name-calling by students

As you can see, we are all affected to varying degrees by youth violence and disruptive behavior. The *Second Step* program teaches students skills to help them deal with these and other issues. It is important to point out that this program will not cure all of the social ills at school. But the curriculum can be used to improve the climate and address the issues that put children at risk.

4

Second Step Staff Training Objectives

- To help staff understand what it means to use a social-skills approach to youth violence prevention
- To provide staff with a solid grasp of the *Second Step* curriculum
- To prepare staff to use the *Second Step* curriculum with students

Introduce and explain Handout 1: Staff Training Objectives.



This is a great lead-in to the specific objectives of this training and what you can expect to take away from it. Please turn to Handout 1.



Necessary Format

Explain what it means to use a social-skills approach to youth violence prevention for all children.

Briefly explain social-emotional learning and the link to academic success.

Suggested Script

In today's staff training, our objectives are to understand what it means to use a social-skills approach to youth violence prevention. Research has shown that aggressive children lack the skills they need to interact prosocially with other children. That's what a social-skills approach to youth violence prevention is all about: teaching all children skills in empathy, problem solving, impulse control, and anger management, so they can interact more effectively with one another.

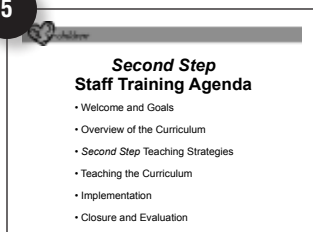
During the course of this training, you will gain an understanding of the *Second Step* curriculum through activities in which you will examine the sequence, content, and flow of the lessons.

And to prepare you to use the *Second Step* curriculum with students, we will be working with the curriculum throughout the day so you can familiarize yourself with where resources are located. You will also have an opportunity to gain some hands-on teaching experience in small groups.

During the past 15 years, we have been hearing a lot about social-emotional learning. Daniel Goleman's 1995 best-selling book *Emotional Intelligence*, for example, really got people looking at the correlation between social-emotional learning and life success. What is social-emotional learning? (Identifying and managing our own emotions. Teaching people how to get along. Teaching life skills. Teaching about developing successful relationships. Teaching about responsibility.) **Social-emotional learning encompasses all the skills we need to be successful in our daily lives and in our interactions with others. Research has shown that children with highly developed social skills perform better academically than their peers who lack these skills. The *Second Step* program teaches these skills.**

Necessary Format

5



Introduce and discuss Handout 2: Staff Training Agenda.

Discuss the training format.

Suggested Script



Let's take a look at the day's agenda, found on Handout 2. We are now at the "Welcome and Goals" stage. This will be followed by an overview of the *Second Step* curriculum, which will include an exploration of the lessons and the units, as well as some important information found in the teacher's guides. Following that, we will take a look at teaching strategies that will make your lessons more effective. This will lead us into teaching the curriculum and preparing to present the lessons to your students. We have a lunch break from _____ to _____. In addition, there will be morning and afternoon breaks.

This training is designed for Preschool/Kindergarten–Grade 5 teachers. There will be times during the training when I will be speaking specifically to certain grade levels. If you are not a part of that grade level, I'd ask that you still follow along to get a sense of what students younger or older than those you work with will be learning in *Second Step* lessons. The training will consist of activities, mini-presentations, and small- and large-group discussions, all designed to help you learn about the program in a variety of ways. Two DVD clips providing an overview of the program and an actual *Second Step* classroom lesson will also illustrate concepts we are learning.

Give participants a chance to remove Handout 17 from their packets and write their names on it and read the major headings.

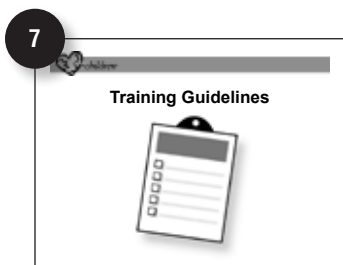
Necessary Format



Introduce and discuss Handout 17: Implementation Planning Worksheet.



Record guidelines on board or flip chart and display for the duration of the training.



Make a participant-generated list of training norms or guidelines for use in the training.

Suggested Script



If you turn to Handout 17 in your handout packet, you will see that it is an Implementation Planning Worksheet. Please write your name on it and skim over it.

Throughout the day, you will receive bits and pieces of information that will assist you in implementing this curriculum with your students. Any time you learn the answer to one of the questions on this handout, go ahead and write it in the blank. When you leave, you will have a quick reference highlighting some of the more essential information you'll need to teach the program.

In order to make this a safe learning environment that works for you, we need to generate a list of guidelines or training norms for our group. I propose that as a group, we come up with and agree on four or five guidelines for our time together. So how can we create a respectful, productive environment?



Necessary Format

Explain the Parking Lot.

Ask, "Are there any questions about the training at this time?"

Suggested Script

One other guideline I'd like to propose is the Parking Lot. During the day, you might have questions that don't fit in with what we are talking about at the moment, or perhaps questions will come up while you are on break or at lunch. In those cases, please write your questions on a sticky note and put them on the Parking Lot, which is located _____. Throughout the day, I will remove the questions and weave the responses into our training. If you do have a question that is relevant to what we are discussing at the moment, by all means raise your hand and ask it. The Parking Lot is simply for off-task questions or comments so I can maintain the flow of the training and keep us on track.

Are there any questions about the training at this time?

Module 2: Overview of the Curriculum

Time: 145 minutes

Objectives

Participants will be able to:

- Identify at least three reasons children fail to act prosocially
- Describe the format of the *Second Step* Lesson Cards and Unit Cards
- Explain key *Second Step* concepts, including: empathy, ways to calm down, problem-solving steps, anger-management steps, and transfer of learning
- Identify and explain the teaching time guidelines for *Second Step* lessons

Supplies and Equipment

LCD projector, laptop, speakers, and screen

CD player and *Preschool/Kindergarten Sing-Along Songs* CD (optional, see Trainer's Tips 3–5)

Easel and flip chart

Sticky notes, one pad per table

Scratch paper on each table

Curriculum kits for the appropriate grades(s) on each table

Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handouts 3–11, 17

Optional Handout on page 210 (see Trainer's Tip 7)

Posters: *Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps*; *Grades 1–5 Calming*

Yourself Down, How to Solve Problems, What to Do When You Are Angry

Any supplemental materials explained in Trainer's Tips below



Trainer's Tips

1. Make sure you have enough *Second Step* curriculum kits available for the Unit Exploration Activity. Generally you'll need one set of grade-level lessons per table group of three. The kits should be placed on participants' tables before this activity begins.
2. If you don't have three teachers of the same grade level, you may mix and match for Grades 1–5 only. If this is the case, have each teacher in the group of three explore a different unit from their respective grade-level kit. If you have a group of four, two participants may work together on one unit. If you have fewer than three at a table, one person may double-up the assignment by examining two units, or the group may split up the third unit.

3. Before beginning the section about empathy starting on page 137, you may choose to do an empathy-themed group mixer or energizer. Here are several options:
 - A. Using the Guide to Feelings (Activity Card 1), make five or six copies of both pages (for a group size of 26–31), and cut into strips. Give everyone a strip and ask them to act out the emotion listed on it until they find the four or five others in the room who have the same emotion. You can also use this as a regrouping activity.
 - B. Play the Feelings and/or Caring songs from the Preschool/Kindergarten Sing-Along Songs CD and teach the group the lyrics and/or signs (see Activity Card 4).
 - C. Facilitate a “things in common” brainstorm or activity at small table groups. Give groups two or three minutes to come up with a list of as many commonalities they can think of that all members of their table group share. You may choose to award the group with the biggest list a prize (such as pencils or candy).

Using any of these options will add approximately 10 minutes to your training time. If you use one of these or some other option, tie it in with the empathy introduction on page 137. For example, “We just did an empathy activity. What skills were at play in the activity you just did that tie into what we teach in the *Second Step* empathy lessons?”

Enhance the empathy discussion starting on page 137 with one or more of these options:

- A. Introduce this section by discussing the research studies referenced on pages 16–18 about the importance of teaching empathy.
- B. Show or distribute feeling-word charts.
- C. Show cartoons or quotes that illustrate empathy or perspective taking.
- D. If you have Preschool/Kindergarten teachers in attendance, you may also choose to show the Same or Different empathy lesson vignette from the Preschool/Kindergarten Staff Training DVD.

Using any of these options will add 2–15 minutes to your training time.

4. Enhance the section about problem solving starting on page 138 with one or more of the options below:
 - A. Introduce this section by discussing the research studies referred to on pages 18–21 that explain the importance of teaching impulse control and problem-solving skills. (Especially highlight the delay-of-gratification study referred to on page 21.)

- B. As in the empathy section, you could play the Problem Solving Rap and/or Fair Ways to Play song from the Preschool/Kindergarten Sing-Along Songs CD, teaching your group the words and/or signs (see Activity Card 4).
- C. Show cartoons that illustrate behavioral-skills training, or point out examples of how and where skill steps are used in your building (for example, steps for hand washing).
- D. To support use of the anger-management and problem-solving steps in your school, you may want to make copies of Activity Card 3. Laminate the double-sided pages before cutting out the squares.

Using one of these options will add 2–10 minutes to your training time.

- 5. Enhance the section about emotion/anger management starting on pages 138 and 143 with one or more of the options below:
 - A. Introduce this section by discussing research studies referenced on pages 21–23 that explain the importance of teaching emotion/anger management.
 - B. As in the empathy and problem-solving sections, you could play the Calm Down and/or Anger songs from the Preschool/Kindergarten Sing-Along Songs CD, teaching your group the lyrics and/or signs (see Activity Card 4).
 - C. Facilitate an activity called “Anger Animals.” Anger Animals is featured in Session 5 of the *Second Step* Family Guide, and it gives participants an opportunity to reflect on their own anger style and gain an appreciation and understanding of how other people deal with anger. For this activity, you will need to make six or seven table tents out of 8-1/2" x 11" cardstock paper. For master copies of the animal signs, see Activity Card 2. Place the table tents around the room and ask participants to go to the animal table tent that best represents their anger style, gathering with others who also picked that animal. Then have participants talk within their groups about why they selected that animal to reflect their anger style. Each group should then select a spokesperson who will report some of the main ideas back to the larger group.
 - D. Ask the group what messages they received about anger growing up, and talk about cultural differences in expressing and managing anger.
 - E. To support use of the anger-management and problem-solving steps in your school, you may want to make copies of Activity Card 3. Laminate the double-sided pages before cutting out the squares.

Using one of these options will add 5–15 minutes to your training time.

6. To tailor the transfer-of-learning section to Preschool/Kindergarten groups, you may want to use the Hearts and Heart bag from the Pre/K kit to model what using Hearts would be like. Use one of the Heart Rhymes (see Activity Card 4) to close the demonstration.
7. If you are training in a school that will be adapting the Grades 4–5 curricula to include Grade 6, present those adaptations here. You will find a copy of Adapting the *Second Step* Program from Grades 4–5 to 4–6 as the Optional Handout on page 210 in the Handouts and Activity Cards section of this manual. You will want to make enough copies of this handout for your participants and distribute it at this point or insert it between Handouts 11 and 12 in the handout packets. Skip slide 25 if you do not need to introduce/refer to this information.
8. If you are training a group that does not work in a traditional classroom setting (such as a rehabilitation center or after-school program), tailor this section to match the needs of your group. For implementation ideas in nontraditional classroom settings, call a Committee for Children client support services representative at 800-634-4449, ext. 200.
9. If you finish this module early, you may want to conduct the Elephants and Giraffes game found at the beginning of Module 3 to extend the time to your scheduled lunch break.

Necessary Format

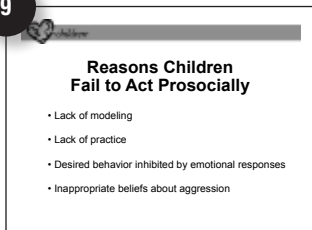
8



Introduce and show the introductory DVD clip. Ask participants to listen for reasons why children fail to act prosocially.

Ask, “What were some of the reasons that children fail to act prosocially?”

9



Discuss Handout 3.



Regroup participants by threes.

Suggested Script

Let's start looking at the *Second Step* curriculum. We're going to watch an introduction to the curriculum on DVD. During the first part of the video, listen for reasons children fail to act prosocially. We will discuss these following the video.

Let's review what we saw in the video. What were some of the reasons that children fail to act prosocially? (Lack of modeling. Lack of practice. Desired behavior inhibited by emotional responses. Inappropriate beliefs about aggression.)



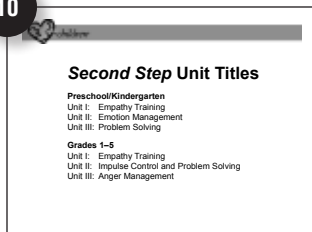
These reasons are listed on Handout 3. As you look at this list, which two do you feel you could have the most influence on in your work with students? (Modeling, practice.) When the *Second Step* program was developed, all these reasons were taken into consideration. Throughout this training, you will see modeling and practice as major themes. I encourage you to keep this list in mind as we look at the curriculum today. We will revisit it later.

So now that you've seen an overview of the curriculum, we're going to begin by looking more specifically at some of the content. We'll start with information about the specific units in your curriculum kit.

Please arrange yourselves in groups of three by grade level.

Necessary Format

10



Discuss Handout 4.

Hold up a sample of a Preschool/Kindergarten–Grade 5 Unit Card.

Introduce the Unit Cards.

Explain the rationale for the Unit Exploration Activity.


Suggested Script



Second Step lessons are divided by units. If you turn to Handout 4, you will see the unit titles listed for each grade level. You may notice that the order and title of the units varies by grade level. For example, in Preschool/Kindergarten, we teach problem solving at the end of the program, in Unit III. Problem solving, which is more cognitive in nature, and thus more complex, needs to come later in the year for this age group. We also have the emotion-management unit in Preschool/Kindergarten to address all strong feelings, not just anger, to match the intensity of emotions typical for this age.

Each *Second Step* unit is preceded by a Unit Card found in the kits. The Unit Cards are the cards without photos on them and with a tab on top. The Lesson Cards in each of the units also contain some practical information about each unit.

To prepare for teaching a lesson, it's always a good idea to read the Unit Card first. This will provide a lot of practical and concise information to assist you in teaching the lessons. We are going to do an activity now with your Unit Cards. During this activity, each person in your small group will be responsible for learning some important information for one of the units in your curriculum kit. After the individual study time, you will report some of the highlights of what you learned back to your small group. Having each person in your small group focusing on just one unit and reporting back allows us to learn a lot of information collectively in a short period of time.

	Necessary Format	Suggested Script
Give the group a minute to read the instructions.	Instruct participants to read the instructions for the Unit Exploration Activity on Handouts 4A–4B.	<div> <div> HANDOUT 4A 4B </div> <div> Please turn to Handout 4A or 4B, choosing the appropriate handout for your grade level. Take a minute to read your set of instructions for the Unit Exploration Activity. </div> </div>
	Ask, “What questions do you have about the instructions?”	What questions do you have about the instructions?
Give the groups a minute to designate units.	Instruct participants to assign units within their small groups.	Now, within your table groups, decide who wants to be responsible for which unit. You may want to look at Handout 4 for a list of the units.
	Identify who is studying which unit.	Who at your table groups will be examining empathy? Who will be responsible for problem solving and impulse control? Who will be responsible for anger or emotion management?
Give the groups 10 seconds to designate a table-group volunteer.	<div> <div>11</div> <div>  </div> </div>	In order to make this process easy and expedient, the next step is designating one person in your small group to be responsible for distributing the necessary materials for this activity. Go ahead and select a table-group volunteer now.
Identify the table-group volunteers.	Instruct the groups to select a table-group volunteer.	Raise your hand if you are the table-group volunteer.
Give the table-group volunteers a few minutes to distribute the materials.	Provide the instructions for the table-group volunteers.	I’d like for the table-group volunteers to distribute the Unit Cards and lessons from your kit to the appropriate people in your small group.

Necessary Format

Provide an overview of the group instructions.

Let participants know when there are 5 minutes left in the individual study time. Remind them to take a look at their unit's Lesson Cards once they have finished answering the questions on their handout. If participants finish early, instruct them to take a look at the Teacher's Guide.

Ask, "What questions do you have about the Unit Exploration Activity?"

Begin the activity.

Provide the instructions for reporting.

Ask, "What questions do you have about group reports?"

Begin the activity.

Suggested Script

You will be using your Unit Card to answer the questions on your respective handout, then in the time remaining, you'll want to look at your unit's Lesson Cards. Please spend the next 20 minutes reading your assigned sections, answering the questions on your handout, and reading your unit's Lesson Cards. At the end of 20 minutes, we will move into our small-group reports, which I will tell you more about at that time. Please do not begin discussing the material you are reading until we start the reports, as it may disturb others who aren't quite finished.

What questions do you have about the Unit Exploration Activity?

You may begin.

The 20-minute individual study time is over. You will now have 15 minutes for reporting in your table groups. Divide this time by the number of people in your table group. This is how much time each person will have to report. To keep the group on schedule, you will need a timekeeper to be sure each person reports only for their allotted time. Please report in the order your units are found in your kit. So, the person who studied empathy should go first. In your reports, please give the answers to the questions listed on your handout and any other highlights you learned during your individual study time. You may want to use Lesson Cards as visual aids.

What questions do you have about group reports?

You may begin.

Necessary Format

12



Call a 10-minute break (if not done earlier).

13

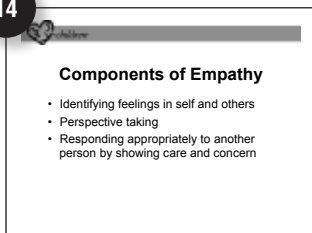


Reconvene and conduct a large-group debrief about key concepts.



Discuss empathy. Ask, "What is empathy and what does it involve?"

14



Introduce Handout 5.

Suggested Script

Once your reports are finished, please reassemble your kits and take a 10-minute break.

Welcome back! I want to review some of the key concepts you learned during your Unit Exploration Activity and provide you with some additional information.

First of all, what is empathy, and what does it involve? (Identifying feelings in self and others by looking at physical, verbal, and situational clues. Perspective taking. Responding appropriately to another person by showing care and concern.)



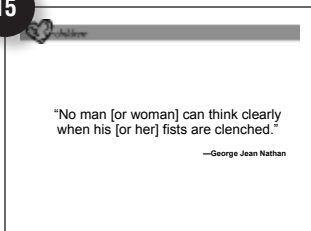
You will find the components of empathy listed on Handout 5 and on my screen.

Necessary Format

Explain the importance of developing empathy skills.

Explain the link between empathy and anger management/problem solving.

15



Discuss the Ways to Calm Down for all grade levels.

Be sure the steps for all curriculum levels are given. Indicate posters in the room.

Suggested Script

Empathy is the cornerstone of the *Second Step* curriculum. Empathy creates the motivation for us to control or change behavior. It also teaches us to recognize emotions in ourselves and others. According to Theodore Isaac Rubin, "We honor ourselves and our friends when we can tell them how we feel." By teaching empathy, which research demonstrates *can* be taught, our goal is to create a caring educational environment where children and adults express care and concern for each other.

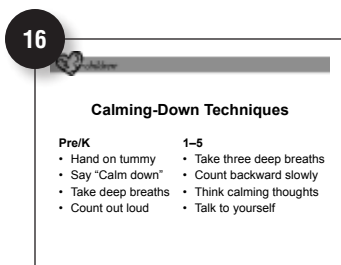
We begin with empathy in the *Second Step* curriculum because it provides the foundation for subsequent skill areas. For example, empathy is an essential element of anger management because it involves recognition of emotions like anger in ourselves and in others. Further, without the empathy skills of being sensitive to others' feelings and able to take others' perspectives, creative, win-win problem solving can't take place.

Another major skill taught in the program is problem solving. But before we can move students into successful problem solving, we need to be certain that they are calm enough to engage in the process. (Refer to quote.) So a variety of ways to calm down are presented in Unit II of all grade levels. In the *Second Step* program, we teach different ways to calm down, knowing that students will choose the method(s) that work best for them.

What are the ways *Second Step* lessons teach a Preschool/Kindergarten child to calm down? (Hands on tummy. Say "Calm down." Take deep breaths. Count out loud.)

Necessary Format

Indicate posters in the room.



Introduce Handout 6.

Explain and demonstrate belly breathing.

Lead participants through a practice of belly breathing.

Refer participants to the Committee for Children Web site at www.cfchildren.org for a video demonstration of belly breathing.

Suggested Script

What are the calming-down steps introduced in the Grades 1–5 curriculum? (Stop and think. Ask yourself, "How does my body feel?" Try: Taking three deep breaths, counting backward slowly, thinking calming thoughts, talking to yourself.)



You will see all of these techniques listed on my screen, the classroom posters, and on Handout 6.

