committee **for** *children* ®

Second Step ®
A Violence Prevention Curriculum

Grades 1–3
Teacher's Guide

THIRD EDITION

About Committee for Children

Committee for Children is a nonprofit organization that has researched and developed award-winning social-emotional skills curricula since the late 1970s. Committee for Children is deeply committed to its mission to foster the social and emotional development, safety, and well-being of children through education and advocacy.

Second Step® Grades 1–3 Third Edition Development Team

Dear *Second Step* Teacher:

Welcome! You are joining thousands of classroom and community leaders throughout North America and overseas who, since 1987, have used *Second Step®: A Violence Prevention Curriculum* to teach social-emotional skills.

Personal safety skills are often the first prevention steps children learn to help them stay safe. The *Second Step* program helps increase children's safety and well-being by teaching them skills that reduce their aggression and increase their social competence. In essence, this curriculum constitutes a *second step* in prevention education.

In Unit I: Empathy Training, children learn to:
• Identify their own and others' feelings.
• Take others' perspectives.
• Respond empathically to others.

In Unit II: Impulse Control and Problem Solving, children learn to:
• Apply a problem-solving strategy to social situations.
• Practice behavioral social skills.

In Unit III: Anger Management, children learn to:
• Recognize angry feelings.
• Use behavioral techniques to calm down and think.

Use this Teacher's Guide as your reference tool throughout the program. It provides a wealth of information about using the curriculum. Note that the Review of Research on which the *Second Step* curriculum was developed is included.

You play a vital role in helping students develop social-emotional competence. That's why we want to make sure that you have all the information you need to teach this program effectively. If you have any questions about the curriculum or the teaching instructions we've provided, please call our toll-free number at 800-634–4449. Our Client Support Services department is here to assist you.

Thank you for choosing the *Second Step* program for your classroom.

Committee for Children

Second Step® Teacher's Guide

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Review of Research

The Importance of Teaching Social-Emotional Skills

Social-emotional skills are important to healthy child development. Children with weak social-emotional skills are at risk for developing problems in school (Wentzel and Wigfield, 1998) and later in the workplace (Spencer and Spencer, 1993). In particular, aggressive children are especially at risk for developing more serious problems throughout childhood and adolescence (Campbell, 1995; Parker and Asher, 1987). Even for children who do not display behavior problems, a lack of social-emotional skills interferes with social-emotional development (Weissberg and Bell, 1997).

Research confirms that school and the family are the two most important social-emotional learning environments for children (Weissberg, Caplan, and Harwood, 1991). The skills that result from this learning can promote healthy or unhealthy development. Thus, it is critical that educators take advantage of the rich opportunities inherent in school settings to teach positive social-emotional skills.

Program Overview

The third edition of *Second Step: A Violence Prevention Curriculum* (Committee for Children, 2002) 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: (a) empathy (Halberstadt, Denham, and Dunsmore, 2001); (b) impulse control and problem solving (Crick and Dodge, 1994); and (c) anger management (Eisenberg, Fabes, and Losoya, 1997). *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. It has four levels: Preschool/Kindergarten, Grades 1–3, Grades 4–5, and Middle School.

Guiding Theory

The *Second Step* program is designed to improve children's skills in three general areas. Each unit covers one of these areas. In the Empathy Training unit, children are taught the empathy skills needed to identify emotions and to recognize possible causes of the emotions that occur in their interactions with others. Then, in the Impulse Control and Problem-Solving unit, children are taught 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, in the Anger Management unit, they are taught how to manage their own anger constructively.

These *Second Step* units are based on cognitive-behavioral methods (Kendall, 1993; Kendall, 2000). This is an approach that has grown out of Bandura's social learning theory (1986) and models of social information processing (Crick and Dodge, 1994). Research now offers considerable evidence that thoughts affect people's social interactions. 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.

Empathy Training, Impulse Control and Problem Solving, and Anger Management

Empathy, impulse control and problem solving, and anger management are critical social-emotional skill areas. Cognitive-behavioral research shows us that these skills are not simple—they are multi-faceted. Each involves feelings and thoughts as well as behaviors. In addition, the skills interact with each other in complex ways (Greenberg, Kusche, Cook, and Quamma, 1995; Lemerise and Arsenio, 2000). The emotional reactions children have in social interactions—and the cognitive and behavioral habits 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 and 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 and Roe, 1968; Feshbach and Feshbach, 1969; Feshbach, 1975), problem solving (Spivack and Shure, 1974), and anger management (Novaco, 1975).

Empathy

Empathy skills are the focus of the first *Second Step* unit. They provide a foundation on which the problem-solving and anger-management skills are built in the second and third units. Empathy skills are central aspects of emotional intelligence (Mayer and Salovey, 1997) and emotional competence (Saarni, 1997). The *Second Step* unit on empathy is developed from a broad definition of *empathy*. It includes: (a) knowledge of the emotions of self and others; (b) taking into consideration others' perspectives; (c) giving others the benefit of the doubt; (d) responding emotionally to others; and (e) giving positive responses to the distress of others (Miller, Eisenberg, Fabes, and Shell, 1996).

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, and 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, and Bridges, 2000).

Empathy is also related to interpersonal skills in other ways. 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; c.f., Crick and 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, and Rotenberg, 1991; Litvack-Miller, McDougall, and 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 perspectives of other people. Children are already fairly skilled at expressing emotions, and many are getting good at identifying emotions in themselves and others (Greenberg, Kusche, Cook, and Quamma, 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, and 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 and 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, Kusche, Cook, and Quamma, 1995). They become aware that individuals can experience more than one emotion at a time (Brown and Dunn, 1996), and their ability to understand and communicate about mixed emotions becomes progressively more sophisticated during the elementary school years. By age 10 or 11, 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 and 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.

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.

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, *Second Step* has a strong focus on labeling one's own emotions and accurately identifying the emotions of others. The *Second Step* lessons teach children 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 and 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 children to discuss feelings and gives them concrete ways to understand complex social-skills concepts.

Impulse Control and Problem Solving

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. These parts are emotions, thoughts, and behaviors. The curriculum addresses each of these parts of children's social responses. Emotions are the focus of Unit I. In Unit II, 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. In Unit III, children continue with in-depth practice and special applications of the skills they have learned in the previous units.

In Unit II: Impulse Control and Problem Solving, children are taught that when they are having a problem with peers, it is useful to first calm down, 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 and Dodge, 1994; Rubin, Bream, and 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 and 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 and 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 offer more aggressive strategies than other children do (Richard and 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 and 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 and 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 after certain cognitive abilities develop. 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 between the ages of five and seven, they report using more problem-solving strategies, especially prosocial strategies.

Specific skills. In this unit, children are taught and given the opportunity to practice strategies they can use to calm down when they are feeling strong emotions. After becoming familiar with the calming-down strategies, children learn a set of problem-solving steps. These consist of five steps that children 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.

These steps lead children through constructive prosocial thought processes that are consistent with the social information-processing model described by Crick and Dodge (1994). First, children must become aware of 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. Children are taught that when they have problems with their peers, they should use empathy skills to examine the social cues in the situation. Second, children must "read" the social situation. To help children with this skill, the *Second Step* lessons direct children to ask "What is the problem?" in order 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, children are encouraged to select prosocial goals for social interactions. This perspective is taught indirectly in the *Second Step* lessons during children's

evaluations of possible solutions. By teaching children to evaluate possible solutions against four specific standards ("Is it safe?"; "Is it fair?"; "How might people feel about it?"; and "Will it work?"), children are taught to use these prosocial standards as goals in their interactions. The problem-solving steps themselves explicitly direct children 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 trying them.

Children 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 children 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 children. These differ by grade level and may include interrupting politely, making conversation, apologizing, keeping a promise, and dealing with peer pressure. Children use these situations to practice applying the problem-solving steps, generate their own solutions, and practice the behaviors that they generate. This also gives children the opportunity to learn useful ways to respond to situations that are otherwise problematic. Overall, the Impulse Control and Problem Solving unit addresses the emotions, thoughts, and behavioral skills that contribute to prosocial behavior.

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, and Spinrad, 1998). Emotion-management skills are used for both positive emotions (for example, inhibiting the impulse to run gleefully around the room 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, and Herbsman, 1992) and increased levels of social-emotional competence (Eisenberg, Fabes, and Losoya, 1997). Much of the research on emotion management has focused specifically on anger, and Unit III of the *Second Step* 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 very 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 by older children more frequently than by younger children in response to distressing emotions. Older children also distract themselves from the distress, but they do it by deliberately thinking about something pleasant or nondistressing.

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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 (such as 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.

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

The *Second Step* program teaches 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). Children are taught to notice the signs that they are becoming angry, and they are taught to use those signs as cues that it is time to use the anger-management strategies that they have learned. They are taught several specific strategies to use for calming down, such as taking deep breaths and thinking calming thoughts, to manage the emotion. After they have calmed down, they can think clearly enough to use the problem-solving steps that they learn in *Second Step* lessons.

Teaching Behavioral Skills

Empathy and knowledge of emotion-management and problem-solving strategies help children decide *what* to do. To be socially and emotionally competent, children must know *how* to carry out the strategies. The combination of modeling (teacher, puppet, and peer), practice, coaching, and positive reinforcement is an established best practice to teach socially competent behaviors to children (Elliot and Gresham, 1993; Ladd and Mize, 1983). In the *Second Step* Preschool/Kindergarten curriulum, for example, these strategies are used in the Pretend and Practice activities. The teacher models the skill, students practice the skill, and teachers offer specific positive reinforcement: "You shared the clay with Adam, and now you are having lots of fun playing together." Teachers also coach students through difficult situations: "You're holding out that truck to Shawndra as if you want to trade. Shawndra, would you like to trade?"

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 of the Teacher's Guide). Further, newly acquired student skills can be maintained and further 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 and Gresham, 1993; Ladd and Mize, 1983). Other sections of the Teacher's Guide 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 and Bell, 1997).

Program Evaluation

Pilot studies of the *Second Step* program (Preschool/Kindergarten, 1–3, 4–5, and Middle School) showed that students who received *Second Step* lessons achieved greater gains in knowledge of social-emotional skills than students in comparison groups did (Moore and Beland, 1992; Beland, 1988; Beland, 1989; Beland, 1990).

More recent studies demonstrate changes in children's behavior and attitudes as well as their knowledge. Preschool and kindergarten children from low-income urban families showed decreased levels of observed aggression and disruptiveness following program completion, and increased knowledge of social skills (McMahon, Washburn, Felix, Yakin, and Childrey, 2000). Third- through fifth-grade children in a rural community who received the *Second Step* program were rated by teachers as more socially competent and less antisocial relative to those children who did not receive the program, and they were observed to follow adult directions more frequently (Taub, 2002). Urban African-American students in fifth through eighth grade showed increased empathy and knowledge of social skills, with the change in empathy corresponding to lower levels of self-reported aggression (McMahon and Washburn, 2003). These findings are in line with others showing that middle school students who received the *Second Step* curriculum increased their knowledge of violence and violence prevention skills (Orpinas, Parcel, McAlister, and Frankowski, 1995) and were less likely to endorse antisocial and aggressive behaviors than those who did not (Van Schoiack-Edstrom, Frey, and Beland, 2002).

Larger, more rigorous experimental evaluations of the elementary *Second Step* program also showed effects on student behavior and attitudes. Grossman et al. (1997) found that observed physical aggression decreased from autumn to spring among second- and third-grade students who received the program. In contrast, students who did not receive the program became increasingly aggressive. Six months later, students who received the program continued to show lower levels of aggression. Frey et al. (2005) showed that students who received the program for two years required less adult intervention in minor conflicts, were rated more socially competent, and were more likely to choose positive social goals than students who did not receive the program. Finally, an experimental evaluation examining the impact of *Faustlos,* a German translation of the *Second Step* program, showed that students who received lessons over three years experienced less anxiety, depression, and withdrawn behavior, as reported by parents, than students who did not receive the program (Schick and Cierpka, 2005).

In sum, these evaluations of the *Second Step* program show sustained improvements in students' actual behaviors as well as in their knowledge, attitudes, and motivation.

Summary

Researchers have studied extensively the ways that socially skilled children think and respond in their social interactions. The *Second Step* program is designed to help children learn to use those ways of thinking and responding in their everyday interactions with peers. The *Second Step* program focuses on social skills that research suggests may be pivotal in helping children succeed socially and avoid aggression toward their peers. The program is presented in three units, each of which builds on the next. It is designed to address each of the three parts of children's social responses: emotions, thoughts, and behaviors. This begins in Unit I with building a foundation of empathy skills—a focus on emotions. In Unit II, emotion management is introduced in the calming-down strategies. Unit II continues with a strong focus on teaching children constructive patterns of thought through the use of the problem-solving steps. Children then practice behavioral skills to use in difficult social situations. Unit III promotes children's mastery of the calming-down strategies and problem-solving steps, and gives children practice at effective behaviors to use in several additional challenging social situations.

Note that the thinking skills taught in Units II and III draw heavily on the empathy skills that children develop during Unit I study. In these later units, for example, children are taught to use empathy skills to attend to important cues in social situations and to predict the social outcomes of their behavioral choices. The Impulse Control and Problem Solving unit also prepares children for the unit on Anger Management. Most children must first learn the emotion-management strategies and problem-solving steps, and then practice them repeatedly before they will begin to be skilled at using them. It is only after repeated practice that children are able to succeed in applying emotion-management and problem-solving skills to situations that are especially challenging, such as those in the Anger Management unit.

Several levels of learning are required for children to master social skills. Children must first learn to understand the concepts. Then they must learn to apply the concepts and generalize them to new situations. Then they must practice them enough that the behavior and skills become habitual and, eventually, automatic. It is only when the behaviors and strategies are well established and familiar that children are likely to use them well when they are angry or otherwise under stress. For these reasons, it is important that children get as much physical and active practice using these skills as possible, repeatedly acting out the skills until they transfer to real life.

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Program Components

Second Step Curriculum Kit

Each kit comes with the following items.

Administrator's Guide. This booklet for administrators and coordinators gives recommendations for creating a schoolwide climate for social-emotional learning, guiding implementation, and providing ongoing support for the *Second Step* curriculum in schools and agencies.

Teacher's Guide. This is a reference tool. It contains the Review of Research explaining the research foundation on which the *Second Step* curriculum was developed. It also holds a wealth of information useful for understanding how to present *Second Step* lessons in the classroom. In the Appendices section, you will find helpful resources and reproducible masters used throughout the 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. The lesson cards contain the lessons for the *Second Step* program. Black-and-white photography is used to help students stay focused on the social interaction of the characters rather than on extraneous details such as clothing styles. The lessons are scripted for easy planning and teaching.

Classroom Posters. Three posters—Calming Yourself Down, How to Solve Problems, and What to Do When You Are Angry—are meant to be displayed in the classroom. They are introduced in specific lessons. The posters provide a visual reinforcement of the three processes. Blackline masters for student copies of the posters are found in Appendix K.