As mentioned, we teach the importance of deep breathing. This is also known as *belly breathing* or *diaphragmatic breathing*. This type of breathing slows the pulse and heart rate and promotes a feeling of calm. Based on your own experiences, how can you teach a child to do belly breathing? (Have students place one of their hands on their diaphragm. On the in-breath, the diaphragm moves down as the belly expands. On the out-breath, the diaphragm moves up as the belly moves in. Teach them to count their in-breaths and out-breaths. Ask them to visualize blowing out candles on the out-breath and smelling a flower on the in-breath.)

Let's all try belly breathing.

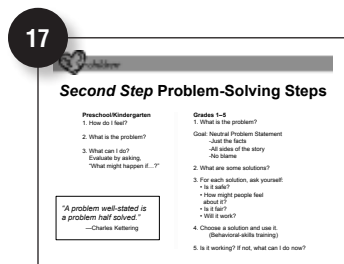
You can also log on to the Committee for Children Web site at www.cfchildren.org for a video demonstration of belly breathing.

We will revisit deep breathing and other calming-down techniques when we talk about anger management.

Necessary Format

Introduce problem solving. Ask, “How do we usually handle students’ problems throughout the school day?”

Explain the importance of teaching problem solving.



Explain Handout 7.

Explain neutral problem statements and provide examples.

Suggested Script

So now that we are pros at the art of deep breathing—and we are calm enough—we are ready to solve our problems. Before we go over the problem-solving steps presented in the *Second Step* program, I want to ask you a question. How do we usually handle students’ problems throughout the school day? (We tell them what to do. We solve the problem for them. We tell them not to worry about it. We use a different problem-solving model.)

Second Step lessons present a problem-solving model that empowers students to solve their own problems. It also gives us consistency in how we work with students throughout the day. Problem solving is challenging and is something that you and your students will be doing every day. So, the more you can get students to use and internalize the *Second Step* problem-solving steps, the less they will come to you to solve their problems for them.



Please turn to Handout 7 for a comprehensive listing of the Problem-Solving Steps for each grade level. These are also listed on the posters. The steps are essentially the same, but they are worded differently based on developmental levels.

There are two important things to remember as you take your students through the steps. At all grade levels, students will be asked to define the problem. We will help them learn to make a neutral problem statement. A neutral problem statement will help define what the problem is so that successful problem solving can happen. After all, according to Charles Kettering, “A problem well stated is a problem half solved.”

Necessary Format

Ask, "What questions do you have about neutral problem statements?"

Explain the rationale for brainstorming prosocial and antisocial solutions.

Suggested Script

Neutral means that the problem statement simply states the facts, incorporating all points of view or perspectives, and is nonblaming. For example, a nonneutral problem statement would be, "David won't let me play that video game." Why isn't that a neutral statement? (Blaming, one-sided.) Could someone restate that for me neutrally? ("David and I want to play the same game, but it's a one-person game.") Let's try another example: "My best friend never wants to do what I want to do on the weekend." Is that neutral? (No.) Why not? (One-sided.) Can someone turn that into a neutral problem statement? ("My best friend and I like to do different things on the weekend, and we can't agree on the same thing to do together.")

What questions do you have about neutral problem statements?

Once they have a neutral problem statement, students are then asked to come up with solutions. You can see that the next step in Grades 1–5 is to ask, "What are some solutions?" or "What can I do?" in Preschool/Kindergarten. The other important thing to remember about problem solving is that we want students to brainstorm as many different solutions as possible, the antisocial solutions as well as the prosocial solutions. If students don't suggest antisocial ones, you should contribute some. It's logical that antisocial solutions will come to students' minds in real situations, so they need to know how to evaluate all options. By definition, a brainstorming process is nonjudgmental, so you will just be asking for ideas at this point and modeling acceptance of them. Evaluating the solutions on the basis of safety, how people might feel, fairness, and workability comes later. For Preschool/Kindergarten, we simply ask, "What might happen if...?"

Necessary Format

Explain behavioral-skills training and how it is used in role-plays.

Explain variations of behavioral-skills training in Preschool/Kindergarten.

Ask, "What are some reasons for having students in Grades 1–5 generate their own behavioral-skills steps?"

Ask, "What questions do you have about behavioral-skills training?"

Suggested Script

Another important part of the problem-solving process involves something called behavioral-skills training. Let's say that we just led our students through the problem-solving model, and they have chosen a solution they want to try. But what would happen if they have never tried that solution before and they don't know how to go about doing it? (They won't be successful.)

That's where behavioral-skills training comes into play. Behavioral-skills training refers to breaking down a solution into three to five simple steps. Behavioral-skills steps are generated by students and are used in the model role-play and student role-plays.

In Preschool/Kindergarten, students are not asked to generate behavioral-skills steps due to their developmental level. Behavioral-skills steps appear in two of the lesson scripts in Unit III—Ignoring Distractions and Interrupting Politely—but the teacher presents the steps listed on the Lesson Cards.

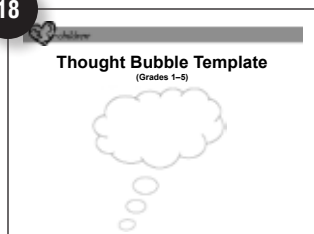
With the exceptions I have just mentioned, what are some reasons for having students in Grades 1–5 generate their own behavioral-skills steps? (The steps come from their experience, so they're more likely to use them. They learn the process for figuring out how to do their own solutions. The steps are appropriate for their ability.)

You will notice that in all lessons using skill steps, suggested steps are provided on the card. But these are just guidelines. Your students should come up with their own steps, and you will find that they generally come up with steps very similar to the ones listed on the cards.

What questions do you have about behavioral-skills training?

Necessary Format

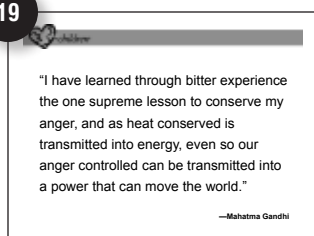
18



Explain the thinking-out-loud technique.

Explain the theory and goals behind the thinking-out-loud technique.

19



Introduce Emotion/Anger Management.

Suggested Script

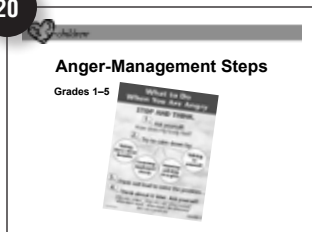
Another part of problem solving involves a technique called "thinking out loud." What is it, and how does it relate to calming down and problem solving? (The process of talking through the calming-down and problem-solving steps. The students ask and answer each question in the problem-solving model, and verbalize each step in calming down. Once they are skilled in the models, students are encouraged to speak the steps silently in their minds.)

Research has shown that thinking out loud, also known as *verbal mediation*, is an effective tool for helping students manage their impulsivity and choose better solutions to problems. We all know that students can often come up with the "right answer" without really going through the steps. So another reason we use thinking out loud is that it helps us see that the students are going through the process that we eventually want them to internalize. Many teachers use a "thought bubble" during role-plays to help students remember the steps as they think out loud. A reproducible master of the thought bubble is provided in each Grades 1–5 kit.

Another important skill area in the *Second Step* program is emotion/anger management. In the lessons, we teach that anger as a feeling is normal—that it is not a bad emotion. It is what you do with your anger that makes all the difference. Mahatma Gandhi said, "I have learned through bitter experience the one supreme lesson to conserve my anger, and as heat conserved is transmitted into energy, even so our anger controlled can be transmitted into a power that can move the world." In the *Second Step* program, we teach a coping model that allows children to reduce the level of their anger so they can solve the problem that triggered the anger more effectively.

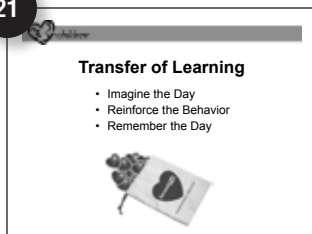
Necessary Format

20



Discuss the anger-management steps for Grades 1–5.

21



Introduce transfer of learning.

Explain the Transfer-of-Learning Models for all grade levels.

Suggested Script



In Grades 1–5, the anger-management model builds on the Calming-Down and Problem-Solving Steps presented in Unit II. The anger-management steps for Grades 1–5 are found on Handout 8, on the poster, and on my screen.

In the lessons, students apply these steps to situations that may trigger anger, such as name-calling, teasing, or being left out of a group.

The end goal of any educational program is getting learners to be able to apply what they have learned to real life. This is known as *transfer of learning*. There are many ways this can happen using *Second Step* strategies. One way is for classroom teachers to use a simple, three-step process known as the Transfer-of-Learning Model throughout the day or week.

What is the three-step Transfer-of-Learning Model presented in Grades 1–5? (Imagine the Day by having students identify times throughout the day when the targeted skill could be used and practiced. Reinforce the Behavior throughout the day when students are using the skills with natural and planned reinforcement. Remember the Day by asking students how and when they used a specific skill throughout the day or week.)

How can transfer of learning happen in Preschool/Kindergarten? (With the teacher's attention. With the teacher's words. With the teacher highlighting the reactions of peers. With Hearts, songs, or puppets.)

Necessary Format**Suggested Script**

Introduce Handout 9.



These and other suggestions are listed on Handout 9. There's also space at the bottom for you to record your own ideas.

Hold up the Hearts for the group to see.



Discuss the Hearts, including what they are and how they are used in Preschool/Kindergarten.

We mentioned that Hearts are included in the Preschool/Kindergarten kits and are a transfer-of-learning tool. When might you give a Heart to one of your students, and what would you say as you do so? (The teacher might suggest or have students call out times when they could use the targeted behavior during the day or week. Hearts serve as a visual symbol and are given throughout the day or week to reinforce a child's use of the targeted skill. When giving a student a Heart, you describe the specific behavior you observed that warranted a Heart, as well as a comment about the natural, positive consequences of the behavior. For example, if you saw one child sharing paint with another child, you might give a Heart saying, "You just shared your paint with Andrew. Now you can both paint a picture.")

Refer the Preschool/Kindergarten participants to their Teacher's Guide for more information about the Hearts.

You will find more specific information about how Hearts are used as a reinforcement tool, and guidelines and suggestions for their use, in your Teacher's Guide.

Ask, "What questions do you have about anything covered in your Unit Cards?"

What questions do you have about anything covered in your Unit Cards?

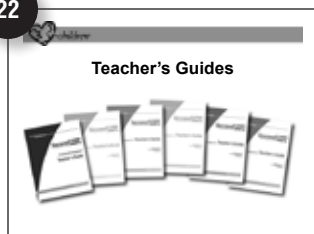
Give the table-group volunteers a couple of minutes to reassemble kits.

Instruct participants to return their Unit Card and lessons to the table-group volunteers, who will reassemble the kits (if not done before).

Please return your Unit Card and lessons to your table-group volunteers so they can reassemble the kits. Be sure to thank them and thank one another for the cooperative learning and teamwork that just took place.

Necessary Format

22



Hold up the
Preschool/
Kindergarten
and Grades 1–5
Teacher's Guides.

Explain the rationale for using the Teacher's Guide and introduce the Teacher's Guide for each grade level.

Provide an overview of the Teacher's Guides.

Suggested Script

Now that you have seen the Unit Cards and lessons in your curriculum kit, I want to give you an overview of some of the information found in your Teacher's Guides. Your Teacher's Guide is a valuable resource that will prepare you to teach the program. A Teacher's Guide is found in each Preschool/Kindergarten–Grade 5 kit as a separate booklet.

The Teacher's Guides for all grade levels include information about the *Second Step* research foundations, detailed information about the units, tips on preparing and presenting the lessons, additional transfer-of-learning information, information about reporting and handling disclosure of abuse, and resource and book lists. Your Teacher's Guides also include reproducible masters of homework, Take-Home Letters, and other teaching materials. Finally, the Preschool/Kindergarten Teacher's Guide includes an additional section containing the lyrics and sign language illustrations for the songs and rhymes on the Sing-Along Songs CD.

I want to cover some of the more important information found in your Teacher's Guides now. During this section of the training, you will probably learn the answers to many of the logistical questions listed on your Implementation Planning Worksheet, so you may want to keep it handy.

Necessary Format

23

Lesson Section Breakdown

- Preschool/Kindergarten**
- Warm-Up: 2-5 minutes
 - Story and Discussion: 5-10 minutes
 - Pretend and Practice: 5-10 minutes
 - Wrap-Up: 2 minutes
- Grades 1-3**
- Introduction: 5 minutes
 - Story and Discussion: 10-15 minutes
 - Role-Plays (teacher models and students practice): 10-15 minutes
 - Wrap-Up and set up Transfer of Learning: 5 minutes
- Grades 4-5**
- Introduction: 5 minutes
 - Story and Discussion: 10-15 minutes
 - Role-Plays (teacher models and students practice): 15-20 minutes
 - Wrap-Up and set up Transfer of Learning: 5 minutes

Discuss Handout 10.

24

Lesson Teaching Time Guidelines

Preschool/Kindergarten	20-30 minutes per lesson	25 lessons total
Grade 1	30-35 minutes per lesson	22 lessons total
Grade 2	30-35 minutes per lesson	17 lessons total
Grade 3	30-35 minutes per lesson	15 lessons total
Grade 4	40-45 minutes per lesson	22 lessons total
Grade 5	40-45 minutes per lesson	22 lessons total

Note: It is recommended that you teach one to two lessons per week—in sequence—and preferably at a regularly scheduled time before an unstructured period or activity.

Explain Handout 11.

Suggested Script

HANDOUT

10

Let's start by examining what an actual *Second Step* lesson looks like. Please turn to Handout 10. It provides a lesson section breakdown, highlighting what portion of the lesson time is typically spent on each section. You may spend more or less time on each section based on your students. Notice the importance of role-plays as reflected in this breakdown. Role-plays account for nearly half of the lesson time. We said at the beginning of the training that lack of practice was one of the reasons children fail to act prosocially, so we need to ensure that we provide practice opportunities during the lessons.

HANDOUT

11

One of the first questions teachers often have about the program is, "How long will it take to teach my lessons?" Please turn to Handout 11. This handout provides a breakdown of the actual lesson times by grade level. You can see that in Preschool/Kindergarten, the lessons last about 20-30 minutes; in Grades 1-3, 30-35 minutes; and in Grades 4-5, 40-45 minutes. It is permissible to split up lessons whenever it seems appropriate based on student attention and time restraints. You will notice that the lessons lend themselves to natural breaks. For example, you may want to split a lesson after the Story and Discussion section and introduce the role-play or other activity later in the day or the next day. Some teachers do a few role-plays each day to extend this part of the lesson throughout the week.

Necessary Format

Explain the rationale for teaching one to two lessons per week, early in the week, and at the same time each week.

Ask, “What questions do you have about teaching time guidelines?”



Introduce the Adaptation Schedule for Grades 4–6, if necessary (Optional Handout, page 210).

25

Adaptation Schedule Grades 4–6 to Grades 4–6	
Scope and Sequence The following Scope and Sequence divides the lessons from Grades 4 and 5 for use in Grades 4, 5, and 6.	
Lessons Grade 4 (These lessons are from the Grade 4 curriculum kit) Unit I: Lessons 1–3 Unit II: Lessons 1–5 Unit III: Lessons 1–7 Grade 5 (These lessons are from the Grade 5 curriculum kit except Grade 5, Unit 1, Lesson 10) Unit I: Lessons 1–4, Grade 4, Unit 1, Lesson 10 (optional) Unit II: Lessons 1–3, 5 Unit III: Lessons 1–4, 6	Grade 6 (These lessons are from the Grade 6 curriculum kit) Unit I: Lessons 1 (Empathy Overview), 5–7 Unit II: Lessons 1 (Empathy Control and Problem-Solving Overview), 4, 6 Unit III: Lessons 1 (Empathy Management Overview), 5–6, 9*
First-Year Implementation The above Scope and Sequence also serves as the first-year implementation schedule. Lesson 1 of each unit serves as a review for students familiar with the Second Step program and an introduction for students new to the program.	* These lessons are repeated from the previous grade level.

Suggested Script

You should teach one or two *Second Step* lessons per week. The frequency with which you teach the lessons will depend on your students' understanding of the skills and on your own schedule. Teaching new lessons on a daily basis is discouraged. Why do you think that is? (Because students would not have adequate opportunities to practice the skills.) It is also recommended that the lessons be taught at a consistent time each week, preferably earlier in the week before recess or a lunch break. The benefit of teaching the lesson earlier in the week as opposed to later is that you have the rest of the week to focus on transferring the learning through additional role-play, reading additional books, facilitating the Transfer-of-Learning Model, and even integrating the lesson content into academic areas. By teaching a lesson before an unstructured activity like lunch, you can encourage students to use the skill they learned in the lesson outside of the classroom in a real-life situation. Again, when and how often you teach is totally up to you and will depend on your schedule.

What questions do you have about teaching time guidelines?

HANDOUT

Optional

Optional: Fourth- and fifth-grade teachers will be following the adaptation schedule on my screen to accommodate our sixth-grade classes. This is also a handout in your packets (or on your tables).



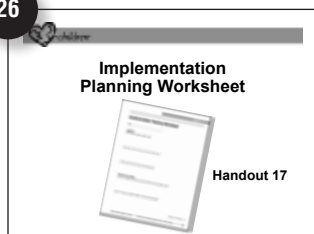
Necessary Format

Discuss the role of the teacher in the *Second Step* program and the sequential nature of the lessons.

Suggested Script

I want to close this section of the training with a few final thoughts. The *Second Step* curriculum is designed to be classroom-based, teacher-led, and sequentially taught. Committee for Children recommends that the classroom teacher be the primary presenter of the lessons, while at the same time recognizing that a counselor or an outside agency representative may be brought in to teach. If someone other than the classroom teacher is delivering the lessons, it is recommended that the classroom teacher stay in the room during the lesson and be engaged in the lesson whenever possible, especially during the role-plays or pretend and practice. **Why would this be important?** (Teachers become more familiar with the content and can watch for students using the skills throughout the day to facilitate transfer of learning. It sends a message to the students that the teacher values the program.) **Finally, the program is designed to be taught sequentially—not only in terms of the units, but also the actual lessons. Why?** (The skills and language concepts build on one another. You need to start out with a foundation in empathy before moving into problem solving or anger management.)

26



Give participants a few minutes to do this task. Provide assistance as necessary.

Instruct participants to fill in the logistics blanks on their Implementation Planning Worksheet (Handout 17).

We have just covered a lot of the logistical information about teaching *Second Step* lessons. But before we move into some specific social-skills teaching strategies (or lunch break), I want to give you a few minutes to fill in some of the logistics blanks on your Implementation Planning Worksheet.

**Necessary Format**

27

**Suggested Script**

Have a good lunch.

Module 3: *Second Step* Teaching Strategies

Time: 60 minutes

Objectives

Participants will be able to:

- Define and give examples of modeling, coaching, cueing, storytelling, group discussion, and role-play facilitation as they relate to teaching social skills
- See a lesson being taught to reinforce teaching strategies

Supplies and Equipment

LCD projector, laptop, speakers, and screen
Sticky notes, one pad per table
Scratch paper on each table
Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handouts 3, 12–14

Posters: Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps; Grades 1–5 Calming Yourself Down, How to Solve Problems, What to Do When You Are Angry

Second Step Staff Training DVD for Preschool/Kindergarten and/or Grades 1–5 (see Trainer Tip 5) (optional)

Other

Large open space for the whole group to form a circle



Trainer's Tips

1. All or part of Module 3 could be presented before or after lunch. The training could also be split here, with Module 3 presented on the second day of training. If you split the training and do Modules 3–6 on another day, a quick review of *Second Step* concepts at the beginning of the second day of training will serve as a valuable refresher. Use the scripted debriefing questions found after the Unit Exploration Activity in Module 2 (beginning on page 134). You could assign a question to each table group or just pose the questions to the big group. Additional review options include asking table groups to name two things they learned and repeat those ideas to the big group, asking the group as a whole what they have learned so far and charting it, or creating a take-home quiz for participants to complete and bring back to the next training session.

2. Elephants and Giraffes is a spin-off of an activity in the book *More New Games!* (New Games Foundation). This book is currently out of print, but for a list of publications with other ideas for energizers, activities, and icebreakers, please see Resources for Trainers (Appendix E).
3. A “group juggling” activity done with small rubber balls (roughly three inches in diameter, such as Koosh balls) can replace Elephants and Giraffes, but will work better with a smaller group (fewer than 30). What follows is an outline (in plain type) and suggested script (in **boldface** type) for the activity:

Have the group stand in a circle. Explain the game.

Please join me in a circle in this open area of the room. If you need to use a chair, let me know.

When everyone is ready: **We are going to play a game called Group Juggling. The main purpose of this game is for me to model some social-skills teaching strategies. Please play along and have fun, but also watch how I give instructions and facilitate the game. We’ll debrief about this afterward.**

Give instructions for establishing a pattern.

First we are going to establish a pattern with this ball. I want everyone to raise a hand. I’m going to call out a name and toss the ball to that person. That person will catch the ball, call someone else’s name, toss them the ball, and not raise their hand again afterward. This will continue until everyone has had the ball once, and then the last person will call my name and toss it back to me. Remember who you toss the ball to and who tosses it to you.