Lesson Video. Some lessons include video clips that dramatize and support the Story and Discussion section of the lesson. Information for using each clip can be found on the specific lesson cards. All video clips for your grade level are contained on one videocassette.

Second Step Family Overview Video. This video promotes awareness of the *Second Step* program by describing what happens in the classroom and showing examples of how the program can be used at home.

Unit Card Features

front

back

Each grade level of the *Second Step* program is divided into three units:
- Unit I: Empathy Training
- Unit II: Impulse Control and Problem Solving
- Unit III: Anger Management

Each unit is introduced with a card that presents information specific to the theme and presentation of the unit. Featured information includes the following:

- **Grade Level**
- **Unit Number and Title**
- **Copyright Information**
- **Unit Description.** This section provides an overview of the unit.
- **Key Elements.** This section highlights key program elements introduced in the unit.
- **Unit Lessons.** This section lists the unit's lesson titles in sequence. A brief description of the lesson appears with each title.
- **Language Concepts.** This section presents a list of the language concepts and vocabulary featured in the unit's lessons.
- **Notes About Developmental Level.** This passage discusses the developmental level of students at your grade level in relation to the unit's core theme.
- **Why This Unit Is Important.** This text provides specific information about the importance of teaching the unit.
- **Transfer of Learning.** This section provides suggestions for helping students transfer the unit's skills into their everyday lives.
- **Extension Activity Ideas.** This area offers suggestions for integrating the unit's theme into other subjects.
- **Children's Books.** This feature lists selected, commercially available children's books that extend and reinforce lesson content and skills presented in the unit. See Appendix B for an extended, annotated book list.

Second Step   Grades 1–3

Lesson Card Features

front
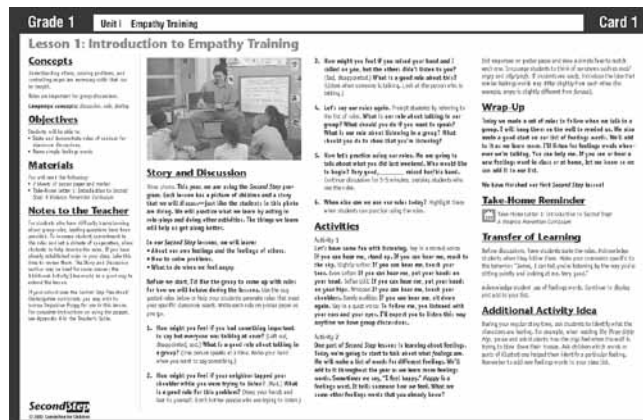
back

The easy-to-use 11" x 17" photo-lesson cards form the core of the program. You will find the following features on each lesson card.

- **Grade Level**
- **Unit Number and Title**
- **Lesson Number and Title**
- **Video Lesson Icon.** This icon indicates that the lesson revolves around a video scenario.
- **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 the *Second Step* video, 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. These lessons have more than one photo card or have other components that may take longer to teach.
- **Photograph.** This feature, on the back of the card, shows a small-scale version of the photograph from the front of the card. It identifies the characters named in the story.
- **Story and Discussion.** This section contains the story and discussion questions about 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 answers to questions are in plain type.

- **Developing Skill Steps.** Many lessons in Units II and III ask students to generate their own steps for carrying out the social skills featured in the lesson. Sample steps 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.** 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 comprises two parts:
  - Model role-play. This part describes how to present a model role-play for the social skill being targeted. In Units II and III, the teacher models the skill using the skill steps generated by students in a simple role-play, often with a student volunteer.
  - Student role-plays. This area lists a variety of scenarios to be used by students to practice the lesson's skills. In Units II and III, role-play practice is based on the skill steps generated by students.
- **Activity.** This feature appears on lessons that do not contain role-plays. The activities include physical exercises or games that reinforce the lesson.
- **Wrap-Up.** This element gives a summary statement of the lesson.
- **Take-Home Reminder.** This feature appears on selected lessons and lists materials to send home with students. These may include Take-Home Letters, Student Self-Report Homework, and/or other materials. Reproducible masters are located in Appendix L.
- **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 suggested activities particularly suited for integrating this lesson's concepts and skills into other subjects after the *Second Step* lesson is completed.

Scope and Sequence

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. Following is the rationale for the three-unit structure.

- **Unit I: Empathy Training.** This unit lays the groundwork. 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 means for managing anger and solving problems so 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 skill steps used to carry out a solution. These strategies have all been shown to be successful for reducing impulsive and aggressive behavior in children (Spivack and Shure, 1974; Michelson, 1987). 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.

Features of the Scope and Sequence

The following pages provide an overview of the three *Second Step* units. The key elements of each unit are summarized. These are followed by lists of titles and lesson descriptions.

Note: A separate Scope and Sequence showing the complete sequence of lessons for each individual grade level is found in Appendix A.

References

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Spivack, G., and 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.

Unit I: Empathy Training—Scope and Sequence

		Lesson Titles	**Lesson Topics**
Grade 1		Lesson 1: Introduction to Empathy Training	Introduction to the *Second Step* 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 talking 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		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: Feeling Proud	Exploring what makes us feel proud and how people's feelings about a situation can change.
		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		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 while everyone is different, people are also similar.

Unit II: Impulse Control and Problem Solving

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

Calming Yourself Down

1. Stop and think.
2. Ask yourself: How does my body feel?

> Students recognize the physical sensations of strong emotions.

3. Try:
- Taking three deep breaths
- Talking
- Counting backward slowly
- Thinking calming thoughts

> Using belly breathing, slowly breathe in through the nose and out through the mouth.

How to Solve Problems

> The problem-solving approach has five steps.

1. What is the problem?

> Identifying the problem using verbal, facial, body, and situational clues.

2. What are some solutions?

> Brainstorming ideas.

3. For each solution, ask yourself:
   - Is it safe?
   - How might people feel about it?
   - Is it fair?
   - Will it work?

> Evaluating solutions by predicting consequences.

4. Choose a solution and use it.

> Performing the solution using behavioral skill steps.

5. Is it working?--▶ If not, what can I do now?

> Evaluating whether the solution is working and, if necessary, trying a different option.

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.

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 and Bash, 1981).

Reference
Camp, B. W., and Bash, M. S., (1981). *Think Aloud: Increasing Social and Cognitive Skills—A Problem-Solving Program for Children.* Champaign, IL: Research Press.

Unit II: Impulse Control and Problem Solving—Scope and Sequence

	Lesson Titles	**Lesson Topics**
Grade 1	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	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	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 a problem-solving strategy.
	Lesson 5: Resisting the Impulse to Lie	Resisting the impulse to lie by applying a problem-solving strategy.

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.
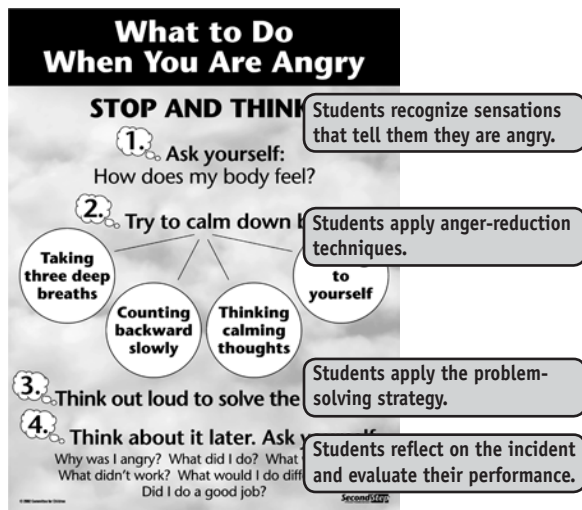
Second Step   Grades 1–3

Unit III: Anger Management—Scope and Sequence

		Lesson Titles	Lesson Topics
Grade 1		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 *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.
Grade 2		Lesson 1: Anger Management—Skill Overview	Overview of anger signs, events triggering anger, 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 *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.
Grade 3		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 *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.

Preparing to Teach the Program

Basic Questions

How Do I Participate in Training?

The best way to prepare for presenting the *Second Step* program is to participate in a *Second Step* training. Participants learn about teaching the curriculum and benefit from the mutual participation of others who have chosen the program. This training is most effective when more than one person from a school or program attends the training, and they, in turn, train their staff or colleagues as a team. Committee for Children offers various training options, including on-site staff training, regional training for trainers, and one-day teacher training. To learn more about various training options, contact the Committee for Children Client Support Services department at 800-634-4449 or visit the Web site at www.cfchildren.org.

Who Should Teach *Second Step* Lessons?

The *Second Step* program was developed with the assumption that most often the classroom teacher presents the lessons. Committee for Children recommends this model of implementation for several reasons:

- In a school setting, the classroom teacher knows his or her students best and can adjust the lessons accordingly.
- Classroom teachers can facilitate Transfer of Learning most effectively because they are there for "teachable moments" throughout the day.
- The classroom teacher is with the students more than any other adult during the day and is the primary figure when it comes to modeling the social skills introduced in the lessons.
- Classroom teachers can best integrate *Second Step* skills into other activities during the day.

What If Someone Other Than the Classroom Teacher Presents the Lessons?

If someone other than the classroom teacher is delivering the lessons, ideally the classroom teacher should still be present and engaged in the lesson. This will send the message to students that their teacher considers *Second Step* lessons an important part of the day. Classroom teachers who do not actually deliver the lessons can still engage in the program in the following ways:

- They can be involved in the role-plays. Performing a model role-play with the person presenting the lesson is a powerful way of engaging the class while underscoring the value of skill practice.
- They can circulate around the room monitoring and assisting students as they practice *Second Step* skills.
- They can summarize the lesson and remind students that they will be watching throughout the week for ways in which the students are using the lesson skills.

• They can plan Transfer-of-Learning activities to reinforce the themes and skills of the lessons.

Note that throughout this guide, "teacher" is used to refer to the person presenting the *Second Step* lessons.

Where Do I Learn About Schoolwide Implementation of the Program?

The *Second Step* Administrator's Guide offers suggestions for improving school climate and recommendations for schoolwide implementation.

What If My Students Are New to *Second Step* Study?

If new students join your class during the year:
• Be sure that they know your class rules for group discussion so they can participate in *Second Step* discussions.
• Keep an eye on these students' skills in the three major areas of empathy, impulse control and problem solving, and anger management. Concentrate your effort in the students' areas of highest need. For example, if you see that new students are struggling with problem solving, you could be sure to do several of the additional problem-solving activities with the whole class. You could also read aloud to the class several of the problem-solving books from the Books for Children list in Appendix B.

If you have a few students who are new to the *Second Step* program in a class of students who studied the curriculum last year:
• Spend a little extra time with the posters that accompany the video lessons to review the calming-down, problem-solving, and anger-management processes.
• Stay attuned to the skills of students who did not participate in the program last year. Concentrate your effort in the students' areas of highest need. For example, if you see that these students are struggling with empathy, you could be sure to do several of the additional empathy activities with the whole class.

What If I Use the Program in a Nonschool Setting?

Although the program was developed with a school setting in mind, professionals in other settings have used the curriculum successfully to build a foundation for social-emotional competence. For example, the *Second Step* program has been used in settings as diverse as Boys and Girls Clubs and residential treatment facilities; however, because the skills build on each other, using the *Second Step* program in a short-term or drop-in program is not recommended.

Note: For specific suggestions for adapting the curriculum to nonschool settings, see the Customizing the Program section on page 55.

Families and the *Second Step* Program

Violence cannot be curbed solely by efforts in the classroom or youth service programs. In their capacity as teachers and role models at home, parents and caregivers also play a critical role in the development of their children's social-emotional skills. The positive effects of the *Second Step* program on children's behavior will greatly increase if parents and caregivers know about and become involved in the content and strategies of the program. There are many ways to help families understand the value of these skills to their child's well-being and learn how to reinforce the skills actively at home. Following are some suggestions.

Inform parents about the *Second Step* program before beginning to teach it. This could take the form of an item in the school newsletter or showing the *Second Step* Family Overview Video at a parent meeting.

Send Take-Home Letters home when indicated on lesson cards. You can personalize the letters by photocopying the masters onto school stationery or having students add their own drawings. An icon appears on those lesson cards that call for teachers to send letters home.

Use the Student Self-Report Homework. An icon on selected lesson cards will indicate when Student Self-Report Homework should be sent home along with the accompanying Parent Report letter. This exercise prompts students to keep a record of how they use the skills they learned in that week's *Second Step* lesson in settings outside of school. You may also want to develop other simple, creative assignments for student practice outside of school.

Share the *Second Step* Family Overview Video with families. The Family Overview Video and discussion guidelines are included in the curriculum kit. The video describes what students learn in the classroom and provides examples of how the *Second Step* program can be used at home. The video can be checked out to students for home viewing or be shown at a parent information night.

Use the school or classroom newsletter. Include updates about the *Second Step* curriculum, information about skills being presented, or writing from students about the program. Invite a parent to write an article about how he or she is using *Second Step* skills at home.

Take photographs of children using or demonstrating *Second Step* skills, such as empathy, sharing, or active listening. Send these photos home or display them on a bulletin board at a parent information night.

Do a *Second Step* "Show and Tell." Have students practice role-plays and present them at an evening presentation. Families love to watch their children perform.

Invite parents and caregivers into the classroom. Ask them to observe and participate in *Second Step* lessons.

Make conference time an opportunity to mention the *Second Step* program. In addition to discussing reading or math with parents or caregivers, be sure to give some focus to each child's strengths and areas of need in relation to social-emotional skills. Make a plan for how school and home can work together in this area.

Have students make their own posters or magnets of the problem-solving and anger-management steps. They can take them home or add them to a display for a parent information night.

Use Committee for Children as a resource for determining how to provide additional support for families. Committee for Children has developed training programs to help teach parents and caregivers how to transfer *Second Step* skills to the home and other settings outside of school. These training programs provide ways to include families in a systematic approach to violence prevention. Caregivers practice the *Second Step* skills of empathy, impulse control and problem solving, and anger management. This practice enables families to model and reinforce *Second Step* skills through everyday adult-child interactions. 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 or visit the Web site at www.cfchildren.org.

Handling and Reporting Disclosure of Abuse

The *Second Step* program encourages children to talk about their feelings. It also models standards of behavior, such as dealing with angry feelings. As a result of exposure to the curriculum, children 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 child discloses during a lesson:
• Remain calm—do not panic, overreact, or express shock.
• Acknowledge the child'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 child 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 child.
• Reassure the child that she or he did the right thing by telling you.
• Reassure the child that it is not her or his fault, that she or he is not "bad."
• Determine the child's immediate need for safety.
• Let the child know that you will do your best to protect and support her or him.
• Let the child know what steps you will take.

If you are unsure whether a child'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 services office.

If you have *"reasonable cause to suspect"* that a child is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective services office 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 services office or law enforcement agency.

How to Use the Curriculum

Faced with the pressures of meeting academic requirements, many teachers ask themselves, "How do I find the time to teach the *Second Step* program?" Teaching any new curriculum takes time, but with practice, one learns how to streamline and integrate it into the classroom routine. Although it doesn't happen overnight, many teachers find that the program's benefits eventually increase the time available for other subjects and activities. As students gain and use *Second Step* skills for solving interpersonal conflicts, the teacher spends less class time dealing with disruptions and resolving conflicts. The *Second Step* program fits well into curriculum guidelines for the elementary grades. It not only teaches interpersonal skills, but also complements academic skills and concepts common to reading, language arts, social studies, and math. Even beyond teaching social-emotional skills, the *Second Step* program should be viewed as a supplemental tool for meeting key learning objectives.

Getting Started

Giving consideration to the following topics will aid successful implementation of the *Second Step* curriculum in your classroom.

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 per week fits their schedule best, and 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 later in the week 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 to determine how often to present 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.

In Grades 1–3, most 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

Scheduling Transfer of Learning. Along with scheduled times for the photo-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 five minutes each are times for coaching students to use the skills from each lesson. Transfer of Learning is discussed more thoroughly beginning on page 49.

Lesson Preparation

The *Second Step* format makes lesson preparation easy. Here are some suggested steps to take before each lesson:
• Read the Unit Card 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 to provide 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 videos that are part of the lesson.
• Practice the role-play you will model for the class. With Units II and III, 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 each lesson.
• Decide which classroom activities you plan to target as Transfer-of-Learning opportunities for practicing new skills.

Classroom Guidelines

Group Rules
Take time during the first lesson to establish group conduct guidelines for use during *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: "Raise your hand and wait until you're called on" rather than "Don't shout out answers." Other guidelines might 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 greatly help in the effective implementation of the *Second Step* program.

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 (see page 42) of the Teacher's Guide provides suggestions for facilitating discussions and increasing participation.

Pace. 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.

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 student 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 as well.

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 is another?" Then simply respond to another student's suggestion. Throughout the discussions and brainstorms, 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 practice. 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 acquisition of knowledge.

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
• Role-Play

Modeling

Modeling is the single most powerful teaching strategy used in *Second Step* lessons. Every minute of every day, students observe the behavior of peers and adults. They learn acceptable behavior—as well as what they can get away with—by 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 card (and in some cases through accompanying videos). The story sets up the concepts and skills to

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be explored. While reading the suggested script, which is in **boldface type,** use a clear voice at an appropriate volume for the audience and move at a comfortable listening pace.

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.

While not essential for successful program implementation, sharing 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 is 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 brainstorming.

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

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 to exchange their answers, followed by voluntary reporting to the group. This is especially helpful in large classes. You may also rephrase questions to make sure that everyone thinks of an answer: "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 mind 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 becomes the norm.

Using your facilitation skills. You can use your facilitation skills to help students generate the behavioral skill steps that become the basis of role-plays in Units II and III. 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 that are simple, generic, and 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 about the model role-play, encourage students to evaluate whether they have provided the best sequence or if it needs modification.

Role-Play

Role-play is recognized as an effective technique for learning social skills because it provides an opportunity for modeling, skill rehearsal, practice, and feedback. *Second Step* role-plays are brief practices (30–45 seconds in length) focusing on the behavioral skill being taught. These are not meant to be elaborate performances with extended dialogue or plots. In Units II and III, role-plays are based on the five or fewer skill steps generated by students during the lessons.

Role-plays account for approximately half of the learning time in each *Second Step* lesson. 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-Play

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 skill steps being taught in the lesson.

The teacher can model some role-plays alone, but most role-plays require the participation of the teacher and one student. In Unit I, it is possible to rehearse the scene before each lesson using the

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scripting provided on the lesson card. In Units II and III, 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 quickly become an enjoyable activity.

Helpful hints for the model role-play:
- Keep it short and simple.
- Play the role of the main character, or 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 skill 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 after each model role-play. By debriefing after the model role-play, you can check for student 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: "I think I did a good job of calming down."

Student Role-Plays
Without student skill practice, the positive effects of modeling are short-lived. Create a safe environment in which to learn and practice skills.

Start simply 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 practice of role-plays, again 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 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 handclapping 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, on a voluntary basis, to perform 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.

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- 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 a classmate's name. You can also make nametags with assumed names ahead of time for students to choose from.
- Role-plays 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 partner, 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 after each student 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 Units II and III. 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.

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 videos. 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. This theme is discussed in more detail in the Keeping *Second Step* Skills Going section of the Teacher's Guide (see page 52).

In both the Additional Activity Ideas and Transfer-of-Learning sections of *Second Step* 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 following three-point transfer-of-learning model proposed by Zoe A. N. Jenkins, Ph.D.

The 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.
   - Reinforce 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 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?" The students say, "Yes." "What about recess?" "Yes." "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 child begins to use his or her new skill(s).

When not overused, praise and encouragement can be beneficial. Every child 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 child 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 discussing how they used the targeted skill(s) during the day. Remember the Day 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, which 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 student 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.

Keeping *Second Step* Skills Going

To maximize the effectiveness of the *Second Step* program, the skills should be reinforced through practice between individual lessons and later after all the lessons have been taught. The following suggestions supplement the three-part transfer-of-learning model in helping students learn and master the skills.

Coaching and Cueing in the Moment

- Notice when students use *Second Step* skills such as active listening or slowly counting backward to calm down. Recognize and reinforce these behaviors by prompting students to name the skill and describe the benefits of using it.
- When the skills are new or when students are struggling to adopt prosocial habits, using praise can be helpful. Remember, however, to praise the specific act and pair results with actions. Aim to taper off giving praise.
- Capitalize on teachable moments that arise during the day. Intervene in student conflicts by cueing students to use anger-management and problem-solving steps and, if necessary, coaching them through the process. If you resist the urge to solve the problem for the students, you are allowing an empowering learning experience to happen.
- Use *Second Step* language (empathy, anger buttons) in your classroom. Students are aware of inconsistencies. By using a consistent vocabulary, you are communicating a message about the extent to which you value and use the concepts and strategies of the program.

Group Practice

- Class meetings are effective forums for continuing social-emotional learning. You may want to start class meetings with compliments to help set a positive tone before dealing with any difficult issues.
- Have a class notebook where students can write about problems (for example, a conflict at recess), and if those involved agree, allow students to group problem-solve about these events at a class meeting. This process initially may take some coaching and practice, but it is a dynamic expression of *Second Step* skills.
- Continue to use the model of Imagine the Day, Reinforce the Behavior, and Remember the Day to promote transfer of learning.

Monitoring Behavior

- To target particular behaviors in individual students, establish a self-report system for tracking a specific skill. For example, you might put a note on one student's desk with a specific targeted behavior such as "Use Calming Yourself Down Steps" written on it and encourage that student to add tally marks each time she or he uses that *Second Step* skill.
- On a chart, keep track of the number of times you or other staff members observe students in your class using a specific prosocial behavior, such as interrupting politely.
- On a bulletin board or in notebooks, have students record when they observe others demonstrating a particular *Second Step* skill. During a group discussion time, have the students describe the specific time and place they observed the targeted behavior and offer praise to those they observed.
- Before implementing the *Second Step* curriculum, invite an observer into your class to watch for pro- and antisocial behaviors of your students during a class time involving numerous student interactions. Provide the observer with a checklist of specific behaviors that relate to skills taught

in *Second Step* lessons. Then, *after* you have completed the lessons, have this observer return on the same day of the week during the same class time, and ask him or her to focus on the same checklist of behaviors. Ask the observer to compare before-and-after results and to give you a summary of each observation period.

- Give your students writing prompts that ask them to describe the steps they would use to solve a specific social-emotional problem. Do this before and after conducting your *Second Step* lessons. This will give you both writing samples and before and after data on your students' social problem-solving skills.

Modeling

- Walk the talk. All staff members are powerful models of behavior for students. Your class watches and listens not only to *what* you do and say, but also *how* you do and say it. Model *Second Step* skills in front of your students and be intentional about identifying the behaviors.
- Stage a lighthearted "How Not to Act" scene with a fellow teacher. Engage the students in a coaching session to help you "get it right" the second time you perform.

Planning Ahead

- Mark in your lesson book when you will periodically review *Second Step* skills.

Using the Program in Conjunction with Character Education Initiatives

Many schools have adopted character education initiatives.

- *Second Step* lessons teach and promote core ethical values such as fairness, honesty, compassion, responsibility, respect, and self-discipline.
- Plan specific transfer-of-learning activities to reinforce *Second Step* skills and concepts. This will foster and reinforce your character education efforts.
- Request the "Character Education and *Second Step: A Violence Prevention Curriculum*" brochure from Committee for Children's Client Support Services department. Call 800-634-4449.

Integrating *Second Step* Lessons into the School Curriculum

- Encourage each student to keep a *Second Step* journal. Following each lesson, have students comment in their journals about what they learned, how they might use the skill, how they feel, and whether they want to talk further with the teacher about the topic. Journaling gives students a chance both to practice language arts skills and to develop the ability to reflect. It also provides more introverted students a chance to share their thoughts.
- Use students in other grades to help reinforce *Second Step* skills. A class of older students could present role-plays or a puppet show reviewing *Second Step* skills for younger students.
- Use the books on the children's literature list (see Unit Cards or the full annotated list in Appendix B) to reinforce concepts.
- You will find more suggestions for integrating *Second Step* skills into the school curriculum on the Unit Cards and on the lesson cards under Additional Activity Ideas. You may also log on to Committee for Children's Web site at www.cfchildren.org for further activity suggestions.

The classroom is full of social interactions. Opportunities for reinforcing social-emotional learning are abundant. The more you are able to weave the practice of *Second Step* skills into daily life at school and at home, the more likely the effects of the program will last.

Customizing the Program

Customizing for Your Diverse Classroom

Culturally Diverse Classrooms

The content in each *Second Step* lesson draws on universal childhood experiences, such as being afraid, taking turns, and dealing with teasing. The format of the Story and Discussion is designed to engage students. The children in the photographs are struggling with real feelings and typical problems. Although the curriculum has universally appealing elements, be aware that lesson content may be subject to different cultural interpretations.

We all have a cultural identity. Cultural identity is shaped by traits and values related to all of the following: family, religion, gender, age, occupation, socioeconomic level, language, national or ethnic origin, geographic region, ability, and sexual preference (Gollnick and Chinn, 1990). With this in mind, be sure to acknowledge the interaction between your own culture, your students' culture, and the culture of the school.

We all have clear and definite expectations of how students should dress, learn, behave, and socialize. These expectations are culturally determined and reinforced by society (Gopaul-McNicol and Thomas-Presswood, 1998), particularly through schooling practices. In North America, certain basic dominant values such as competition, self-help, and individualism are not embraced by all cultures. Teachers should be aware of their own, and the curriculum's, unspoken expectations and values, and acknowledge their own role in making a welcoming learning community. This process begins by validating students' cultural backgrounds (Manning and Baruth, 1996).

Culturally different behaviors are not social skill deficits. The goal of social skill instruction is not to change cultural behaviors, but to help students achieve the maximum benefit from their schooling and interactions with peers while maintaining their cultural identity (Cartledge and Milburn, 1996). For this reason, it is very important for you to bring the real stories of the students in your group into the *Second Step* lessons. The conversations and discussions about the stories of the children in the photos are often lively and revealing, but the most powerful teaching tool you have is making those situations relevant to the experiences of the students with whom you work.

The lesson scripts point out when particular topics might be interpreted differently depending on a student's culture. The following are a few overall suggestions for customizing *Second Step* lessons for a culturally diverse class:
- Take time to read through the lesson and find ways to adapt it to the experience of your students. For example, if you live in Florida and the role-play scenario discusses playing in the snow, change the setting to the beach.
- Focus on the relevance of the lesson material. Emphasize how it can be useful in students' lives.

• Group students heterogeneously for the role-plays in order to broaden all students' cultural awareness.
• Realize that cultures have different interpretations of social behaviors, such as eye contact, praising an individual, or nonverbal communication. Gestures and behaviors that are commonplace in your life may have very different meanings in other cultures.
• Watch for clues alerting you to cultural differences that are unfamiliar to you.
• Validate your students' cultural background. For example, when you come upon a lesson topic that involves different cultural interpretations, such as appropriate listening, encourage students to talk about how it is done in their homes and communities. Model an acceptance of diversity with nonjudgmental responses.
• Ask questions about a student's unique cultural background. You may choose to ask questions privately or to discuss the subject with parents, depending on the individual student's level of comfort.

The *Second Step* curriculum is designed to be teacher-friendly and easy to use. Although it fits a range of classrooms, specific adjustments may be useful in certain settings.

Classrooms with Students with Disabilities

Second Step lessons are particularly appropriate for a classroom that includes students with disabilities. Teachers find that *Second Step* concepts, such as building a caring classroom community, focusing on the development of all students' social competence, and providing opportunities to use social skills in mixed-ability groups, all apply directly to the inclusive experience (Gager, Kress, and Elias, 1996). The Empathy lessons, in particular, help general education students develop skills for interacting with students with differing abilities.

Although students with disabilities often experience challenges in peer interactions, *Second Step* lessons offer these students skills and practice to bolster their social-emotional knowledge and enhance their confidence in social situations. Compared to their peers, students with disabilities (learning disabled, behaviorally impaired and mildly retarded) generally exhibit fewer prosocial behaviors, less initiative in peer interactions, and less cooperative behaviors (Elliott and Gresham, 1993). When children with learning disabilities encounter a problem, they often have difficulty generating and choosing strategies, or using and evaluating a solution (Conte, Andrews, Loomer, and Hutton, 1995). Many students with disabilities show deficits in reading social cues from others and managing frustration. It is important to adapt *Second Step* instruction to the specific needs of a student with disabilities. For example, a student with a hearing impairment will have different needs than a student with cerebral palsy who uses a wheelchair. Finally, students with disabilities are more likely to be rejected. All of these tendencies make Grades 1–3 *Second Step* lessons such as "Dealing with Name-Calling and Teasing," "Joining a Group," "Dealing with Being Left Out," and "Accepting Differences" particularly relevant.

Second Step lessons offer an effective way to integrate students with disabilities into general education classes. The curriculum works especially well with a few adaptations such as the following:
• When modeling a targeted behavior, be even more explicit about what it looks and sounds like (Prater, Bruhl, and Serna, 1998). For example, if you're teaching how to interrupt politely, very clearly break down the three steps involved: (1) wait for a pause; (2) say, "Excuse me"; and (3) then make your request.