Call out a name and toss the ball. Help coach as needed until everyone has had the ball once and it’s back in your hands. (You may need to coach people in asking each other’s names if the group is new to each other.)

Model and coach how to toss “nice,” underhand tosses.

Now we want to follow that pattern and try not to let the ball drop. In order to do that, we need to make nice, underhand tosses. We also need to make sure we call the catcher’s name first and make sure they are paying attention. (Model, or ask the group for suggestions on how to toss the ball so there are no drops.)

Lead a practice round of tossing the ball in the same pattern.

Let’s practice this by tossing the ball around again in our established pattern, using nice, underhand tosses. Coach and cue as needed until you have the ball again.

Give performance feedback/praise.

Okay, that was very good. I saw nice, underhand tosses and checking in to make sure your catcher was ready.

Explain group juggling.

Now we are going to build on our skills by doing some group juggling. I'm going to start tossing the ball again according to our pattern. Once the ball gets going, I'll be adding more balls to the pattern. We'll see how many balls we can juggle as a group. In order for this to be successful, we'll have to keep using our nice, underhand tosses. If there is a drop, no problem—just pick it up and keep going. You should always make sure your catcher is ready before tossing the ball.

Ask for questions and model wait time.

Before we begin, what questions do you have?

Lead the activity. The number of balls used will depend on the size of the group. You should be able to easily juggle a quarter to a half as many balls as the number of participants. So, for a group of 30, use 7–15 balls. For a group of 8, use 4. Let the balls go around a couple of times, and then as you receive them, set them down behind you until all balls are stopped.

Debrief the group.

Great job. What strategies did you see me use in the way I led the game that might apply to teaching social skills? (Modeling, practice, coaching/cueing, wait time, starting slow/easy and then building, praise.)

Time permitting, you can add one of these extensions to the end of the game before debriefing:

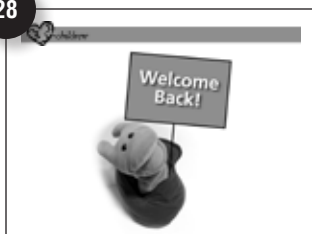
- **Add sound:** Add a unique sound when you toss the ball instead of the person's name. Start with one ball so you can hear everyone's sound (beep, ugg, waaa, plunk), and then juggle several balls to a cacophony of sounds.
- **Stop and go:** See if the group can stop when you call "stop" and go when you call "go." Then add "Reverse!" and see if everyone can toss to the person who they've been receiving from and receive from the person they've been tossing to. This is much harder than using the sounds described above.
- **Reverse:** If a group is really good at this (probably smaller groups), you can have some balls moving forward and some in reverse. This would only work if you had different-looking balls, such as two different sizes of balls or significantly different colors.
- **Wild ball:** You can have one ball that is a "wild ball" and doesn't have to stick to the pattern, but can be tossed anywhere. Again, the wild ball should look different from the others.

4. Elephants and Giraffes and Group Juggling can be adapted for people with disabilities. If you have a wheelchair-bound participant, a participant on crutches, or a participant who can't stand easily for an extended period of time, you may set up a chair in the circle and assist him or her as necessary during the activity.
5. If you are not training Grade 4 teachers, or if you have the time and want to show examples from other grades, use the additional classroom footage from your Preschool/Kindergarten and Grades 1–5 DVDs. Each skill area features a teacher presenting a lesson from the kit. If you show a clip other than Grade 4, participants will not need Handout 13. Because it is a violation of copyright to photocopy Lesson Cards, just place a few of the actual Lesson Cards on various tables if you want participants to follow along.

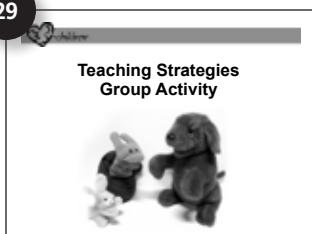
Another option is to teach a lesson of your choice to your group. Be certain to demonstrate all of the teaching strategies outlined on Handout 12.

Necessary Format

28



29



Introduce the goal of the session.



Give the instructions for Elephants and Giraffes.

Suggested Script

Welcome back!

Before we move into a skill practice where you will have an opportunity to teach a lesson to your peers, I want to introduce you to some effective social-skills teaching strategies you can incorporate into your *Second Step* lessons.

Everyone please move to this open area of the room and form a circle around me, facing inward, and standing about elbow-width apart. We are going to do an activity called Elephants and Giraffes. You may have done this before, but we are going to do it with a different twist. Elephants and Giraffes is an opportunity for me to model the different strategies used to teach social skills. Afterward, we will identify several of these strategies and discuss how they apply to teaching social skills successfully.

Here's how it works. I'm in the middle, so I'm IT. My goal is to get out of the middle of the circle and take one of your places. So to do this, I'll wander around the circle, point to one of you with an open hand (because it is not polite to point) and call out either "elephant" or "giraffe." The person I point to, together with the person to his or her right and the person to his or her left, will make that animal by the time I count aloud to five. If one of the three

Necessary Format

Model the elephant.

Direct the group to applaud.

Model the giraffe.

Direct the group to applaud.

Suggested Script

fails to make her or his part of the animal in time, that person switches places with me and becomes IT. So it is okay to make mistakes in this game. In fact, the game wouldn't work without them. As you get better, I will increase the level of difficulty by counting faster and eventually adding a third mystery animal.

First, let's look at the elephant. I'll need a volunteer to help us see the elephant in action. When I open-handedly point to you and say, "elephant," you bend forward from the waist—not too far because we don't want any back injuries—extend your arms down, and clasp your hands to make a trunk that looks like this. The people on each side of you make big ears, like making the letter C, with their arms, putting one hand at your shoulder and the other hand at your hip, like this. The three of you have until my count of five to make the elephant. Let's try it once with all the pieces together. I promise to count slowly. Elephant—one...two...three...four...five!

Let's give our volunteers a round of applause.

Now let's try the giraffe. I'll need another volunteer. We'll do the same thing as before, but with different animal parts. I'm going to point to you and say "giraffe." When I do, you make a long, tall giraffe neck by raising both arms above your head and clasping your hands like this. The people on each side of you make two spots along the side of your torso by making Os with their index fingers and thumbs, like this. No tickling allowed. The three of you have until my count of five to make the giraffe. Let's try it once with all the pieces together. I'll count slowly. Giraffe—one...two...three...four...five!

Let's give our volunteers a round of applause.

	Necessary Format	Suggested Script
	<p>Coach participants:</p> <ul style="list-style-type: none"> • Clarify the difference between elephant ears and giraffe spots. • Make sure to select the middle person for each animal clearly. • Remind participants to count quickly to five. 	<p>I'll give you a few pointers before we begin. First, there is a clear difference between big elephant ears and small giraffe spots. The elephant ears are like a big C, and the spots are little Os. Second, when you are IT, make sure to stand about three or four feet in front of the person you point to and say "elephant" or "giraffe." We need to be sure who is being pointed to in order to know who will be the trunk or neck and the ears or spots. Third, remember to count out loud to five. If you don't count, or count too slowly, you'll never get out of the middle.</p>
Give the group at least 10 seconds to think about the instructions before beginning the activity. This illustrates the "wait time" concept used in <i>Second Step</i> discussions.	Ask, "What questions do you have about how this game works?"	<p>Take a minute to think about my instructions. What questions do you have about how this game works?</p>
Go once around the circle counting slowly enough for everyone to form an animal.	Conduct a practice round.	Let's start with a practice round.
Speed up the count as the group gets better. If someone forgets to count, help them by saying "count" or by actually counting for them (cueing). When they get really good at the activity, or if someone gets stuck in the middle, add the kangaroo.	Lead the activity.	Now that you have all successfully made an animal, we are ready to begin.

Count a little slower for the kangaroo at first, while continuing to count quickly for the elephant and giraffe.

Continue until the group is more at ease, more successful, and having a good time. When you stop the activity, have the group members give themselves a round of applause.

Necessary Format

Introduce and model the kangaroo to increase difficulty.

Direct the group to applaud.

Resume the activity.

End the game with a round of applause.

Debrief while still in the circle. Ask: "What are some specific examples of social-skills teaching strategies used in this activity?"

Suggested Script

It didn't take long for you to get good at making the elephant and giraffe. Now let's add the kangaroo. The basic concept for making the kangaroo is the same as for the other animals. I need a volunteer. The middle person makes the pouch by folding her or his hands together and extending both arms out in front of her or his torso, like this. The people on each side make little kangaroo ears by holding up the slightly bent index and middle fingers of one hand next to the ears of the middle person, like this. In order to complete the kangaroo, all three must do their part while lightly bouncing up and down on the balls of their feet. Of course, this must be done before the count of five. Any questions? Let's try it once with all the pieces together. I'll count slowly. Kangaroo—one... two...three...four...five!

Let's give our volunteers a round of applause.

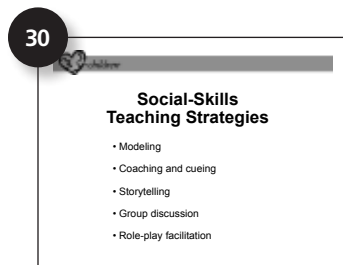
Let's resume the activity. Remember, we have three animals now, the elephant, the giraffe, and the kangaroo.

Everyone give yourselves a round of applause. You did a great job.

Before we return to our seats, let's take a look at what we just did. What are some specific examples of social-skills teaching strategies used in this activity? (Modeled how to make the animals for the group. Gave everyone an opportunity to practice before the game began. Cued people to count to five after they said "elephant," "giraffe," or "kangaroo," if they forgot. Counted with/for them. Coached the group to clarify the difference between elephant ears and giraffe spots. Coached people on where to stand to most clearly identify the person who was to be the middle of the animal. Modeled the use of wait time at the end of the instructions to make sure all

Necessary Format

Have participants return to their seats.



Discuss Handout 12.

Discuss modeling and coaching and cueing and how the two strategies are used throughout the day and in *Second Step* role-plays.

Introduce storytelling and group discussion.

Suggested Script

participants had time to process the information and ask any questions before the activity began. Provided positive reinforcement through applause. Gave the instructions in small, easy-to-understand pieces. Slowly increased the difficulty as people were ready. Created a safe environment where people could succeed. Had fun.)

Let's return to our seats.



Please turn to Handout 12: Social-Skills Teaching Strategies. You already use many of these strategies with your students. This handout will be useful to you during this portion of the training, where you will see how they play out in a *Second Step* lesson.

Modeling is used during *Second Step* lessons when you provide the model role-play before students do their own role-play practice. You will also model prosocial skills throughout the day. Coaching and cueing are techniques you will use during role-plays to help students practice more effectively and, in turn, internalize the skills they are learning. You may also coach and cue students throughout the day to use the skills, such as problem solving or calming down.

The other teaching strategies of storytelling and group discussion are used specifically during the *Second Step* lessons. You may remember from the Lesson Section Breakdown handout that the Story and Discussion section accounts for about half the learning time.

Necessary Format

Discuss storytelling, including these techniques:

- Reading aloud with a clear, animated voice
- Reading at a comfortable listening pace
- Using personal stories

Discuss group discussion, including these facilitation techniques:

- Wait time
- Nonjudgmental responses
- Varied response methods

Suggested Script

A few of the Grades 1–5 lessons include a video about the story on the Lesson Card. With the exception of these video-based lessons, all other lessons begin with a short story, so using a clear, animated reading voice and a comfortable listening pace are important. You may also want to tell a personal story of your own at some point in the *Second Step* lesson to make the lesson more real for your students. Storytelling is valuable because it captivates your students and brings the lesson situations to life.

Second Step discussion is designed to include many students and perspectives, and a variety of techniques can facilitate this. One of these techniques is wait time. Students process information at different speeds, so allowing some time after asking a question before calling on students gives all students a chance to formulate an answer.

Another technique is using *nonjudgmental responses*. When a student offers an idea or answer, we often find ourselves saying things like “Great answer!” or “That’s not right!” When we do this, students may begin to internalize the labels and may be less likely to volunteer answers in the future. When we use nonjudgmental responses like “That’s one idea. What’s another?” repeating back what you heard, nodding, or simply by saying “Thank you,” everyone is validated in the same way and in a neutral manner. In reality, there are no right or wrong answers in *Second Step* lessons. We are exploring feelings and perspectives, so validating in a nonjudgmental way will ensure that we get a variety of responses during our discussions.

Necessary Format

Discuss role-play facilitation, including these facilitation techniques:

- Creating a safe environment
- Starting with small, manageable pieces
- Gradually increasing the difficulty
- Following up with praise and performance feedback

Ask, "What questions do you have about the social-skills teaching strategies?"



Introduce the *Second Step* lesson demonstration.

Suggested Script

Another technique for group discussions is using varied response methods, like having students turn to a partner and exchange ideas instead of always having a big group discussion. This gives more students an opportunity to participate in the lessons. All of these techniques I've just discussed can ensure a more successful, participatory discussion.

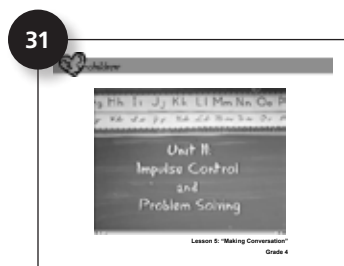
Following the Story and Discussion, most *Second Step* lessons move into role-play or pretend and practice. An important part of role-play facilitation is creating an environment in which students feel safe and comfortable role-playing. One way to do that is by starting with small, manageable pieces and increasing the difficulty slowly—not doing the most realistic, hard-to-handle social situation in the initial role-play practice. Just like in *Elephants and Giraffes*, when I waited until you were skilled at the elephant and giraffe before adding the kangaroo. Another part of role-play facilitation involves providing praise and performance feedback to the students. We want to provide encouragement and offer helpful tips on how they may improve. We will revisit role-play facilitation shortly.

What questions do you have about the social-skills teaching strategies?

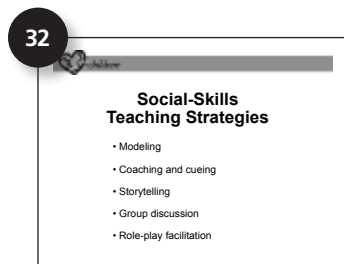
It seems like you have a good grasp of the curriculum. We've just talked about the teaching strategies used in the program. Now I'd like you to watch an actual *Second Step* lesson in which you will see a teacher using these strategies.

Necessary Format

Refer participants to Handout 13.



Show DVD clip Grade 4, Unit II: Impulse Control and Problem Solving, Lesson 5: Making Conversation.



Ask, "What teaching strategies did the teacher use to facilitate the lesson?"

Mention the connection between behavioral-skills training and role-play, as seen in the video.

Suggested Script

HANDOUT

13

Please turn to Handout 13, which is the script of the Grade 4, Unit II lesson on making conversation that you will be seeing. Follow along during the DVD clip. Notice the teaching strategies the teacher uses to present the lesson, paying special attention to how the teacher moves the students into role-plays.

What teaching strategies did the teacher use to facilitate the lesson? You may refer to Handout 12.

In the video, the teacher had the students develop a set of behavioral-skills steps. These are the three to five simple steps for how to perform a social skill, which in this case was making conversation. Suggested steps are listed on the Lesson Cards. You will see these on the top of the second page of Handout 13. Notice that this class came up with different steps from the Lesson Card, and that's okay.

Necessary Format

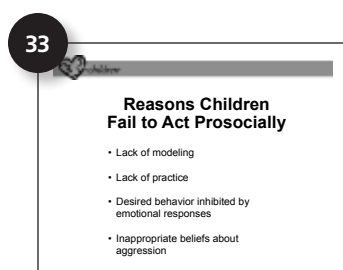
Suggested Script

Give participants a few minutes to read Handout 14.

Ask, "What did you see the teacher doing in the video that made the role-plays an effective learning strategy?"

Instruct participants to read Handout 14.

Ask, "Do you have any additional role-play tips you'd be willing to share with the group?"



Revisit Handout 3.

Ask, "How does the program address the lack of modeling?"

You then saw the teacher practice using these steps in the model role-play and following the model role-play with student practice rounds.

You will be conducting role-plays on a regular basis in your *Second Step* lessons, so we need to do what we can to make them safe and effective.

Let's think back to the clip where we saw the teacher conducting role-plays using the steps for making conversation. What did you see the teacher doing in the video that made the role-plays an effective learning strategy? (Modeled the role-play first. Followed up with performance feedback.)



Please turn to Handout 14 for a list of role-play/pretend and practice tips that you can use. Take a few minutes to read through the list.

Do you have any additional role-play tips you'd be willing to share with the group?

At this point, I want to revisit the reasons children fail to act prosocially that we learned earlier. These are listed on Handout 3. Based on what you have learned so far, let's talk about how the curriculum addresses these reasons.

How does the program address the lack of modeling? (Through daily teacher modeling and role-plays.)

Necessary Format

Ask, "How does the program address the lack of practice?"

Ask, "How does the program address emotional responses?"

Ask, "How does the program address inappropriate beliefs about aggression?"

Suggested Script

How does the program address the lack of practice? (Through student role-play of the skills and transfer of learning.)

How does the program address emotional responses? (Through teaching students a series of calming-down steps.)

How does the program address inappropriate beliefs about aggression? (By teaching perspective taking. By having students evaluate solutions to problems based on safety, fairness, how people are going to feel, and what might happen. By reinforcing their prosocial efforts.)

The *Second Step* program provides strategies to address all of these areas. It is our work in this field that will help all children become more socially skilled. And remember, the *Second Step* program is just one tool we can use to reinforce what you already do in the classroom and in the school to help kids develop prosocially.

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It seems like you have a good grasp on *Second Step* skills and concepts and are ready to teach a lesson. And we'll do that, after the break!

Module 4: Teaching the Curriculum

Time: 85 minutes

Objectives

Participants will be able to:

- Prepare a *Second Step* lesson
- Teach a lesson using social-skills teaching strategies

Supplies and Equipment

LCD projector, laptop, and screen

Easel and flip chart

Sticky notes, one pad per table

Scratch paper on each table

Curriculum kits for the appropriate grade(s) on each table

Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handouts 12, 14, 15A, and 15B

Posters: Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps; Grades 1–5 Calming Yourself Down, How to Solve Problems, What to Do When You Are Angry



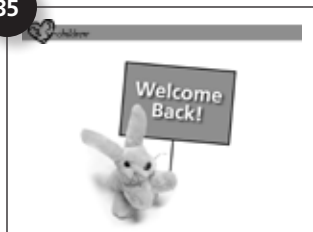
Trainer's Tip

1. When the group comes back from lunch or break (or if you are doing this in two parts and they come back the next day), you can ask participants to sit in groups of three by grade level to save time regrouping. Participants can rejoin the groups they were in for the Unit Exploration Activity. Place table signs so participants will know where their grade level is sitting. If you have uneven groups, you may use groups of four with two teachers copresenting one of the lessons. To copresent, they could take turns asking the questions on the Lesson Cards or just split the lesson in half. If you have a group of two, then each teacher may teach one lesson, and they can work on preparing the first lesson they will teach their students during the last round of teaching.



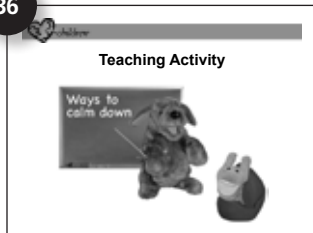
Necessary Format

35



Regroup participants by grade level in groups of three.

36



Introduce the teaching activity.

Provide the instructions.

Allow time for the teachers to decide on their unit and lesson.

Suggested Script

Welcome back!

I'd like you to get into groups of three by grade level. Please rejoin the groups you were in for the Unit Exploration Activity.

In this portion of the training, you will each have a chance to teach a lesson to the other members in your small group. This will give you a chance to practice the strategies for presenting lessons to children we looked at on Handout 12 and to apply your own *Second Step* knowledge. This is the time to jump in, make mistakes, experiment, and maybe try out some new teaching strategies in this safe learning environment.



Please turn to Handout 15A or B, choosing the appropriate handout for your grade level. These are the instructions for the teaching activity.

I will be giving the instructions verbally, but you may want to follow along. For this activity, each person in your group will choose a different unit, preferably the unit you studied during the Unit Exploration Activity. You will each select one of the lessons listed on your handout from your chosen unit. Please select your unit and lesson now. I will give the rest of the instructions once you have selected your lessons.

Necessary Format**Suggested Script**

You will have 10 minutes to prepare to teach your lesson. If your lesson includes a role-play, you can try out some of the role-play/pretend and practice tips from Handout 14. You will not be able to play any songs or DVD clips if your lessons call for that.

You will take turns teaching lessons in your small group. The total time for each person in your group will be 20 minutes, which should include the teaching of the lesson and a short debrief at the end. You will go in order of the curriculum, so the person who has the Empathy Unit will teach first. In order to teach your lessons within the time frame, you will need to abbreviate the discussions so you can get to the role-play or other activities at the end of the lesson. You can do this by taking only a couple of responses for each question. I will let you know when you only have 5 minutes left. At that point, wrap up your teaching and move into the debrief.

During the debrief, each teacher will provide information on what he or she feels went well, what challenges he or she encountered, and what he or she will do differently in the future. Group members may contribute feedback on teaching strategies the teacher used effectively in presenting the lesson. Remember, the purpose of this activity is to try out a lesson in a safe environment.

Ask, "What questions do you have about the teaching activity?"

What questions do you have about the teaching activity?

Please take the next 10 minutes to prepare for your lesson.

Give the group 10 minutes of preparation time.

	Necessary Format	Suggested Script
	Instruct those in the student role to be age-appropriate and well behaved.	We're ready to teach the empathy training lessons. If you are playing the role of the students in this lesson, your job is to be age-appropriate and well behaved. Remember that the goal of this activity is to let everyone get a feel for teaching a <i>Second Step</i> lesson, not to practice discipline skills. I also request that you do not get out of your role and begin discussing the lesson from an adult perspective until the debrief session at the end.
Give a 5-minute warning at the 15-minute mark to move teachers into the debriefing.	Conduct the first teaching session.	Teachers, you will have 20 minutes. I will let you know when you have 5 minutes left so you can wrap up your lesson and move into the debriefing. The debriefing instructions are found on Handouts 15A or B.
	End the first teaching session and acknowledge teachers with applause.	Let's have a round of applause for our first group of teachers.
Walk around the room to be sure behavioral-skills steps are being generated by Grades 1–5 teachers and used in the role-plays. Offer assistance as needed.	Conduct the second teaching session.	We are ready to start our second round of teaching. The Preschool/Kindergarten teachers will be teaching from their Emotion Management unit. Grades 1–5 teachers will be teaching from their Impulse Control and Problem Solving unit. Again, teachers, you will have a total of 20 minutes. At the end of the lesson, please conduct the small-group debriefing.
Give a 5-minute warning at the 15-minute mark to move teachers into the debriefing.	End the second teaching session and acknowledge teachers with applause.	Let's have a round of applause for our second group of teachers.

Walk around the room to be sure behavioral-skills steps are being generated by Grades 1–5 teachers and used in the role-plays. Offer assistance as needed.

Give a 5-minute warning at the 15-minute mark to move teachers into the debriefing.

Necessary Format

Conduct the last round of teaching.

End the final teaching session and acknowledge teachers with applause.

Call the whole group back together.

Ask, “Now that you’ve had a chance to teach a *Second Step* lesson, what have you learned about how you want to prepare to teach these lessons?”

Ask, “Based on what you have experienced here so far, how will the students in your classroom benefit from this curriculum?”

Introduce implementation module.

Suggested Script

The last round of lessons are from the final unit in your *Second Step* curriculum kit. These are the Problem Solving unit in Preschool/Kindergarten and the Anger Management unit in Grades 1–5. The third group of teachers will have a total of 20 minutes to present their lesson. Don’t forget about your debrief at the end.

Let’s have a round of applause for our final group of teachers.

Let’s come back together as a large group.

Now that you’ve had a chance to teach a *Second Step* lesson, what have you learned about how you want to prepare to teach these lessons to your students?

Based on what you have experienced here so far, how will the students in your classroom benefit from this curriculum?

At this point in the training, I want to focus on your individual needs as they relate to implementing the curriculum in your classroom.

Module 5: Implementation

Time: 60 minutes

Objectives

Participants will be able to:

- Explain how to tailor the program to meet the needs of special populations
- Identify ways to make *Second Step* lessons more culturally relevant
- Identify ways to involve parents in the program
- Identify ways to set up a classroom space to foster social-skills development
- Identify ways to tie in *Second Step* concepts with other academic areas
- Identify ways to facilitate schoolwide program implementation
- Create a plan for using the *Second Step* curriculum in their classroom
- Identify Committee for Children as a supporting resource

Supplies and Equipment

LCD projector, laptop, and screen

Easel and flip chart

Sticky notes, one pad per table

Scratch paper on each table

Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handouts 16, 17

Posters: Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps; Grades 1–5 Calming Yourself Down, How to Solve Problems, What to Do When You Are Angry



Trainer's Tips

1. Prepare six pieces of chart paper ahead of time, each with one of the numbers and discussion topics listed on Handout 16.
2. You may want to reduce the number of topics based on your group size, choosing the topics that best suit the needs of your group.
3. As an alternative to forming new groups for this activity, you may ask that two teaching triads join together, assigning them a topic or letting them select the topic of their choice.

4. A participant may ask about using the *Second Step* program with students with autism or Asperger's syndrome. Although Committee for Children has not conducted any formal research studies concerning how children with autism or Asperger's can best apply *Second Step* skills, several suggestions are listed below.

An article published in the Indiana Resource Center for Autism *Reporter* newsletter* and available on the organization's Web site (www.iidc.indiana.edu/irca) may prove helpful. Committee for Children has not tested any of these suggestions, but the article is written by a research associate at the Center. Some of the key strategies presented in the article are also included in *Second Step* program:

- Thought and feelings activities using photos and videos
- Social stories
- Role-playing/behavioral rehearsal

The article suggests specific ways to use these strategies with children with autism.

Another suggestion is to teach lessons more than once. One of the most effective ways to do this is to preteach the lessons to the autistic student either individually or in a small group before teaching them to the entire class. Sending elements of the lessons and activities home so parents can help reinforce the skills can offer repetition that is often beneficial for students with special needs.

Some schools have painted the Problem-Solving Steps and Fair Ways to Play Steps directly on the playground blacktop as reminders to students. Playground staff, with extra training, can learn how to cue and coach students to use the steps. They can also be given a lanyard with an Impulsive Puppy keychain, which has the list of How to Solve Problems on one side, and What to Do When You Are Angry on the other side. Then they have the exact skill steps with them outside and can walk through the steps with the students. Skill-step posters can also be posted in the cafeteria.

Finally, locate the autism specialist in your district, or the closest one in the area, and ask for this person's ideas about using the curriculum with special-needs students.

*Bellini, S. (2003). Making (and keeping) friends: A model for social skills interaction. Indiana Resource Center for Autism, *The Reporter*, 8(3), 1–10.

5. If your school is planning to implement the *Second Step* Family Guide, introduce that program now and present the implementation plan.
6. A great way to draw attention to the *Second Step* program throughout the school is to create a *Second Step* bulletin board. Each month can reflect a new theme, with different teachers or pairs of teachers in charge of each month. Some teachers may choose to display something they've taught in a *Second Step* lesson, such as an art or writing project, when it's their month (there are suggestions for art project extensions on many of the Lesson Cards). Others might appreciate suggestions tied to specific lessons. Below are some ideas.

Empathy faces: For the first few months, focus on empathy. Title the *Second Step* bulletin board “Empathy,” and include the *Second Step* definition of empathy. Then display student faces—drawings or photos—on the board, demonstrating different emotions. To get started, have the class make a list of a wide range of emotions. Then have students draw each emotion or model the emotion for a photo. Display these pictures with the emotion listed below the picture.

Conflicting feelings: Another empathy idea would focus on similarities and differences in feelings, or conflicting feelings. To get started, have older students write about a time when they experienced different feelings or conflicting feelings about something, and then have them illustrate the story. Or have students pair up with someone in class and find something that they felt differently about (for example, watching *High School Musical*, playing dodgeball, or eating sushi). Have their photos taken displaying their different feelings and post them side-by-side, with a brief written description below each picture.

February hearts: In February, have students each decorate a heart labeled “Ways we show we care about others” and include a description or a picture of something to support that idea. For example, active listening could be depicted in a photograph, or “Give someone a compliment” might be written out on a heart. These hearts can be displayed on the *Second Step* bulletin board or hung from the ceiling and walls throughout the school. Walking into a school filled with such hearts can have a big visual impact.

Friendship steps: You can also create a bulletin board titled “Steps to Being a Friend.” Have students trace one of their feet on a piece of paper and write in one thing that they already do or should do to be a friend. These “steps” can then be placed on the board and around the building.

What does it look like? Quite a few *Second Step* lessons lend themselves to a “What does it look like? What does it sound like?” demonstration. Divide the bulletin board in half. Choose a theme, such as “interrupting politely,” “joining a group,” “ignoring distractions,” “calming down,” “apologizing,” “making conversation,” or “active listening.” On one half, post pictures of what each skill looks like (photos of students demonstrating the skill, drawings, pictures from magazines) and label them, and on the other half list things you might hear when someone is using that skill. For example, a picture of “making conversation” could be paired with a phrase like “Tell me more about....” The students generate the lists and do the illustrations. The theme can change monthly.

Using these or other bulletin board ideas can really bring *Second Step* skills to life in the hallway, and students get to see their peers modeling the *Second Step* skills every time they walk by. In this way they get multiple reminders of positive social behaviors.

(Kate Poux and Karen Summers contributed to this Trainer’s Tip.)

7. All implementation issues surrounding purchase of curricula, sharing of curricula, who is teaching, and start date should be handled before the training. There is also not enough time in a staff training to address issues concerning staff commitment, energy, or strengths and weaknesses such as:

- Does our staff have enough time to do the *Second Step* program?
- Who in our school is going to teach the lessons?
- How are we going to get more money to buy more kits?

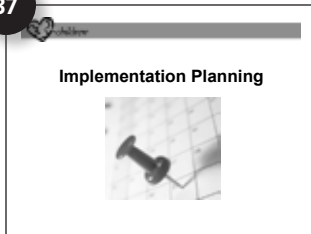
These types of questions are best answered after some thought and discussion. Ideally, such implementation planning would occur before staff training. Committee for Children's Client Support Services department can be a resource for you if you are not sure how to answer these questions. You can reach them at 800-634-4449, ext. 200. You can then report answers to staff who asked the question, or you could put them in a staff newsletter, send out email, type the answers and hang them in the teachers' break room, and so on.

8. You may want to extend the time for this activity to provide an opportunity for teachers to do some planning together. You could also end the partner planning by asking, "What is the first thing you are going to do when you leave here today to support *Second Step* implementation?" This might give others in the group some additional implementation ideas.

Necessary Format

Suggested Script

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Introduce the Customizing Your *Second Step* Program Group Activity.



Have the group count off by sixes.

Explain Handout 16.

Give participants a minute to read their topic descriptions.

Ask, "What questions do you have about your topic?"

It sounds like you know what you need to do to get ready to teach your first lesson. We talked about some of the logistics of teaching *Second Step* lessons in your classroom. You had some hands-on practice with the lessons. But you may still have some questions about how to adapt the program to your own classroom environment or educational setting. So I want to call on the expertise in the room for this next activity, which will provide you with some additional information and hopefully allow you to fill in the rest of the blanks on your Implementation Planning Worksheet.

For this activity, I would like for you to number off from one to six. Please remember your number.



Your number corresponds to a numbered topic described on Handout 16. You also see prepared chart paper hanging around the room with your corresponding number and topic. What I am going to ask you to do in a moment is to join other like-numbered people around your respective chart paper and brainstorm about or discuss your group's topic. Please take a minute to read your topic description on Handout 16.

What questions do you have about your topic?

Necessary Format

Provide instructions for the small-group brainstorm.

Ask, "What questions do you have about this activity?"

Begin the brainstorming activity.

Provide instructions for group reports.

Ask, "What questions do you have about group reports?"

Begin the group reports. Provide additional information as needed.

Suggested Script

When you get to your respective groups, you will have 15 minutes for the brainstorming process. I will ask that one person be a recorder to capture the ideas on the chart paper, another person be the facilitator who will keep the group on task and make sure everyone gets a fair chance to speak, and a third person in your group will be the reporter, who will give a two-to three-minute summary of the ideas discussed to the larger group during our group reporting period, which I will tell you more about later.

What questions do you have about this activity?

Please meet your group by your respective chart paper and begin.

I'd like to begin our group presentations now. We'll go in order with our presentations, with the "ones" starting. You will have two to three minutes to present your information to the big group. Remember to include specific examples in your report. Following each of your reports, I will open the floor to the large group in case anyone wants to add anything else they feel is a valuable pointer or tip. Then we'll have the next group's report. You may want to have your Implementation Planning Worksheet handy to record some ideas from the group reports.

What questions do you have about group reports?

You may begin.

Monitor the groups, providing assistance as necessary. Call time after 15 minutes.

Monitor reports as necessary. If groups go over on reporting time, politely ask them to highlight just a few key points.



Necessary Format

Group 1: Special Needs

Ask, "Are there any other ideas from the big group?"

Refer participants to the Customizing the Program section of their Teacher's Guides for additional ideas.

Group 2: Cultural Relevance

Suggested Script

Group 1: Special Needs (Developmental delays: Be explicit about what the target behavior looks like through modeling and role-plays. Pair students with better social-emotional skills with students with poorer social-emotional skills. Allow for plenty of opportunities for practice, and inform the child's special education teacher about the skill topics so that she or he may work with the child more. Academically gifted: Have them write a script for the lesson or role-plays. Look for additional books to supplement the lessons. Assign them to work with a child who has poorer social-emotional skills or an impulsive student. English as a Second Language (ESL) students: Use concrete examples. Speak clearly using repetition and gestures. Use visual aids. Emphasize comprehension over pronunciation. Give language concepts to the ESL teacher before the lessons.)

Are there any other ideas from the big group?

The Customizing the Program section of your Teacher's Guides will provide you with some additional tips for working with students with special needs.

Group 2: Cultural Relevance (Adapt the Lesson Cards to your students' geographic or cultural experience. Create new role-play prompts or extension activities that speak to your students' reality. Validate students' cultural backgrounds or diverse family structures. Acknowledge that different cultures or families may have different rules or codes for behavior. Group students heterogeneously for role-plays or activities. Adapt *Second Step* Story and Discussion questions to link to students' lives and realities. Address any stereotypes and prejudices that come up during lessons.)



Necessary Format

Ask, "Are there any other ideas from the big group?"

Refer participants to the Customizing the Program section of their Teacher's Guides for additional ideas.

Group 3: Involving Families

Ask, "Are there any other ideas from the big group?"

Group 4: Classroom Climate

Suggested Script

Are there any other ideas from the big group?

The Customizing the Program section of your Teacher's Guides will provide you with some additional tips for making the *Second Step* program culturally relevant.

Group 3: Involving Families (Send home personalized letters. Show the Family Overview DVD to families during an open house. Use the school or classroom newsletter to provide updates. Invite parents to the classroom to observe *Second Step* lessons. Invite parents to a *Second Step* family night and have students perform skits of role-play scenarios. Make conference time an opportunity to discuss *Second Step* skills. Have students make their own magnets or posters to take home. Send home children's literature books related to *Second Step* skills or concepts. Create a family project homework assignment. Create a parent Web forum.)

Are there any other ideas from the big group?

Group 4: Classroom Climate (Model *Second Step* skills in your daily life. Show personal interest and make connections with your students. Involve students in decision making and establishing classroom procedures. Validate students' strengths and differences. Display a welcome sign or poster at the entrance. Provide bulletin board space for students' work. Position desks so that cooperative learning can occur. Make sure everyone can see during video or presentations. Play relaxing music during down times throughout the day. Create a special place for *Second Step* materials. Keep the *Second Step* posters in the room throughout the year.)

Necessary Format

Ask, "Are there any other ideas from the big group?"

Refer participants to the Classroom Climate section of their Teacher's Guides for additional ideas.

Group 5: Integrating the Program with Academics

Ask, "Are there any other ideas from the big group?"

Refer participants to Committee for Children's Web site at www.cfchildren.org for additional ideas.

Suggested Script

Are there any other ideas from the big group?

See the Classroom Climate section in your Teacher's Guide for additional ideas about creating a classroom or schoolwide environment conducive to social-emotional learning.

Group 5: Integrating the Program with Academics (Language arts: Write a poem, story, or journal entry about feelings or problems. Apply the problem-solving model to fiction to identify the problem and predict or change the ending. Science: Track the body's physiological responses to various emotions. Compare and contrast the scientific method with the problem-solving model and apply both to a scientific problem. Social studies: Explore similarities and differences of various cultures. Apply the problem-solving model to historical or contemporary events to predict or change the outcome. Art: Have students draw, paint, or make masks of feelings. Examine works of art and predict what the artist or characters may have been feeling. Math: Survey students' likes and dislikes or similarities and differences and chart or graph the results.)

Are there any other ideas from the big group?

Visit Committee for Children's Web site at www.cfchildren.org for additional ideas for integrating the *Second Step* program with academics.



Necessary Format

Group 6: Schoolwide Implementation

Give participants a few minutes to fill in the remaining blanks on their Implementation Planning Worksheets. Offer assistance as necessary.



Ask, "What questions do you still have about using the *Second Step* program with your students?"



Have participants discuss with a partner their plans for using the program in their classroom.

Suggested Script

Group 6: Schoolwide Implementation (Adopt a bulletin board in a hallway for *Second Step* material. Trainer's Tip 6 details how a bulletin board campaign could work at your school. Make morning announcement reminders about *Second Step* skills. Have a *Second Step* assembly or pep rally, where teachers and select students demonstrate various *Second Step* skills to introduce the curriculum. Train all staff in *Second Step* concepts. Connect *Second Step* goals to Essential Academic Learning Requirements (EALRs) to show how to incorporate *Second Step* content across subject areas. Get administrative support and buy-in. Hang *Second Step* posters throughout the school. Measure growth and climate change through surveys and assessments and announce the results. Create schoolwide reinforcement activities like "random acts of kindness" in which students would be recognized for using *Second Step* skills.)

Are there any other ideas from the big group?

We have just heard a lot of excellent ideas for how to adapt the program for your own students or classroom. If you didn't get a chance, please take a few minutes to fill in any empty blanks on your Implementation Planning Worksheet. You may use the information we heard during our group reports, refer to your kits or Teacher's Guides, or call on me for assistance.

What questions do you still have about using the *Second Step* program with your students?

I'd like for each of you to take a minute or two to discuss with a partner your plans for implementing the program in your classroom.

Necessary Format

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Direct participants to resources.

Suggested Script

I'd like to remind you about the resource section in your Teacher's Guide. If you want any additional information about the *Second Step* program or social-emotional learning, that's a great place to start. Also remember that if you have any questions about implementation issues, call Committee for Children's Client Support Services department for free phone consultation. Representatives can be reached Monday through Friday, 8:00 a.m.–4:30 p.m. Pacific time, at 800-634-4449, ext. 200. You can also visit Committee for Children's Web site at www.cfchildren.org for more implementation information and teaching ideas.

Module 6: Closure and Evaluation

Time: 5 Minutes

Objectives

Participants will be able to:

- Identify you as a *Second Step* resource
- Discuss their reactions to the training

Supplies and Equipment

LCD projector, laptop, and screen

Easel and flip chart

Sticky notes, one pad per table

Scratch paper on each table

Parking Lot poster

Session Materials

Staff Training Media Presentation (on Trainer Resources CD-ROM)

Handout 18

Second Step Certificates of Completion

Posters: Preschool/Kindergarten Ways to Calm Down, Problem-Solving Steps; Grades 1–5 Calming Yourself Down, How to Solve Problems, What to Do When You Are Angry



Trainer's Tip

1. Photocopy the certificates from the master copy in the Handout and Activity Cards section of this manual or print them from the Trainer Resources CD-ROM on nice, heavy paper. If possible, you will want to prepare the certificates in advance by writing the participants' names and date and signing each one. If you don't have time, just sign them and have participants fill in the rest.

Necessary Format

Provide closure.

Ask participants to complete their evaluation forms.



Hand out the Certificates of Completion.

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"If we are to save our children,
then we must become the people
they will look up to."

—Geoffrey Canada
*Fist, Stick, Knife, Gun:
A Personal History of Violence in America*

Say good-bye and challenge participants to model prosocial skills in addition to teaching them to children.

Suggested Script

Thank you so much for your cooperation and participation. It's been a pleasure working with you during this staff training. Don't hesitate to contact me if you need assistance. I'll be available as a resource if you have questions concerning classroom implementation, or if you'd like additional ideas to help you or your school/program implement the *Second Step* curriculum more effectively.

HANDOUT

18

Before you leave today, please be sure to complete your evaluation form on Handout 18. Please leave the evaluation face down on the table near the door. As you fill out your evaluations, I will hand out your Certificates of Completion.

CERTIFICATE

I'd like to leave you with a final thought. In his book *Fist, Stick, Knife, Gun: A Personal History of Violence in America*, Geoffrey Canada writes, "If we are to save our children, then we must become the people they will look up to."

The challenge before you now is twofold. First, teach these prosocial skills effectively to the children you work with, and second, use the skills successfully yourselves, both professionally and personally. I wish you all the best.

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***Second Step* Staff Training Objectives**

To help staff understand what it means to use a social-skills approach to youth violence prevention.

To provide staff with a solid grasp of the *Second Step* curriculum.

To prepare staff to use the *Second Step* curriculum with students.