Second Step   Grades 1–3

- Allow plenty of opportunities to repeat and practice each new skill.
- Before teaching a *Second Step* lesson, show the lesson concept and role-play scenarios to your students' special education teacher so that he or she can facilitate preparation and practice. This also applies to key language concepts and vocabulary words.
- Pair students with disabilities with students who have demonstrated strong social-emotional skills. You may want to give these pairs extra time to rehearse their role-plays for showing on another day.
- Choose simple role-plays students with disabilities can reasonably do. Contributing in a meaningful way in front of peers is a powerful experience for all students (Farmer, Pearl, and Van Acker, 1996). For students with disabilities, however, role-playing in front of the group can be stressful. Other alternatives would be to allow these students to use a puppet to do the "speaking" part of their role-play, to let a peer do the speaking, or to assign these students a non-speaking role, such as playing the teacher's partner in the model role-play. These are all ways to minimize stress and still keep these students actively involved. If they still feel uncomfortable with any role, you can always allow them to pass.
- Have general education and special education teachers teach *Second Step* lessons together by co-teaching or alternating lessons. You may even consider alternating the location of the lessons between the teachers' classrooms.

Classrooms with ESL Students

Many of the design features of the lessons—such as the repeated format, visual components (photographs and video), role-playing practice, use of realistic scenarios, and integration of language learning within content instruction—make the *Second Step* program an effective tool for teaching English as a Second Language (ESL) students. Providing opportunities to practice problem-solving activities is especially useful for ESL students (Reyes and Molner, 1991). Teachers of ESL students should keep in mind the following:

- Speak clearly with an even pace. Use repetitions, rephrasings, and gestures.
- Give plenty of wait time after asking questions.
- Use concrete references. Explain an abstract concept such as fairness with clear and specific examples, such as dividing a pie into equal pieces.
- Use visual aids that clearly demonstrate the concept and bring it to life. Familiar, clear symbols and pictures help (Gonzalez, Brusca-Vega, and Yawkey, 1997). For example, to demonstrate the idea of conflicting feelings, you might draw a divided heart with an excited face on one side and a scared face on the other.
- Vocabulary plays a critical role in developing empathy and other skills required for problem solving. Lessons often pivot on certain key words, and pre-teaching these vocabulary words may be especially helpful. You can use synonyms and antonyms students already know to explain a new concept. For example, when teaching about facial clues, you might explain a frown by describing it as the opposite of a smile.
- Emphasize comprehension over pronunciation. For example, when an English-learner volunteers a response that has several mispronounced words but indicates comprehension of the question, validate that child's contribution and restate it so that all students understand.

- Tapping into prior knowledge by linking new concepts with familiar ones facilitates learning. During the lesson, you may wish to use a graphic organizer to link new concepts with old ones (Reyes and Molner, 1991).
- If you're working in conjunction with an ESL teacher, share the lesson concepts, vocabulary, and role-play scenarios with that teacher before introducing each *Second Step* lesson so that he or she can facilitate practice and preparation with the students.

Multiage or Split-Grade Classrooms

Teachers using the *Second Step* Grades 1–3 curriculum in split-grade or multiage classes will need to decide how best to facilitate teaching the curriculum within their unique situation. The following suggestions offer guidance:

- After getting to know your class, teach the *Second Step* grade level that best fits your students' overall level of development. If your class is a mature group, teach the higher grade-level lessons. If you are not sure which grade level to teach, first try using the higher level, since all the basic concepts are woven throughout the program. Generally, it's preferable to err on the side of appealing to your older students in the level of sophistication.
- Alternatively, choose selected lessons from the different grade levels represented in your class to cover the key elements of each unit. For example, if you have a Grades 2/3 split class, and you are about to teach the Empathy Training unit, you might select three Grade 2 lessons and three Grade 3 lessons to cover the key elements in that unit. If your Grade 2 students loop back to you the following school year, teach the remaining lessons in year two of the cycle.
- The overview lessons in Grades 2 and 3 cover the fundamental concepts of the previous grade's lessons. You may wish to use these lessons to supplement your teaching.
- Check with teachers who teach the same grade level as your students to see if they could take some of your students when they teach *Second Step* lessons. For example, you could ask Grade 3 teachers to take your Grade 3 students from your 2/3 split class when *Second Step* lessons are being taught. If this is done, be sure you find out what skills are being taught to your Grade 3 students so you can facilitate transfer of learning effectively.
- Temporarily separate the grade levels when teaching *Second Step* lessons, and invite another staff member (counselor, principal, or reading specialist) to teach one grade level while you teach the other.

Whether you share your class with someone else or keep your class together for the lessons, it is valuable for your entire class to have the experience of discussing and sharing their experiences together. Accommodating split-grade or multiage classes for *Second Step* instruction takes creativity, negotiating skills, and some extra effort, but the rewards are well worth it.

Classrooms with Students Identified as Academically Gifted and Talented

Students identified as academically gifted and talented may often experience social distance and isolation from their peers. Some of these students even consider their academic status as a social handicap (Coleman and Cross, 1988). These students should be included in *Second Step* lessons. Try not to schedule lessons when these students may be attending enrichment sessions.

To help keep academically gifted students engaged, follow their lead in developing activities. If they show interest, consider having them:
• Write a script for a role-play or skit demonstrating a *Second Step* skill.
• Generate behavioral skill steps beyond those done by the class.
• Look for books or articles on issues related to particular social skills.

You may even expand the definition of gifted and talented to include social and emotional competence. In other words, if you have students who are particularly socially competent, recognize and encourage their strengths by offering them a leadership role, which might take one of the following forms:
• Assign them to be a role-play partner with an ESL or developmentally disabled child.
• Have them become a peer mentor for an impulsive classmate.

These are just a few ideas to help you customize the *Second Step* program to your classroom. For more help and ideas, visit the Committee for Children Web site at www.cfchildren.org or call the Client Support Services department at 800-634-4449.

Customizing for Your Nonschool Setting

Although the *Second Step* program was written with a school setting in mind, professionals in other settings have used the curriculum to build a foundation for social-emotional competence. Following are some suggestions for adapting the *Second Step* curriculum to nonschool settings.

Student Motivation

If you offer the *Second Step* program as an optional activity, consider using the following ways to motivate students to attend:
• Present certificates of completion to participants who complete all lessons in a unit.
• When presenting annual or monthly awards, give awards for successful use of *Second Step* skills.
• If your program includes a wide range of ages, train some of the older participants to be *Second Step* coaches or peer mentors to help younger participants through the problem-solving and anger-management steps. Taking a leadership role may be attractive to older participants, while interacting with the older ones may serve as an incentive for the younger children.
• Offer motivational rewards to participants, such as raffle tickets, stickers, or the accumulation of points toward a field trip.

Setting the Tone

In recreational settings, consciously make the curriculum feel different from school. You can do this by:

- Knowing each lesson well enough to present it in a relaxed, fun manner that matches your setting's atmosphere.
- Not teaching *Second Step* lessons immediately after participants have arrived from school. First, engage them in some physical exercise or games to transition them from the school environment.
- Developing your own games using *Second Step* skills.
- Tapping in to students' personal experiences. For example, if a lesson is about dealing with disappointment, ask students to tell about a time when they were disappointed.
- Adapting the role-play examples to fit your setting and your students' lives. To protect the feelings and privacy of participants, the scenarios should not be the exact situation that may have occurred.
- Letting students make up their own names for the characters after they look at the lesson cards.

Other Helpful Hints

- If you're not used to being in a teaching role, practice role-plays with another staff member before trying them with children. You may even want to copresent the lesson with another staff member.
- In settings where new participants enter at different times, use the Grades 2 and 3 overview lessons (found in their respective grade-level kits) to help new students learn foundational *Second Step* skills and concepts before joining others who are already familiar with the curriculum.

Transfer of Learning Outside the Classroom

Effective transfer of learning is a critical part of the curriculum and presents more of a challenge in settings where children spend less time. Without the opportunities that teachers at school have to reinforce *Second Step* skills throughout the day and week, it can be more difficult for children to master the concepts and skills. Nonetheless, this can be achieved by incorporating some of the following suggestions:

- All staff should participate in training. Even though everyone may not teach the lessons, all staff members are responsible for modeling and reinforcing the skills. This provides a consistent message to students that the skills are effective and worthwhile.
- Encourage participants to talk about their school day and how they are using *Second Step* knowledge and skills at school and at home.
- Involve families to help reinforce skills. Use the Take-Home Letters and the *Second Step* Family Overview Video to inform parents about the curriculum.

If you would like further help implementing the *Second Step* curriculum in your setting, please call Committee for Children's Client Support Services department at 800-634-4449.

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Classroom Climate

Creating an Accepting, Respectful, and Caring Classroom

The powerful quotations that follow remind us of the importance of creating respectful, accepting, and caring classrooms for our students. Not only does the classroom become a more pleasant place to be, but research also indicates that a supportive and respectful classroom fosters higher student participation, healthier peer relations, and increased academic achievement (Bernieri, 1991; White and Kistner, 1992; Elliott, 1999).

> *From a teacher:* "I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized" (Ginott, 1972).

> *From students:* "Miss Ashton... she'll say, well, she'll talk to you. She won't put you down, she'll talk to you, and she'll go, 'Yeah, you know I love you. You know I want you to make something out of yourself, so stop messing around in class'" (Phelan, Davidson, and Cao, 1992).

> "Teachers here need, oh, I don't know, to open up more, share their feelings with the students. You know, they seem like they're a recording or something when they talk to you" (Phelan, Davidson, and Cao, 1992).

Although the *Second Step* curriculum teaches skills to increase a child's level of social competence, the lessons themselves are just the beginning. The teacher must provide a physical and emotional environment that promotes these skills while modeling and reinforcing the skills throughout the day.

Because the opportunities for social-emotional learning are abundant, the task can seem overwhelming to a teacher. You may wish to choose one particular area (for example, interrupting politely) as your focus for an entire month and acknowledge your own accomplishment in teaching that important social skill.

The following sections outline ideas that many teachers have used to create the desired classroom climate and enhance the teaching of *Second Step* skills.

Interacting with Students

Model *Second Step* skills and other prosocial skills in your daily life:
• Show that you really do care how others feel. For example, you might say, "I remember when I was left out of a game once. It really hurt my feelings. You must be feeling pretty bad right now."
• Use a respectful and sincere tone of voice.
• Model prosocial skills when interacting with other adults, especially in front of students.
• Think aloud when problem solving or using anger-management steps. For example, you might say, "The problem I have is that I can only choose one student to help raise the flag in the morning. Let me list some possible solutions to this problem."
• Apologize when you make a mistake.
• Use respectful humor.

Show personal interest and make personal connections with your students:
• Greet and welcome students as they enter your classroom.
• Shake hands; call students by name.
• Invite students to spend time with you and get to know them as individuals.
• Ask students about events outside the school setting, such as a basketball game or dance recital.
• Take the opportunity to have students see you in a non-teacher role. For example, you might attend some of your students' theater productions or soccer games.

Communicate using positive, nonverbal messages:
• Handshakes, high-fives, and pats on the shoulder convey a positive message of caring.
• Find ways students can display work they are proud of.
• Use bulletin boards to highlight individuals' personal attributes and interests. For example, students might create "family crests" that list family members and their personal interests.

Set high expectations and clearly define limits for behavior:
• Give students the support they need to meet expectations through visual cues and private talks.
• Convey the message that you will not give up on students in their efforts to meet high expectations.
• Consistently emphasize logical and natural consequences of specific behaviors.

Involve students in making decisions and establishing classroom procedures:
• Early in the year, have students actively participate in establishing guidelines and procedures for the class.
• Have students establish guidelines and procedures for how they want to be treated by the teacher and post these guidelines in a visible place.
• Be specific when writing guidelines that describe behavior. For example, "Respect self and others" might become "Keep hands to yourself."
• Wherever possible, link behavior guidelines to *Second Step* skills. For example, one guideline might be to "solve problems peacefully."
• Set up a procedure to hold regular class meetings.

Establish a trusting atmosphere that encourages risk-taking during classroom activities:
- Structure activities to promote participation in multiple ways.
- Listen to your students without judgment.
- Convey to your students that mistakes can be a positive contribution to learning. Be honest when you make mistakes and model self-tolerance for making mistakes.
- De-emphasize competition by emphasizing collaboration.

Validate students' strengths and differences:
- Give students choices. For example, when assigning a book report, you may want to allow students to give it in an oral, written, or musical form.
- Use cooperative-learning techniques that empower all students who participate.
- Change student groupings often to allow students to interact with different genders, ethnicities, and learning styles.
- Encourage students to trade affirming messages with each other.

Create connections among school, families, and community:
- Encourage students to participate in extracurricular activities. Involvement in music, drama, sports, and other activities enhances a sense of belonging.
- Give students opportunities to do meaningful tasks that contribute to the school as a whole, such as assisting the custodian or recycling.
- Involve students in projects that help the community. For example, arrange a visit to a retirement home to read stories students have written.
- Call home or write a note when you "catch" students doing something positive.
- Send a class newsletter home on a regular basis. Keeping parents informed helps foster positive relationships and trust.

Designing the Physical Space

The physical arrangement of a classroom reflects a teacher's philosophy and beliefs about teaching and learning. Arrangements may vary according to the activities of the day and the dynamics of the group. Keep in mind that all parts of the physical space contribute to the atmosphere of the classroom. Following are some suggested ways that teachers can use the classroom space to foster positive social skill development.

Near the classroom entrance:
- Display a welcome poster or bulletin board that reflects the positive social tone of your classroom. For example, you might display greetings in all the languages used by students in the class.
- On the first day, have all students' names displayed on the door when they arrive.
- Display slogans or phrases that capture the values your students have chosen to embrace. This might include *Second Step* posters or simple words such as "respect" or "responsibility."

On classroom walls:
- Provide space on walls or bulletin boards to display examples of students' work that they are proud of.
- Have a camera available to capture students behaving prosocially, and display the pictures on a bulletin board.

In the teacher's space:
- Position your desk so you can see all students, even if this means moving to the side or back of the room.
- Place your desk so that it is accessible to students.
- Allow space for private conferencing with individual students.

In the students' space:
- Honor the need of each student to have her or his own individual space. This can be as simple as a cubby, mail slot, or hanging folder.
- Provide space for quiet, reflective time.
- Place nonassertive students' desks in areas that catch your attention.
- Provide spaces for small-group activities and discussion. Circles and clusters work best (Rosenfield, Lambert, and Black, 1985).
- Position desks so cooperative-learning groups can be formed easily.
- Be certain all students can see group presentations and displays.
- Play peaceful, calming music at transition and quiet work times. Vary the type of music in respect to different cultures.

For additional resources dealing with topics in this section, see Appendix D. You may also wish to refer to the Educational Resources Information Center (ERIC), a national information system designed to provide users with ready access to an extensive body of education-related literature. You can access this database at www.eric.ed.gov. To begin your search, use keywords such as "classroom climate," "school climate," "classroom management," and "social and emotional learning."

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Scope and Sequence for Grades 1–3

Grade 1 Scope and Sequence

Unit I: Empathy Training

Lesson Titles	Lesson Topics	Card Numbers
Lesson 1: Introduction to Empathy Training	Introduction to the *Second Step* program and group discussion skills.	1
Lesson 2: Identifying Others' Feelings	Using physical and verbal clues to identify others' feelings.	2, 3, 4
Lesson 3: Looking for More Clues	Using situational, physical, and verbal clues to identify others' feelings.	5, 6, 7
Lesson 4: Identifying Our Own Feelings	Exploring how internal and external clues help us recognize our own feelings.	8
Lesson 5: Communicating Feelings	Finding and talking to a trusted, empathic adult as a way of coping with uncomfortable feelings.	9
VIDEO LESSON **Lesson 6:** Similarities and Differences	Recognizing that people can have different feelings about the same situation.	10
VIDEO LESSON **Lesson 7:** Feelings Change	Exploring how people's feelings can change.	11
Lesson 8: Predicting Feelings	Predicting others' feelings as a result of our own or others' actions.	12

Unit II: Impulse Control and Problem Solving

Lesson 1: Introduction to Impulse Control and Problem Solving	Defining *impulsive behavior* and overcoming troublesome social situations using problem solving.	13
Lesson 2: Stop, Calm Down, and Think	Reducing impulsive behavior using calming-down techniques so problem solving can occur.	14
VIDEO LESSON **Lesson 3:** Identifying the Problem and Generating Solutions	Defining problems and brainstorming possible solutions.	15
VIDEO LESSON **Lesson 4:** Choosing, Using, and Evaluating Solutions	Selecting a fair, safe, workable solution and then trying and evaluating it.	16
Lesson 5: Interrupting Politely	Controlling impulsive behavior by selecting an appropriate time to interrupt.	17
Lesson 6: Ignoring Distractions	Ignoring distractions using problem solving.	18
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.	19

Unit III: Anger Management

Lesson 1: Introduction to Anger Management	Recognizing signs of anger and identifying reasons for controlling anger.	20
Lesson 2: Anger Buttons	Recognizing external events and internal thoughts that may trigger angry feelings.	21
Lesson 3: Calming Down	Reviewing and practicing relaxation techniques that help reduce feelings of anger.	22
Lesson 4: Self-Talk	Using positive self-statements that can increase success in pressure situations.	23
VIDEO LESSON **Lesson 5:** Keeping Out of a Fight	Staying out of a fight by applying anger-management techniques and the problem-solving strategy.	24
Lesson 6: Dealing with Name-Calling and Teasing	Applying problem-solving techniques to deal with name-calling and teasing.	25
Lesson 7: Keeping *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.	26

Grade 2 Scope and Sequence

Unit I: Empathy Training

Lesson Titles	Lesson Topics	Card Numbers
VIDEO LESSON **Lesson 1:** Empathy Training—Skill Overview	Overview of the basic concepts of empathy: recognizing feelings, taking others' perspectives, and responding empathically to others.	1, 2
Lesson 2: Feeling Proud	Exploring what makes us feel proud and how people's feelings can change about a situation.	3
Lesson 3: Preferences	Recognizing that people's preferences vary and can change over time.	4
Lesson 4: Cause and Effect	Learning how one's actions can affect another person.	5
Lesson 5: Intentions	Being aware of not attributing hostile intent.	6
Lesson 6: Fairness	Recognizing others' rights and offering fair solutions to a problem.	7

Unit II: Impulse Control and Problem Solving

VIDEO LESSON **Lesson 1:** Impulse Control and Problem Solving—Skill Overview	Overview of impulsive behavior, calming-down techniques, and using problem solving.	8, 9
Lesson 2: Asking for Help in a Respectful Way	Learning to ask for help politely and patiently.	10
Lesson 3: Joining a Group	Joining an activity at the right time in a friendly way.	11
Lesson 4: Playing a Game	Exploring sportsmanship skills.	12
Lesson 5: Asking Permission	Controlling impulses and using problem solving to ask permission.	13
Lesson 6: Apologizing	Getting along with others by making an apology and offering to make amends.	14

Unit III: Anger Management

VIDEO LESSON **Lesson 1:** Anger Management—Skill Overview	Overview of anger signs, events triggering anger, and the anger-management process.	15, 16
Lesson 2: Dealing with Criticism	Dealing with criticism using the problem-solving process.	17
Lesson 3: Dealing with Being Left Out	Dealing with being left out using the problem-solving process.	18
Lesson 4: Dealing with Consequences	Determining responsible behavior in dealing with the consequences of one's actions.	19, 20
Lesson 5: Keeping *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.	21

Grade 3 Scope and Sequence

Unit I: Empathy Training

Lesson Titles	Lesson Topics	Card Numbers
Lesson 1: Empathy Training—Skill Overview	Overview of the basic concepts of empathy: recognizing feelings, taking others' perspectives, and responding empathically to others.	1, 2
Lesson 2: Conflicting Feelings	Understanding that people can have conflicting feelings about a situation.	3
Lesson 3: Active Listening	Identifying and practicing active-listening skills.	4
Lesson 4: Expressing Concern	Showing concern for another person.	5
Lesson 5: Accepting Differences	Understanding that while everyone is different, people are also similar.	6

Unit II: Impulse Control and Problem Solving

Lesson Titles	Lesson Topics	Card Numbers
Lesson 1: Impulse Control and Problem Solving—Skill Overview	Overview of impulsive behavior, calming-down techniques, and using problem solving.	7, 8
Lesson 2: Making Conversation	Initiating, continuing, and ending a conversation in a friendly way.	9
Lesson 3: Dealing with Peer Pressure	Resisting peer pressure using assertive refusal skills and a problem-solving strategy.	10
Lesson 4: Resisting the Impulse to Steal	Resisting the impulse to steal by applying a problem-solving strategy.	11
Lesson 5: Resisting the Impulse to Lie	Resisting the impulse to lie by applying a problem-solving strategy.	12

Unit III: Anger Management

Lesson Titles	Lesson Topics	Card Numbers
Lesson 1: Anger Management—Skill Overview	Overview of anger signs, anger-triggering events, and the anger-management process.	13, 14
Lesson 2: Dealing with an Accusation	Applying the anger-management process to deal with an accusation.	15
Lesson 3: Dealing with Disappointment	Identifying positive responses for dealing with disappointment.	16
Lesson 4: Making a Complaint	Using respectful, assertive behavior to make a complaint.	17
Lesson 5: Keeping *Second Step* Skills Going	Applying *Second Step* knowledge in a project shared with peers.	18

Books for Children in Grades 1–3

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. Illustrated by Ray Cruz. New York: Atheneum, 1972. Some days, nothing goes right for Alexander, and he thinks about going to Australia. (identifying feelings, feelings change, calming down, anger buttons) Available in Spanish: *Alexander y el día terrible, horrible, espantoso, horroroso*.

Amanda Pig on Her Own by Jean Van Leeuwen. Illustrated by Ann Schweninger. New York: Puffin, 1994. Amanda discovers the troubles and joys of being by herself. (reflection, cause and effect, communicating feelings, problem solving, expressing concern, anger buttons)

Amelia's Notebook by Marissa Moss. New York: Simon and Schuster, 2006. Amelia records her feelings about moving to a new town and leaving her best friend behind. (identifying feelings, reflection, joining in at the right time, feelings change)

Angel Child, Dragon Child by Michele Maria Surat. Illustrated by Vo-Dinh Mai. Milwaukee: Raintree, 1983. Going to a new school in America is difficult for Ut, a Vietnamese girl who misses her mother back in Vietnam. (accepting differences, reflection, dealing with criticism)

The Ant Bully by John Nickle. New York: Scholastic, 2006. After being bullied by a big kid named Sid, Lucas starts to bully ants. He learns some important lessons when he is shrunk by an ant wizard and put to work within the ant colony. (identifying feelings, feelings change, reflection)

A Bad Case of Stripes by David Shannon. New York: Blue Sky Press, 1998. Camilla is so concerned about what others think that she is untrue to herself and comes down with a bizarre illness. (dealing with peer pressure, identifying feelings, feelings change, problem solving) Available in Spanish: *Un caso grave de rayas*.

Baseball Saved Us by Ken Mochizuki. Illustrated by Dom Lee. New York: Lee and Low Books, 1993. A Japanese-American boy learns to play baseball when he and his family are forced to live in an internment camp; his ability to play helps him after the war is over. (identifying feelings, dealing with name-calling and teasing, joining in at the right time, problem solving) Available in Spanish: *El béisbol nos salvo*.

Be Good to Eddie Lee by Virginia Fleming. Illustrated by Floyd Cooper. New York: Philomel Books, 1993. Although Christy considered him a pest, Eddie Lee, a boy with Down's syndrome, shares several special discoveries with her. (identifying feelings, feelings change, similarities and differences, accepting differences, dealing with being left out)

Believing Sophie by Hazel Hutchins. Illustrated by Dorothy Donohue. Morton Grove, IL: Albert Whitman and Co., 1995. After she is wrongly accused of shoplifting, Sophie must explain her side of the story to a shopowner. (identifying feelings, reflection, problem solving, fairness, communicating feelings, perspectives, dealing with an accusation)

Black, White, Just Right! by Marguerite W. Davol. Illustrated by Irene Trivas. Morton Grove, IL: Albert Whitman and Co., 1993. A girl explains how her parents are different in color and have different tastes in art and food, and how she herself is also different but just right. (accepting differences, similarities and differences, reflection)

The Blushful Hippopotamus by Chris Raschka. New York: Orchard Books, 1996. Roosevelt's self-image improves as he begins to listen to his friend instead of his negative older sister. (identifying feelings, feelings change, dealing with criticism)

The Brand New Kid by Katie Couric. Illustrated by Marjorie Priceman. New York: Doubleday, 2000. When Lazlo transfers to a new school, he is teased by his classmates until two girls find the compassion to befriend him. (reflection, dealing with name-calling and teasing, dealing with peer pressure, identifying feelings, feelings change, accepting differences) Available in Spanish: *El niño nuevo*.

Crickwing by Janell Cannon. San Diego: Harcourt, 2000. A lonely cockroach named Crickwing has a creative idea that saves the day for the leaf-cutting ants when their fierce forest enemies attack them. (dealing with being left out, dealing with name-calling and teasing, identifying feelings, feelings change, fairness, problem solving) Available in Spanish: *Alatorcida*.

A Day's Work by Eve Bunting. Illustrated by Ronald Himler. Boston: Clarion, 1997. Francisco, a young Mexican-American boy, tries to help his grandfather find work and discovers that even though his grandfather can't speak English, he has much to teach Francisco. (reflection, apologizing, identifying feelings, asking for help in a positive way, fairness)

Eagle Song by Joseph Bruchac. Illustrated by Dan Andreasen. New York: Puffin, 1997. After moving from a Mohawk reservation to Brooklyn, fourth grader Danny Bigtree encounters stereotypes about his Native American heritage. Advanced reading.* (making conversation, joining in at the right time, anger buttons, problem solving, dealing with being left out, identifying feelings)

Elizabeth Imagined an Iceberg by Chris Raschka. New York: Orchard Books, 1994. Elizabeth encounters Madame Uff Da when out riding her bicycle. Madame Uff Da intimidates Elizabeth, but she is able to draw on her inner resources and model the assertiveness skills that bring her to safety. (problem solving, self-talk)

Enemy Pie by Derek Munson. Illustrated by Tara Calahan King. San Francisco, CA: Chronicle Books, 2000. When Jeremy Ross moves into the neighborhood and becomes enemy number one, a boy's father helps him by making his famous enemy pie. (identifying feelings, feelings change, problem solving, fairness) Available in Spanish: *Pastel para enemigos*.

Finding the Green Stone by Alice Walker. Illustrated by Catherine Deeter. San Diego: Harcourt Children's Books, 1991. After saying unkind things to family and friends, Johnny loses both his green stone and his interest in life, and he only recovers them when he discovers love within his heart. (reflection, identifying feelings, cause and effect, active listening, expressing concern, problem solving, dealing with wanting something that isn't yours, asking for help in a positive way, apologizing, resisting the temptation to steal, making a complaint)

Freedom School, Yes! by Amy Littlesugar. Illustrated by Floyd Cooper. New York: Philomel, 2001. When her house is attacked because her mother volunteered to take in a young white woman who has come to teach black children at the Freedom School, Jolie is afraid, but she overcomes her fear after learning the value of education. (identifying feelings, feelings change, problem solving, accepting differences, fairness)

A Friend Like Ed by Karen Wagner. Illustrated by Janet Pedersen. New York: Walker and Company, 1998. Mildred accepts her best friend, Ed, even though he is eccentric sometimes. (reflection, accepting differences, similarities and differences)

The Gardener by Sarah Stewart. Illustrated by David Small. New York: Farrar, Straus and Giroux, 1997. A series of letters relate what happens when, after her father loses his job, Lydia Grace goes to live with her Uncle Jim in the city and takes her love for gardening with her. (identifying feelings, reflection)

Going Home by Eve Bunting. Illustrated by David Diaz. New York: HarperCollins, 1996. Carlos's parents moved to the United States for their children's sake; on a visit back to Mexico, Carlos realizes his parents still consider Mexico home. (reflection, identifying feelings)

Hey, Little Ant by Phillip Hoose and Hannah Hoose. Illustrated by Debbie Tilly. Berkeley, CA: Tricycle Press, 2004. An ant pleads with a boy not to squash him. Can be read as a story; comes with musical notation. (reflection, identifying feelings, dealing with peer pressure, perspectives, fairness)

The Honest-to-Goodness Truth by Patricia C. McKissack. Illustrated by Giselle Potter. New York: Atheneum, 2000. After Libby is caught in a lie, she makes the decision always to tell the truth. After alienating all of her friends, she learns how to tell the truth without hurting other people's feelings. (identifying feelings, problem solving, cause and effect, intentions, resisting the impulse to lie)

Hooway for Wodney Wat by Helen Lester. Illustrated by Lynn Munsinger. Boston: Houghton Mifflin, 1999. Rodney's speech impediment initially makes him the target of the class bully; later, it makes him a hero. (dealing with name-calling and teasing, identifying feelings)

How to Lose All Your Friends by Nancy Carlson. New York: Puffin, 1997. Making its point through opposition, this humorous book shows children the importance of friendship. (fairness, dealing with wanting something that isn't yours, cause and effect)

The Hundred Dresses by Eleanor Estes. Illustrated by Louis Slobodkin. San Diego: Harcourt, 2004. When Wanda, a shy girl from Poland, claims to have a hundred dresses at home, the other girls begin to tease her every day. It is only after Wanda moves away that the girls start to understand those hundred dresses, and about the effects of their teasing. Advanced reading.* (identifying feelings, predicting feelings, cause and effect, intentions, taking responsibility for your actions, dealing with peer pressure, dealing with being left out) Available in Spanish: *Los cien vestidos*.