***Second Step* Staff Training Agenda**

Welcome and Goals

Overview of the Curriculum

Second Step Teaching Strategies

Teaching the Curriculum

Implementation

Closure and Evaluation

Reasons Children Fail to Act Prosocially

Lack of modeling

Lack of practice

Desired behavior inhibited by emotional responses

Inappropriate beliefs about aggression

***Second Step* Unit Titles**

Preschool/Kindergarten

Unit I: Empathy Training

Unit II: Emotion Management

Unit III: Problem Solving

Grades 1–5

Unit I: Empathy Training

Unit II: Impulse Control and Problem Solving

Unit III: Anger Management

Unit Exploration Activity— Preschool/Kindergarten

Instructions

1. Each person in your group of three should select a Unit Card from the Preschool/Kindergarten curriculum. Choose from Unit I: Empathy Training, Unit II: Emotion Management, and Unit III: Problem Solving.
2. Read your Unit Card thoroughly, then answer the following questions. You may use this handout or the notepaper at the center of your tables to jot down answers, or you may use your Unit Card as a reminder.
 - What is the goal of your unit?
 - What key elements are taught in your unit?
 - What language concepts are taught in your unit?
 - Which three transfer-of-learning ideas or extension activity ideas do you like and why?
3. After answering the questions, browse through your unit's Lesson Cards. Notice the content and flow of the lessons. After 20 minutes, you will present information about your Unit Card to the rest of your group.

Unit Exploration Activity—Grades 1–5

Instructions

1. Each person in your group of three should select a Unit Card from the Grades 1–5 curriculum. Choose from Unit I: Empathy Training, Unit II: Impulse Control and Problem Solving, and Unit III: Anger Management.
2. Read your Unit Card thoroughly, then answer the following questions. You may use this handout or the notepaper at the center of your table to jot down answers, or you may use your Unit Card as a reminder.
 - What is the goal of your unit?
 - What key elements are taught in your unit?
 - What language concepts are taught in your unit?
 - Which three transfer-of-learning ideas or extension activity ideas do you like and why?
3. After answering the questions, browse through your unit's Lesson Cards. Notice the content and flow of the lessons. After 20 minutes, you will present information about your Unit Card to the rest of your group.

Components of Empathy

Identifying feelings in one's self and others

Perspective taking

Responding appropriately to another person by showing care and concern

***Second Step* Calming-Down Steps**

Preschool/Kindergarten

Hand on tummy.

Say "Calm down."

Take deep breaths.

Count out loud.

Grades 1–5

Take three deep breaths.

Count backward slowly.

Think calming thoughts.

Talk to yourself.

Second Step Problem-Solving Steps

Preschool/Kindergarten

1. How do I feel?
2. What is the problem?
3. What can I do?
Evaluate by asking, “What might happen if...?”

Grades 1–5

1. What is the problem?
Goal: Neutral problem statement.
 - No blame
 - Just the facts
 - All sides of the story represented
2. What are some solutions?
3. For each solution, ask yourself:
 - Is it safe?
 - How might people feel about it?
 - Is it fair?
 - Will it work?
4. Choose a solution and use it.
(behavioral-skills training)
5. Is it working? If not, what can I do now?

Grades 1–5 What to Do When You Are Angry Poster

What to Do When You Are Angry

STOP AND THINK.

1. Ask yourself:
How does my body feel?

2. Try to calm down by:

**Taking
three deep
breaths**

**Counting
backward
slowly**

**Thinking
calming
thoughts**

**Talking
to
yourself**

3. Think out loud to solve the problem.

4. Think about it later. Ask yourself:

Why was I angry? What did I do? What worked?

What didn't work? What would I do differently?

Did I do a good job?

Transfer-of-Learning Models

Preschool/Kindergarten

- Reinforce with your attention, giving a smile, wink, or thumbs up when a child uses a skill.
- Reinforce with words by giving specific praise or describing what you see.
- Highlight the reactions of children's peers for them.
- Reinforce prosocial behaviors with a Heart.
- Use the puppets and *Second Step* Sing-Along Songs CD.

Grades 1–5

- Imagine the Day by talking about the day's activities and identifying when skills could be used.
- Reinforce the Behavior throughout the day with planned and natural reinforcement.
- Remember the Day by asking students when and how they used a specific skill.

All Grade Levels

- Apply *Second Step* knowledge and skills to other academic areas.
- Involve families using letters, parent-teacher conferences, and presentations.
- Create schoolwide activities that reinforce skills and concepts.

Other ideas:

Lesson Section Breakdown

Preschool/Kindergarten

- Warm-Up: 2–5 minutes
- Story and Discussion: 5–10 minutes
- Pretend and Practice: 5–10 minutes
- Wrap-Up: 2 minutes

Grades 1–3

- Introduction: 5 minutes
- Story and Discussion: 10–15 minutes
- Role-Plays (teacher models and students practice): 10–15 minutes
- Wrap-Up/setting up Transfer of Learning: 5 minutes

Grades 4–5

- Introduction: 5 minutes
- Story and Discussion: 10–15 minutes
- Role-Plays (teacher models and students practice): 15–20 minutes
- Wrap-Up/setting up Transfer of Learning: 5 minutes

Lesson Teaching Time Guidelines

Preschool/Kindergarten

20–30 minutes per lesson 25 lessons total

Grade 1

30–35 minutes per lesson 22 lessons total

Grade 2

30–35 minutes per lesson 17 lessons total

Grade 3

30–35 minutes per lesson 15 lessons total

Grade 4

40–45 minutes per lesson 22 lessons total

Grade 5

40–45 minutes per lesson 22 lessons total

Note: It is recommended that you teach one or two lessons per week—in sequence—and preferably at a regularly scheduled time before an unstructured period or activity.

Social-Skills Teaching Strategies

Modeling

- Set an example with your own behavior.
- Be the first one to role-play.

Coaching and Cueing

- Coach (direct) students on how to do a skill.
- Cue (remind and prompt) students to use a skill.
- Coach and cue students as needed by offering support and assistance during role-plays and throughout the day.

Storytelling

- Use a clear reading voice.
- Read aloud at a comfortable listening pace.
- Tell personal stories.

Group Discussion

- Use wait time after asking questions.
- Use nonjudgmental responses after students give answers.
- Ensure that there are a variety of responses from the students.
- Vary response methods.

Role-Play Facilitation

- Create a safe learning environment to learn and practice the skills.
- Start with small, manageable pieces.
- Slowly increase the difficulty.
- Follow role-plays with praise and performance feedback.

Lesson Sample

From Grade 4, Unit II, Lesson 5: Making Conversation

Story and Discussion

In today's lesson, we will practice how to start, carry on, and end a conversation.



Luiz

Keith

Show photo. Keith notices that Luiz, a new boy in his class, is eating lunch by himself. Keith would like to get to know Luiz. Keith sits down next to him and waits for Luiz to say something.

1. **What is the problem?** (Keith wants to get to know Luiz, but he doesn't know how to start a conversation.)
2. **Do you think Keith will get to know Luiz by just sitting next to him?** (Probably not.)
3. **What are some solutions to this problem?** (Say "Hi." Think of something to talk about. Ask Luiz a question.)

Keith needs to decide on something to talk about with Luiz.

4. **What could he talk about?** List three or four options on poster paper. Discuss choosing topics of interest to the other person.

Keith decides to compliment Luiz on his book report. He also thinks of some other questions to ask Luiz.

5. **What questions could Keith ask Luiz about his report?** Discuss the importance of asking questions that cannot be answered with simple yes or no answers.
6. **Sometimes it's hard to keep a conversation going. What should Keith do if he tries to start a conversation but Luiz doesn't respond?** (Keep a good attitude. Try a different topic. End the conversation. Try again later.)

The bell rings and Keith has to go help in the library.

7. **How might Luiz feel if Keith suddenly walked away without saying anything?** (Sad, hurt, confused.)
8. **Why might he feel that way?** (He might think that Keith isn't interested in being his friend.)
9. **How can Keith end the conversation in a friendly way?** (Tell Luiz it was nice talking with him. Suggest talking or doing something together later.)

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Let's go over our steps for making

conversation. Guide students in generating their own skill steps. The following are possible steps: 1. Choose something that's of interest to the other person. 2. Ask the other person questions about this topic. 3. Be a good listener. 4. Change topics if you need to. 5. End the conversation in a friendly way.

Activity

I will model Keith starting and ending a conversation with Luiz using our skill steps.

Then you will do some role-plays. Choose a student volunteer to play Luiz.

Model for students. Play the role of Keith. Think out loud: **What can I talk to Luiz about? I'll tell him I liked his book report.** To student as Luiz, say: **Hi, Luiz. My name's Keith. You sure did a great job on your book report today. Where did you get all that information?** Listen to Luiz's reply. When the "bell rings," say: **I've got to go now. Maybe we should do something together sometime.**

After the model role-play, ask: **How did I do? Did I follow our steps for making conversation?**

Have students practice.

Start, carry on, and end a conversation with:

- A new girl who has moved in next door.
- A cousin who is visiting for the first time in years.
- A new student who would like to be shown around the school.
- A friend who is just back from vacation.
- A boy who is at the bus stop every day.

Wrap-Up

Today we learned how to carry on a conversation. This is not an easy skill to do well, especially with someone you don't know. Being friendly, asking questions, and showing that you're interested in what the other person has to say makes it much easier.

Role-Play/Pretend and Practice Tips

Role-play is recognized as an effective strategy for transferring social skills into children's real lives. A determining factor in the success of role-plays is the facilitation. Below are suggestions to help you guide students in performing safe, effective role-plays.

Make role-plays safe:

- Establish guidelines (for example, active listening, no physical contact).
- Give clear instructions.
- Use pretend names rather than student names.
- Allow students practice time in small groups before having them do role-plays in front of the class.
- Call for volunteers to come up in front of the class.
- Start simple and gradually increase the difficulty.
- Create an accepting climate in which it is okay to make mistakes.
- Never allow students to role-play unsafe or antisocial solutions.

Make role-plays fun:

- Use props.
- Use puppets.
- Create a stage.
- Use movie-director vocabulary.
- Allow students to come up with topics or scripts.

The teacher's role:

- Adapt role-plays to make them culturally relevant.
- Model the social skill used in the role-play first.
- Acknowledge the difficulty.
- Be present and involved through coaching and cueing.
- Cut off each student role-play as soon as the specific social skill is demonstrated.
- Give praise and performance feedback following each role-play.

Teaching Activity—Preschool/Kindergarten

Preparation

Get into groups of three for this activity. Each person in the group should select a *Second Step* unit from which he or she would like to teach and then select a lesson from the list below. Each person should take 10 minutes to prepare to teach the lesson.

Unit I: Empathy Training—Lesson 6, 8, or 9

Unit II: Emotion Management—Lesson 1, 3, or 4

Unit III: Problem Solving—Lesson 3, 6, or 8

Teaching

Each person in your group will teach for approximately 15 minutes. A 5-minute warning will signify that it is time to wrap up the lesson and move into the debriefing. Please abbreviate the discussions by taking only a couple of responses for each discussion question so that you can get to the pretend and practice or activity at the end of the lesson.

Empathy is the foundation of the *Second Step* curriculum, so the person who selected empathy training will teach in the first round, followed by the teacher with emotion management in the second round, and problem solving in the third round.

Debriefing

At the end of each lesson presentation, please allow a few minutes for the teacher to report on what went well, what he or she would do differently next time, and what was learned. Those in the role of students may provide feedback on teaching strategies used effectively during the lesson.

Teaching Activity—Grades 1–5

Preparation

Get into groups of three for this activity. Each person in the group should select a *Second Step* unit from which he or she would like to teach and then select a lesson from the list below. Each person should take 10 minutes to prepare to teach the lesson.

Grade Level	Unit I: Empathy Training	Unit II: Impulse Control and Problem Solving	Unit III: Anger Management
Grade 1	Lesson 2, 3, or 8	Lesson 5, 6, or 7	Lesson 4 or 6
Grade 2	Lesson 2, 5, or 6	Lesson 3, 5, or 6	Lesson 2, 3, or 4
Grade 3	Lesson 3, 4, or 5	Lesson 3, 4, or 5	Lesson 2, 3, or 4
Grade 4	Lesson 2, 4, or 6	Lesson 2, 7, or 8	Lesson 4, 5, or 6
Grade 5	Lesson 2, 5, or 6	Lesson 3, 4, or 6	Lesson 3, 4, or 7

Teaching

Each person in your group will teach for approximately 15 minutes. A 5-minute warning will signify that it is time to wrap up the lesson and move into the debriefing. Please abbreviate the discussions by taking only a couple of responses for each discussion question so that you can get to the role-play or activity at the end of the lesson.

Empathy is the foundation of the *Second Step* curriculum, so the person who selected empathy training will teach in the first round, followed by the teacher with impulse control and problem solving in the second round, and anger management in the third round.

Debriefing

At the end of each lesson presentation, please allow a few minutes for the teacher to report on what went well, what he or she would do differently next time, and what was learned. Those in the role of students may provide feedback on teaching strategies used effectively during the lesson.

Customizing Your *Second Step* Program: Group Exploration Topics

Instructions

In your group, brainstorm about the corresponding numbered topic listed below. Be sure to capture all of your ideas on chart paper and designate a reporter who will present the ideas to the large group.

Group 1 Discussion Topic: Special Needs. List some ways you can work with special-needs students in *Second Step* lessons. How can you structure the lessons to meet the needs of your students with developmental delays, who are academically gifted or talented, or for whom English is a second language?

Group 2 Discussion Topic: Cultural Relevance. List some ways you can make *Second Step* lessons culturally relevant to your students (you may want to think of culture in terms of national or ethnic origin, family, religion, gender, age, socioeconomic level, language, geographic region, and/or exceptionalities).

Group 3 Discussion Topic: Involving Families. List some ways you can involve your students' families in the curriculum so that they can support their children's use of *Second Step* skills at home.

Group 4 Discussion Topic: Classroom Climate. List some ways you can create a climate conducive to social-emotional learning, either in the behavior you model as a teacher or the way you run your classroom.

Group 5 Discussion Topic: Integrating the Program with Academics. List some ways you can incorporate *Second Step* skills and concepts into other academic areas such as language arts, science, social studies, art, and math.

Group 6 Discussion Topic: Schoolwide Implementation. List some ways you can support *Second Step* learning schoolwide. What are some schoolwide activities that help facilitate transfer of learning among your students?

Implementation Planning Worksheet

Name: _____

Logistics

How long do my lessons take to teach?

What day(s) of the week will I teach *Second Step* lessons?

At what time of day will I teach *Second Step* lessons?

Transfer of Learning

How can I integrate *Second Step* concepts and skills into other academic areas?

How can I involve my students' families in the *Second Step* program?

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How can I reinforce students' prosocial behaviors during the day?

What can I do to facilitate schoolwide implementation and transfer of learning?

Customizing the Program

How can I create a classroom climate that is conducive to social-emotional learning?

How can I make *Second Step* lessons culturally relevant for my students?

How can I meet the needs of my special-needs students using *Second Step* lessons?

For more information and ideas about implementation issues, consult your Teacher's Guide, visit www.cfchildren.org, or call the Committee for Children Client Support Services department at 800-634-4449, ext. 200.

Second Step Staff Training Evaluation

For each training objective below, circle the number that best describes how confident you feel that you have achieved that objective.

1. I am able to describe the curriculum format and design.

Not at all confident

Very confident

1 2 3 4 5

2. I am able to identify the major themes presented in the curriculum.

Not at all confident

Very confident

1 2 3 4 5

3. I am able to explain ways to support students' use of *Second Step* skills.

Not at all confident

Very confident

1 2 3 4 5

4. I am able to identify teaching strategies used to present the lessons.

Not at all confident

Very confident

1 2 3 4 5

5. I am able to develop a classroom implementation plan.

Not at all confident

Very confident

1 2 3 4 5

6. Describe one challenge you will need to address to implement and sustain the *Second Step* program in your classroom.

For items 7 and 8, circle the number that best describes how much you agree or disagree with the statement, where 1 = Disagree completely, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Agree completely.

7. The facilitator demonstrated knowledge of the subject.

1 2 3 4 5

8. The facilitator presented the information clearly.

1 2 3 4 5

9. What is one thing the facilitator did well?

10. What is one thing the facilitator could improve on?

Adapting the *Second Step* Program from Grades 4–5 to 4–6

Scope and Sequence

The following Scope and Sequence divides the lessons from Grades 4 and 5 for use in Grades 4, 5, and 6.

Grade 4 (These lessons are from the Grade 4 curriculum kit)

Unit I: Lessons 1–5, 7

Unit II: Lessons 1–8

Unit III: Lessons 1–7

Grade 5 (These lessons are from the Grade 5 curriculum kit except Grade 4, Unit 1, Lesson 6)

Unit I: Lessons 1–4, Grade 4, Unit 1, Lesson 6 (Intentions)

Unit II: Lessons 1–3, 5

Unit III: Lessons 1–4, 9

Grade 6 (These lessons are from the Grade 5 curriculum kit)

Unit I: Lessons 1 (Empathy Overview)*, 5–7

Unit II: Lessons 1 (Impulse Control and Problem Solving Overview)*, 4, 6

Unit III: Lessons 1 (Anger Management Overview)*, 5–8, 9*

* These lessons are repeated from the previous grade level.



Certificate of Completion

has completed the Staff Training in the use of

Second Step®: A Violence Prevention Curriculum
by Committee for Children

Trainer

Date



Guide to Feelings

The following descriptions of the six basic emotions are adapted from guidelines established by Ekman and Friesen (1975). This list is intended as a guide for discussing facial clues with the students. The clues are written in simple language, and it works best to physically model the expression as you verbally point out the clues. For clarity and simplicity, you may not want to use all the clues but instead focus on the “most telling” and easiest to describe.

1. Happy

- The corners of the mouth go up in a smile.
- The teeth may or may not show.
- A line (wrinkle) goes from the nose past the corners of the mouth.
- The cheeks go up and out.
- There are wrinkles below the eyes.
- There are wrinkles at the corners of the eyes.



2. Sad

- The corners of the mouth go down in a frown.
- The inner corners of the eyebrows may go up.
- The eyes may look down and/or water.



3. Angry

- The lips are pressed together or turned down in a frown.
- The eyebrows are down.
- There are wrinkles between the eyebrows.
- The eyes may be slightly closed.
- The eyes may have a hard stare.
- The nostrils may be flared.



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4. Surprised

- The mouth is open wide.
- The eyes are open wide (often showing white around the iris).
- The eyebrows go up high in a curve.
- There are wrinkles across the forehead.



5. Afraid

- The mouth is open and drawn back.
- The eyes are open and the inner corners go up.
- The eyebrows are raised and drawn together.
- There are wrinkles in the middle of the forehead.



6. Disgusted

- The top lip goes up.
- The lower lip pushes up or goes down and sticks out.
- The nose is wrinkled.
- The cheeks go up.
- The eyebrows are down.



Reference

Ekman, P., & Friesen, W. V. (1975). *Unmasking the face: A guide to recognizing emotions from facial clues*. Englewood Cliffs, NJ: Prentice Hall.

Mouse

fold

fold

Mouse

uoiɹ

fold

fold

Lion

Goldfish

fold

fold

Goldfish

Skunk

fold

fold

Skunk

Ostrich

fold

fold

Ostrich

Kangaroo

fold

fold

Kangaroo

Chameleon

fold

fold

Chameleon

**Problem-Solving Steps
(Preschool/Kindergarten)**

1. How do I feel?
2. What is the problem?
3. What can I do?

**Problem-Solving Steps
(Preschool/Kindergarten)**

1. How do I feel?
2. What is the problem?
3. What can I do?

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1. How do I feel?
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ACTIVITY CARD 3

Ways to Calm Down (Preschool/Kindergarten)

1. Check in. Hand on tummy.
2. Say "Calm down."
3. Take deep breaths.
4. Count out loud.

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4. Count out loud.

**How to Solve Problems
(Grades 1–5)**

1. What is the problem?
2. What are some solutions?
3. For each solution, ask yourself:
 - Is it safe?
 - How might people feel about it?
 - Is it fair?
 - Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

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**How to Solve Problems
(Grades 1–5)**

1. What is the problem?
2. What are some solutions?
3. For each solution, ask yourself:
 - Is it safe?
 - How might people feel about it?
 - Is it fair?
 - Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

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(Grades 1–5)**

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ACTIVITY CARD 3

<p>What to Do When You Are Angry (Grades 1–5)</p> <ol style="list-style-type: none"> 1. Ask yourself: How does my body feel? 2. Try to calm down by: <ul style="list-style-type: none"> • Taking three deep breaths • Counting backward slowly • Thinking calming thoughts • Talking to yourself 3. Think out loud to solve the problem. 4. Think about it later. Ask yourself: <ul style="list-style-type: none"> • Why was I angry? • What did I do? • What worked? • What didn't work? • What would I do differently? • Did I do a good job? 	<p>What to Do When You Are Angry (Grades 1–5)</p> <ol style="list-style-type: none"> 1. Ask yourself: How does my body feel? 2. Try to calm down by: <ul style="list-style-type: none"> • Taking three deep breaths • Counting backward slowly • Thinking calming thoughts • Talking to yourself 3. Think out loud to solve the problem. 4. Think about it later. Ask yourself: <ul style="list-style-type: none"> • Why was I angry? • What did I do? • What worked? • What didn't work? • What would I do differently? • Did I do a good job? 	<p>What to Do When You Are Angry (Grades 1–5)</p> <ol style="list-style-type: none"> 1. Ask yourself: How does my body feel? 2. Try to calm down by: <ul style="list-style-type: none"> • Taking three deep breaths • Counting backward slowly • Thinking calming thoughts • Talking to yourself 3. Think out loud to solve the problem. 4. Think about it later. Ask yourself: <ul style="list-style-type: none"> • Why was I angry? • What did I do? • What worked? • What didn't work? • What would I do differently? • Did I do a good job?
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Songs and Rhymes (Preschool/Kindergarten)

The Feelings Song

Lyrics

Happy is a smile
And a twinkle in the **eye**
Happy is a **friend**
Or a homemade apple **pie**

CHORUS

Everyone has **feelings**
We show them on our **faces**
We feel them in our **bodies**
We tell them with our **voices**
How you feel the way you **feel**

Sad is a tear
And a **head hanging down**
Sad is when you lose
Your special toy in town

CHORUS

Anger is a fist
And a **heart** beating fast
Anger is being pushed
Falling down and coming last

CHORUS

Scared is a gasp
Your **legs start to shake**
Scared is hearing thunder
That gives your house a shake

CHORUS

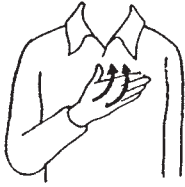
My **body** tells me what's going on
Letting me know just how I **feel**
Feelings can be comfortable
Others can **feel** so uncomfortable
But all our **feelings** are okay
So let us learn to give them
names

CHORUS

Music by Dennis Westphall and Lorraine Bayes

“The Feelings Song” Sign Language Instructions

Verse 1



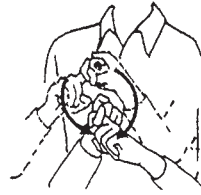
happy

RH open B palm in, tips left. Brush up chest twice with quick, short motion.



eye

Place tip of index finger on eye.



friend

Hook right X over left X which is turned up, then reverse.



pie

Mime cutting slice of pie using left palm as pie and edge of right little finger as knife.

Chorus



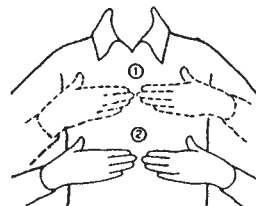
feeling (noun)

Place tip of right middle finger on left side of chest then stroke upward twice. For **feel** do just one stroke.



face

Circle face with index finger.



body

Open B shape both hands, palms in, tips facing. Pat chest, then stomach.



voice

V shape RH palm in. Place tips on throat then arc upward and out.

Verse 2



sad

Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.

head hanging down

Hang down head. Make sure expression is still sad.

continued

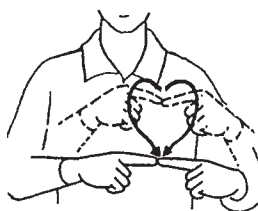
“The Feelings Song” Sign Language Instructions (continued)

Verse 3



angry

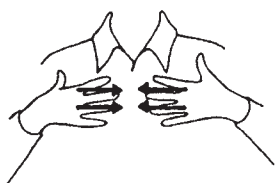
Claw shape RH tips on chest. Draw up and out in forceful manner.



heart

Trace a “heart” on left upper chest with middle fingers.

Verse 4



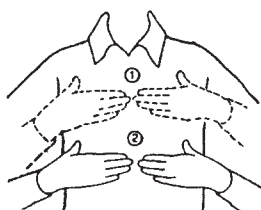
scared

Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.

legs start to shake

Shake legs.

Verse 5



body

Open B shape both hands, palms in, tips facing. Pat chest, then stomach.



feeling (noun)

Place tip of right middle finger on left side of chest then stroke upward twice. For **feel** do just one stroke.



name

H shape both hands, left palm right, right palm in. Hit left H with right H.

The Caring Song

Lyrics

Oh who do you **care** about
 Who **cares** for you?
 Your family, your **friends**
 Are you a good **neighbor** too?
 And how do you show you **care**
 every day?
Helping each other out along
 the way

A **grandpa**, a sister
 A little brother too
 Putting **food** on the table
Cleaning up when you're through
 A fresh, pretty **flower** can make
 someone's day
 Sharing the work and sharing
 the **play**

Oh who do you **care** about
 Who **cares** for you?
 Your **teachers**, your pet
 When the kids **play** with you?
 A big **happy smile** can show that
 you **care**
 When people are **sad**, there's a
 kind word to **share**

Caring, caring, it's like the **sun**
 It sets our **hearts** aglow
Caring, caring, it's like the **rain**
 It helps our **friendships** grow

So working and **playing**
 At school or at **home**
 Being with **people**
 Or all on your own.
Listen and share and **care** from
 your **heart**
 Give every day a beautiful start

Listen and share and **care** from
 your **heart**
 Give every day a beautiful start

Listen and share and **care** from
 your **heart**
 Give every day a beautiful start

Music and lyrics by Lorraine Bayes

“The Caring Song” Sign Language Instructions

Verse 1



care

V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.



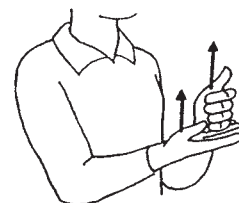
friend

Hook right X over left X which is turned up, then reverse.



neighbor

Open B both hands, palms in. Place right open B on back of left, then arc up and out.



help

Place little finger side of left A, thumb up, in right palm. Raise right palm up.

Verse 2



grandfather

Five shape both hands, left palm right, right palm left. Place right thumb on forehead and left thumb on edge of RH. Move out in two short jumps. (Sometimes make with RH only.)



food

Place tip of flat O on mouth.



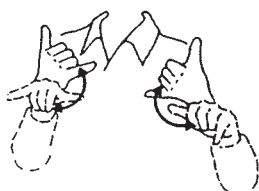
clean

Open B both hands, left palm up, tips out, right palm down, tips left. Brush right palm across left as if wiping clean.



flower

RH flat O. Place tips on right side of nose then arc to left side.



play

Y shape both hands, palms in. Simultaneously twist back and forth.

continued

"The Caring Song" Sign Language Instructions (continued)

Verse 3



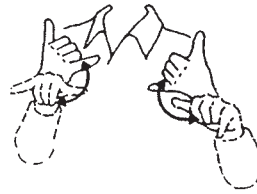
care

V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.



teach

Flat O shape both hands. Hold at temples and move out twice.



play

Y shape both hands, palms in. Simultaneously twist back and forth.



happy

RH open B palm in, tips left. Brush up chest twice with quick, short motion.



smile

L shape both hands. Place index fingers at sides of mouth and move up to cheeks.



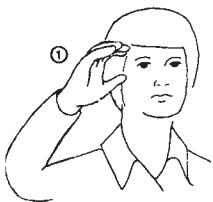
sad

Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.



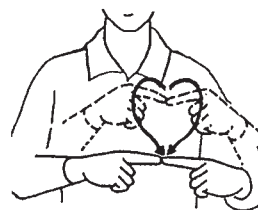
share

LH open B. Brush little finger side of right open B back and forth between left thumb and index finger.



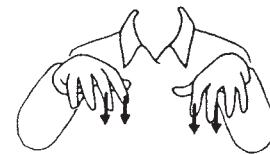
sun

Place right C at side of right eye. Change into flat O palm down. Then open into 5 shape palm down.



heart

Trace a "heart" on left upper chest with middle fingers.



rain

Claw shape both hands, palms down. Move down sharply two or three times.

continued

“The Caring Song” Sign Language Instructions (continued)

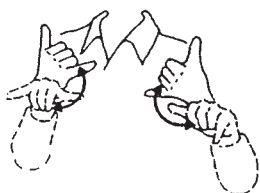
Verse 3 continued



friend

Hook right X over left X which is turned up, then reverse.

Verse 4



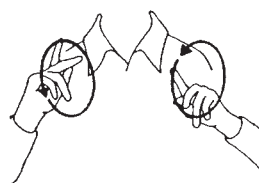
play

Y shape both hands, palms in. Simultaneously twist back and forth.



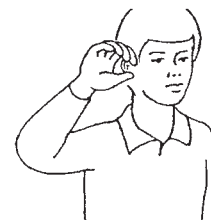
home

Place tips of right flat O to edge of mouth and move to upper cheek. (Sometimes made with right flat O moving to open B on cheek.)



people

P shape both hands, palms out. Move up and down alternately in circular motion.



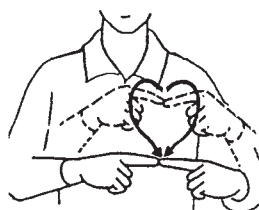
listen

Cup hand over ear.



care

V shape both hands, palms facing, tips out. Strike index side of left V with little finger side of right V. Repeat.



heart

Trace a “heart” on left upper chest with middle fingers.

The Calm-Down Song

Lyrics

When your **heart** is all a-flutter
And you're panting like a **dog**
When your **legs are feeling shaky**
And your mind is in a fog

CHORUS

It's time to
Put your **hand on your tummy**
Say "Calm down"
Take a **deep breath**
And count out loud—1, 2, 3, 4
Feel yourself calm down

When you've just been **scared** by something
There's **aching** in your tummy
When you're really **sad** or worried
And your **body's** feeling crummy

CHORUS

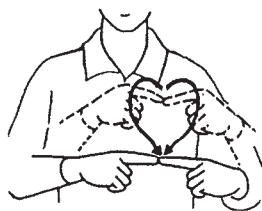
When you're bursting with **excitement**
And you're **spinning** like a top
When you've had a **disappointment**
And your special plan went **flop**

CHORUS

Music by Dennis Westphall

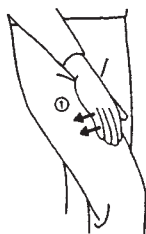
“The Calm-Down Song” Sign Language Instructions

Verse 1



heart

Trace a “heart” on left upper chest with middle fingers.



dog

Snap fingers, then pat right thigh with RH twice.

legs are feeling shaky

Shake legs.

Chorus

hand on your tummy

Place hand on tummy.

say “Calm down”

Say “Calm down” in time with song.

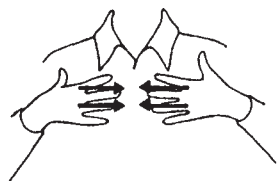
deep breath

Take a deep belly breath.

count out loud

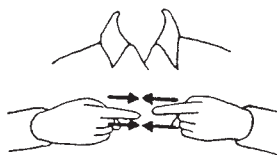
Count out loud in time with song.

Verse 2



scared

Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.



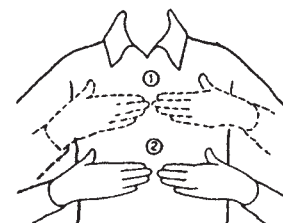
ache

One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)



sad

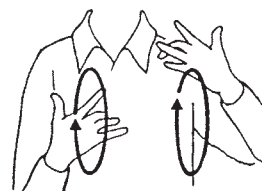
Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.



body

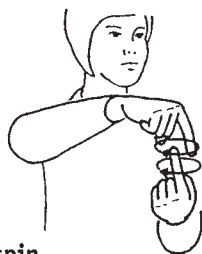
Open B shape both hands, palms in, tips facing. Pat chest, then stomach.

Verse 3



excitement

Five shape both hands, palms in. Alternately brush tips of middle fingers upward on chest.



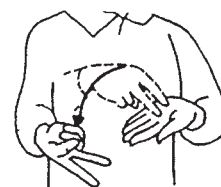
spin

Place right index finger, palm down, over left index finger. Rotate fingers quickly.



disappointment

Place tip of right index on chin.



flop

LH open B palm up, tips out. Place tips of right V in left palm then flip forward and out, ending with palm up.

The Anger Song

Lyrics

Anger is a feeling
It rushes up **inside**
Anger is a feeling
It can catch you by **surprise**

CHORUS

We all feel **angry** sometimes
But acting mean is **not okay**
When we're feeling **angry**
We must **calm down** right away
Put your **hand on your tummy**
Say "Calm down"
Take a **deep breath**
Count out loud—1, 2, 3, 4

Anger stops us thinking
It makes us want to **act**
In ways that could **hurt** others
With our words or with our **hands**

CHORUS

It's important to remember
That our **anger** can cause **harm**
But our **anger** won't cause trouble
If we keep our **bodies calm**

CHORUS

Music by Dennis Westphall

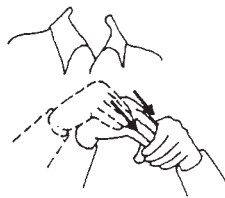
“The Anger Song” Sign Language Instructions

Verse 1



angry

Claw shape RH tips on chest. Draw up and out in forceful manner.



inside

C shape LH palm right. Place tips of RH in left C twice.



surprise

Place index fingers and thumbs at edges of eyes. Snap open into L shapes.

Chorus



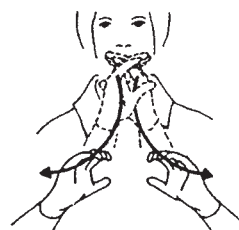
angry

Claw shape RH tips on chest. Draw up and out in forceful manner.



not okay

Strike chin with knuckles of Y shape RH.



calm down

C shape both hands, left palm right, right palm left. Cross at mouth then draw down and apart.

hand on your tummy

Place hand on tummy.

say “Calm down”

Say “Calm down” in time with song.

deep breath

Take a deep belly breath.

count out loud

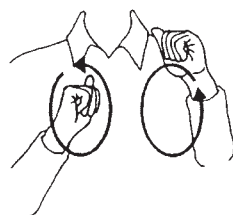
Count out loud in time with song.

Verse 2



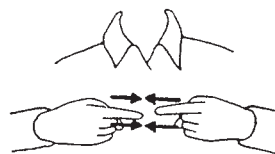
angry

Claw shape RH tips on chest. Draw up and out in forceful manner.



act

A shape both hands. Alternately move back in circles, brushing thumbs down chest.



hurt

One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)



hand

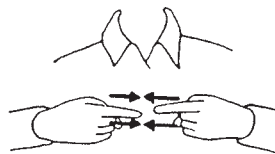
Open B both hands, left palm slanted right, tips out. Draw little finger side of RH across left wrist in slicing motion.

Verse 3



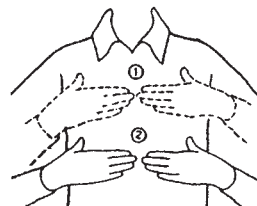
angry

Claw shape RH tips on chest. Draw up and out in forceful manner.



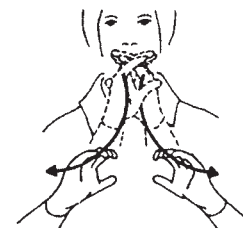
hurt

One shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes make with H handshapes.)



body

Open B shape both hands, palms in, tips facing. Pat chest, then stomach.



calm

C shape both hands, left palm right, right palm left. Cross at mouth then draw down and apart.

The Problem-Solving Rap

Lyrics

If I'm stuck and in **trouble**
And I don't know what to **do**
There are three easy **questions**
That are sure to **help** me through

I can ask myself "How do I **feel**?"
How do I **feel**?
Am I **happy**, am I **sad**?
Am I **scared**, am I **mad**?

I can ask myself "What is
the **problem**?"
What is the **problem**?
Then I'll know what's going on

I can ask myself "What can I
do now?"
What can I **do** now?
I can think up some **ideas**

So let's all **remember**
The three easy things to ask
Let's say them one time over
So we can do the task

1, 2, 3, go

Don't **forget** number one
How do I **feel**?
How do I **feel**?

Don't **forget** number two
What is the **problem**?
What is the **problem**?

Don't **forget** number three
What can I **do**?
What can I **do**?

Now tell it all again

1, 2, 3, go

How do I **feel**?
How do I **feel**?
What is the **problem**?
What is the **problem**?
What can I **do**?
What can I **do**?

Music by Dennis Westphall and Lorraine Bayes

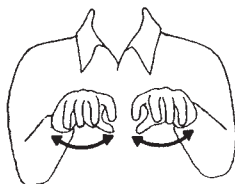
“The Problem-Solving Rap” Sign Language Instructions

Verse 1



trouble

B shape both hands, palms slanted out. Alternately circle inward toward front of face.



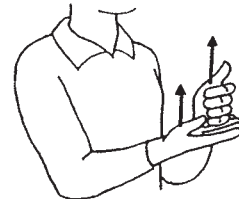
do

Claw shape both hands, palms down. Swing back and forth.



question

Outline question mark in air with right index finger.



help

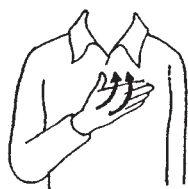
Place little finger side of left A, thumb up, in right palm. Raise right palm up.

Verses 2–4



feel

Strike right middle finger upward on chest.



happy

RH open B palm in, tips left. Brush up chest twice with quick, short motion.



sad

Five shape both hands, palms in, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.



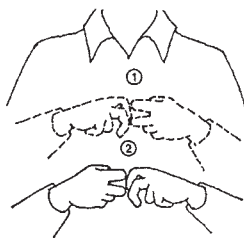
scared

Open 5 both hands, palms in, tips facing. Move back and forth several times, as if shaking in fright.



mad

Claw shape RH tips on chest. Draw up and out in forceful manner.



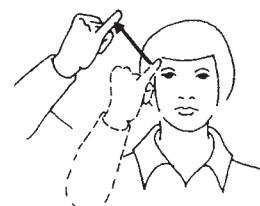
problem

Bent V shapes both hands, right palm down, left palm in. Place knuckles together then twist in opposite directions, RH rotating forward, LH rotating back.



do

Claw shape both hands, palms down. Swing back and forth.



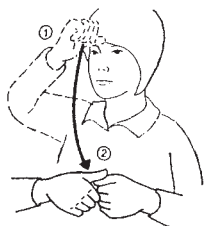
idea

I shape RH palm in. Place little fingertip on right temple then move out.

continued

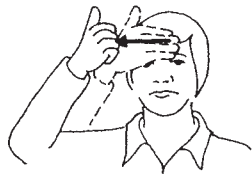
"The Problem-Solving Rap" Sign Language Instructions (continued)

Verses 5–End



remember

Place thumb of right A on forehead, then drop down and touch thumb of A shape LH palm right.



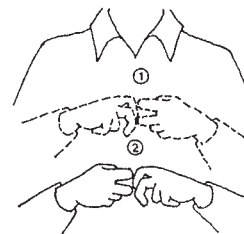
forget

RH open B palm in. Draw tips across forehead from left to right, ending in A shape.



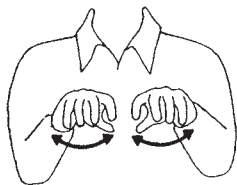
feel

Strike right middle finger upward on chest.



problem

Bent V shapes both hands, right palm down, left palm in. Place knuckles together then twist in opposite directions, RH rotating forward, LH rotating back.



do

Claw shape both hands, palms down. Swing back and forth.

The Fair Ways to Play Song

Lyrics

When we both want the new,
new **toy**
Right at the **same, same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS

We can **share**, we can **trade**
We can take **turns** with
each other
We can **share**, we can **trade**
Let's take **turns** with
one another
La la la la la la la la la la la

When we both want the red,
red **paint**
Right at the **same, same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS

When we both want the cool,
cool **bike**
Right at the **same, same** time
When we both start to **grab**,
grab it
What, what can we **do**?

CHORUS

So if we want to be good,
good **friends**
And have **fun, fun** together
Try the fair ways to **play**,
play, play
Sing, sing them out loud

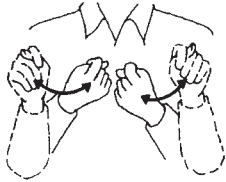
CHORUS

CHORUS

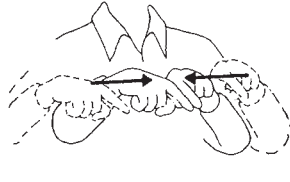
Music by Dennis Westphall and Lorraine Bayes

“The Fair Ways to Play Song” Sign Language Instructions

Verse 1


toy

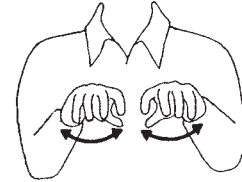
T shape both hands. Swing in and out two or three times.


same

One shape both hands, palms down, tips out. Bring index fingers together.


grab

C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.

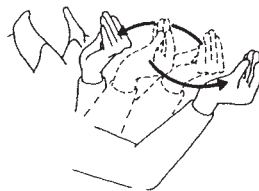

do

Claw shape both hands, palms down. Swing back and forth.

Chorus


share

LH open B. Brush little finger side of right open B back and forth between left thumb and index finger.

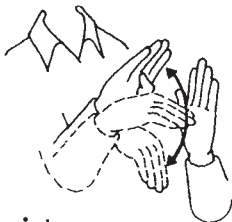

trade

Flat O both hands, palms up, left ahead of right. Reverse positions.