I, Amber Brown by Paula Danziger. Illustrated by Tony Ross. New York: Putnam Juvenile, 1999. After Amber's parents decide to share custody of her, she struggles to understand how to live in two homes with two different sets of rules. (identifying feelings, apologizing, anger buttons, self-talk, feelings change)

I Speak English for My Mom by Muriel Stanek. Illustrated by Judith Friedman. Morton Grove, IL: Albert Whitman and Company, 1989. Mexican-American Lupe has mixed feelings about helping her mom with English. (conflicting feelings, predicting feelings, expressing concern, problem solving, feelings change)

The In-Between Days by Eve Bunting. Illustrated by Alexander Pertzoff. New York: HarperTrophy, 1996. Reluctant to see any changes in his life on Dove Island, George tries to get rid of his father's girlfriend. Advanced reading.* (anger buttons, dealing with disappointment, making conversation, identifying feelings, feelings change)

Ira Says Goodbye by Bernard Waber. Boston: Houghton Mifflin, 1988. Ira's best friend is moving to a neighboring town. Both Ira and Reggie struggle to process what it means to lose a best friend. (problem solving, dealing with name-calling and teasing, reflection, communicating feelings)

It's Mine! by Leo Lionni. New York: Random House, 1996. Three selfish frogs fight until a toad helps them realize that getting along and sharing is more fun. (identifying feelings, feelings change, problem solving, fairness)

Jake Drake, Bully Buster by Andrew Clements. Illustrated by Amanda Harvey. New York: Simon and Schuster, 2001. When Link Baxter moves into his neighborhood, Jake becomes the target of bullying until he finds a way to relate to Link. Advanced reading.* (identifying feelings, feelings change, dealing with name-calling and teasing, problem solving)

Jeremiah Learns to Read by JoEllen Bogart. Illustrated by Laura Fernandez and Rich Jacobson. New York: Orchard Books, 1999. Although Jeremiah is talented at many things, he doesn't know how to read. When he decides to learn, he not only excels, but teaches his teacher and students to do many new things. (reflection, self-talk) Available in Spanish: *Tomás aprende a leer*.

Judy Moody by Megan McDonald. Illustrated by Peter Reynolds. Cambridge, MA: Candlewick Press, 2000. Judy is prone to grouchiness, but the process of working on her "Me" collage helps her focus on the positive aspects of her life. Advanced reading.* (identifying feelings, accepting differences, feelings change, anger buttons, calming down)

Julian's Glorious Summer by Ann Cameron. Illustrated by Dora Leder. New York: Random House, 1987. When his best friend, Gloria, receives a new bike, Julian spends the summer avoiding her because of his fear of bikes. Advanced reading.* (identifying feelings, resisting the impulse to lie, feelings change, preferences, conflicting feelings, problem solving, accepting consequences)

The Kid in the Red Jacket by Barbara Park. New York: Knopf Books, 1988. When Howard moves across the country, he is befriended by a six-year-old neighbor, and he worries that the friendship might interfere with his making friends his own age. Advanced reading.* (identifying feelings, feelings change, reflection, fairness, accepting differences)

Leo the Late Bloomer by Robert Kraus. Illustrated by Jose Aruego. New York: HarperCollins, 1971. Leo the lion can't seem to do anything right, but with time, and his mother's understanding, he blooms. (identifying feelings) Available in Spanish: *Leo el capullo tardio*.

A Letter to Amy by Ezra Jack Keats. New York: Puffin, 1998. Peter accidentally bumps into Amy when he rushes out to mail an invitation to her. (identifying feelings, intentions)

Lilly's Purple Plastic Purse by Kevin Henkes. New York: Greenwillow Books, 1996. Lilly loves everything about school, especially her teacher, but when he asks her to wait a while before showing her purse, she does something for which she is very sorry later. (anger buttons, calming down, identifying feelings, problem solving, apologizing) Available in Spanish: *Lily y su bolso de plástico morado*.

The Magic Fan by Keith Baker. New York: Harcourt Children's Books, 1989. Despite being laughed at by fellow villagers, Yoshi uses his building skills to make a boat to catch the moon, a kite to reach the clouds, and a bridge that mimics the rainbow. (identifying feelings, dealing with name-calling and teasing, feelings change, dealing with peer pressure)

Max by Bob Graham. Cambridge, MA: Candlewick Press, 2002. Max, the son of superheroes, is late in learning how to fly. (accepting differences, dealing with name-calling and teasing, dealing with criticism)

The Meanest Thing to Say by Bill Cosby. Illustrated by Varnette P. Honeywood. New York: Scholastic, 1997. When a new kid at school tries to get other students to put each other down, Little Bill turns to his father and learns a way to stop the situation. (dealing with name-calling and teasing, identifying feelings, fairness, problem solving)

Nadia's Hands by Karen English. Illustrated by Jonathan Weiner. Honesdale, PA: Boyds Mills Press, 2003. When her hands are painted with henna for her aunt's wedding, Nadia worries about how her classmates will respond. (identifying feelings, accepting differences, feelings change)

Odd Velvet by Mary E. Whitcomb. Illustrated by Tara Calahan King. San Francisco: Chronicle Books, 1998. Although she dresses differently from the other girls and does unusual things, Velvet eventually teaches her classmates that even an outsider has something to offer. (similarities and differences, dealing with peer pressure, dealing with being left out, identifying feelings, feelings change)

Oliver Button Is a Sissy by Tomie dePaola. New York: Harcourt Brace Jovanovich, 1979. Oliver doesn't let teasing at school stop him from what he likes to do. (accepting differences, similarities and differences, dealing with peer pressure, dealing with name-calling and teasing, dealing with disappointment) Available in Spanish: *Oliver Button es un nena*.

The One in the Middle Is the Green Kangaroo by Judy Blume. Illustrated by Amy Aitken. New York: Yearling, 1981. Freddy hates being the middle one in the family until he gets a part in the school play. (identifying feelings, feelings change, dealing with being left out, reflection)

Onion Tears by Diana Kidd. Illustrated by Lucy Montgomery. New York: Orchard Books, 1991. A Vietnamese girl tries to come to terms with her grief over the loss of her family and her new life with an American family. (reflection, similarities and differences, identifying feelings, feelings change, emotions, active listening, expressing concern, accepting differences, joining in at the right time, dealing with name-calling and teasing)

The Pain and the Great One by Judy Blume. Illustrated by Irene Trivas. New York: Dell, 1985. Written from the perspectives of a brother and sister, two siblings describe each other and explain why the other gets preferential treatment. (identifying feelings, dealing with being left out, anger buttons, fairness)

Peach and Blue by Sarah S. Kilborne. Illustrated by Steve Johnson and Lou Fancher. New York: Alfred A. Knopf, 1998. A frog helps Peach see the world, while Peach helps the frog see things he hasn't noticed. (problem solving, reflection)

Ramona Forever by Beverly Cleary. Illustrated by Alan Tiergreen. New York: HarperCollins, 1984. Third-grader Ramona has to deal with being a latchkey kid, fighting with a sibling, waiting for a new baby, and more. Advanced reading.* (identifying feelings, fairness, making a complaint, problem solving, interrupting politely, dealing with name-calling and teasing, intentions, apologizing) Available in Spanish: *Viva Ramona.*

Ronald Morgan Goes to Bat by Patricia Reilly Giff. Illustrated by Susanna Natti. New York: Puffin, 1990. Although he can't hit or catch, Ronald loves to play baseball, and he's got a lot of spirit. (self-talk, joining in at the right time, reflection, dealing with criticism, dealing with name-calling and teasing)

The Rooster's Gift by Pam Conrad. Illustrated by Eric Beddows. New York: HarperCollins, 1998. A rooster thinks his "gift" of crowing in the morning makes the sun rise until one morning when he accidentally oversleeps and the sun rises without him. (similarities and differences, feelings change, reflection, identifying feelings)

A Sister's Wish by Kate Jacobs. Illustrated by Nancy Carpenter. New York: Hyperion Books for Children, 1996. A girl with six brothers wishes for a sister, then discovers that brothers will do in the meantime. (problem solving, feelings change, identifying feelings)

Staying Nine by Pam Conrad. Illustrated by Mike Wimmer. New York: HarperCollins, 1988. Nine-year-old Heather doesn't want to turn ten until wacky Rosa Rita shows her that growing up isn't so bad. Advanced reading.* (reflection, identifying feelings, similarities and differences, feelings change, preferences, conflicting feelings, expressing concern)

The Stories Huey Tells by Ann Cameron. Illustrated by Roberta Smith. New York: Knopf, 1997. Huey problem solves his fear of the dark, tries new foods, and earns his brother's respect in this collection of humorous stories. Advanced reading.* (problem solving, identifying feelings, reflection, feelings change)

Stranger in the Mirror by Allen Say. Boston: Walter Lorraine, 1995. When a boy wakes up looking like his grandfather, he must come to terms with his stereotypes. (identifying feelings, feelings change, reflection)

The Summer My Father Was Ten by Pat Brisson. Illustrated by Andrea Shine. Honesdale, PA: Boyds Mills Press, 2003. A father tells the story of how he damaged a neighbor's tomato garden when he was a boy and what he did to make amends. (identifying feelings, reflection, cause and effect, dealing with peer pressure, problem solving, accepting consequences, apologizing)

Sunshine Home by Eve Bunting. Illustrated by Diane DeGroat. New York: Clarion, 1994. When Tim and his parents visit his grandmother in the nursing home, where she is recovering from a broken hip, everyone pretends to be happy until Tim helps them express their true feelings. (identifying feelings, reflection, expressing concern, problem solving)

Surviving Brick Johnson by Laurie Myers. Illustrated by Dan Yaccarino. New York: Clarion Books, 2000. When Brick, the big new kid at school, catches Alex imitating him, Alex is sure he will be bullied. Advanced reading.* (identifying feelings, feelings change, reflection, accepting differences, problem solving, making conversation)

The Table Where Rich People Sit by Byrd Baylor. Illustrated by Peter Parnall. New York: Atheneum, 1994. A girl discovers her impoverished family is rich in things that matter in life. (identifying feelings, reflection, feelings change)

Tales of a Fourth Grade Nothing by Judy Blume. Illustrated by Roy Doty. New York: Berkley, 2004. Peter tells about school, his family, and his troubles with his two-year-old brother Fudge. Advanced reading.* (reflection, identifying feelings, problem solving, anger buttons)

Three Cheers for Catherine the Great! by Cari Best. Illustrated by Giselle Potter. New York: D. K. Publishing, 2000. When her grandmother announces she doesn't want gifts for her birthday, Sara struggles to figure out what she has of herself to give. (reflection, identifying feelings, preferences)

Verdi by Janell Cannon. San Diego: Harcourt, 1997. A young python does not want to grow slow and boring like the older snakes he sees in the tropical jungle where he lives. (identifying feelings, feelings change, dealing with being left out, reflection) Available in Spanish: *Verdi*.

Weslandia by Paul Fleischman. Illustrated by Kevin Hawkes. Cambridge, MA: Candlewick Press, 1999. When Wesley plants a garden, he is transformed from an outcast to a leader in his community. (identifying feelings, dealing with being left out, problem solving)

What Newt Could Do for Turtle by Jonathan London. Illustrated by Louise Voce. Madison, WI: Turtleback Books, 1998. After Turtle saves his life several times, Newt wonders how he can repay him. (problem solving, identifying feelings)

Wilfrid Gordon McDonald Partridge by Mem Fox. Illustrated by Julie Vivas. La Jolla, CA: Kane/Miller Book Publishers, 1989. A small boy tries to discover the meaning of "memory" so that he can restore the memory of an elderly friend. (reflection, problem solving, perspectives, friendship) Available in Spanish: *Guillermo Jorge Manuel Jose.*

Yoko by Rosemary Wells. New York: Hyperion, 1998. When her teacher realizes that the handmade sushi Yoko's mother packs for her lunch sets her apart from other students, she organizes an international potluck. (similarities and differences, dealing with peer pressure, dealing with being left out, problem solving) Available in Spanish: *Yoko.*

*Chapter books that can be used by the skilled reader or read aloud by the classroom teacher.

Visit the Committee for Children Web site at www.cfchildren.org for an up-to-date list.

Books for Parents

You may wish to include titles from this list in a letter to parents or caregivers.

The Difficult Child by S. Turecki and L. Tonner. New York: Bantam Books, 2000.

Emotional Intelligence: Why It Can Matter More Than IQ by D. Goleman. New York: Vintage, 2005.

Emotionally Intelligent Parenting: How to Raise a Self-Disciplined, Responsible, Socially Skilled Child by M. J. Elias, S. E. Tobias, and B. S. Friedlander. New York: Harmony Books, 1998.

Everyday Blessings: The Inner Work of Mindful Parenting by M. Kabat-Zinn and J. Kabat-Zinn. Collingdale, PA: DIANE Publishing, 2000.

Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness by J. Kabat-Zinn. New York: Delta, 1990.

Homework Without Tears: A Parent's Guide for Motivating Children to Do Homework and to Succeed in School by L. Canter. New York: HarperCollins, 2005.

How to Talk So Kids Will Listen and Listen So Kids Will Talk by A. Faber and E. Mazlish. New York: Quill, 2004.

The Incredible Years: A Trouble-Shooting Guide for Parents of Children Aged 3–8 by C. Webster-Stratton. Kent, WA: Pacific Pipeline, 1992.

Love and Anger: The Parental Dilemma by N. Samalin and C. Whitney. New York: Viking Penguin, 1992.

Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence by M. Diamond and J. L. Hopson. New York: Plume, 1999.

1-2-3 Magic: Effective Discipline for Children 2–12 by T. W. Phelan. Glen Ellyn, IL: Child Management, 1996.

The Optimistic Child by M. E. P. Seligman. New York: Perennial, 1996.

Raising a Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along with Others by M. Shure. New York: Pocket, 1996.

Raising an Emotionally Intelligent Child by J. Declaire and J. Gottman. New York: Simon and Schuster, 1998.

Raising Children in a Socially Toxic Environment by J. Garbarino. San Francisco: Jossey-Bass, 1999.

Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People by H. S. Glenn and J. Nelsen. Rocklin, CA: Prima Publishing, 2000.

Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, and Energetic by M. S. Kurcinka. New York: HarperCollins, 2006.

The Shelter of Each Other: Rebuilding Our Families by M. Pipher. New York: Ballantine, 1999.

Siblings Without Rivalry: How to Help Your Children Live Together so You Can Live Too by A. Faber and E. Mazlish. New York: Quill, 2004.

SOS! Help for Parents by L. Clark. Bowling Green, KY: Parents Press, 2005.

Stop Arguing and Start Understanding: Eight Steps to Solving Family Conflicts by D. C. Hall. Seattle: Montlake Family Press, 2001.

When Anger Hurts Your Kids: A Parent's Guide by M. McKay, P. Fanning, K. Paleg, and D. Landis. Oakland, CA: New Harbinger Publications, 1996.

Visit the Committee for Children Web site at www.cfchildren.org for an up-to-date list.

Books for Teachers

The Art of Happiness: A Handbook for Living by the Dalai Lama XIV and H. C. Cutler. New York: Riverhead Books, 1998.

Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children by J. Cohen (Ed.). New York: Teachers College Press, 2001.