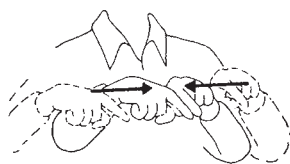

turn

L shape RH palm down. Turn so that palm faces up.

Verse 2


paint

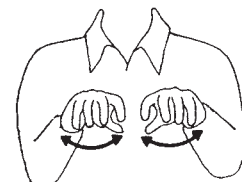
LH open B palm right, tips up. Flap fingers of right open B up and down left palm.


same

One shape both hands, palms down, tips out. Bring index fingers together.


grab

C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.

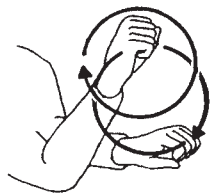

do

Claw shape both hands, palms down. Swing back and forth.

continued

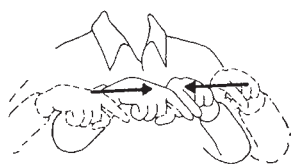
“The Fair Ways to Play Song” Sign Language Instructions (continued)

Verse 3



bicycle

S shape both hands, knuckles down, LH below RH. Circle up and down as if pedaling.



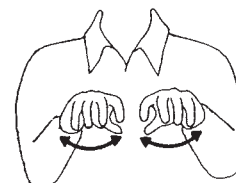
same

One shape both hands, palms down, tips out. Bring index fingers together.



grab

C shape RH palm down, fingers slightly spread. Bring hand down and close into S shape.



do

Claw shape both hands, palms down. Swing back and forth.

Verse 4



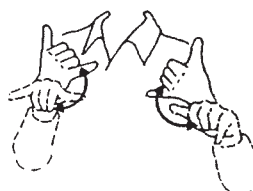
friend

Hook right X over left X which is turned up, then reverse.



fun

H shape both hands, left palm down. Place right H on nose then on back of left H.



play

Y shape both hands, palms in. Simultaneously twist back and forth.



sing

LH open B palm up. Swing fingers of right open B above left forearm and palm in rhythmic motion.

Heart Rhymes

Use these rhymes with children to help them recall why they received Hearts during the day.

Rhyme 1

Roses are red
Violets are blue
I've given out Hearts
To so many of you

Roses are red
Violets are blue
So tell us, please tell us
What did you all do?

Rhyme 2

To be caring is special
To show kindness is too
We love when there's sharing
And taking turns too

I've given out Hearts
To so many of you
So tell us, please tell us
What did you all do?

Rhyme 3

A Heart is for sharing
A Heart is for caring
A Heart is for knowing
When we need to calm down

A Heart is for trading
A Heart is for waiting
A Heart is for learning
To use words that are kind

So tell us, please tell us
What did you all do?

Staff Training Adaptations

If you are adapting this training to a specific grade level, you will need to make a few adjustments in the training format. These adaptations of the training modules use the supplemental *Second Step* Staff Training DVDs for Preschool/Kindergarten and Grades 1–5. You will notice that specific DVD segments are recommended in certain modules to illustrate important points and ideas.

It is important to familiarize yourself with the Preschool/Kindergarten and Grades 1–5 Staff Training DVDs so that you can select segments that are the most meaningful for your group. This also ensures that you don't use valuable time repeating information covered on the DVD.

When substituting DVD segments different from those presented in the training modules, refer to the Video Discussion Guides that are in a file on the DVDs. Here you will find information about the content on the DVDs, playing times for each section, pointers that will help participants focus their attention as they watch the DVD, and questions to discuss when the DVD segment is completed. Lesson highlights follow each supplemental DVD lesson. You may use them as a visual reinforcement or review if needed, but they may feel redundant after a thorough discussion of the DVD lesson.

The following information will allow you to make adjustments in your schedule and corresponding agenda to accommodate the needs of your group. You should also plan to add examples, short stories, and helpful hints from your own experience. This helps relate the training to participants' experiences in their school, agency, or community setting.

Adapting the Training for Preschool/Kindergarten

Preparation

- There is no need to use grade-level signs or to instruct participants to sit by grade level.
- Display only the Preschool/Kindergarten curriculum kits and posters in the room.

Module 1: Welcome and Goals

Present as written.

Module 2: Overview of the Curriculum

- Use Handout 4A and omit Handout 4B for the Unit Exploration Activity on page 135 in Module 2.
- Focus the review questions and information on pages 137–150 in Module 2 to Preschool/Kindergarten by omitting information specific to Grades 1–5.
- Omit the section about anger management on pages 143–144 in Module 2.

Module 3: *Second Step* Teaching Strategies

- Replace the DVD clip of the Grade 4 Making Conversation lesson with the Preschool/Kindergarten Fair Ways to Play lesson from the *Second Step* Staff Training DVD for Preschool/Kindergarten. The visual cue is a title screen reading: Unit III: Problem Solving, Lesson 4: Fair Ways to Play.
- Participants can follow along using the Fair Ways to Play Lesson Card from their kits (Unit III, Lesson 4).
- Omit Handout 13.

Module 4: Teaching the Curriculum

Use Handout 15A and omit Handout 15B for the Teaching Activity on page 166 in Module 4.

Module 5: Implementation

Present as written.

Module 6: Closure and Evaluation

Present as written.

Adapting the Training for Grades 1–5

Preparation

Display only the Grades 1–5 curriculum kits and posters in the room.

Module 1: Welcome and Goals

Present as written.

Module 2: Overview of the Curriculum

- Use Handout 4B and omit Handout 4A for the Unit Exploration Activity on page 135 in Module 2.
- Focus the review questions and information on pages 137–150 in Module 2 to Grades 1–5 by omitting information specific to Preschool/Kindergarten.
- If you are training staff at a Grades 1–6 school and the decision was made to adapt the Grades 4 and 5 kits to include Grade 6, present those adaptations in this module. You will find a copy of the adaptation schedule on page 210 in the Handouts and Activity Cards section. Photocopy this and distribute it to your Grades 4–6 teachers or include it in the handout packet between Handouts 11 and 12.

Module 3: *Second Step* Teaching Strategies

If you are training a specific grade level other than Grade 4, omit Handout 13 and replace the DVD clip of the Grade 4 lesson Making Conversation with an appropriate grade-level lesson of your choice. Recommended lessons are listed below.

Grade 2

Second Step Staff Training DVD, Grades 1–5

Visual cue: Title screen reading: Unit I: Empathy Training, Lesson 2: Feeling Proud, Grade 2

Grade 3

Second Step Staff Training DVD, Grades 1–5

Visual cue: Title screen reading: Unit III: Anger Management, Lesson I: Anger Management—Skill Overview, Grade 3

Module 4: Teaching the Curriculum

Use Handout 15B and omit Handout 15A for the Teaching Activity on page 166 in Module 4.

Module 5: Implementation

Present as written.

Module 6: Closure and Evaluation

Present as written.

Guidelines for Kindergarten–Grade 6 Schools

Adapt a Grade 5 kit to include sixth grade by following the adaptation schedule on page 210.

OR

Use the new *Second Step* Middle School program for Grade 6. Make appropriate language adjustments.

OR

Repeat important lessons from Grade 5 in the sixth-grade classes by using some of the extension activities from the Unit Cards.

OR

Have sixth-graders help teach concepts to younger students.

Teaching the *Second Step* and *Woven Word* Programs Together

Week	The <i>Second Step</i> Program	The <i>Woven Word</i> Program
	Empathy Training	Phase 1
1	Setting the Stage for <i>Second Step</i> Study	Overview
2	Feelings	Planning for schedule, groups, and space
3	More Feelings	Practice with a favorite book
4	We Feel Feelings in Our Bodies	<i>Woven Word</i> family night
		Phase 2
5	Feelings Change	<i>The Friendship Alphabet</i> Readings 1, 2, and 3
6	Same or Different?	<i>The Friendship Alphabet</i> Activities 1 and 2
7	Accidents	<i>The Friendship Alphabet</i> Activity 3
8	I Care	<i>Gloria's First Day</i> Readings 1, 2, and 3
9	I Help	<i>Gloria's First Day</i> Activities 1 and 2
	Emotion Management	
10	Strong Feelings	<i>The Long Wait</i> Readings 1, 2, and 3
11	Calming Down Strong Feelings	<i>The Long Wait</i> Activities 1 and 2
12	More Ways to Manage Strong Feelings	<i>Rhymitis</i> Readings 1, 2, and 3
13	Dealing with Waiting	<i>Rhymitis</i> Activities 1 and 2
14	Dealing with Not Getting What You Want	<i>Swimmy</i> Readings 1, 2, and 3
15	Am I Angry?	<i>Swimmy</i> Activities 1 and 2
16	Dealing with Being Hurt	<i>Dear Juno</i> Readings 1, 2, and 3
	Problem Solving	
17	Dealing with Losing Something	<i>Dear Juno</i> Activities 1 and 2
		Phase 3
18	Dealing with Distractions	Readings with at least 12 books chosen from the list provided. Teachers read 1 book per week three times to each small group for the remainder of the school year.
19	Interrupting Politely	
20	Fair Ways to Play	
21	Dealing with Having Things Taken Away	
22	Dealing with Name-Calling	
23	Learning to Have Fun with Our Friends	
24	Joining In	
25	Keeping <i>Second Step</i> Skills Going	

Second Step Studies

Journal of Applied Developmental Psychology

Less Adult Intervention in Conflicts Needed, Improved Social Competence

Scientists from Committee for Children and the University of Washington collaborated on a study that validated the *Second Step* program's effectiveness in helping children resolve conflicts, avoid disputes, and behave more prosocially. Fifteen schools participated in the two-year study, seven in a control group and eight in the intervention group. Each year of the study, teachers in both the intervention and control schools rated their students' social competence and antisocial behavior in the fall and spring. After completing two years of the program, students were interviewed and observed in potential conflict situations.

When compared to children in a control group, those who participated in the *Second Step* program:

- Showed 78 percent greater improvement in teacher ratings of their social competence.
- Required 41 percent less adult intervention in minor conflicts.
- Were 42 percent less aggressive.
- Were 37 percent more likely to choose positive social goals.
- If female, were cooperative 59 percent more often than girls in control schools.

The results of this study make a strong case for using the *Second Step* program to reduce student conflict. The *Second Step* program has shown itself to be an effective program for teaching children the social-emotional skills they need to reduce problem behaviors and spend more time learning.

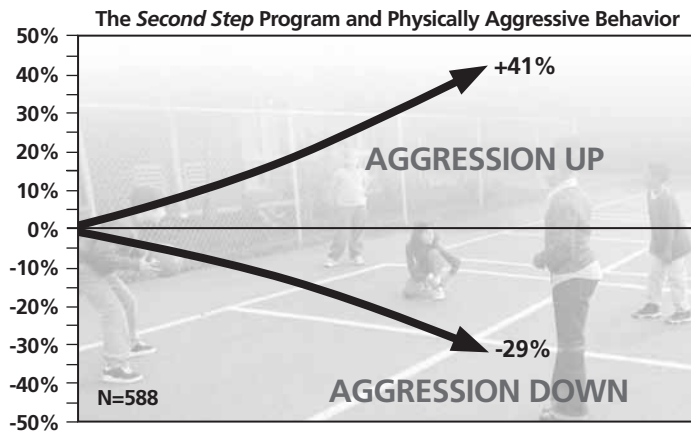
Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, 26(2), 171–200.

Journal of the American Medical Association

Elementary Students' Aggression Decreases, Positive Behavior Increases

The Centers for Disease Control and Prevention funded a one-year evaluation of the *Second Step* curriculum to examine the impact of the curriculum on aggression and positive social behavior among elementary school students.

Playground physical aggression (for example, hitting) decreased from autumn to spring among students who were in the *Second Step* program. In contrast, without the *Second Step* curriculum, student behavior worsened. Six months later, students who received the *Second Step* lessons continued to show lower levels of physical aggression.



Friendly behavior, including prosocial interactions (for example, “I’ll share my snack with you”) and neutral interactions (for example, “Whose turn is next?”) increased from autumn to spring among children who received the *Second Step* lessons, and remained unchanged in children who did not receive the lessons. Six months later, students who received the *Second Step* lessons maintained higher levels of positive interaction.

Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P. Y., Asher, K. N., Beland, K. et al. (1997). The effectiveness of a violence prevention curriculum among children in elementary school: A randomized control trial. *Journal of the American Medical Association*, 277, 1605–1611.

School Psychology Review

Elementary Students Increase Social Competence

An evaluation of the *Second Step* curriculum was conducted with 54 third- through fifth-grade students. Teachers rated children’s social competence and antisocial behavior, and the researcher observed children’s prosocial behaviors (engages appropriately with peers, follows instructions, follows classroom rules) and antisocial behaviors (bothers others, fights/argues with others). Compared to controls, students who received *Second Step* lessons increased in social competence and in following instructions. As controls increased in antisocial behaviors, program students declined slightly in antisocial behaviors. Program students did show a decrease in engaging appropriately with peers, but it was temporary.

Taub, J. (2002). Evaluation of the *Second Step* violence prevention program at a rural elementary school. *School Psychology Review*, 31, 186–200.

Applied and Preventive Psychology/Kindheit und Entwicklung

***Second Step* Students Show Decline in Anxious and Depressed Behavior**

In a three-year study of the *Faustlos* (German translation of “*Second Step*”) program, children were selected from 44 primary-grade German classrooms. Students showed significant declines in anxious, depressed, and socially withdrawn behavior compared to the control groups, and parents’ ratings reflected improved social behavior outside the school environment.

Schick, A., & Cierpka, M. (2005). *Faustlos*: Evaluation of the curriculum to prevent violence in elementary schools. *Applied and Preventive Psychology*, 11, 157–165.

Schick, A., & Cierpka, M. (2003). *Faustlos*: Evaluation eines Curriculums zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention in der Grundschule. *Kindheit und Entwicklung*, 12(2), 100–110.

Applied and Preventive Psychology

Young Students Less Disruptive and Aggressive After *Second Step* Program

An evaluation of the *Second Step* program was conducted with 109 preschool and kindergarten children from low-income urban families. The children demonstrated an increased conceptual knowledge of social skills and a decrease in observed levels of physical aggression, verbal aggression, and disruptive behavior after participating in the program.

McMahon, S. D., Washburn, J., Felix, E. D., Yakin, J., & Childrey, G. (2000). Violence prevention: Program effects on urban preschool and kindergarten children. *Applied and Preventive Psychology*, 9, 271–281.

Curriculum Components

Components of the Preschool/Kindergarten Kit

Each Preschool/Kindergarten kit comes with the following items:

Administrator's Guide. This booklet for administrators and coordinators gives recommendations for guiding implementation and providing ongoing support for the *Second Step* program in schools and agencies.

Teacher's Guide. The Teacher's Guide is a reference tool. The *Second Step* program is based on research about children's general social-emotional development and effective instructional strategies that promote healthy development. The Teacher's Guide explains the background, rationale, goals, and concepts that are a part of the *Second Step* curriculum.

Unit Cards. The Preschool/Kindergarten *Second Step* curriculum is divided into three units: Empathy Training, Emotion Management, and Problem Solving. A Unit Card introduces each unit with information specific to the theme and presentation of the unit.

Photo-Lesson Cards. On the front of each Lesson Card is a photo that relates to a story in the lesson. Black-and-white photography has been used to help children stay focused on the social interaction of the characters rather than on extraneous details, such as clothing styles. On the back, the lessons are scripted for easy planning and teaching.

Posters. The posters titled Ways to Calm Down, Problem-Solving Steps, and Fair Ways to Play are introduced in specific lessons. The posters provide a visual presentation of these three processes. After introducing the posters, leave them in a visible spot in the classroom as a reference tool for the remainder of the school year. You may want to order or create additional posters for other areas of the school (classrooms, hallways, lunchroom, gym, or counselor's office).

***Second Step* Family Overview DVD.** This DVD promotes family awareness of the *Second Step* program by describing what happens in the classroom and showing examples of how *Second Step* skills can be used at home. Many schools create a checkout system for lending the DVD to families.

Puppets. The two puppets, Impulsive Puppy and Slow-Down Snail, are hallmarks of the *Second Step* Preschool/Kindergarten kit. They are used to introduce and model concepts and skills presented in the lessons. Detailed scripts for the puppets appear on the Lesson Cards when the puppets are used.

Be-Calm Bunny. The Bunny is included in the Preschool/Kindergarten curriculum as a way for teachers to monitor group participation. When a child is holding Be-Calm Bunny, it is his or her turn to talk, and everyone else is asked to listen in a quiet, respectful way.

Second Step Sing-Along Songs CD. The CD contains the words and music to the six songs used in the curriculum to introduce and reinforce skills that children are learning. Lyrics to each of the songs appear as reproducible masters in the Teacher's Guide.

Hearts. Hearts are used in combination with positive verbal reinforcement as a transfer-of-learning strategy for *Second Step* skills.

Components of the Grades 1–5 Kits

Each Grades 1–5 *Second Step* kit comes with the following items.

Administrator's Guide. This booklet for administrators and coordinators gives recommendations for guiding implementation and providing ongoing support for the *Second Step* program in schools and agencies.

Teacher's Guide. The Teacher's Guide is a reference tool. The *Second Step* program is based on research about children's general social-emotional development and effective instructional strategies that promote healthy development. The Teacher's Guide explains the background, rationale, goals, and concepts that are a part of the *Second Step* curriculum.

Unit Cards. Each grade level is divided into three units: Empathy Training, Impulse Control and Problem Solving, and Anger Management. A Unit Card introduces each unit with information specific to the theme and presentation of that unit.

Photo-Lesson Cards. On the front of each Lesson Card is a photo that relates to a story in the lesson. Black-and-white photography is used to help students stay focused on the social interaction of the characters rather than extraneous details, such as clothing styles. On the back, the lessons are scripted for easy planning and teaching.

Posters. Three posters—Calming Yourself Down, How to Solve Problems, and What to Do When You Are Angry—are included with each Grades 1–5 kit and are meant to be displayed in the classroom. Posters are introduced in specific lessons. They provide a visual reinforcement of the three processes.

Lesson DVD. Some lessons include video clips that dramatize and support the Story and Discussion section of the lesson. Information for using each clip is on the corresponding Lesson Card.

Second Step Family Overview DVD. This DVD promotes awareness of the *Second Step* program by describing what happens in the classroom and showing examples of how program skills can be used at home. Many schools create a checkout system for lending the DVD to families.

Preschool/Kindergarten Ways to Calm Down Poster

Ways to Calm Down

Check in.



Hand on
tummy.

Say
"Calm down."

Take deep
breaths.



Calm
down . . .



Count out loud.



1 . . . 2 . . .
3 . . . 4 . . .

Grades 1–5 Calming Yourself Down Poster

Calming Yourself Down

1. Stop and think.

2. Ask yourself:
How does my body feel?

3. Try:

**Taking
three deep
breaths**

**Talking
to
yourself**

**Counting
backward
slowly**

**Thinking
calming
thoughts**

Preschool/Kindergarten Problem-Solving Steps Poster

Problem-Solving Steps

1. How do I feel?



2. What is the problem?



3. What can I do?



Grades 1–5 How to Solve Problems Poster

How to Solve Problems

1. What is the problem?

2. What are some solutions?

3. For each solution, ask yourself:

Is it safe?

How might people feel about it?

Is it fair?

Will it work?

4. Choose a solution and use it.

5. Is it working? **Yes!**

If not, what can I do now?

Grades 1–5 What to Do When You Are Angry Poster

What to Do When You Are Angry

STOP AND THINK.

1. Ask yourself:
How does my body feel?

2. Try to calm down by:

**Taking
three deep
breaths**

**Counting
backward
slowly**

**Thinking
calming
thoughts**

**Talking
to
yourself**

3. Think out loud to solve the problem.

4. Think about it later. Ask yourself:

Why was I angry? What did I do? What worked?

What didn't work? What would I do differently?

Did I do a good job?

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Second Step
A National Curriculum Resource

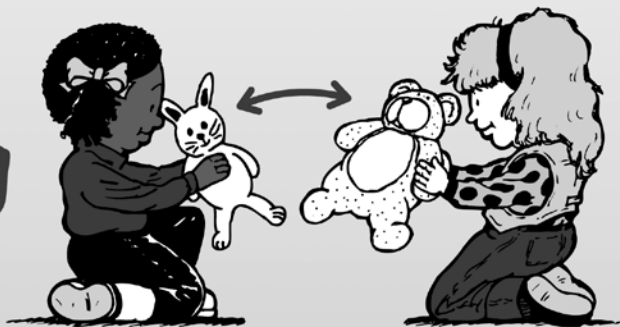
Preschool/Kindergarten Fair Ways to Play Poster

Fair Ways to Play

Sharing



Trading



Taking turns



Resources for Trainers

Recommended Books

Please note that some of the books on this list may go out of print, but out-of-print books are often available in school and public libraries or online.

Teamwork and Teamplay

Cain, Jim, and Jolliff, Barry

Features cooperative, challenge, and adventure activities.