Children's Social Consciousness and the Development of Social Responsibility by S. Berman. Albany, NY: SUNY Press, 1997.

Creating Culturally Responsive Classrooms by B. J. Shade, C. A. Kelly, and M. Oberg. Washington, DC: APA, 1997.

Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom by W. Kreidler. Tucson, AZ: Good Year Books, 2005.

Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Differences by G. Cartledge. Champaign, IL: Research Press, 1996.

Culturally Responsive Teaching: Theory, Research, and Practice by G. Gay. New York: Teachers College Press, 2000.

Diversity in the Classroom: New Approaches to the Education of Young Children by F. E. Kendall. New York: Teachers College Press, 1995.

Early Violence Prevention: Tools for Teachers of Young Children by R. Slaby, W. Roedell, D. Arezzo, and K. Hendrix. Washington, DC: NAEYC, 1995.

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum by M. C. Hyson. New York: Teachers College Press, 2003.

Emotional Intelligence: Why It Can Matter More Than IQ by D. Goleman. New York: Vintage, 2005.

Everybody Wins: 393 Noncompetitive Games for Young Children by J. Sobel. New York: Walker and Company, 1984.

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Getting Past No: Negotiating Your Way from Confrontation to Cooperation by W. Ury. New York: Bantam, 1993.

Getting to Yes: Negotiating Agreement without Giving In by R. Fisher, B. Patton, and W. Ury. Boston: Houghton Mifflin, 1992.

Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches by M. R. Shinn, G. Stoner, and H. M. Walker. Bethesda, MD: NASP, 2002.

The Kindness Curriculum: Introducing Young Children to Loving Values by J. A. Rice. St. Paul, MN: Redleaf Press, 2004.

Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning by D. W. Johnson and R. T. Johnson. Boston: Allyn and Bacon, 1998.

Making Schools Safer and Violence Free: Critical Issues, Solutions and Recommended Practices by H. M. Walker and M. H. Epstein (Eds.). Austin, TX: PRO-ED, 2001.

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The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation by C. A. Smith. Beltsville, MD: Gryphon House, 2004.

Promoting Social and Emotional Learning: Guidelines for Educators by M. J. Elias, J. E. Zins, R. P. Weissberg, K. S. Frey, M. T. Greenberg, N. M. Haynes, R. K. Kessler, M. E. Schwab-Stone, and T. P. Shriver. Alexandria, VA: ASCD, 1997.

Role Play: Theory and Practice by K. Yardley-Matwiejczuk. Thousand Oaks, CA: Sage Publications, 1997.

Roots and Wings: Affirming Culture in Early Childhood Settings by S. York. St. Paul, MN: Redleaf Press, 2004.

Schools with Spirit: Nurturing the Inner Lives of Children and Teachers by L. Lantieri (Ed.). Boston: Beacon, 2002.

You Can't Say You Can't Play by V. G. Paley. Cambridge, MA: Harvard University Press, 1993.

Further Resources

Several organizations serve as excellent clearinghouses for 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.cssn.org
905-848-0440

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/healthinformation/violencemenu.cfm
301-443-4513

National Resource Center for Safe Schools
www.safetyzone.org
503-275-9500

Office of Juvenile Justice and Delinquency Prevention
www.ojjdp.ncjrs.org
202-307-5911

Prevent Child Abuse America
www.preventchildabuse.org
312-663-3520

Safe and Drug Free Schools Program
www.ed.gov/offices/OESE/SDFS
202-260-3954

U.S. Department of Health and Human Services, Center for Substance Abuse Prevention (CSAP)
www.samhsa.gov/centers/csap/csap.html
301-443-0365

Committee for Children Programs

Talking About Touching®: A Personal Safety Curriculum
Preschool/Kindergarten–Grade 3
The *Talking About Touching* curriculum teaches skills for sexual abuse prevention as well as lessons on traffic safety, fire safety, and gun safety. Related videos include *What Do I Say Now?™ How to Help Protect Your Child from Sexual Abuse* for parents, and *Yes You Can Say No* for the classroom.

Second Step®: A Violence Prevention Curriculum
Preschool/Kindergarten–Middle School/Junior High
This research-based program is designed to help reduce impulsive and aggressive behavior in children. Social-emotional skills addressed include empathy, impulse control, problem solving, and emotion management. The program comes in grade-level kits and includes a staff training component. Also available: *Second Step* Family Guide and *Segundo Paso,* a Spanish-language supplement to the program.

Steps to Respect®: A Bullying Prevention Program
Grades 3–5 or Grades 4–6
The *Steps to Respect* curriculum is a school-based, social-emotional learning program designed to decrease bullying and help children build more respectful, caring peer relationships. The program is intended for use in elementary schools and includes training components for teachers, staff, and parents, and curriculum components for students in Grades 3–5 or Grades 4–6.

Woven Word®: Early Literacy for Life
Preschool/Kindergarten
The *Woven Word* program is a research-based, easy-to-use curriculum that uses a shared reading technique called "dialogic reading" to weave together emergent literacy and social skills development. The program kit contains six beautifully written and illustrated classroom books with scripted lessons as well as take-home copies for families.

Glossary

Anger buttons: Situations, actions, words, and events that cause a person to feel angry. These may be external factors, such as what someone says or does, or internal factors, such as brooding or talking to yourself in a way that makes you feel angrier.

Anger-management process: The process of using calming-down techniques and problem-solving processes to manage angry feelings and express them in socially acceptable ways.

Anger signs: Ways that our bodies internally or externally signal feelings of anger; for example, changes in heart rate or body temperature, tight muscles, and clenched jaws. Recognizing signs of anger in ourselves helps us know when to calm down and manage behavior before anger escalates into hurtful behavior. External signs such as facial expressions help other people recognize that someone feels angry.

Behavioral skill steps: Three to five small, specific behavior steps used to carry out a solution to a problem. These skill steps are practiced during role-play.

Belly breathing: Taking deep breaths using the diaphragm muscles rather than the chest muscles. A slow breath is taken in through the nose, as though smelling good, hot soup; then the air is slowly released through the mouth, as though blowing on the soup to cool it.

Calming down: The process of moving from a state of agitation or excitement caused by strong feelings to a more relaxed state. Calming-down techniques, or emotion-management strategies, such as deep breathing or counting slowly, provide a break that helps interrupt the escalation of strong emotions into antisocial behaviors.

Empathy: The ability to identify emotions, assume the perspective of others, and respond sensitively to others.

Impulse control: The ability to deal with strong emotions and express them in socially acceptable ways. Recognizing impulsive behavior, paying attention to your body's clues, and using calming-down techniques help achieve impulse control.

Neutral problem statement: Stating a problem in terms that does not assign blame and takes into account all parties' points of view: "Joe won't let me play on the swing" becomes "Joe and I both want to play on the only swing left to use."

Problem-solving strategy: A process for solving social problems that includes identifying the problem, brainstorming possible solutions, evaluating them, choosing and using a solution, evaluating whether it worked, and choosing an alternative solution if necessary.

Reflection: Thinking back on a problem situation to evaluate and learn from one's own performance. In the final step of the anger-management process, students answer reflection questions.

Self-talk: The process of coaching yourself using statements that encourage a positive attitude and aid focus in pressure situations. For example, saying to yourself: "Calm down, stop, and think. I can solve this problem." Self-talk is used as part of the calming-down strategy. It differs from thinking out loud, which involves oral articulation of the steps in key *Second Step* processes.

Thinking out loud: Talking through the calming-down, problem-solving, and anger-management processes as students learn and practice the steps in each lesson. As students become skilled using the processes, they are encouraged to think through the steps rather than say them aloud. Thinking out loud differs from self-talk, which is used as part of the calming-down strategy.

Transfer of learning: The process of using new skills in different settings; the program uses a three-part model and other strategies to achieve transfer of learning.

Model Puppet Script

For Grade 1, Unit I, Lesson 1

Have Impulsive Puppy mirror the behavior of an excited young child. Encourage students to think of ways to help Puppy calm down and participate in the discussion. Develop suggestions into classroom rules for group discussions. To use Puppy and this script, begin the scene below just before question 1 in the Story and Discussion section and omit questions 1–3:

Have Impulsive Puppy bouncing on your lap, whispering in your ear, and tugging at the clothing of the children next to you.

Puppy is so excited about being a part of our circle time that I am afraid Puppy doesn't know where to begin. Do you notice how Puppy can't seem to sit still and that Puppy is bothering the people sitting nearby? When I ask Puppy to calm down and listen, Puppy doesn't seem to know what that means. When someone starts to talk, Puppy starts talking too. Have you ever seen puppies act like this? Puppy continues to wiggle and bounce.

Story and Discussion
Puppy doesn't seem to know the rules of group discussions, so we will have to help. *Rules* tell us how to act in a group. What can we tell Puppy about how we act in our group?

Encourage children to think of rules that will help Puppy. After students suggest group discussion rules, have Puppy model the behaviors.

Impulsive Puppy is learning our rules. Look at how Puppy is sitting calmly now. Puppy knows that we keep hands and feet to ourselves. Puppy is looking at me while I am talking. And Puppy is waiting for a turn. Thank you for helping, Puppy.

Model Puppet Script

For Grade 2, Unit III, Lesson 5

Make the noise of a coffee cup breaking or drop a prop on the ground.

Derrick the Puppet, talking to himself: **Uh-oh!**

Display Thought Bubble that says: "What is the problem?"

Derrick the Puppet: **I accidentally dropped Ms. _____'s (librarian's name) favorite mug and it broke. Oh, no! I feel really bad. I need to solve this problem. What can I do?**

Display Thought Bubble that says: "What are some solutions?"

Derrick the Puppet: **I could leave. Or I could apologize to Ms. _____ and offer to get her another one. Or I could tell her that I'll help her after school. Or I could blame it on someone else... Okay, one of these solutions might work.**

Display Thought Bubble that says: "Is it safe? How might people feel about it? Is it fair? Will it work?"

Derrick the Puppet: **What might happen if I apologize? Ms. _____ (librarian's name) might still be mad. But I will feel better. She might even accept my apology and not be mad. If I offer to help her after school, maybe she won't be so mad. Apologizing is fair and safe, and it will probably work.**

Display Thought Bubble that says: "Choose a solution and use it."

Derrick the Puppet: **I think I'll be responsible and apologize.** Derrick the Puppet sees the Librarian Puppet and says: **Here she comes. Okay, I can do this.**

Remove Thought Bubbles.

Derrick the Puppet to the Librarian Puppet: **Ms. _____ (librarian's name), I accidentally dropped your mug and it broke. I'm sorry. Maybe I could help you after school to make it up to you.**

Librarian Puppet: **I'm sorry you broke my mug, Derrick, but I'm glad that you told me. I have another mug just like it at home, so I'm not too upset. If you want to help after school, I can always use extra hands.**

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 model the expression physically 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.

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., and Friesen, W. V. (1975). *Unmasking the Face: A Guide to Recognizing Emotions from Facial Clues.* Englewood Cliffs, NJ: Prentice Hall.

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

Second Step

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?

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*Second*Step

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

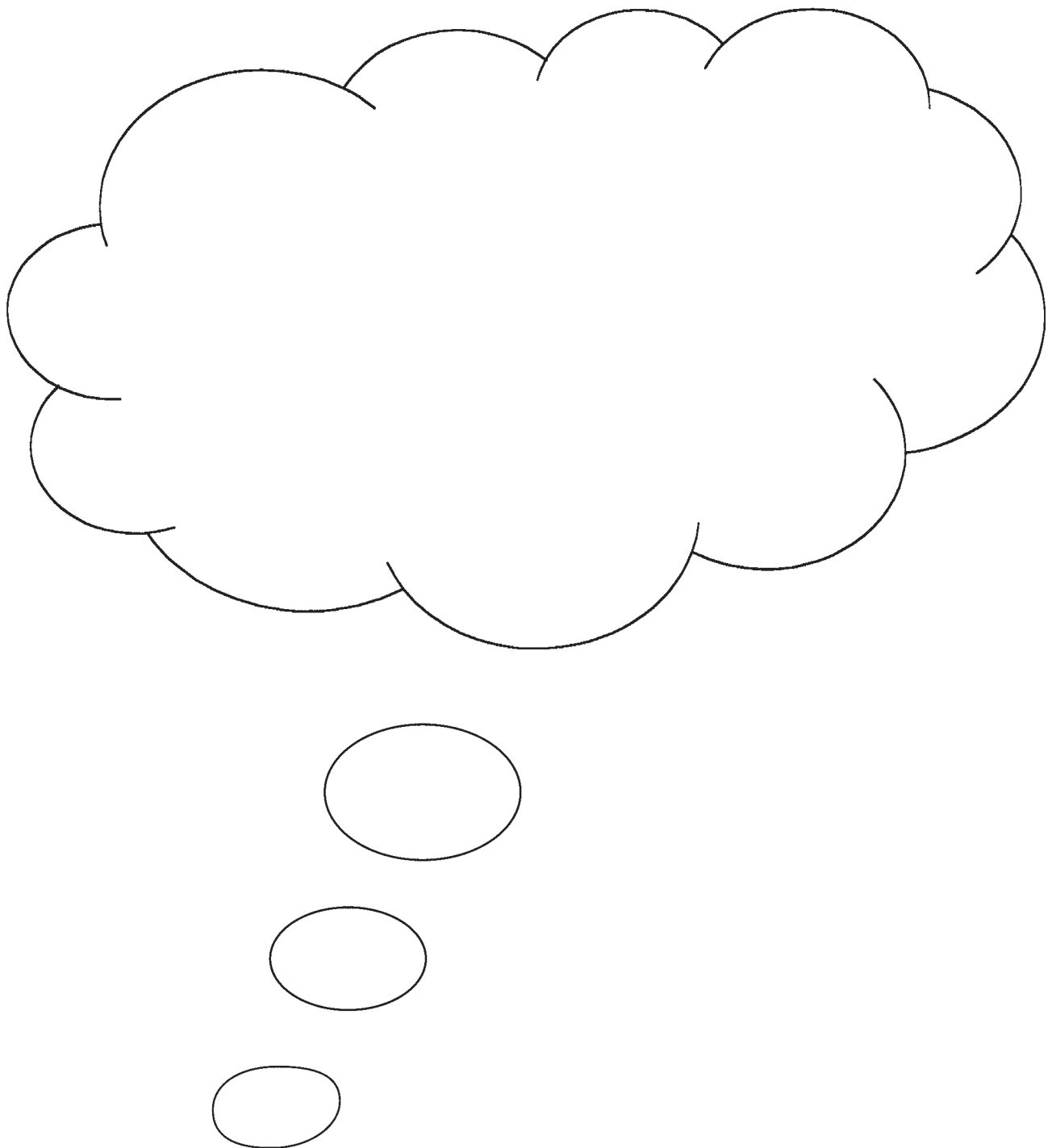**3.** Think out loud to solve the problem.