Great Session Openers, Closers, and Energizers: Quick Activities for Warming Up Your Audience and Ending on a High Note

Caroselli, Marlene

104 Activities That Build Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, and Coping Skills

Jones, Alanna

Team-Building Activities for Every Group

Jones, Alanna

107 interactive games and activities that help groups get to know one another, become comfortable with each other, and open up.

The Ultimate Training Workshop Handbook: A Comprehensive Guide to Leading Successful Workshop Training Programs

Klatt, Bruce

The Adult Learner: A Neglected Species

Knowles, Malcolm Shepherd

Experiential Learning: Experience as the Source of Learning and Development

Kolb, David

Principles of Adult Learning

Lieb, Stephen

The Big Book of Presentation Games: Wake-Em-Up Tricks, Icebreakers, and Other Fun Stuff

Newstrom, John, and Scannell, Edward

Categories include: great session-openers, icebreakers, climate-setting games, practical jokes and tricks, audience brainteasers, motivation activities, and memorable closing activities.

Games Trainers Play

Newstrom, John, and Scannell, Edward

Creative Training Techniques: A Newsletter of Tips, Tactics, and How-To's for Delivering Effective Training
Pike, Bob

101 Games for Trainers: A Collection of the Best Activities from Creative Training Techniques Newsletter
Pike, Bob, and Busse, Chris

Creative Training Techniques Handbook: Tips, Tactics, and Effective How-To's for Delivering Effective Training

Pike, Bob, and Jones, Phillip

Shows the eight steps to proper presentation, preparation, customizing, and keeping learners motivated.

50 Creative Training Closers

Pike, Bob, and Solem, Lynn

Provides 50 different closing activities designed to make training stick.

50 Creative Training Openers and Energizers

Pike, Bob, and Solem, Lynn

Collection of interactive activities for gaining attention, breaking the ice, and establishing a learning atmosphere.

Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership

Rohnke, Karl, and Butler, Steve

Includes cooperative adventure games and initiative problems.

The Complete Games Trainers Play: Experiential Learning Exercises

Scannell, Edward

More Games Trainers Play

Scannell, Edward

The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do

Scannell, Edward, and Newstrom, John

Includes 70 games and activities for staff.

Still More Games Trainers Play

Scannell, Edward, and Newstrom, John

Ice-Breakers and Heart-Warmers: 101 Ways to Kick Off and End Meetings

Sheely, Steven

Most activities are designed for small groups.

Feeding the Zircon Gorilla and Other Team-Building Activities

Sikes, Sam

Includes 38 innovative team-building activities.

The Big Book of Humorous Training Games

Tamblyn, Doni, and Weiss, Sharyn

Includes engaging games about topics including customer service, team building, problem solving, and time management.

The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops

West, Edie

Includes 50 icebreakers for meetings, team building, complete strangers, introducing a topic, and more.

201 Icebreakers: Group Mixers, Warm-Ups, Energizers, and Playful Activities

West, Edie

Features 400 pages of activities, most of which can be completed in less than five minutes. Includes any necessary props or handouts.

Organizations

Several organizations provide up-to-date information about prevention curricula, safe schools, and social-emotional development of children. The following organizations often review prevention curricula or offer guidelines for reviewing materials that will help you make decisions about what your school needs to fully address the social development of children.

Canadian Safe School Network

www.canadiansafeschools.com

416-977-1050

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

240-276-2420

Character Education Partnership

www.character.org

800-988-8081

Child Welfare Information Gateway

www.childwelfare.gov

800-394-3366 or 703-385-7565

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

www.casel.org

312-413-1008

Drug Strategies

www.drugstrategies.org

202-289-9070

Educational Resources Information Center

www.eric.ed.gov

800-538-3742

Hamilton Fish Institute

www.hamfish.org

202-496-2200

National Clearinghouse for Alcohol and Drug Information

www.health.org

800-729-6686

National Institute of Mental Health

www.nimh.nih.gov

866-615-6464

Northwest Regional Educational Laboratory's Safetyzone

www.safetyzone.org

503-275-9500

Office of Juvenile Justice and Delinquency Prevention

www.ojjdp.ncjrs.org

202-307-5911

Office of Safe and Drug-Free Schools

www.ed.gov/offices/OESE/SDFS

202-245-7896

Prevent Child Abuse America

www.preventchildabuse.org

800-244-5373

Safe Schools Coalition

www.safeschoolscoalition.org

206-632-0662

Recommended Web Sites for Trainers

American Society for Training and Development

www.astd.org

The ASTD is the leading organization for workforce-learning professionals.

Childcare Information Exchange

www.ccie.com

This site promotes the exchange of ideas among leaders in early childhood programs with a focus on training and training resources.

Cool Quiz

www.coolquiz.com

Cool Quiz includes trivia, quotes, word of the day, conundrums, jokes, riddles, and more for children and adults. Great for icebreakers in trainings.

The Experiential Learning Style

www.learningandteaching.info/learning/experience.htm

This article provides an overview of Kolb's Adult Learning and Honey and Mumford's Learning Styles.

Icebreakers

www.icebreakers.ws

This site offers free icebreakers and games broken down by group size to use in training.

Langevin

www.langevin.com

Langevin is the world's largest train-the-trainer company. They offer workshops throughout North America on presentation skills, training development, and management.

Peter Honey

www.peterhoney.com

Honey and Mumford's Learning Styles Questionnaire

Principles of Adult Learning

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

This article explores how the needs of adult learners are different from those of children.

Trainer's Warehouse

www.trainerswarehouse.com

Offers a large selection of tools, tips, and toys for teachers and trainers.

Support-Staff Training Ideas

Training all school staff is the best way to ensure quality schoolwide *Second Step* implementation. All staff members can take an active role in teaching and modeling *Second Step* skills and concepts throughout the day and in all settings outside of the classroom. Including other teachers, paraprofessionals, specialists, custodians, and lunchroom and office support staff in presentations about the program underscores each adult's important role in teaching the students. It also ensures that all adults in a building use common language and processes in everyday activities. In this way, students receive consistent messages from all the adults at school.

Option 1

Ideally your support staff will be able to come for the first portion of your staff training. The first two modules of the staff training are appropriate for all adults in the school. This part of the training will introduce staff to the program's goals and the skills it teaches.

Module 5 is also a great all-staff activity and could be added to a staff meeting at a later date.

Option 2

If additional training is desired, the following ideas may be helpful additions to Modules 1 and 2:

- Facilitate an empathy skill practice focusing on active listening techniques and affirming feelings.
- Brainstorm a list of common student problems that staff may encounter. Have staff pair up and practice problem solving using the Problem-Solving Steps.
- Have subject-area or specialist teachers who are not teaching the program write mini lesson plans incorporating *Second Step* concepts into their academic areas (such as art, physical education, or music). There is a sample lesson plan in Appendix G.
- Have teaching assistants explore ways they can assist the teacher in presenting and reinforcing the lessons.
- When discussing the Transfer-of-Learning Models on pages 144–145, ask support staff to think of ways they can transfer student learning.
- Show additional segments from the Preschool/Kindergarten and/or Grades 1–5 training DVDs.
- Ask teaching staff and teaching assistants to spend time on the Committee for Children Web site at www.cfchildren.org for suggestions, tips, and other implementation ideas.
- Make copies of the problem-solving and emotion/anger management steps from Activity Card 3.

Option 3

If time is a factor and you only have an hour or so to work with support staff, you may just show excerpts from the DVD clips used in the Staff Training Media Presentation or the Family Overview DVD and allow time for discussion. If showing the Family Overview DVD, pause after each section for a group discussion. Focus the discussion on practical application (for example, “What could I do to support or reinforce this skill in my daily job?”). The handout titled “Helping Children Use *Second Step Skills*” can be used for this purpose and is on the following page. You can also make copies of the problem-solving and emotion/anger management steps from Activity Card 3 to distribute to support staff.

Additional Tips

The more the skills can be incorporated into the school culture, the easier it will be for support staff to use them. Some places the skills could be incorporated are:

- Assemblies
- Student-created posters representing the skills in the hallways
- Morning announcements
- Success stories in all-staff meetings
- *Second Step*-themed articles in the school newspaper, newsletter, or Web site

Helping Children Use *Second Step* Skills

Empathy

- Acknowledge kindness.
- Use feelings words when you validate children's feelings.
- Use active listening.

Add your own ideas:

Problem Solving

- Encourage children to problem solve on their own.
- Stay calm.
- Help students break down solutions into three to five skill steps.

Add your own ideas:

Emotion/Anger Management

- Model the calming-down techniques when you are angry.
- Help children calm down before they problem solve.
- Try to prevent, recognize, and avoid anger-provoking situations.

Add your own ideas:

Booster Training Ideas

Ongoing training and implementation support is critical for the continued success of the *Second Step* program. Below are suggestions for booster trainings that you may use after your all-staff training to keep the momentum going.

Option 1: Use the Teacher Follow-Up Survey

Use data from the Teacher Follow-Up Survey (Resource B, page 97) to identify any staff implementation and training needs and develop appropriate booster sessions to address them. For example, if teachers identify skill practice as problematic on the survey, create a specific booster training about facilitating role-plays. During the booster training, give teachers an opportunity to discuss successes they have had with facilitating role-plays, and then ask them to identify specific concerns they have. Facilitate a large-group brainstorm or discussion about strategies for overcoming the identified challenges. You may want to show additional DVD footage of teachers facilitating role-plays during your training (see the Staff Training DVDs for Preschool/Kindergarten and Grades 1–5 for examples), or you could model a role-play yourself. If teachers identify transfer of learning as a challenge, you may want to show the Transfer-of-Learning section from the Staff Training DVDs and have a discussion about it. Have small groups brainstorm lists of other ways they could help facilitate transfer of learning.

Option 2: Facilitate the Current Reality Activity

This activity helps you “take the pulse” of how *Second Step* implementation is going in your school or agency without using a formal survey, as in the option above. The Current Reality Activity will help you lead a discussion with your colleagues and gather information for planning ahead. You can also use this activity to generate enthusiasm for next year. You can make this a fun event by providing coffee and sandwiches or snacks.

(Time: 1 hour)

Objectives

To gather information from *Second Step* users about their

- Ability to use the program as designed
- Feelings of success or perceived challenges during lesson presentation
- Expectations for how they will benefit from booster training sessions
- Expectations for support from their on-site trainer and administration

Ahead of Time

Using the following questions (or some you have written yourself), make two sets of posters, six posters per set, from large chart paper. Write one question on each of the first six posters. The second set should be a duplicate of the first.

1. What has been easy, interesting, and successful for you while teaching the *Second Step* program?
2. What challenges have you faced while teaching the *Second Step* program?
3. How have you incorporated *Second Step* ideas into your disciplinary plan?
4. How can your on-site trainer and administrator support you in teaching the *Second Step* program?
5. Please list any ideas to improve the use and effectiveness of the *Second Step* program in your school or agency.
6. What information, skills, or knowledge do you expect to gain from *Second Step* booster training sessions?

Put up the two sets of posters in opposite areas of the room. Place several markers and extra sheets of chart paper by each poster.

With the Staff

Divide the staff into 12 small groups. Assign each group to a poster. Give each group 2–4 minutes to write their answers to the question on their poster. Then have them move on to the next of the six posters in their area. This activity moves along more quickly if there are several markers available at each poster so that each person can record her or his own responses. Neatness does not count. Encourage the groups to be colorful; make it like graffiti! Make sure each group answers each of the six questions in their area.

Note: If you have a smaller group, just make one set of posters, and divide your group into six small groups. Assign one chart to each group to start the process. After 3 or 4 minutes, instruct the groups to move clockwise to the next station. Continue until every group has had a chance to visit each station once.

Discussion

After each of the 12 groups has responded to their six questions, staff can return to their seats. Move the posters to one area, so the duplicate questions are side-by-side. Guide the group in a discussion of each poster's responses. The responses can be possible topics for future booster training sessions. Use voting or consensus to prioritize the order in which the topics will be addressed.

Option 3: Mini-Booster Activities

If you have limited time for a booster training, choose from one or more of the ideas below.

- A. Write scenarios describing conflicts that commonly happen between children and conduct small group role-plays with your staff. Divide the staff into groups of three. Give each group three scenarios. Each group member takes a turn intervening and coaching the two role-players to use *Second Step* skills. Close the activity by discussing how and when to intervene in student conflicts.
- B. Each staff member describes a problem situation on a sheet of paper and exchanges the sheet with another staff member. Each person then individually brainstorms and records possible solutions on the sheet he or she receives and returns the sheet to the owner. The owner of the sheet then selects a possible solution, tries it, and reports the outcome at the next meeting.
- C. Brainstorm ideas for transferring *Second Step* skills to different academic subjects. Ask each person or team to select one of the brainstormed ideas and develop a lesson plan for using the idea in the classroom. They can fill in copies of the Lesson Plan Format on page 276. It is important that the lesson plans include clear objectives and identify the *Second Step* skill introduced in the activity. See the Sample Lesson Plan on page 275.
- D. Allow the staff to pick an academic subject area and lesson from the *Second Step* curriculum. While in grade-level groups, participants write short lessons integrating the concepts taught in the selected lesson into their chosen subject area. They can fill in copies of the Lesson Plan Format on page 276. See the Sample Lesson Plan on page 275.
- E. Brainstorm ways to reinforce *Second Step* skills schoolwide and/or get families involved. Some ideas:
 - Select students to role-play their favorite scenarios during an assembly, concert, or other event.
 - Have the music teacher teach the *Second Step* Preschool/Kindergarten songs to all the students. Students can sing the songs at assemblies or family nights.
 - Use the school PA system to promote the “skill of the week.” Students and staff can acknowledge each other for using the skill.
 - Create a *Second Step* area in the library. See the book lists on the Committee for Children Web site (www.cfchildren.org) for ideas.
 - Have a *Second Step* column in the school newsletter. Students and staff can write anonymously about their challenging situations on slips of paper and drop the slips in a box. The entire school can help respond to the letters.
 - See Module 5 and Handout 16 for more brainstorm topic ideas.

- F. The on-site trainer can model teaching a lesson demonstrating several techniques that keep students on track and enhance student participation, such as:
- Stating at the beginning of the lesson the amount of time the class will spend on the *Second Step* lesson that day. This lets students know what to expect and how long they will need to stay focused.
 - Asking students to discuss their answers to a question with their neighbors.
 - Cueing the students that a discussion is moving on by saying, “Here’s the next question...”
 - Giving more students an opportunity to respond to discussion questions by saying, “Think of your answer, and when you have it, raise your hand.” Wait until almost every student has raised his or her hand before selecting someone to respond.
 - Letting the class vote to answer certain questions: thumbs up for yes, thumbs down for no, thumbs sideways if they’re not sure.

After observing the demonstration, the staff should identify and discuss the techniques modeled. If time allows, get into small groups. Let the staff teach lessons in small groups, incorporating one or two of the techniques just modeled. See Resource D, Lesson Observation Form on page 102 in the Implementation section of this manual.

- G. If you are conducting a booster training just for classroom teachers, you could do a Teacher’s Guide exploration activity as a way to review some of the implementation challenges that have come up. Each teacher would need their own Teacher’s Guide from their kit. Use the Teacher’s Guide handouts for the appropriate grade levels at the end of this appendix (pages 281 and 283). After 10–15 minutes of independent study, allow for small-group reports where teachers can trade ideas and information from their completed handouts.

Support from Committee for Children

Feel free to call a Committee for Children trainer or client support specialist at 800-634-4449, ext. 200 to assist you with booster training development. We can also provide half- to full-day on-site booster trainings.

Sample Lesson Plan

Subject Area: Language arts

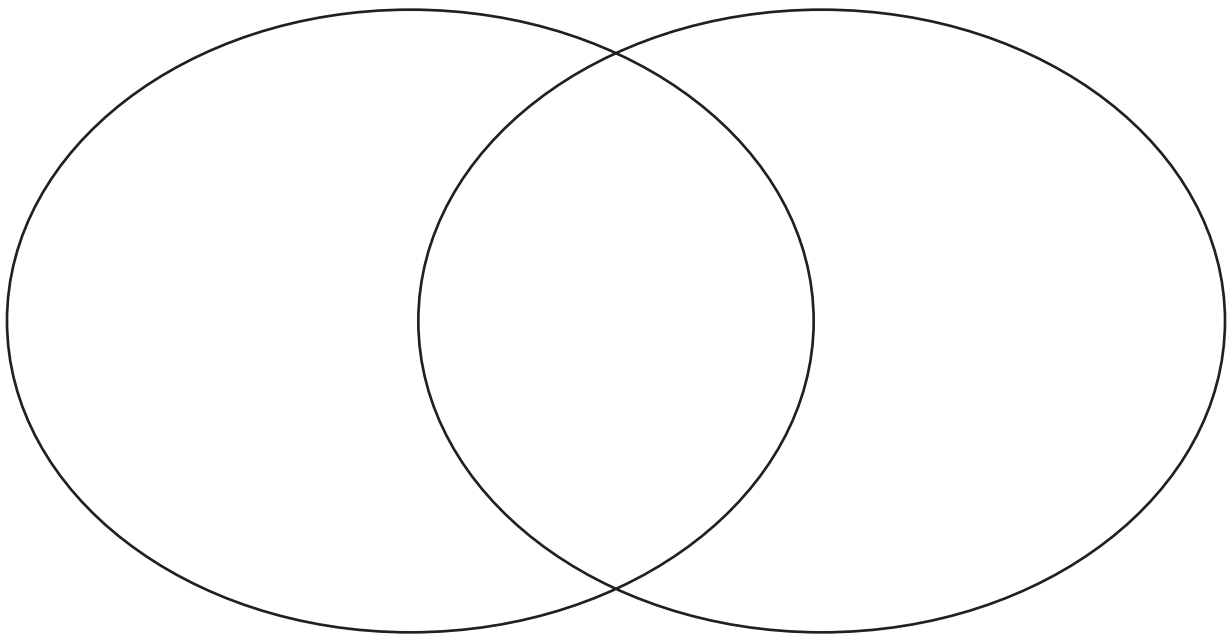
Grade Level: Grades 3–5

Objective: Students will identify Tex's feelings in the novel *Tex* by using context clues and inference.

Materials: *Tex* by S. E. Hinton (one copy of novel per student in upper grade levels), or any other grade-appropriate novel or story, and copy of Venn diagram for each student.

Procedure:

- Read Chapter 1 aloud.
- Teacher initiates inference (Mother never mentioned in chapter 1, loneliness, embarrassment, and so on).
- Student will note Tex's feelings in Venn diagram on left side.
- Student will note his or her feelings in Venn diagram on right side (feelings about his or her personal life).
- Student will compare his or her feelings with Tex's and note common/shared feelings in center of Venn diagram.
- Student volunteers will show and tell about their diagrams.



Lesson Plan Format

Subject Area: _____

Grade Level: _____

Objectives: _____

Materials: _____

Procedure: _____

Extensions: (optional) _____

***Second Step* Teacher's Guide Review**

Preschool/Kindergarten

1. Read pages 34–35. Name two resources included in the *Second Step* program for encouraging family involvement. What are two other ideas for getting families involved in the program? Discuss whether you've used any of these or might try one or two. See Teacher's Guide Appendix B for sample Take-Home Letters.
2. Read the suggestions for using the songs on pages 43–45. Discuss how you've used the songs or one thing you'd like to try. See Teacher's Guide Appendix A for some additional ideas.
3. Choose two suggestions from pages 55–56 that you'd like to try for adapting lessons for students with disabilities, or two from pages 56–57 for customizing lessons for a culturally diverse classroom, or two for working with English as a Second Language (ESL) students from page 58. Discuss these choices in your group.
4. Browse pages 62–67 about classroom climate. Discuss with your group two ideas listed that you already do and two new ideas that you'd like to try.
5. Read page 46 for information about using storybooks. From the book lists on the Committee for Children Web site (www.cfchildren.org), find a book you'd like to use with your class and discuss how you would integrate it into your curriculum.

***Second Step* Teacher's Guide Review**

Grades 1–5

1. Read pages 35–36. Name two resources included in the *Second Step* program for encouraging family involvement. What are two other ideas for getting families involved in the program? Discuss whether you've used any of these or might try one or two. See Teacher's Guide Appendix B for sample Take-Home Letters.
2. Choose two suggestions from page 55 that you'd like to try for customizing lessons for a culturally diverse classroom, or two from pages 56–57 for adapting lessons for students with disabilities, or two from pages 57–58 for working with English as a Second Language (ESL) students. Discuss these choices in your group.
3. Browse pages 63–67 about classroom climate. Discuss with your group two ideas that you already do and two new ideas that you'd like to try.
4. From the book lists on the Committee for Children Web site (www.cfchildren.org), find a book you'd like to use with your class and discuss how you would integrate it into your curriculum.
5. Find each of the following tools in the Teacher's Guide appendices. Discuss whether you've used each one and/or how you might use it in the future:
 - Guide to Feelings
 - Thought Bubble Template
 - Take-Home Letters
 - *Second Step* Student Self-Report Homework
 - *Second Step* Parent Report