4. Think about it later. Ask yourself:
Why was I angry? What did I do? What worked?
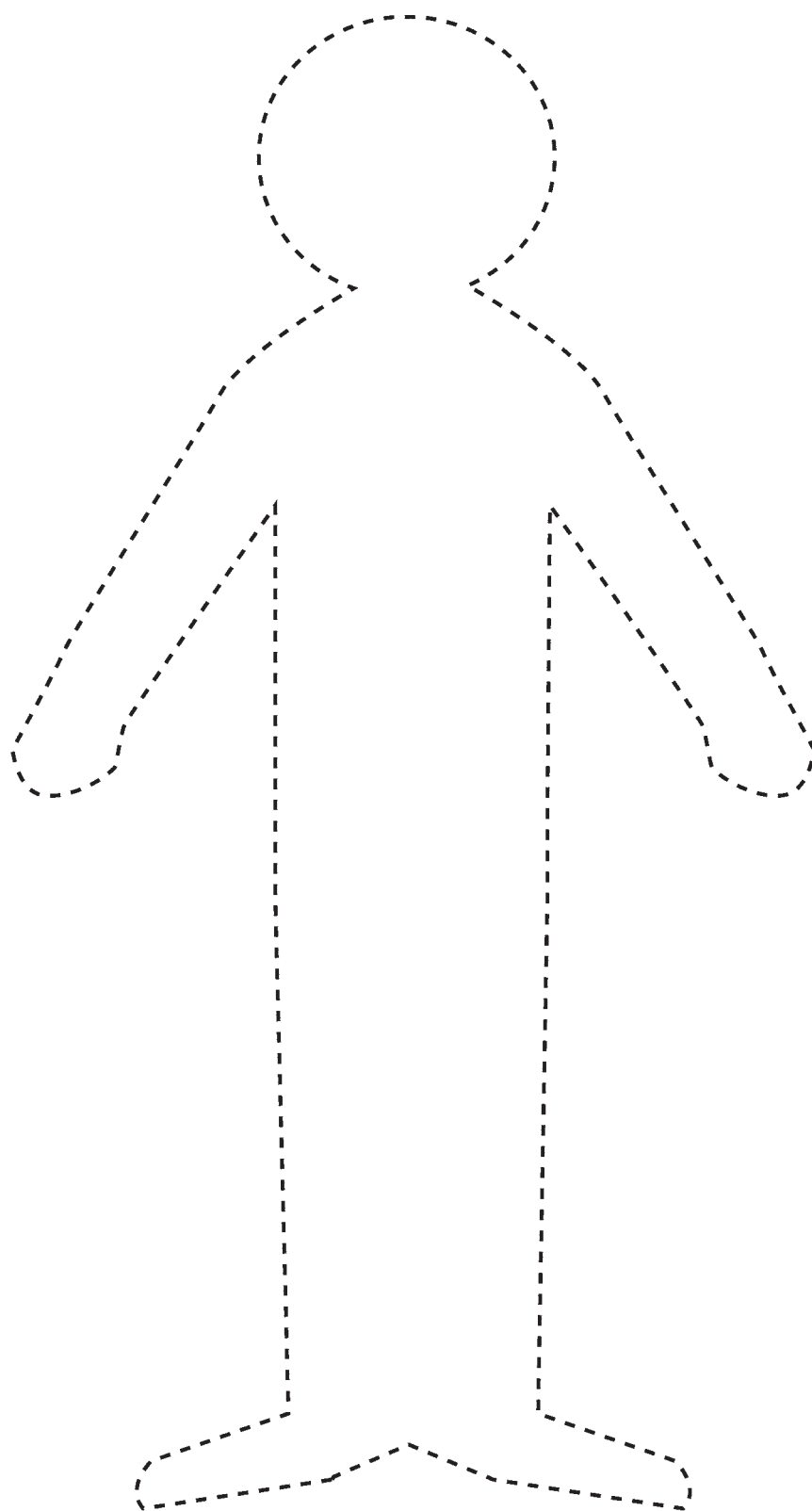What didn't work? What would I do differently?
Did I do a good job?

Second Step Grades 1–3   **Appendix K**

Student Handout

Thought Bubble Template

Puppet Template

Take-Home Materials

To get the most out of the *Second Step* program, children need to practice using the skills they learn in the lessons in their everyday lives. To encourage ongoing communication with families and skill practice at home, reproducible masters of Take-Home Letters and other materials are provided. Letters are designed to be photocopied "as is" onto school letterhead.

Whenever this icon appears on a lesson card, it indicates that a Take-Home Letter or other materials, such as the Student Self-Report Homework or Parent Report, should be sent home. The letters provide information on what the children are learning in the lessons and tips for how parents or caregivers can help their children practice the new skills. Be sure to read through each letter carefully (and the lesson it accompanies) before sending it home to ensure that you include all materials mentioned (for example, you will need to locate poster handouts in Appendix K for some letters).

The Student Self-Report Homework is usually accompanied by the Parent Report letter to the family detailing the specific social skill (for example, interrupting politely) being taught that week. For lessons in which the class has generated social skill steps, either fill in the steps yourself or have the students copy the steps onto both forms. Students should show both forms to their families, practice the steps at home, and complete the self-report form. After a parent or caregiver signs the letter to the family (if included), students should then return both forms to class for discussion later.

Dear Family:

This is a busy time for children who are learning many new skills in school. They may be reading chapter books, writing stories, using graphs, or starting to play a musical instrument. These are all important skills for children to learn.

Another area of learning that requires specific skills is social-emotional learning. These important skills are often overlooked. This is the realm where children learn how to understand and manage their feelings, how to make friends and be a friend, and how to solve social problems. Learning takes place throughout the day—in the classroom, on the playground, and at home. Children learn by watching and listening to how teachers, family members, and friends interact with one another.

We will be using a curriculum called the *Second Step* program to help us think about, develop, and practice positive social skills. Research tells us that children who learn and use these skills are more likely to get along with others and do better in school.

The *Second Step* program is divided into three units:
- **Unit I: Empathy Training.** Children learn about feelings and ways to show understanding and caring toward others.
- **Unit II: Impulse Control and Problem Solving.** Children learn new ways to solve problems and practice skills such as calming down, apologizing, interrupting politely, and making new friends.
- **Unit III: Anger Management.** Children learn to manage their anger in ways that do not hurt others.

Incorporating photographs and videos of children in everyday situations, *Second Step* lessons introduce and teach all the above skills. All students are given the chance to practice the skills they're learning through role-playing, an important part of *Second Step* lessons.

Families play a crucial role in the success of the *Second Step* program. You will be receiving letters about what your child is learning at school and what you can do at home to help him or her understand and practice the new skills. Please feel free to come and observe one of our *Second Step* lessons, and if you have any questions, be sure to ask. I would be delighted to hear from you.

Sincerely,

Take-Home Letter 1: Introduction to *Second Step: A Violence Prevention Curriculum*

Dear Family:

Our class has started learning about empathy. *Empathy* means identifying and understanding your own and others' feelings in order to get along better. Below is a list of skills your child will be learning at school, followed by examples of ways you can help your child remember and improve these skills. Students will be practicing empathy skills by:

• Identifying their own and others' feelings through looking at faces, recognizing body clues, listening to voices, and watching what is happening. (Help your child practice by noticing, "You're smiling," and asking, "Are you happy? Why?")

• Recognizing that people may react differently to different situations. (Help your child practice by saying, "You like to play on the jungle gym, but it scares your friend. What can we do about that?")

• Predicting feelings. (Help your child practice by asking, "How do you think your friend might feel if she asked you a question and you didn't answer?")

• Learning the difference between accidents and things done on purpose. (Help your child practice by asking, "Do you think he meant to knock over your bike?")

• Sharing feelings. (Help your child practice by sharing your own feelings: "I feel happy when you offer to help set the table.")

• Understanding and accepting differences in others. (Help your child practice by saying, "It's okay for your friend to be different from you. You two are alike in some ways too. How?")

In general, simply listening and talking about feelings helps children be more understanding of others. It also helps create a more positive classroom environment.

Please contact me if you have any questions about empathy skills or the *Second Step* program.

Sincerely,

Dear Family:

This week in the *Second Step* program, we have been discussing how to deal with uncomfortable feelings we have at school. While the curriculum teaches children to solve problems on their own as much as possible, we know it can also be helpful for young children to share their emotions with adults. In this week's lesson, we identified specific grown-ups at school the children know, trust and would be willing to talk to about their feelings. In addition, we identified other trusted adults such as school counselors, coaches, school nurses, and older siblings at school.

Children, as well as adults, sometimes find it difficult to begin a conversation about emotions. In our lesson, we practiced what words to use to express our feelings. Examples are "I felt scared when I had to read aloud" or "I feel angry when Mr. Ramos always gets my name wrong." To begin a dialogue with your child, you might try telling a story about an upsetting event from your own childhood. Describe how you felt and whom you talked to (or wished you had talked to). This type of discussion allows your child to better understand that uncomfortable emotions are universal and to see another person modeling the labeling of emotions.*

You can also help your child identify his or her feelings by asking how he or she feels about a specific situation. If your child is upset, show you are listening by restating what she or he has said and by asking questions. Often, children are not expecting you to "fix" their feelings. They simply want to be heard.

Please contact me if you have any questions, and thank you for your support.

Sincerely,

*Each family is unique and has its own ideas about sharing feelings. Discuss with your child which adults your family trusts and with whom you share feelings.

Dear Family:

Our class has started Unit II of the *Second Step* curriculum. It focuses on impulse control and problem solving. *Impulse control* means slowing down and thinking rather than doing the first thing that pops into your head. *Problem solving* is a strategy for dealing with problems we face with other people and as individuals. *Calming-down* techniques are taught to give your child the skills to compose him- or herself so that a given problem can be solved more effectively.

Our class will learn and practice steps for calming down and solving problems. You can help by practicing these new skills at home with your child. For example, reinforcing calming-down skills at home may go something like this:

> *Your child comes in upset about her younger sibling playing with her new toy. You might say, "Wow! I can tell that you're upset. Try taking three deep breaths, then count backward slowly before deciding what to do."*

> *After your child has calmed down, you might then help her practice the problem-solving steps by saying, "Now that you've calmed down, tell me what the problem is. What are some ideas that might solve it? Let's go through each of your possible solutions and ask: 'Is it safe? How might people feel about it? Is it fair? Will it work?' Now choose a solution and give it a try. If it works, great! If not, then try something else."*

Copies of the posters Calming Yourself Down and How to Solve Problems accompany this letter. We use these during our *Second Step* lessons; feel free to post them at home.

In this unit, your child will also practice using such skills as apologizing, ignoring distractions, and dealing with peer pressure. With some lessons, I will send home the steps for certain skills on a Student Self-Report Homework form so that your child can practice them at home. If your family uses different steps, please discuss this with your child and let me know. We do not consider the steps to be absolute rules; rather, they are guidelines for being safe and fair.

Please contact me if you have any questions about impulse control, problem-solving skills, or the *Second Step* program.

Sincerely,

Dear Family:

Our class has begun the third and final unit of the *Second Step* curriculum. It focuses on anger management. Lessons do not teach that feeling angry is bad. But they do teach that how one acts when angry is critical. The anger-management steps children will learn and practice are designed to help them recognize, understand, and manage their anger. Here is an example of how you might practice these steps with your child at home:

> *You hear a shriek from the family room. You find your child near tears because Henry, the family dog, just ran through your child's board game. You say, "Remember to stop and think. Ask yourself how your body feels. I can tell that you're angry. Calm down. Remember what you said to yourself when you needed to calm down the other day? Try saying those things again. Now that you're calm, let's go through the problem-solving steps you learned to see if we can keep Henry from messing up your game the next time."*

A copy of the What to Do When You Are Angry poster used in the classroom accompanies this letter. Feel free to post it at home.

At-home activity idea: Write each of the calming-down methods on a small piece of paper. Fold each piece and place all in a container. Present your child with a pretend situation that might cause him or her to become angry (such as a sibling taking the last cookie). Your child then draws a piece of paper from the container and shows you how to use that particular calming-down method.

With some lessons, I will hand out Student Self-Report Homework to help your child practice at home and allow you to see what we are doing in class. Please contact me if you have any questions about anger-management skills or the *Second Step* program.

Sincerely,

Dear Family:

We have completed our formal *Second Step* lessons. Be sure to ask your child about the activity we did to wrap up our exploration of social skills.

The *Second Step* program is designed to teach children social skills that will serve them throughout their lives. Although the lessons have come to an end, the learning and practicing doesn't stop here. There will be many more opportunities for your child to practice the skills introduced in the lessons. In soccer, we practice on a field. In drama, we practice on a stage. With the *Second Step* program, we practice wherever we happen to be at the time. The positive social skills your child has learned can be further developed wherever she or he is interacting with others.

When opportunities arise to use *Second Step* skills, we encourage you to pause and help your child practice. Here are a few examples:
• **Empathy Training.** Your child has a friend over, and the two of them are trying to decide what game to play. Your child wants to toss the Frisbee, and her friend wants to ride bikes. This is a good time to point out that even close friends can have different preferences. Understanding that preferences can and do differ is an important part of being able to relate to one another in a caring way.
• **Impulse Control and Problem Solving.** Your child becomes very excited and wants to dive into a plate of cookies that his sister has set out as a treat for friends. Take this opportunity to coach your child through the calming-down and problem-solving steps. One solution might be that he gets one of the cookies without a major battle breaking out.
• **Anger Management.** Someone spills juice on your child's favorite book. It looks like she is about to lose her temper. This is a time to remind your child about the steps for What to Do When You Are Angry.

Second Step lessons are just a beginning. Keeping *Second Step* skills going by helping your child practice positive social skills will pay off for years to come.

Please contact me anytime you have questions about the *Second Step* program.

Sincerely,

Second Step Student Self-Report Homework

Name: _____ Date: _____

Social skill practiced: _____

Skill steps:

_____

_____

_____

_____

1. When did you use the skill?

_____

_____

2. What happened? Please do not use names.

_____

_____

_____

_____

3. How did you do? (Circle one.)

Great!   Okay.   I could have done better.

4. What might you do differently next time?

_____

_____

_____

_____

5. Draw a picture of yourself practicing the social skill. Use the back of this paper or another sheet.

Take-Home Material

Second Step Parent Report

Student Name: _____ Date: _____

Dear Family:

This week, your child has been practicing the social skill listed below. Please practice the skill and skill steps with your child at home. If these skill steps are different from ones that your family uses, talk to your child about the differences. These suggestions are not meant to replace the steps you use, but they do provide your child with additional strategies.

Social skill practiced:

Skill steps: _____

_____

_____

_____

When you see your child using the skill or following the skill steps, give her or him encouragement and praise. Your child will be filling out a Student Self-Report Homework form.

Notes from the teacher: _____

_____

_____

_____

Please feel free to contact me with any questions about the *Second Step* program. Thank you for your continued support.

Sincerely,

Parent questions or comments: _____

_____

_____

_____

Parent signature: _____ Date: _____

Acknowledgments

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